

Grammar

Some of the key grammar skills we will be covering this year:

Investigate the different word classes.	common nouns, proper nouns, collective nouns, noun phrases, verbs, adjectives, adverbs, conjunctions, connectives, pronouns, possessive pronouns, prepositions, determiners
Understanding fronted adverbials	Using adverbial phrases at the beginning of sentences with a comma after the adverbial phrase. <i>Later that day,</i> I heard the bad news.
Use the terms comparative and superlative	Comparatives— <u>bigger</u> , <u>stronger</u> Superlatives— <u>biggest</u> , <u>strongest</u>
Confidently use different homophones correctly	Homophones—words that sound the same but are spelt differently (here/hair, which/witch, our/are)
Know the different types of clauses	Main clause, embedded clause
Classify sentences	Simple, compound and complex sentences, questions statements and exclamations
Using adverbial phrases	A group of words that function in the same way as a single adverb .
Direct and indirect speech	When to use speech marks and how to report what somebody has said
Ensure our subject and verbs agree	The subject is the person doing the action. Verbs (a doing, action word) sometimes change depending on the person you are writing about. The subject must agree with the verb.
Ensure our verb tenses are consistent	Knowing how verbs change depending on when the action happened
Figures of speech	Similes, metaphors and personification



Year 4

English

Sentence Types

At Year 4 children should be becoming confident writers who are able to use a range of sentence types and structures to make their writing interesting. They are familiar with using ISPACE as a way of starting their sentences and this year we introduce the following sentence types as well.

I—ing word S = simile P= preposition A= adverb
 C = connective E = ed word

A **list sentence** which has between two and four adjectives before the noun.

It was a cold, wet, miserable and misty morning.

A **simile sentence** that includes the where and when detail.

It was as cold as ice floating in the Arctic Ocean on a moonlit winter night.

Begin a sentence using a phrase which begins with: as well as, since, while.

Since Christmas, my team has won every match. **As well as** class points, you can also earn stickers.

A **drop in sentence** (embedded clause) using which, who, when and that.

Cakes, **which taste fantastic**, are not so great for your health.

A sentence which contains two -ed words at the beginning.

Amazed and **excited**, he left the circus reluctantly.

Some; others

Some days are full of enjoyment; others begin and end terribly.

A sentence that contains one if phrase.

If the alarm had gone off, then his house would not have been destroyed.

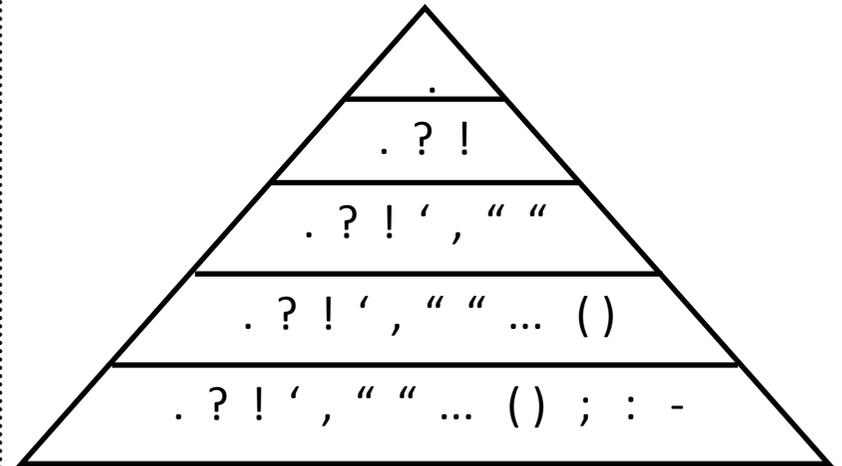
Choice question

Odd or even – which number would be the lucky one?

-ly sentences where the ly word is in different places (beginning, middle, end).

He laughed **quietly**, not wanting to attract any attention.

Punctuation



- A **full stop** is used to show the end of a sentence.
- ? **Question marks** are used at the end of a sentence to show a question. *It's rather warm today isn't it?*
- ! **Exclamation Marks** used to show urgency or emotion. *Stop!*
- ,
- ' **Commas** are used to separate items in a list. *I want bread, milk, potatoes and cheese.* **Commas** are also used in complex sentences to separate clauses. *Without a doubt, that was the best film ever. The film, that I went to last night, was marvellous.*
- “ ” **Speech marks, also known as inverted commas**, show what is spoken aloud. *"I will just finish reading this page," he mumbled.*
- ' **Apostrophes** are used to show possession, *Tom's cat, the boys' bags'* or omission, *can't instead of can not.*
- ... **Ellipsis** creates a cliff hanger or suspense moment. *This piece of writing can be summed up in one word ... sensational!*