

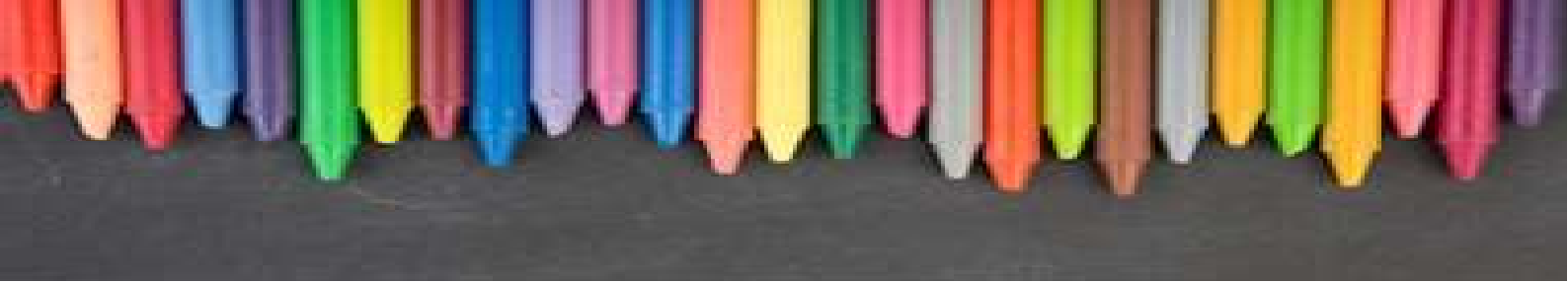
A pocket guide to...

adverb apostrophe clause
determiner fronted adverbial
modal verb noun phrase prefix
present perfect pronoun root
word sentence subjunctive
suffix superlative tense verb

Y4 Grammar



Mundy C of E Junior School



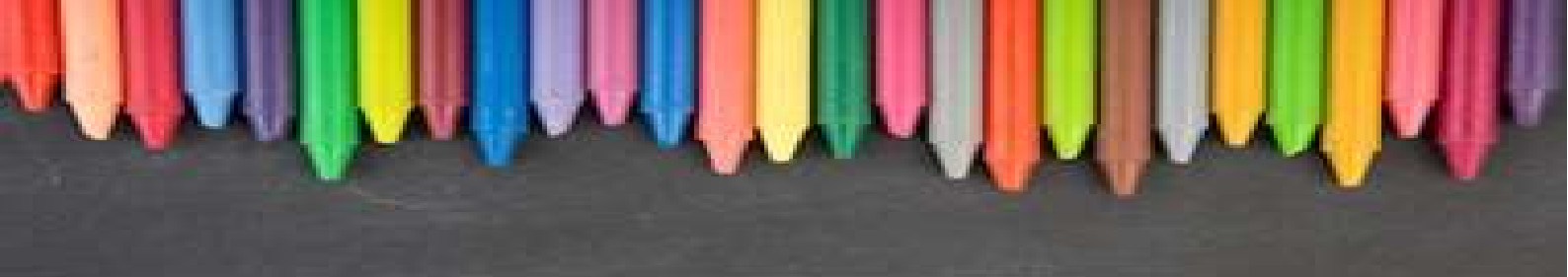
Introduction

The current National Curriculum (2014) has a much higher emphasis on children knowing and using grammar terminology. We know that many children go home and discuss their learning. From the feedback we have received, we hear that it would be useful to have a 'pocket guide' to enable these conversations to be more meaningful between all parties involved.

We hope you will use these guides to support your conversations and to help our children develop their understanding and use of grammar. These 'pocket guides for grammar' are designed to be read in order, starting at Year 3. Therefore, by the time you have all four guides, you will have all the terminology used at school.

As always, your feedback is valued – please let Mr Wainwright know if you have any comments or suggestions about these guides.

Thank you once again for continuing to support us with your child's learning. By working together, we can make the greatest difference!



The Basics

Here are some of the most important things that Year 4 children need to know and remember from previous years:

Nouns: These are often known as “naming” words. They name people, animals, places or things.

Examples: Lucy, cat, beach, table, teacher.

Pronouns: To avoid repetition in our writing we need to use pronouns. A pronoun is a word that is used instead of a noun or noun phrase. Pronouns refer to nouns that have already been mentioned or are about to be mentioned.

Examples:

The school teacher spoke at the special assembly in the hall.
She also asked some students to speak.

