

WORD Year 4	SENTENCE Year 4	TEXT Year 4	PUNCTUATION Year 4	TERMINOLOGY Year 4
<p>*The grammatical difference between plural and possessive -s</p> <p>* Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</p>	<p>*Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>*Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>*Use of paragraphs to organise ideas around a theme</p> <p>*Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>*Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>*Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>*Use of commas after fronted adverbials</p>	<p>*previous years and...</p> <p>*determiner</p> <p>*pronoun,</p> <p>*possessive pronoun</p> <p>*adverbial</p>

GRAMMAR Objectives	Example
Use adverbs to modify verbs	<p>Children need to understand that we can not only say that something is done or happened, but also HOW.</p> <p>She went off happily to see her granny.</p> <p>He kicked the ball furiously into the wall.</p>
Use conjunctions to express time or cause	<p>Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened.</p> <p>Dad tripped on the stairs because the cat was lying there.</p> <p>When the film was over, we all went and had a meal.</p> <p>He was certainly still angry so the dogs thought it best to keep out of his sight for a while.</p>
Use prepositions to express time and place	<p>Help children make their writing more interesting by using prepositional phrases.</p> <p>With a heavy heart, the princess put the frog back in the pond.</p> <p>He kicked the ball right over the wall.</p>
Person - understanding that writing can be third or first person	<p>Children need to become aware that writing can be 'She did this...' or 'I did this...'. We can write in the 3rd or the 1st person.</p> <p>The dog wandered down the street looking for cats and food.</p> <p>I wandered down the street looking for my dog.</p>

<p>Use adverbs and adverbials (prepositional phrases which act as adverbs)</p>	<p>Extend children's understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened.</p> <p>He spoke crossly and in a loud voice to all the children. The dog ran with the lead in its mouth, down the street</p>
<p>Use commas after or before phrases and clauses</p>	<p>Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses.</p> <p>After the door slammed, the class sat in total silence. As light as a bird, the glider disappeared into the clouds.</p>
<p>Pronouns - using pronouns to avoid repetition or ambiguity and to add clarity and cohesion</p>	<p>Encourage children to use pronouns to help them make sense and be clear:</p> <ol style="list-style-type: none"> 1. Avoid repetition: While Sam watched the TV programme. Sam finished making his Lego spaceship. 2. Avoid ambiguity: Mary wanted to help her granny and she was feeling very tired. 3. Add to the cohesion: When she went to bed, Mog was feeling rather full of milk and cat food.
<p>Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.</p>	<p>Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written.</p> <p>E.g. We can use contracted forms, and we can use slang...</p> <p>"Give me a break," sneered Tom, "You can't expect me to believe that!" "Ger'off, you're hurting me," Sam told his younger brother.</p>
<p>Use the possessive apostrophe</p>	<p>Use for singular and plural nouns.</p> <p>Joanna's temper was rising fast. He really wanted his brother's football shirt. All the dogs' dinners had been stolen.</p>
<p>Use fronted adverbials</p>	<p>Extend children's use of adverbs by encouraging them to start their sentences with an adverbial.</p> <p>In total silence, the children tiptoed along the corridor. Without blinking, Max stared into all their yellow eyes.</p>