Year 4 Autumn Term Grammar

Determiners

A noun phrase is a group of words containing a noun and another word that gives more information about that noun. A noun phrase functions as a noun in a sentence. For example: a dog

An article comes before a noun and is either known (the) or unknown (a or an).

A determiner is a word that comes before a noun or a noun phrase, for example 'many'.

There are 5 vowels in the English alphabet. These are: a, e, i, o and u.

Consonants is the name given to any letters in the English alphabet that are not vowels. For example, b, c, d, f, etc.

If a word begins with a vowel sound, even though it starts with a consonant, like the word 'hour', 'an' is used.

an hour

On the other hand, if a word begins with a consonant sound, even though it starts with a vowel, like the word 'university', 'a' is used instead.

a university

We use 'the' before a noun when the noun is known.

the laptop
the swing
the ticket

We use 'a' or 'an' before a noun when the noun is unknown.

an orange
a ring
an elephant

'The' is much more specific than using either 'a' or 'an'.

We can use more words than the articles we have learnt so far (a, an and the) to add detail to nouns.

These words are called determiners.

some grapes	this plant
some dominoes	lots of colours
her clip	any number
his blanket	her garden

Quantifiers are one type of determiner. They tell us the amount of the noun.

some grapes
some dominoes
lots of colours
any number

Numbers can be used before a noun too, as quantifying determiners to show an amount.

Possessive determiners tell us who the noun belongs to.

her teddy
his glasses
her grandma
their car
our hotel

Demonstrative determiners identify how close the noun is.

this evening	→	We went out for a meal this evening.
that instance	→	She realised she left her bank card at that house.
those benches	→	Those benches at the park were extremely dirty.
these plates	→	These plates were specifically selected for this meal.

Clauses

A clause is a group of words which include a noun and a verb and form part of a sentence or a complete sentence. For example: The boy sat down.

A main clause is a group of words that make sense on their own. It has a noun (the person or thing that does an action) and a verb (an action). For example: Adam eats bananas.

A subordinate clause contains a noun (the person or thing that does an action) and a verb, but it does not make sense on its own. It needs to be attached to a main clause. For example: I read books when I have free time.

Here is a single clause. It makes sense on its own but uses no punctuation.

the frog jumped

Below, this single clause has been formed into a sentence. It contains a noun, with a determiner, and a verb.
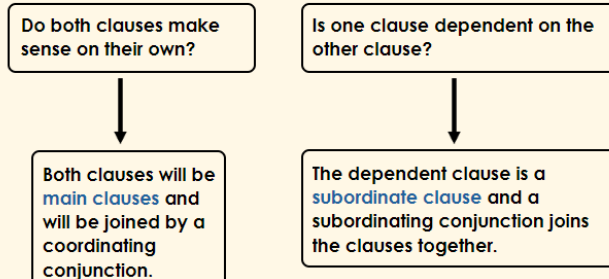
determiner noun   verb

The frog jumped.

Even if more detail is added using features such as adjectives and adverbs, it is still a sentence with a single clause as it only contains a single verb.

The green frog jumped rapidly.
adjective   adverb

This is a main clause because the sentence makes sense on its own.

A sentence may have more than one clause. The clauses may be of equal importance or one clause may be more important than the other.

Do both clauses make sense on their own?	Is one clause dependent on the other clause?

Both clauses will be main clauses and will be joined by a coordinating conjunction.	The dependent clause is a subordinate clause and a subordinating conjunction joins the clauses together.

The sentences below both make sense on their own because they each have a type of noun and a verb only.

I was thirsty after my walk. I went to get a drink.

We can join these two sentences together by using the coordinating conjunction 'so'. Both of these clauses are of equal importance.

I was thirsty after my walk so I went to get a drink.

subordinating conjunction

Tyler's laptop stopped working because he had played on it too much.
main clause   subordinate clause

Other subordinating conjunctions such as when, if and although can be used to join a main clause and a subordinating clause but the sentence must still make sense.

When a sentence begins with a subordinate clause, a comma is usually placed between the two clauses.

When the boys on the back row were messing about, Henrick's
subordinate clause

highlighter flew across the classroom.
main clause   comma

Expanding sentences using conjunctions

We can join two main clauses together by inserting a coordinating conjunction between them.

Common coordinating conjunctions include: and, so, but, or, nor, yet

There was a heavy storm.

