

Grammar in Year Four

In Year Four the children will be learning:

- To understand and use the term “tense” in relation to verbs
 - To know that tense refers to time
 - To know that one test of whether a word is a verb is whether or not its tense can be changed
 - To compare sentences from different text types eg narrative in past tense, explanations in present tense, forecasts/directions in future tense
 - To develop an awareness of how tense relates to purpose and structure of text
- To extend knowledge and understanding of adverbs through:
 - Identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences
 - Noticing where they occur in sentences and how they are used to qualify the meaning of verbs
 - Collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly, sluggishly*; light: *brilliantly, dimly*
 - Investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the housely*
 - Using adverbs with greater discrimination in own writing
- To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:
 - Constructing adjectival phrases
 - Examining comparative and superlative adjectives
 - Comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*)
 - Relating them to the suffixes which indicate degrees of intensity (e.g. *-ish, -er, -est*)
 - Relating them to adverbs which indicate degrees of intensity (e.g. *very, quite, more, most*) and through investigating words which can be intensified in these ways and words which cannot
- To use commas to mark grammatical boundaries within sentences. Link this to work on editing and revising own writing
- To use apostrophes to mark possession through:
 - Identifying possessive apostrophes in reading and to whom or what they refer
 - Understanding the basic rules for apostrophising singular nouns, e.g. *the man's hat*; for plural nouns ending in “s”, e.g. *The doctors' surgery* and for irregular plural nouns e.g. *children's playground*
 - Distinguishing between uses of the apostrophe for contraction and possession
 - To begin to use the apostrophe appropriately in their own writing
- To understand the significance of word order, e.g. : some re-orderings destroy meaning; some make sense but change meaning; sentences can be reordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones
- To recognise how commas, connectives and full stops are used to join and separate clauses. To identify in their writing where each is more effective
- To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading
- To be aware of the use of connectives, e.g. Adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *“If ..., then”, “on the other hand...”, “finally”, “so”*

If you are interested in seeing what the children are learning in other year groups please visit our school website where you can access the full St. Andrew's CE Primary School GRAMMAR Scheme of Work.

www.standrewsprimaryschoolstockwell.org/literacy