Adjectives: Describe or give more information about a noun

Examples: bright, tired, dangerous, useless, hungry

Verbs: These are often known as “action” words. They describe what a person or thing is doing or being.

Examples: climb, bounce, write, hope, is, was

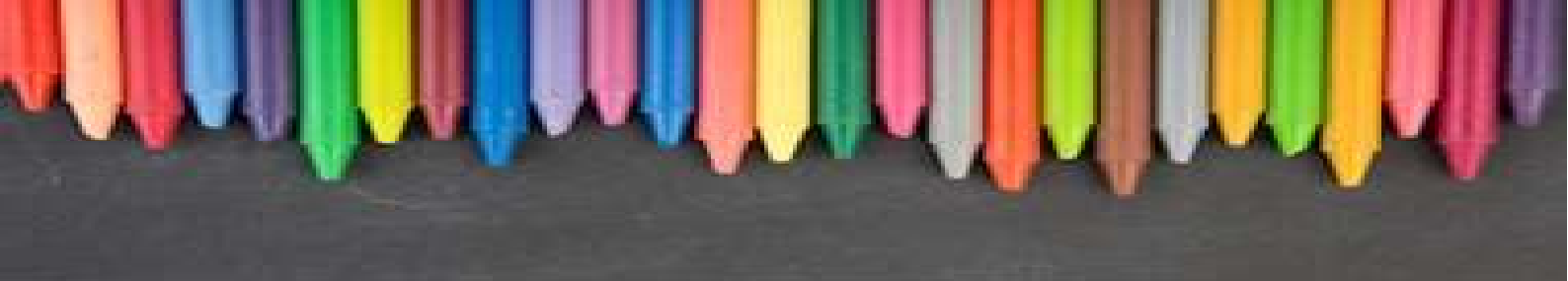
Adverbs: Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how, when, where, why** or **how often** something is happening.

Examples: carefully (how), immediately (when), downstairs (where), therefore (why), always (how often).

Sentence Example:

Adjective Noun Verb Adverb

The frightened rabbit jumped backwards.



More on verbs

Verbs are also 'being words' like I am, was, were or are.

Example: I am tired.

Verb inflections

An inflection is a change in the form of a word to show a grammatical function such as change in tense.

Often an inflection is the change in the ending of a word.

Example: Kicked is an inflection of the verb kick.

Some words change completely when inflected.

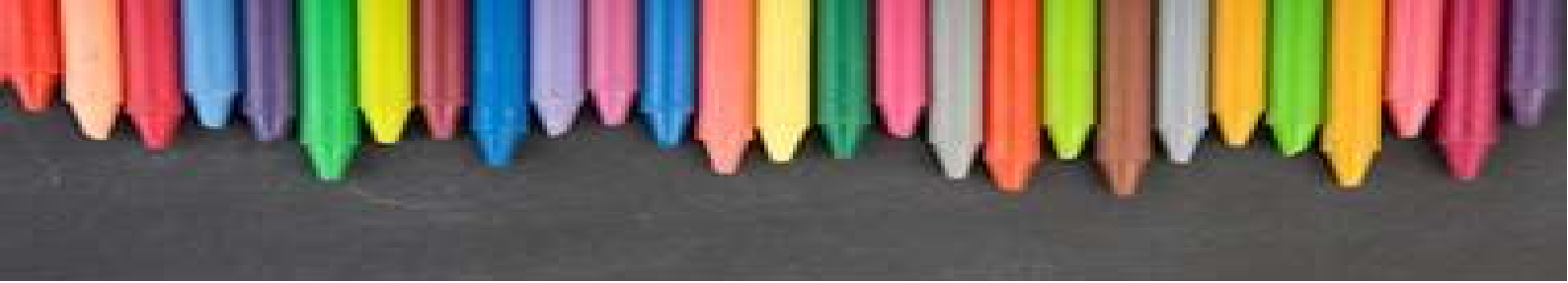
Example: *Went* is an inflection of *go*.

Sometimes when you speak, you may use the locally-spoken/non-standard forms of verb inflections. However, when you are writing down the verb inflections, you should always use standard English.

Standard English is often considered the 'correct' form of English, because it is grammatically correct and does not use any slang or dialect.

Standard English is used in formal situations, by public officials, and traditionally by the media.

Non-standard English	Standard English
We was	We were
I done	I did
Can I have some of them sweets?	Can I have some of those sweets?



Verb inflections

Singular or plural?

A verb can be singular or plural, but it must match the subject to which it relates.