The children went out to play in the garden

The single clause sentences above could be combined into one sentence.

'But', 'and' and 'yet' could be used to join these two main clauses together to create one sentence.

coordinating conjunction

There was a heavy storm but the children went out to play.
main clause   main clause

coordinating conjunction

There was a heavy storm and the children went out to play.

coordinating conjunction

There was a heavy storm, yet the children went out to play.

We can also expand sentences by using a subordinating conjunction to join a main clause and a subordinate clause.

Common subordinating conjunctions include: when, if, because, while, although, before, after, as

The town often flooded.

It rained all the time.

The single clause sentences above could be combined into one sentence using a subordinating conjunction.

We can combine the sentences together by removing the full stop at the end of the main clause and adding a subordinating conjunction between both clauses.

subordinating conjunction

The town often flooded because it rained all the time.
main clause   subordinate clause

subordinating conjunction

The town often flooded when it rained all the time.
main clause   subordinate clause

Sentences which have been expanded with a subordinating clause and conjunction can start with the subordinating conjunction.

subordinating conjunction

Because it rained all the time, the town often flooded.
subordinate clause   main clause

comma

subordinating conjunction

When it rained all the time, the town often flooded.
subordinate clause   main clause

comma

Expanding sentences using adverbs

An adverb is a type of word that gives more information about a verb. It can tell you how, when, where, why or how often. For example: slowly, yesterday, regularly

An adverb of time tells you when something happened. For example: yesterday, always, early

An adverb of place tells you where something happened. For example: indoors, upstairs, below

An adverb of cause links to why something happened. For example: because, hence, therefore

An adverb is a type of word which gives more information about the verb in a sentence.

Adverbs can tell you how, how often, why, when or where the verb takes place.

How: slowly, quietly and happily

How often: always, sometimes, rarely

Why: because, otherwise, consequently

When: yesterday, tomorrow, soon

Where: inside, outdoors, below

Expanding sentences using prepositions

A preposition is a type of word used to express time, place or cause. It is usually placed before a noun. For example: after, under or over.

A preposition of time tells you when something happened. For example: after, until or at.

A preposition of place tells you where something happened. For example: outside or in.

A preposition of cause tells you why something happened. For example: for, because of or due to.

The nouns in the sentence are 'Ellie', 'coat' and 'door'. The verb in the sentence is 'hung' and the preposition in the sentence is 'behind'.

Ellie hung the waterproof coat behind the door.

Direct Speech

Direct speech is shown by writing exactly what was spoken between inverted commas. For example: "Hello!" said Shilo.

Inverted commas (") are punctuation marks which show where speech begins and ends. They are also known as speech marks.
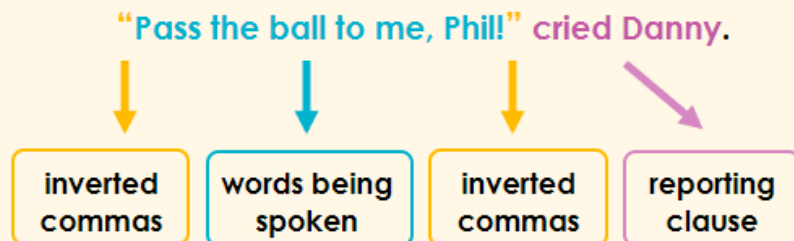
A **reporting clause** is the part of a sentence which states who is speaking or thinking. For example: David wondered; Shabir asked; Tommy whispered.

We need to use specific punctuation to indicate when somebody is speaking.

For example:

"I would like to go swimming at the weekend," said Lily.

| inverted commas | words being spoken | inverted commas |

Direct speech can be used in different positions in a sentence.

"Pass the ball to me, Phil!" cried Danny.

| inverted commas | words being spoken | inverted commas | reporting clause |

Alternatively, direct speech can be placed after the reporting clause.

Danny cried, "Pass the ball to me, Phil!"

| reporting clause | inverted commas | words being spoken | inverted commas |
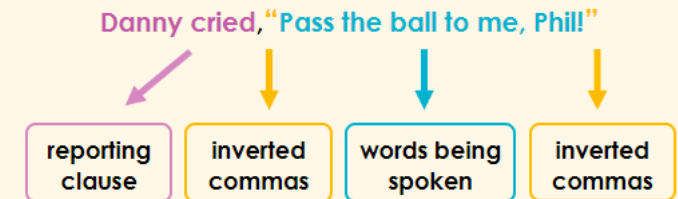
Direct speech can also be split, with the reporting clause in the middle of the words that are spoken.

