



Year 4 Grammar and Punctuation Objectives

The following table presents the requirements for Spelling, Punctuation and Grammar in Year 4. The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the grammatical vocabulary through discussion and practice. All other terms in **bold** should be understood with the meanings set out in the glossary.

| WORD STRUCTURE Year 4 | SENTENCE STRUCTURE Year 4 | TEXT STRUCTURE Year 4 | PUNCTUATION Year 4 | GRAMMATICAL VOCABULARY FOR PUPILS TO LEARN Year 4 |
|--|---|---|--|---|
| <ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) | <ul style="list-style-type: none"> Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials (for example, <i>Later that day</i>, I heard the bad news.) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>) Apostrophes to mark singular and plural possession (for example, <i>the girl's name</i>, <i>the boys' boots</i>) Use of commas after fronted adverbials | <p>(previous years and...)</p> <p>determiner pronoun possessive pronoun adverbial</p> |



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It is expected that children will understand the stated grammatical vocabulary in the right hand column and will be able to provide examples when asked.

For example, 'Could you underline a **subordinate clause** in the story?' 'Could you write a **pronoun**?'

The following grammatical vocabulary from previous years should also be recapped and learnt. Children should understand the vocabulary below.

| | |
|--------|--|
| Year 1 | word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. |
| Year 2 | verb, tense, past, present, future, adjective, noun, suffix, apostrophes for omission [contractions], comma, sentences: statement, command, question, exclamation |
| Year 3 | word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, consonant letter, clause, subordinate clause |



Year 4 Grammar and Punctuation Objectives

The following objectives is to aid the teaching of grammar in Year 4.

| Year | GRAMMAR Objectives | Example | Grammatical Vocabulary |
|------|--|---|---|
| 4 | Use adverbs to modify verbs | Children need to understand that we can not only say that something is done or happened, but also HOW? <i>She went off <u>happily</u> to see her granny.</i> <i>He kicked the ball <u>furiously</u> into the wall.</i> | Adverb |
| 4 | Use conjunctions to express time or cause | Extend children's use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. <i>Dad tripped on the stairs <u>because the cat was lying there.</u></i> <i><u>When the film was over,</u> we all went and had a meal.</i> <i>He was certainly still angry <u>so the dogs thought it best to keep out of his sight for a while.</u></i> | Conjunction Clause Sentence Subordinate clause |
| 4 | Use prepositions to express time and place | Help children make their writing more interesting by using prepositional phrases . <i>With a heavy heart, the princess put the frog back in the pond.</i> <i>He kicked the ball <u>right over the wall.</u></i> | Preposition Phrase |



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| Year | GRAMMAR Objectives | Example | Grammatical Vocabulary |
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| 4 | Person - understanding that writing can be third or first person | 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 . <i><u>The dog</u> wandered down the street looking for cats and food.</i> <i><u>I</u> wandered down the street looking for my dog.</i> | Verb |
| 4 | Use adverbs and adverbials (prepositional phrases which act as adverbs) | Extend children's understanding of adverbs , showing them how to use a phrase to say HOW something is done or HOW it happened. <i>He spoke <u>crossly and in a loud voice</u> to all the children.</i> <i>The dog ran <u>with the lead in its mouth</u>, down the street.</i> | Adverb |
| 4 | Use commas after or before phrases and clauses | Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma . Show children how we can use commas before or after phrases or clauses . <i><u>After the door slammed</u>, the class sat in total silence.</i> <i><u>As light as a bird</u>, the glider disappeared into the clouds.</i> | Comma |



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| 4 | Pronouns - using pronouns to avoid repetition or ambiguity and to add clarity and cohesion | <p>Encourage children to use pronouns to help them make sense and be clear:</p> <ol style="list-style-type: none"> 1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i> 2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i> 3. Add to the cohesion: <i>When she went to bed, Mog was feeling rather full of milk and cat food.</i> | Pronoun |
| 4 | Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech. | <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><u>"Give me a break," sneered Tom, "You can't expect me to believe that!"</u></p> <p><u>"Ger'off, you're hurting me," Sam told his younger brother.</u></p> | Inverted commas or speech marks Direct speech |
| 4 | Use the possessive apostrophe | <p>Use for singular and plural nouns.</p> <p><u>Joanna's</u> temper was rising fast.</p> <p>He really wanted his <u>brother's</u> football shirt.</p> <p>All the <u>dogs'</u> dinners had been stolen.</p> | Apostrophe |



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|------|------------------------|---|------------------------|
| 4 | Use fronted adverbials | <p>Extend children's use of adverbs by encouraging them to start their sentences with an adverbial.</p> <p><u>In total silence</u>, the children tiptoed along the corridor.</p> <p><u>Without blinking</u>, Max stared into all their yellow eyes.</p> | Adverbial Phrase |