

## Year 4 Grammar Curriculum

Punctuation	
<p><b>Possessive apostrophes</b> for regular singular and plural nouns</p>	<p>Use of <b>inverted commas</b> and other punctuation (such as commas) to indicate direct speech. where the speech is preceded by the speaker:  <i>Mary yelled, "Sit down!"</i></p> <p>Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.</p>
<p>Use of <b>commas</b> after fronted adverbials</p>	<p>Capital letters for <b>proper nouns</b>: names, places, days of the week, months, titles and languages</p>
Grammar	
<p><b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"</p>	<p><b>Modal verbs:</b> <i>could, should, would</i></p>
<p><b>Powerful verbs</b> Find synonyms of words to up-level sentences and give a greater effect</p>	<p><b>Verbs –</b> Past perfect continuous: <b>"had" + past participle + "-ing"</b></p>
<p>Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition</p>	<p><b>Possessive pronouns:</b> <i>yours, mine, theirs</i> <i>ours, hers, his, its</i></p>
<p><b>Specific determiners:</b> <i>their, whose, this, that, these, those, which</i></p>	<p><b>Prepositions:</b> <i>at, underneath, since, towards, beneath, beyond</i></p>
<p>Know the difference between a <b>preposition</b> and an <b>adverb</b></p>	<p><b>Expanded noun phrases:</b> Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i></p>
<p><b>Compound nouns</b> using hyphens</p>	<p><b>Starting a sentence with "-ing"</b>, using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i></p>
<p><b>Comparative and superlative adjectives:</b> Change the "y" to an "i" and add either "-er" or "-est" <i>happy – happier – happiest</i></p>	<p><b>Adjectives</b> ending in "-ed": <i>frightened, scared, etc.</i></p>
<p><b>Compound sentences</b> using all the co-ordinating conjunctions</p>	<p><b>Plural nouns</b> of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"</p>
<p><b>Plurals</b> for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby – babies, lady - ladies</i></p>	<p><b>Verbs</b> ending in "y": change the "y" to an "i" and add "-es" <i>carry – carries</i></p>
<p><b>Prefixes</b> to give the antonym: "im-", "in-", "ir-", "il-"</p>	<p><b>Repetition to persuade:</b> <i>Fun for now, fun for life</i></p>
<p><b>Drop-in clause with an "-ing" verb:</b> <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause.</p>	<p>A sentence that gives <b>three actions:</b> <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i> Use and identify <b>informal and formal language</b></p>