"Put your pencils away," Miss Hill explained. "It's time for painting."

| inverted commas | words being spoken | inverted commas | reporting clause | inverted commas | words being spoken | inverted commas |

Past Tense

The **simple past tense** is the form a verb takes to show an action began and has ended. For example: I played basketball.

The **past progressive tense** is the form a verb takes to show an action that was happening at a particular time in the past but is no longer happening. For example: I was playing basketball.

The **infinitive form** is the most basic form of a verb, which usually follows the word 'to'. It has not been changed to show a different tense. For example: 'jump', instead of 'jumped' or 'jumping'

The **present participle** is the form of a verb which ends with the suffix 'ing' and is used to show progressive tense. For example: We are jumping. We played with the jumping beans. She wanted to do some jumping.

The **simple past tense** shows an action that has begun and has ended. It is formed from regular verbs by adding the suffix 'ed' to the infinitive form of the verb.

Some verbs in the **simple past tense** do not use the 'ed' suffix. These are irregular verbs.

We can also use the **past progressive tense**.

This shows an action that was happening at a particular time in the past but is no longer happening.

To use the past progressive tense, we add 'ing' to the verb to form the present participle. We also use either 'was' or 'were' in front of the word ending in 'ing'. The past progressive tense always includes two verbs.

For example:

The boys **were hoping** to find out what was in the sky.

To form the **past progressive tense**, we use 'was' or 'were' with the present participle.

1st person singular	I was playing
2nd person singular	You were playing
3rd person singular	He/she was playing
1st person plural	We were playing
2nd person plural	You were playing
3rd person plural	They were playing

When a verb is one syllable long and ends in a single vowel followed by a single consonant, the final consonant is doubled before adding 'ing'.

stop   →   stopping

chat   →   chatting

When a word with more than one syllable ends in a single vowel followed by a single consonant, the final consonant is doubled when the last syllable is stressed.

admit   →   admitting

In the word 'garden', the final sound is not stressed so the 'n' is not doubled.
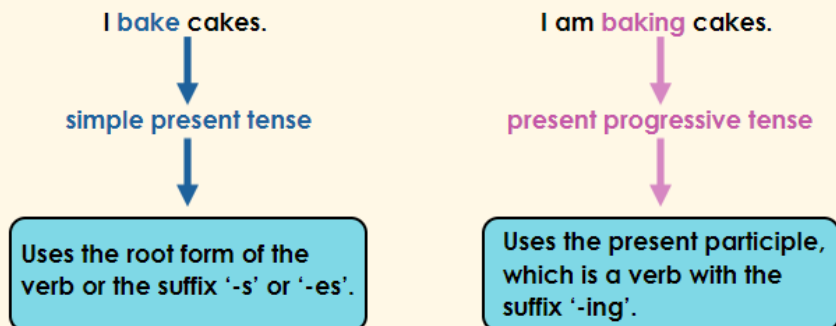
garden   →   gardening

Present Tense

The simple present tense is the form a verb takes to show an action happening right now, or a constant or regularly repeated action.

The progressive present tense is the form a verb takes to show an ongoing action that is currently happening and will continue for some amount of time.

The present participle is the form of a verb which ends with the suffix 'ing' and is used to show the progressive tense.

The root form is the base form of a word, when it has not been changed in any way.

We can use the verb form to help identify the tense of a sentence.

I bake cakes.

⬇

simple present tense

⬇

Uses the root form of the verb or the suffix '-s' or '-es'.

I am baking cakes.

⬇

present progressive tense

⬇

Uses the present participle, which is a verb with the suffix '-ing'.

Present Perfect Tense

The present perfect tense describes an action that started in the past and may continue now. We use 'has' or 'have' followed by the past participle.

A past participle can be combined with the verb 'to have' to form the perfect tense of a verb, usually by adding the suffix -ed.

The simple past tense is the form a verb takes to show an action began and has ended.

The present perfect tense can sometimes be confused with the simple past tense.

The present perfect tense uses 'has' or 'have' with the past participle.

For example:

I have walked around the park.

The simple past tense does not use 'has' or 'have' with the past participle.

For example:

I walked around the park.

Some verbs are irregular.

