Grammar and Punctuation – Year 4

The following table presents the requirements for Grammar and Punctuation 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 terminology through discussion and practice. All other terms in **bold** should be understood with the meanings set out in the glossary.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for pupils to learn
The grammatical difference between **plural** and **possessive** -*s* Standard English forms for **verb inflections** instead of local spoken forms (e.g. *we were* instead of *we was*, or *I did* instead of *I done*)	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition **Fronted adverbials** (e.g. *Later that day, I heard the bad news.)* Use the verbs *have/has/had* to develop the **present-perfect** in contrast to the past tense. e.g. He has played... We have built...	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** across **sentences** to aid cohesion and avoid repetition	Use of inverted commas to **punctuate** direct speech **Apostrophes** to mark singular and **plural** possession (e.g. *the girl's name*, *the boys' boots*) Use of commas after **fronted adverbials**	**Pronoun** **possessive pronoun** **adverbial** **present-perfect tense**

It is expected that children will understand the stated terminology in the right hand column and will be able to provide examples when asked. E.g. Could you write a **pronoun**? The following terminology from previous years should also be recapped and learnt. Children should understand the terminology 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, vowel letter, clause, subordinate clause, subordinating conjunction, co-ordinating conjunction.**

Year 4 Glossary of Grammar, Punctuation and Spelling terms

The following glossary is to aid the teaching of spelling, grammar and punctuation in Year 4. It is not the complete glossary of terminology. The words and explanations below do not need to be learnt by pupils and is for the benefit of teachers, staff or parents. The terminology for pupils to learn in Year 4 is highlighted on the previous page.

adverbial	An adverbial is a word or phrase that makes the meaning of a verb more specific (i.e. it modifies the verb). Of course, adverbs can be used as an adverbial, but many types of words and phrases can be used this way, including preposition phrases and subordinate clauses.	*The bus leaves in five minutes.* [preposition phrase as adverbial: modifies *leaves*] *Alex forgot to buy Easter eggs.* [subordinate clause as adverbial: modifies *forgot*] *Priscila complained constantly.* [adverb: modifies *complained*]
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.	The word *school* was borrowed from a Greek word *σχολή* (*skholé*) meaning "leisure".
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	Inflection is a change ('bending') of morphology which signals a special grammatical classification of the word. Inflection is sometimes thought of as a change of ending, but, in fact, some words can have all their parts inflected.	*dogs* is the plural inflection of *dog.* *went* is the past-tense inflection of *go.*

perfect	The perfect form of a verb generally calls attention to the consequences of a prior situation. It is formed by: • taking the past participle of the verb (e.g. *thrown, taken, helped*) • adding the verb *have* before it (e.g. *she has helped*). It can also be combined with the continuous (*e.g. he has been reading*).	*She has downloaded some songs.* [present perfect; now we have some songs] *I had eaten lunch when you came.* [past perfect; I wasn't hungry when you came]
possessive	A possessive can be: • a noun followed by an apostrophe (and sometimes *s*) • a possessive pronoun. A possessive names the "possessor" of the noun that it modifies. A possessive also acts as a determiner.	*Tariq's book* [Tariq has the book] *her basketball* [she has the basketball]
pronoun	Pronouns are normally used like nouns, except that: • they are grammatically more specialised • it is harder to modify them (i.e. it is harder to make their meaning more specific). In the examples, each sentence is written twice: once with pronouns (underlined), and once with nouns. The colours show where the same thing is being talked about.	***She*** *waved to* ***him****.* ***Amanda*** *waved to* ***Michael****.* ***His*** *mother is over there.* ***John's*** *mother is over there.* ***This*** *will be an overnight* ***visit****.* *The* ***visit*** *will be an overnight* ***visit****.* ***He*** *is the one* ***who*** *broke it.* ***Simon*** *is the one:* ***Simon*** *broke it.*
Possessive Pronoun	A possessive pronoun is a pronoun that demonstrates ownership. It suggests that something is owned by the noun the pronoun is replacing.	*I saw* ***her*** *book in the playground.* *Other possessive pronouns can include:* *My, her, its (without an apostrophe as it is not a contraction in this instance), their, our, theirs, your, whose, mine, hers, our, one, one's*
root word	A root word is a word which is not made up of any smaller root words, or prefixes or suffixes. When looking in a dictionary, we sometimes have to look for the root word of the word we are interested in.	*played* [the root word is *play*] *unfair* [the root word is *fair*]

Year 4 Grammar and Punctuation including glossary

Standard English	Standard English is the variety of the English language that is generally used for formal purposes in speech and writing. It is not the English of any particular region and it can be spoken with any accent.	
stressed	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	about visit
syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.	*Cat* has one syllable. *Fairy* has two syllables. *Hippopotamus* has five syllables.
unstressed	See stressed.	