



# National Curriculum 2014

## Planning Document

# Appendix 2

## Year 4 Vocabulary, Grammar and Punctuation

This document contains the Y4 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 4.

*Year 4: Detail of content to be introduced (statutory requirement)*

<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</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. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<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 [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

## Longthorpe's Grammar Scheme of Work

	Reading / editing writing for quality
	Progression in Punctuation
	Grammar / parts of speech
	Progression in writing / sentence structure

To re read work to check for sense and to start making more editing choices.

Use success criteria which they have helped to put together.

To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading - 'De:de sentences', 'O.(I)', 'many questions'

To use commas to mark grammatical boundaries within sentences

Link this to work on editing and revising own writing - '2 pair sentences', '3 bad dash', 'if, if, if then' sentences.

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 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 eg. start, middle, end

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 house ....ly

Using adverbs with greater discrimination in 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. - '2 pair sentences', '3 bad dash', 'if, if, if then' sentences, 'noun, who/which/where'

To identify in their writing where each is more effective

Use paragraphs to organise ideas around a theme or within story 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 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"

### **Terminology and sentence types**

2 pair sentences',

'3 bad dash',

'if, if, if then' sentences,

'De:de sentences', 'O.(I)',

'many questions'

'some; others'

'imagine 3 examples'

'noun, who/which/where'

'double ly ending'

'personification of weather'

'P.C'

'Verb, adverb, person' or 'verb adverb,' (VA, P) (VA)