

Grammar Objectives – Year 4



	TOPIC	Examples	Terminology
4	Use adverbs to modify verbs	Children need to understand that we can not only say <u>that</u> something is done or happened, but also HOW. <i>She went off <u>happily</u> to see her granny.</i> <i>He kicked the ball <u>furiously</u> into the wall.</i>	Adverb
	Use conjunctions to express time or cause	Extend children’s use of complex sentences by encouraging them to think about how, when, where or why something was done or happened. <i>Dad tripped on the stairs <u>because</u> the cat was lying there.</i> <i><u>When</u> the film was over, we all went and had a meal.</i> <i>He was certainly still angry <u>so</u> the dogs thought it best to keep out of his sight for a while.</i>	Conjunction Clause Sentence Subordinate clause
	Use prepositions to express time and place	Help children make their writing more interesting by using prepositional phrases. <i><u>With a heavy heart</u>, the princess put the frog back in the pond.</i> <i>He kicked the ball right <u>over the wall</u>.</i>	Preposition Phrase
	Person – understanding that writing can be third or first person	Children need to become aware that writing can be ‘She did this...’ or ‘I did this...’. We can write in the 3 rd or the 1 st person. <i>The dog wandered down the street looking for cats and food.</i> <i>I wandered down the street looking for my dog.</i>	Verb
	Use adverbs and adverbials (prepositional phrases which act as adverbs)	Extend children’s understanding of adverbs, showing them how to use a phrase to say HOW something is done or HOW it happened. <i>He spoke <u>crossly</u> and <u>in a loud voice</u> to all the children.</i> <i>The dog ran <u>with the lead in its mouth</u>, <u>down the street</u>.</i>	Adverb

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	<p>Use commas after or before phrases and clauses</p>	<p>Introduce the idea of a 'short pause' which does not merit a new sentence but does require a comma. Show chn how we can use commas before or after phrases or clauses. <i>After the door slammed, the class sat in total silence.</i> <i>As light as a bird, the glider disappeared into the clouds.</i></p>	<p>Comma</p>
	<p>Pronouns – using pronouns to avoid repetition or ambiguity and to add clarity and cohesion</p>	<p>Encourage children to use pronouns to help them <u>make sense</u> and <u>be clear</u>:</p> <ol style="list-style-type: none"> 1. Avoid repetition: <i>While Sam watched the TV programme. Sam finished making his Lego spaceship.</i> 2. Avoid ambiguity: <i>Mary wanted to help her granny and she was feeling very tired.</i> 3. Add to the cohesion: <i>When she went to bed, Mog was feeling rather full of milk and cat food.</i> 	<p>Pronoun</p>
	<p>Use dialogue in narrative or in drama, emphasising the differences between spoken and written speech.</p>	<p>Extend children's use of dialogue, consolidating the use of speech punctuation and ensuring that what is in the speech marks is what is SAID, not what might be written. E.g. We can use contracted forms, and we can use slang... <i>"Give me a break," sneered Tom, "You can't expect me to believe that!"</i> <i>"Ger'off, you're hurting me," Sam told his younger brother.</i></p>	<p>Inverted commas or speech marks Direct speech</p>

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	Use the possessive apostrophe	Use for singular and plural nouns. <i>Joanna's temper was rising fast.</i> <i>He really wanted his brother's football shirt.</i> <i>All the dogs' dinners had been stolen.</i>	Apostrophe
	Use fronted adverbials	Extend children's use of adverbs by encouraging them to start their sentences with an adverbial. <i><u>In total silence</u>, the children tiptoed along the corridor.</i> <i><u>Without blinking</u>, Max stared into all their yellow eyes.</i>	Adverbial Phrase