Simple past tense		Present perfect tense
ran	➡	have/has run
ate	➡	have/has eaten
drew	➡	have/has drawn

Paragraphs

A paragraph is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, place, character or theme.

A narrative is a story or description of connected events.

Non-fiction writing is writing involving facts or real-life events.

A subheading is a mini headline that divides the text into subjects. It is usually smaller in size than the main headline and underlined.

Paragraphs are used in both fiction and non-fiction texts.

In fiction texts, we use paragraphs to organise the text and group ideas or events together.

Fiction texts are generally written in chronological order.

We need to start a new paragraph when:

- There is a change in time.
- There is a change in place.
- There is a change in topic.
- There is a change in person.

Pronouns

A noun is a naming word. It is the name of a person, animal, place or thing. For example: Lucy, mum, school, book

A pronoun is a word that takes the place of a noun. For example: I, they, we, his

A personal pronoun is a word that can replace the name of a person or object in a sentence. For example: him, her, it

A possessive pronoun is a word that indicates possession. For example: his, hers, theirs

The noun 'the children' has been repeated three times in the sentence.

The children were too hot because the children had been running around and the children hadn't taken their water bottles with them.

To avoid this, we can replace the repeated nouns with a pronoun.

'The children' can be replaced with the pronoun 'they' because there is more than one child.

The children were too hot because they had been running around and they hadn't taken their water bottles with them.

Fronted Adverbials

An adverbial is a word or group of words which act as an adverb.

An adverbial of manner is a word or phrase that tells you how something happened.

An adverbial of time is a word or phrase that tells you when something happened.

An adverbial of place is a word or phrase that tells you where something happened.

An adverbial of frequency is a word or phrase that tells you how often something happened.

Fronted adverbials are adverbials placed at the beginning of a sentence. The fronted adverbial is usually followed by a comma.

A fronted adverbial is used at the beginning of a sentence and is usually punctuated with a comma.

It is used to describe the action that follows.

For example:

Without a sound, lightening lit up the night sky.

Occasionally, Grandma would take us to the cinema.

Yesterday, I played in a football tournament and scored a goal.

Up in the attic, floorboards creaked and groaned.

Apostrophes

A **possessive apostrophe** is used to show something belongs to someone or something.

Singular nouns show possession using an apostrophe followed by an s. For example: the boy's football

Singular nouns which end in s follow the same rule. For example: the bus's wheel

Plural nouns which end in s show possession using an apostrophe after the s. For example: the girls' books

A **contraction** is a shortened form of a word or word group where letters are left out and replaced by an apostrophe. For example: you have becomes you've.

When we want to show something belongs to someone, we add an 's to the end of the **singular noun**.

For example:

the kilt belonging to Hamish ⟶ Hamish's kilt

the tail belonging to the cat ⟶ the cat's tail

the cage belonging to the rabbit ⟶ the rabbit's cage

the car belonging to James ⟶ James's car

we have ⟶ we've	you have ⟶ you've	
they are ⟶ they're	shall not ⟶ shan't	
I will ⟶ I'll	must not ⟶ mustn't	
	she will ⟶ she'll	

When we want to show something belongs to more than one person, we add an **'** to the end of a regular **plural noun** which ends in 's'. When the **plural noun** does not end is 's', we add **'s** to show possession.

For example:

the work belonging to the pupils ⟶ the pupils' work

the hats belonging to the children ⟶ the children's hats

the feathers belonging to the geese ⟶ the geese's feathers

Direct or Indirect Speech

Inverted commas (") are punctuation marks which show where speech begins and ends. They are also known as speech marks.

Direct speech is shown by writing exactly what was spoken between inverted commas. For example: "Hello!" said Shilo.

A **comma** is a punctuation mark that may be used before or after a reporting clause. For example: "Hi," said Lily or Lily said, "Hi!"

Indirect speech reports on what has been said without writing the speech in full. It can also be called reported speech. For example: Kyle said that he would help me.

A **linking word** in speech is used with a reporting verb in indirect speech to link who said something to what they said. For example: Lisa said that she liked sweets.

A **reporting clause** is the part of a sentence which states who is speaking or thinking. For example: David wondered; Shabir asked; Tommy whispered.

When we use direct speech in our writing, there are some punctuation rules that we need to remember.

We need to use **inverted commas** around the spoken words and the first letter must be a **capital letter**. When the reporting clause is before the **inverted commas**, we need to use a **comma**.

