

## Grammar Year 4

| <b>Word</b>                                                                                                                                                                                                    | <b>E</b> | <b>D</b> | <b>S</b> | <b>M</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| The grammatical difference between <b>plural and possessive –s</b>                                                                                                                                             |          |          |          |          |
| Standard English forms for verb inflections instead of local spoken forms<br>[for example, <i>could have</i> instead of <i>could of</i> , or <i>I did</i> instead of <i>I done</i> ]                           |          |          |          |          |
| <b>Sentence</b>                                                                                                                                                                                                |          |          |          |          |
| 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)                                          |          |          |          |          |
| <b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]                                                                                                                                 |          |          |          |          |
| <b>Text</b>                                                                                                                                                                                                    |          |          |          |          |
| Use of paragraphs to organise ideas around a theme                                                                                                                                                             |          |          |          |          |
| Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition                                                                             |          |          |          |          |
| <b>Punctuation</b>                                                                                                                                                                                             |          |          |          |          |
| Use of inverted commas and other <b>punctuation</b> to indicate direct speech<br>[for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] |          |          |          |          |
| <b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl’s name, the girls’ names]                                                                                                           |          |          |          |          |
| Use of commas after <b>fronted adverbials</b>                                                                                                                                                                  |          |          |          |          |
| <b>Terminology for Pupils</b>                                                                                                                                                                                  |          |          |          |          |
| determiner                                                                                                                                                                                                     |          |          |          |          |
| pronoun                                                                                                                                                                                                        |          |          |          |          |
| possessive pronoun                                                                                                                                                                                             |          |          |          |          |
| adverbial                                                                                                                                                                                                      |          |          |          |          |