Identifying the subject

The subject of a verb is normally the noun, noun phrase or pronoun that names the 'do-er' or 'be-er'.

Examples of correct subject-verb agreement

1. He drives 50 miles everyday. (singular subject; singular verb)
2. They ride the school bus in the afternoon. (plural subject; plural verb)

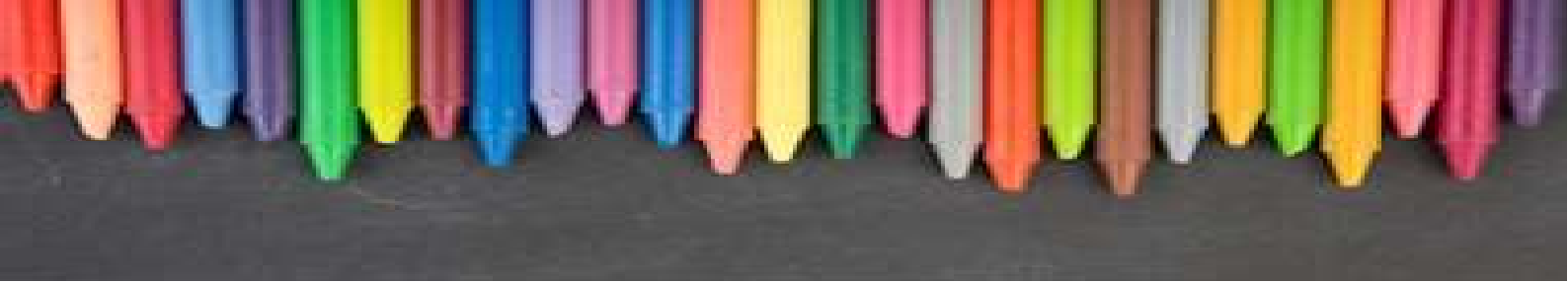
Rule

To help with correct verb agreement, the basic rule is:

If the subject is singular (one) the verb must be singular.

If the subject is plural (more than one) the verb must be plural.

To form the plural of a verb in present tense, you should remove the **s** from the singular form.



Prepositions

Prepositions are words that show the relationship of a noun, pronoun or noun phrase to another part of a sentence. Prepositions often describe locations or movements but they can describe time too.

before, with, about, of, in, after, because, of, during, for

I went for a long walk **after** lunch.

She wrote a story **about a strange world. **During** the long film, Mavis fell asleep.**

Examples:

Location: above, behind, below, beside, between, by, in, inside, near, on, over, through.

Time: after, before, by, during, from, on, past, since, through, to, until, upon.

Movement: against, along, down, from, into, off, on, onto, out of, toward, up, upon.

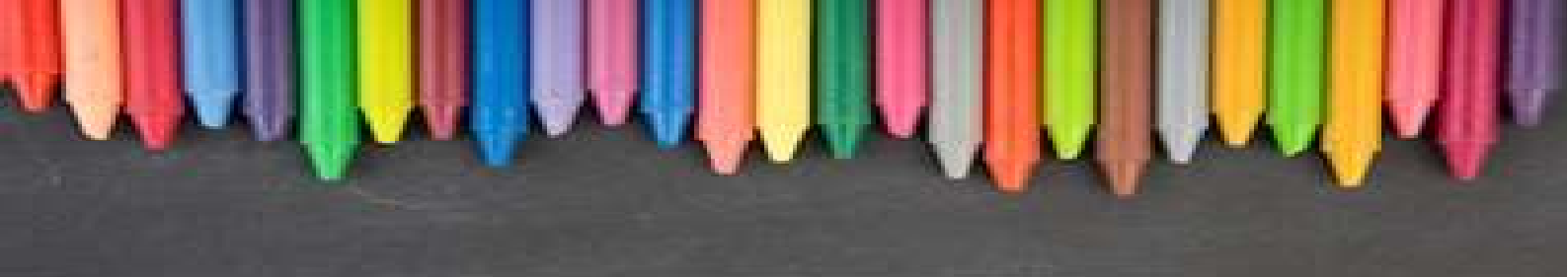
Prepositional phrases

Example:

Behind the loud drums.

Preposition Noun phrase

A prepositional phrase is made up of a preposition, along with the noun, pronoun or noun phrase that follows it.



Expanding noun phrases

Nouns can be extended by adding more information to them such as adjectives, nouns and prepositions.

Example:

The teacher.

