YEAR 4

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** –*s* 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*]
Sentence	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*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	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!*"] **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Useful definitions:

adjective	The surest way to identify adjectives is by the ways they can be used: • before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or • after the verb *be*, as its complement. Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be. Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes,	*The pupils did some really good work.* [adjective used before a noun, to modify it] *Their work was good.* [adjective used after the verb *be*, as its complement] Not adjectives: *The lamp glowed.* [verb] *It was such a bright red!* [noun] *He spoke loudly.* [adverb] *It was a French grammar book.* [noun]
adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.	*Usha soon started snoring loudly.* [adverbs modifying the verbs *started* and *snoring*] *That match was really exciting!* [adverb modifying the adjective *exciting*] *We don't get to play games very often.* [adverb modifying the other adverb, *often*] *Fortunately, it didn't rain.* [adverb modifying the whole clause 'it didn't rain' by commenting on it] Not adverbs: • *Usha went up the stairs.* [preposition phrase used as adverbial] • *She finished her work this evening.* [noun phrase used as adverbial] • *She finished when the teacher got cross.* [subordinate clause used as adverbial]

clause	A clause is a special type of phrase whose head is a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	*It was raining.* [single-clause sentence] *It was raining but we were indoors.* [two finite clauses] *If you are coming to the party, please let us know.* [finite subordinate clause inside a finite main clause] *Usha went upstairs to play on her computer.* [non-finite clause]

cohesion	A text has cohesion if it is clear how the meanings of its parts fit together. Cohesive devices can help to do this. In the example, there are repeated references to the same thing (shown by the different style pairings), and the logical relations, such as time and cause, between different parts are clear.	**A visit** has been arranged for *Year 6*, to the Mountain Peaks Field Study Centre, leaving school at 9.30am. **This is an overnight visit**. The centre has beautiful grounds and *a nature trail*. During the afternoon, *__the children__* will follow *the trail*.
cohesive device	Cohesive devices are words used to show how the different parts of a text fit together. In other words, they create cohesion. Some examples of cohesive devices are: • determiners and pronouns, which can refer back to earlier words • conjunctions and adverbs, which can make relations between words clear • ellipsis of expected words.	*Julia's dad bought her a football. The football was expensive!* [determiner; refers us back to a particular football] *Joe was given a bike for Christmas. __He__ liked __it__ very much.* [the pronouns refer back to Joe and the bike] *We'll be going shopping __before__ we go to the park.* [conjunction; makes a relationship of time clear] *I'm afraid we're going to have to wait for the next train. __Meanwhile__, we could have a cup of tea.* [adverb; refers back to the time of waiting] *Where are you going? [_] To school!* [ellipsis of the expected words *I'm going*; links the answer back to the question]

conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: • co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair • subordinating conjunctions (e.g. when) introduce a subordinate clause.	*James bought a bat and ball.* [links the words *bat* and *ball* as an equal pair] *Kylie is young but she can kick the ball hard.* [links two clauses as an equal pair] *Everyone watches when Kyle does back-flips.* [introduces a subordinate clause] *Joe can't practise kicking because he's injured.* [introduces a subordinate clause]

fronting, fronted	A word or phrase that normally comes after the verb may be moved before the verb: when this happens, we say it has been 'fronted'. For example, a fronted adverbial is an adverbial which has been moved before the verb. When writing fronted phrases, we often follow them with a comma.	*Before we begin, make sure you've got a pencil.* [Without fronting: *Make sure you've got a pencil before we begin.*] *The day after tomorrow, I'm visiting my granddad.* [Without fronting: *I'm visiting my granddad the day after tomorrow.*]

inflection	When we add -ed to *walk*, or change *mouse* to *mice*, this change of morphology produces an inflection ('bending') of the basic word which has special grammar (e.g. past tense or plural). In contrast, adding -er to *walk* produces a completely different word, *walker*, which is part of the same word family. Inflection is sometimes thought of as merely a change of ending, but, in fact, some words change completely when inflected.	*dogs* is an inflection of *dog*. *went* is an inflection of *go*. *better* is an inflection of *good*.

