

Year 4 Grammar Coverage

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

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Spelling	Sentence/ grammar lessons
Plural nouns of words ending in "o"	Possessive apostrophe for singular and regular plurals
Specific determiners	Informal and formal language
Synonyms for verbs	Expanded noun phrases
Progressive/continuous verbs	Fronted adverbials
Modal verbs	Inverted commas
Proper nouns – names of people, places, titles, languages, months and days	Use of pronouns for cohesion and to avoid repetition
Finding the antonyms of words using the prefixes "im-", "in-", "ir-", "il-"	How to use specific determiners
Adjectives ending in "-ed"	Past perfect continuous tense
Verbs ending in "y": change "y" to "i" and add "-es"	Change verbs in a sentence to give greater effect
Noun plurals ending in "y": change "y" to "i" and add "-es"	Starting a sentence with an "-ing" verb
Comparative and superlative adjectives ending in "y": <i>happy – happier – happiest</i>	Write a drop-in clause with an "-ing" verb
Prepositions	Modal verbs
Compound nouns using hyphens	Know the difference between a preposition and an adverb
Specific determiners	Compound sentences
Possessive pronouns	Start a sentence with a preposition and a comma
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Repetition to persuade
	Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction
	How to use possessive pronouns