The strict teacher. (an adjective has been added)

The strict maths teacher. (a further noun has been added)

The strict maths teacher sat behind his desk.

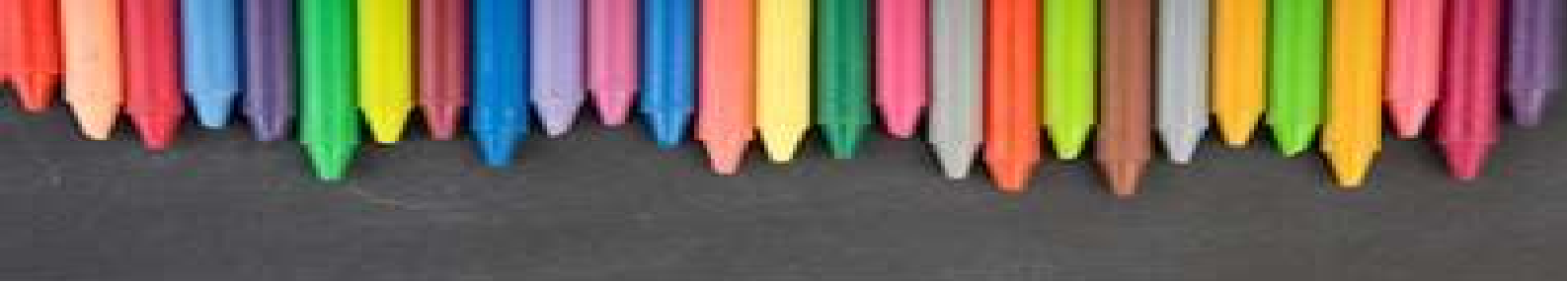
(a prepositional phrase has been added)

Fronted adverbials

Fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows. A comma is used after a fronted adverbial.

Fronted adverbials tell the reader about the time, frequency, place, manner or the extent that the action is happening.

Time	Frequency	Place	Manner	Extent/Degree
Afterwards, Soon, Later, After a while.	Often, Regularly, Every second, Sometimes.	Here, Outside, Above the bed, In the distance.	Unhappily, As fast as he could, Nervously.	Obviously furious, Barely alive, Totally overwhelmed.



Conjunctions

Conjunctions are used to connect two or more parts of a sentence. There are two types of conjunctions: **co-ordinating** and **subordinating**

Co-ordinating Conjunctions are used to link words, phrases and clauses that are as important as each other (equally important).

Here are some examples: **and, but, or, so, yet**

Example 1: Linking words

I saw my auntie **and** uncle at the weekend.

The '**and**' links the nouns auntie and uncle together.

Example 2: Linking phrases

I will tidy my room, **but** not the whole house.

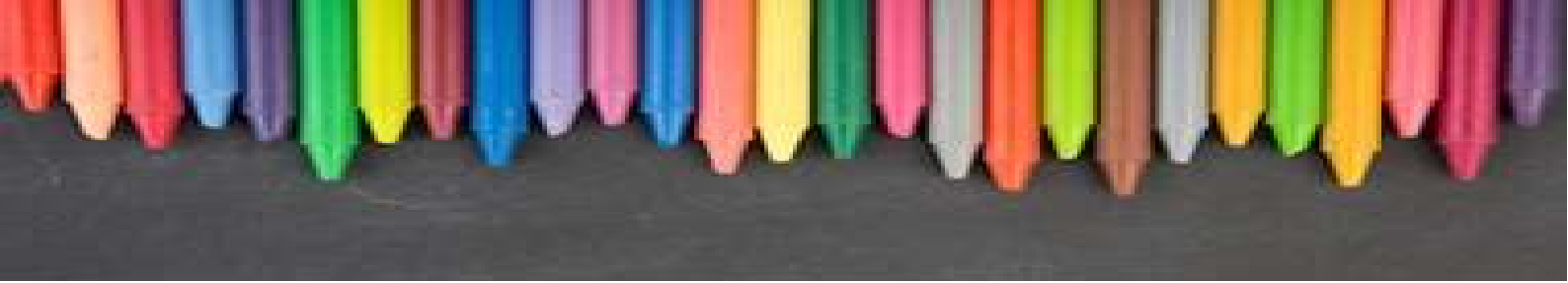
The '**but**' links the main clause to the phrase 'not the whole house'.

Example 3: Linking main clauses

The artist finished her painting **but** she wasn't happy with the picture.

The '**but**' links the **main clause** 'The artist finished her painting' with a second **main clause** 'she wasn't happy with the picture'.