noun	The surest way to identify nouns is by the ways they can be used after determiners such as *the*: for example, most nouns will fit into the frame "The __ matters/matter." Nouns are sometimes called 'naming words' because they name people, places and 'things'; this is often true, but it doesn't help to distinguish nouns from other word classes. For example, prepositions can name places and verbs can name 'things' such as actions. Nouns may be classified as common (e.g. *boy, day*) or proper (e.g. *Ivan, Wednesday*), and also as countable (e.g. *thing, boy*) or non-countable (e.g. *stuff, money*). These classes can be recognised by the determiners they combine with.	*Our dog bit the burglar on his behind!* *My big brother did an amazing jump on his skateboard.* *Actions speak louder than words.* Not nouns: • *He's behind you!* [this names a place, but is a preposition, not a noun] • *She can jump so high!* [this names an action, but is a verb, not a noun] common, countable: *a book, books, two chocolates, one day, fewer ideas* common, non-countable: *money, some chocolate, less imagination* proper, countable: *Marilyn, London, Wednesday*

preposition	A preposition links a following noun, pronoun or noun phrase to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like *before* or *since* can act either as prepositions or as conjunctions.	*Tom waved goodbye to Christy. She'll be back from Australia in two weeks.* *I haven't seen my dog since this morning.* Contrast: *I'm going, since no-one wants me here!* [conjunction: links two clauses]

preposition phrase	A preposition phrase has a preposition as its head followed by a noun, pronoun or noun phrase.	*He was in bed.* *I met them after the party.*

possessive	A possessive can be: • a <u>noun</u> followed by an <u>apostrophe</u>, with or without *s* • a possessive <u>pronoun</u>. The relation expressed by a possessive goes well beyond ordinary ideas of 'possession'. A possessive may act as a <u>determiner</u>.	*Tariq's book* [Tariq has the book] *The boys' arrival* [the boys arrive] *His obituary* [the obituary is about him] *That essay is mine.* [I wrote the essay]
pronoun	Pronouns are normally used like <u>nouns</u>, except that: • they are grammatically more specialised • it is harder to <u>modify</u> them In the examples, each sentence is written twice: once with nouns, and once with pronouns (underlined). Where the same thing is being talked about, the words are shown in bold.	*Amanda waved to Michael.* *She waved to him.* *John's mother is over there.* *His mother is over there.* *The **visit** will be an overnight **visit**.* *This will be an overnight **visit**.* *Simon is the person: Simon broke it.* *He is the one who broke it.*
subordinate clause	A clause which is <u>subordinate</u> to some other part of the same <u>sentence</u> is a subordinate clause; for example, in *The apple that I ate was sour*, the clause *that I ate* is subordinate to *apple* (which it <u>modifies</u>). Subordinate clauses contrast with <u>co-ordinate</u> clauses as in *It was sour but looked very tasty.* (Contrast: <u>main clause</u>) However, clauses that are directly quoted as direct speech are not subordinate clauses.	*That's the street where Ben lives.* [relative clause; modifies *street*] *He watched her as she disappeared.* [adverbial; modifies *watched*] *What you said was very nice.* [acts as <u>subject</u> of *was*] *She noticed an hour had passed.* [acts as <u>object</u> of *noticed*] Not subordinate: *He shouted, "Look out!"*

verb	The surest way to identify verbs is by the ways they can be used: they can usually have a tense, either present or past (see also future).	He *lives* in Birmingham. [present tense]
		The teacher *wrote* a song for the class. [past tense]
	Verbs are sometimes called 'doing words' because many verbs name an action that someone does; while this can be a way of recognising verbs, it doesn't distinguish verbs from nouns (which can also name actions). Moreover many verbs name states or feelings rather than actions.	He *likes* chocolate. [present tense; not an action]
		He *knew* my father. [past tense; not an action]
		Not verbs:
	Verbs can be classified in various ways: for example, as auxiliary, or modal; as transitive or intransitive; and as states or events.	• The *walk* to Halina's house will take an hour. [noun]
		• All that *surfing* makes Morwenna so sleepy! [noun]