For example:

"Help!" shouted Charles.

The teacher uttered**, "P**lease remember to push your chairs under your desk before you leave.**"**

Indirect speech reports on what has been said without writing the speech in full. It can also be called reported speech.

Indirect speech contains a **linking word** such as that, if or whether to link the reporting clause to the words that have been spoken. There are never any inverted commas when **indirect speech** is used.

For example:

The factor owner stated **that the factory was going to be opening later at weekends**.

linking word	spoken words

We can convert direct speech to indirect speech.

To do this, we need to keep the **reporting clause** and add a **linking word**.

For example:

"I am going to visit my grandparents this weekend," **exclaimed Aubree.**

Aubree exclaimed that she was going to visit her grandparents this weekend.

A linking word that is added so that the sentence makes sense.

The reporting clause is moved to the beginning of the sentence but does not change.

We may also need to reword the spoken words, change the **pronouns and determiners** and edit the tense to ensure the sentence makes sense.

For example:

"**I** am going to visit **my** grandparents this weekend," exclaimed Aubree.

Aubree exclaimed that **she** was going to visit **her** grandparents this weekend.

The pronoun and determiner are changed to she and her so that the sentence makes sense.

Noun Phrases

A **noun phrase** is a phrase which includes a determiner and a noun. For example: the man

A **prepositional phrase** is a group of words which contains a preposition followed by a noun, pronoun or noun phrase but no verb. For example: under the bed

An **expanded noun phrase** can include modifying adjectives, nouns, adverbs and prepositional phrases. For example: the tall man with brown hair

Expanded noun phrases can include modifying adjectives, nouns, adverbs and prepositional phrases.

For example:

the safe ⟶ noun phrase

the metal safe ⟶ noun phrase and modifying noun

the shiny metal safe ⟶ noun phrase, modifying noun and adjective

the extremely shiny metal safe ⟶ noun phrase, modifying noun, adjective and adverb

the extremely shiny metal safe with the silver handle ⟶ noun phrase, modifying noun, adjective, adverb and prepositional phrase

Suffixes

The root word is the base form of a word, when it has not been changed in any way. For example: play is the root word of playing.

A prefix is a letter or a group of letters which are added to the front of a word to change its meaning. For example: 're-' added to 'do' makes 'redo'.

A suffix is a letter or a group of letters which are added to the end of a word to change its meaning. For example: '-er' added to 'teach' makes 'teacher'.

Word families are groups of words that come from the same root word. For example: play, playing, player and played are all part of the same word family.

-sure, -ture and -cher

-ation, -sion, -ssion, -tion or -cian

We can use the suffix -ation to turn verbs into nouns. For most words, we simply add the suffix without changing the spelling of the root word.

For example:
inform ⟶ information

expect ⟶ expectation

When a root word ends in 'e', we remove the 'e' before adding the suffix '-ation'.

For example:
explore ⟶ exploration

admire ⟶ admiration

When a root word ends in a 'ate', we drop the 'ate' before adding the suffix '-ation'.

For example:

consolidate ⟶ consolidation

celebrate ⟶ celebration

donate ⟶ donation

When a root word ends in a 'y' and has more than one syllable, we change the 'y' to an 'i' and add a 'c' before adding the suffix '-ation'.

For example:

apply ⟶ application

magnify ⟶ magnification

qualify ⟶ qualification

The /ʃən/ can also be spelt with -tion, -sion, -ssion or -cian. There are some spelling rules we must remember to help us add the correct suffix to the relevant root word.

'-tion' has a similar spelling rule of replacing the 'e' with the '-tion'.

emote ⟶ emotion

'-sion' is used when the root words end in 'd' 'de' or 'se'.

extend ⟶ extension

decide ⟶ decision

confuse ⟶ confusion

'-ssion' is used when the root words ends in 'ss' or 'mit'.

obsess ⟶ obsession

Year 4 Summer Term Grammar

Standard English

Standard English is the form of the English language that is nationally accepted as the usual correct form and does not use any slang.

Singular is when there is one of whatever is being named. For example: bus

Plural is when there is more than one of whatever is being named. For example: 'buses' is the plural form of 'bus'.

A **past participle** can be combined with the verb 'to have' to form the perfect tense of a verb, usually by adding the suffix '-ed'. For example: We have boiled the water. It can also be used on its own as an adjective to modify a noun. For example: We drank the boiled water.