The two main clauses in Example 3 are equally important.



Subordinating Conjunctions are used to link subordinate clauses to main clauses. They show that the two parts of the sentence are not equal. Here are some examples:

When, before, after, if, because, whilst, since

Example 4:

You can have your pocket money *if you complete your homework.*

The **subordinating conjunction** '**if**' links the main clause, 'You can have your pocket money' with the subordinate clause, 'If you complete your homework'

Subordinating conjunctions can also be used at the start of a sentence.

Example 5:

Before eating her dinner, Katie washed her hands.

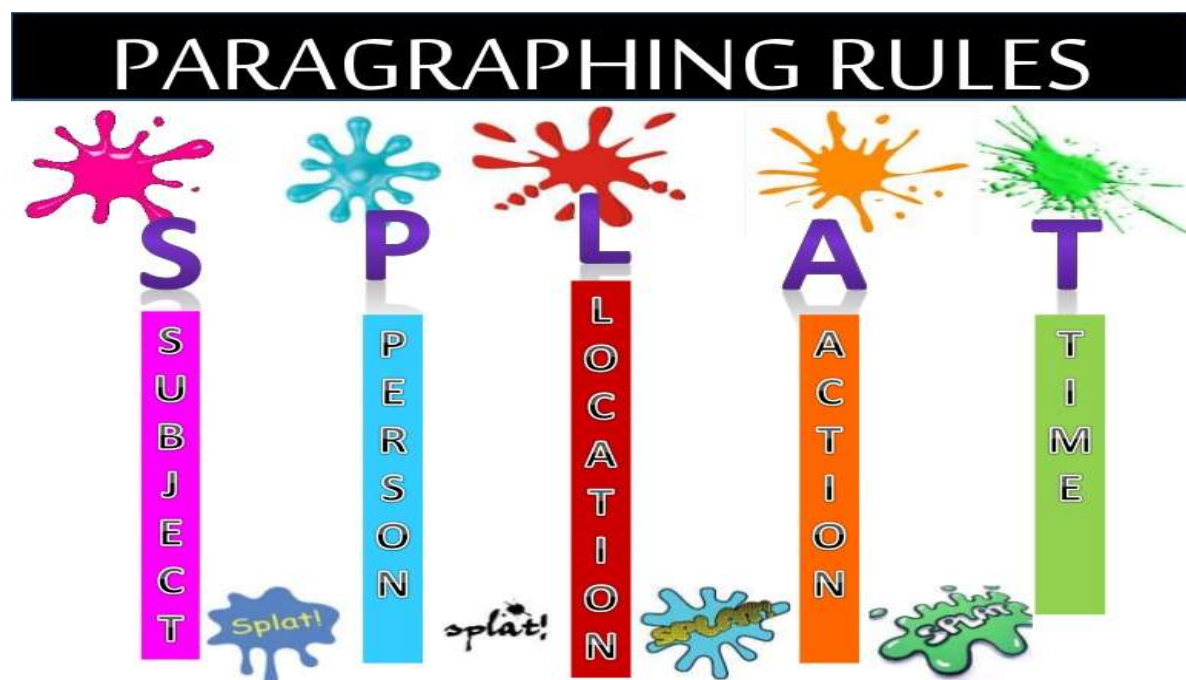
The **subordinating conjunction** '**before**' links the main clause, 'Katie washed her hands' with the subordinate clause, which explains when she washed her hands.

Using paragraphs as a way to group related material

A **paragraph** is a **section of writing** consisting of one or more sentences grouped together and discussing one main subject.

New paragraphs are either signalled by an indent (where the text starts some way into the line) or by leaving a line blank.

Paragraphs help to structure text; **every new paragraph starts on a new line**. We start a new paragraph to signal that the subject, person, location, action or time has changed.