The **perfect form** shows when something has been completed either at a specific point in the past or future or by the present. There is the past perfect form, future perfect form and present perfect form.

Standard English is used during formal writing. For example, when we write reports or when a member of government speaks or in a medical document.

The results of your recent tests have come back normal.

Non-Standard English is used in spoken English with people you know, such as your family and friends. It usually contains slang words and colloquial words.

wanna – want to   **yeah – yes**

gonna – going to

To use standard English, we need to follow certain rules. One of these is for when we use 'was' or 'were'.

'Was' and 'were' are simple past tense forms of the verb 'to be'.

We also need to follow certain rules when using the verb 'to do'.

'**Did**' is the simple past tense form of the verb 'to do'.

'**Done**' is the past participle of the verb 'to do' and is often used with 'has' or 'have' when forming the present perfect tense.

For example:

I have **done** all of my chores.

They have **done** their homework for tomorrow.

'I' and 'me' are both **personal pronouns** that we use when talking about ourselves.

I had soup for lunch.

In this sentence, we use the pronoun 'I' because the person writing or speaking is **doing the action**. They ate the soup for lunch.

Mum **gave me** soup for lunch.

In this sentence, we use the pronoun '**me**' because the person writing or speaking **is not**

Sam and I play football for the same team every Saturday morning.

Here, we use 'I'. Both Sam and the writer or speaker of the sentence are doing the action 'play football for the same team'. They are not receiving the action.

Brianna asked Flora and me to the cinema with her and her mum.

Here, we use 'me'. Both Flora and the writer or speaker of the sentence are on the receiving end of the action. They have been asked by Brianna to go to the cinema. 'Flora and me' are not doing the action in the sentence.

Sometimes, we can confuse the word 'of' with the verb 'have'. This happens when we use verbs like '**could**', '**might**' and '**should**' followed by the verb '**have**'.

This is because the two verbs can be contracted making it sound like 'of' has been used.

For example:

should have ⟶ should've (which sounds like should of)

might have ⟶ might've (which sounds like might of)

could have ⟶ could've (which sounds like could of)

Paragraphs

A **fronted adverbial** is placed at the beginning of a sentence and often introduces the action taking place in the rest of the sentence.

Last night, I ate pizza and chips.
This fronted adverbial introduces **when** the action in the sentence takes place. It is separated from the main clause of the sentence using a comma.

In my bedroom, I have a television on the wall.
Some fronted adverbials introduce **where** the main clause takes place.

Thoughtfully, Clara gave me a piece of chocolate.
There are some fronted adverbials that explain **how/why** the action in the main clause takes place.

We can use fronted adverbials to link ideas and organise sentences into a paragraph. By doing this, you guide the reader through a character's thought process or a sequence of events.

> **This morning,** Sandy opened the curtains and to her surprise it was a bright, sunny day. She decided to make the most of it so she got washed and dressed quickly. **Before long,** Sandy was relaxing on the patio in the spring sunshine drinking her morning coffee. Her rumbling stomach disturbed the peace and quiet. **Hastily,** she heated a croissant and returned to the tranquil patio area. **At last,** her stomach settled as it was filled with the indulgent, flaky pastry.

In this paragraph, the author has used **fronted adverbials** to show the order or sequence of events that took place during Sandy's morning. The author has used both **time** and **manner** adverbials.

Fronted adverbials are used in non-fiction texts as well as narratives. We can use them to link ideas within a paragraph and across paragraphs too.

Fronted adverbials in non-fiction texts are often specific to the type of text. They can express cause and effect, express ideas or provide viewpoints. Examples include: In my opinion, Despite, Even though, As quickly as possibly,

> In my opinion, we should not have to wear school uniform every day.

Sometimes we can use time fronted adverbials to order writing such as instructional texts. For example: Firstly, Secondly, or Finally,

> Firstly, add the butter and sugar to a bowl. Next, beat together until they become lighter in colour and creamed together.

When we use direct speech for two or more characters, we need to begin a new line each time a different character speaks to show the start of a new paragraph.

> Although the elephants were last on the list, Ellie was most excited about seeing them. She explained to her mum, **"I just adore how majestic elephants are."**
>
> **"We know you love elephants, Ellie. That's why we wanted you to plan the visit to the zoo,"** replied Mum.
>
> **"It's not just me who loves elephants though, Mum. Dad is a huge fan too,"** said Ellie.