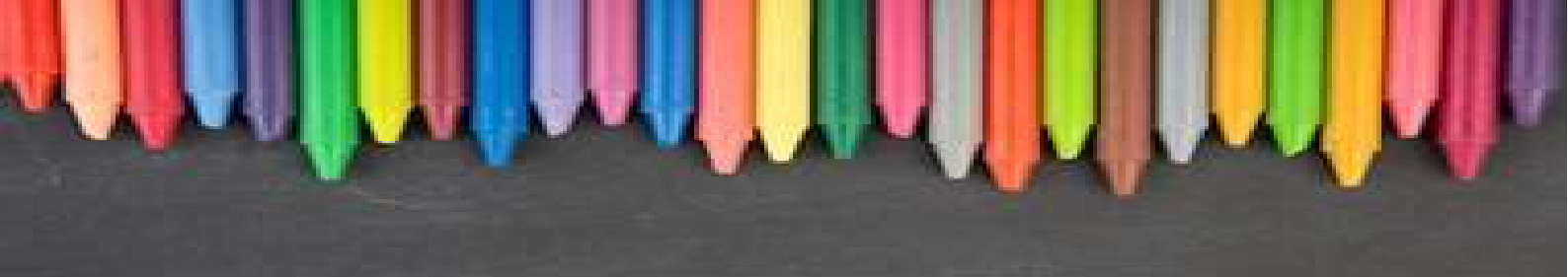


Headings and sub-headings to aid presentation

Headings and subheadings are used to tell us what a paragraph is about.

The heading is the main title for a text and the subheading is a heading for one of many paragraphs in a text.

They are helpful because they help the reader find information quickly.



Year 4 Punctuation

In addition to the punctuation learnt in previous years, children in Year 4 are expected to know and use:

Apostrophes ‘

There are two reasons to use apostrophes:

1. To show possession (something belongs to it)

The **girl's** hat (the hat belongs to the girl)

James' basketball (the basketball belongs to James)

2. To show omission (replaces missing letters in a word)

Don't -short for 'do not' - the apostrophe replaces the 'o'

Apostrophes for plural possession

Apostrophes can be used to show something belongs to someone or some- thing (possession). When we are talking about more than one thing we call this plural. For example, a pack of wolves or countries. If the noun is plural, ends with an 's' and we need to attach an apostrophe to show possession, then we put the apostrophe after the s.

Examples:

The **wolves'** prey was a deer. The **girls'** bathroom was flooded.

Inverted Commas “ ” (speech marks)

Inverted commas, also known as speech marks, are used to show what is being said in a sentence.

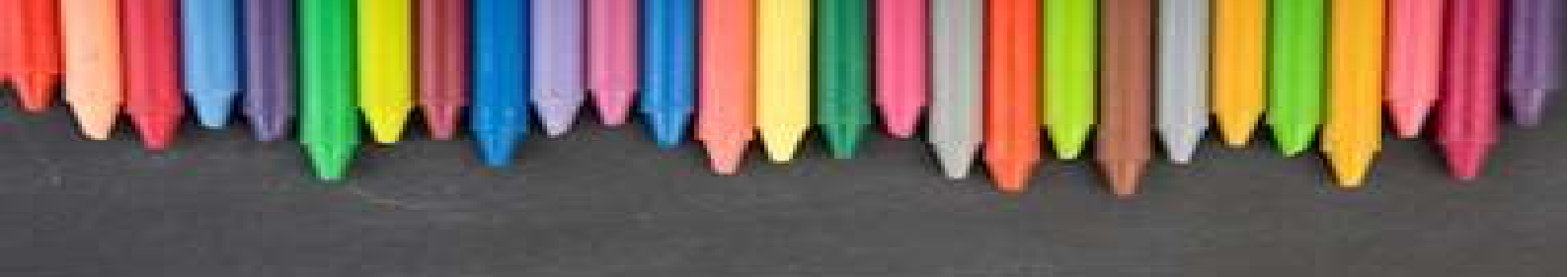
Examples:

“I wouldn't do that if I were you.” warned the teacher.

Sam asked, “Do you want to come with me?”

The start of speech always needs a capital letter, unless carried on in the same sentence. New speaker, new line when writing.

There should always be punctuation (. ! ?) **before** you close the inverted commas (speech marks).



Terminology for children

In addition to terminology taught in previous years
(see also our Year 3 grammar pocket guide)

Term	Explanation
Adverbial phrase	A phrase built around an adverb – e.g. ‘as quickly as possible’; ‘very rudely’.
Pronoun	A word which can be used to replace the noun and avoid awkward repetition of that noun within the sentence.
Possessive pronoun	A pronoun which is used to show ownership. E.g. mine, yours, his, hers.
Common nouns	Describes a class of objects, which do not need a capital letter e.g. table, dog, pencil.
Proper nouns	A noun which names a particular person, place or thing e.g. John, Thursday, England. These always need a capital letter.
Collective nouns	A noun which relates to a group of nouns e.g. team, herd, class.
Determiner	A word that introduces a noun and identifies it in detail. E.g. this, that, a, an, your, my, six, ten, half.