

Year 4 Grammar Booklet

By the end of Year 4 most children should ...

- Expand noun phrases by the addition of **adjectives**, **nouns** and **prepositions** (e.g. the teacher expanded to: the **strict** **teacher** **with** **curly red hair**). This is through our 2A/4A sentences and list sentences.
- Add fronted adverbials for when, where and how (e.g. Later that day, I heard the bad news; Within a moment, the UFO appeared; Quickly, the alien exited the space craft.)
- Use commas after fronted adverbials.
- How to use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*).
- Apostrophes to mark singular and plural possession (e.g. *the girl's name*, *the girls' names*).
- I can sometimes use more sophisticated conjunctions. (E.g. however, nevertheless, despite, although, consequently).
- Use paragraphs to organise ideas around a theme.
- How to choose the correct pronoun or noun within and across sentences to aid cohesion and avoid repetition;

Words for pupils: *determiner, pronoun, possessive pronoun, adverbial, inverted commas, apostrophe, singular possession, plural possession, sophisticated conjunctions*

Activities to try at home

Take a page of writing (fiction or non-fiction).

- How many sentences are there?
- What type of sentences can you see?
- What sort of sentence does the author use first?
- How does that make you feel?
- What is the page about?
- What types of words are used?

Punctuation police

Look at a selection of magazines, advertisements, newspapers or leaflets. Highlight the punctuation marks you can see.

- How many of each type can you see?
- Why are they there? Can you think of a rule?
- What emotion are the exclamation marks showing – surprise, anger, fear or anything else?

Scriptwriter!

Look at a short piece of film with the sound turned down (not too many characters). Look at the action and discuss what the characters might be saying to each other.

What sort of mood are they in? How would they be talking? – shouting, whispering, grunting etc.?

Write out the dialogue using speech marks and the correct punctuation. Try to avoid using 'said' all of the time.

"I want to be the top man!" bellowed the father.

"Why is that?" enquired his son.

Can you spot the conjunctions in these sentences?

1. I put on my shoes and I went out to play.
2. I can't eat my sweets until after dinner.
3. I can't go out tonight because I have to stay in and do my homework.
4. It had been a long time since I had last played football.
5. I was going to eat the sweets but I saved them for my sister.
6. She was nice to me although she wouldn't let me play with the Lego.

Use conjunctions to make these sentences more interesting.

7. I can't go swimming. I have forgotten my swimming trunks.
8. I'd like to go to the park. My mum won't let me.
9. The old woman wanted to feed her dog. There was nothing in the cupboard.
10. I bought some sweets. I ate them on the way home.
11. The teacher was cross. She was late.

Make as many as you can... root words

The challenge is to find as many words as you can from one root...

e.g. wind – windy, windier, windfall, windpipe, windscreen, window etc. rain... heavy... happy... and so on and so on.

Poetry please

Work together to write fantastic descriptive poetry...

- Select a topic ... e.g. the sea.
 - Player 1 - thinks of three adjectives to describe the sea – raging, crashing, sparkling ... write them on pieces of card.
- Player 2 – collects three more words – encourage use of thesaurus (online or otherwise)
- Carry on taking it in turns to collect words and record on card.

When you have enough – arrange and rearrange them to build your poems.

The comma - when to use it

To separate items in a list

e.g. The party table was filled with cakes, sweets and biscuits.

Between a string of adjectives

e.g. A deep, dark, terrifying secret...

After an opening word, phrase or clause

e.g. Without warning, it pounced

Because of the blackout, accidents increased.

No, you may not stay up late.

With your adult, work out where commas are needed in these sentences:

1. Everyone brought flour milk eggs and sugar to class.
2. The Head teacher wants to see Jodie Jamal Tom and Marissa.
3. If at first you don't succeed try try again.
4. Peter is a kind friendly caring man
5. In the forest the monster was ready to pounce

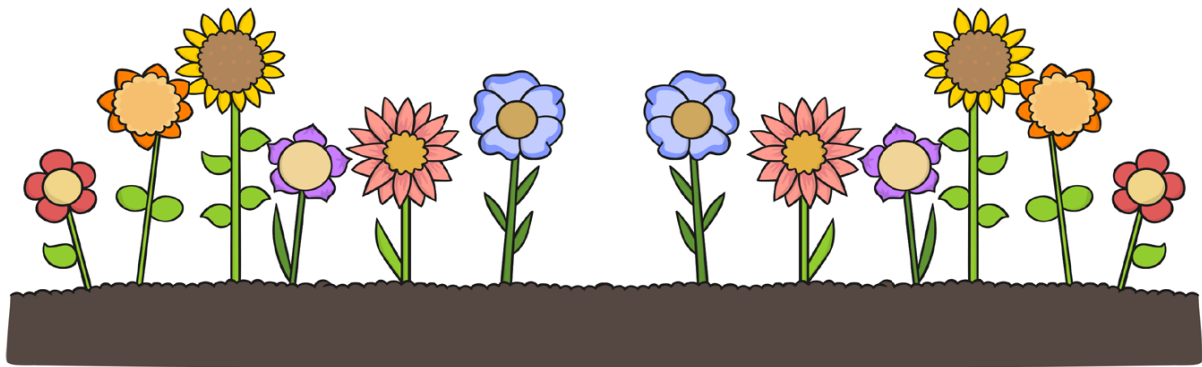


Spot the Pronouns and Nouns



1. Put a circle around all of the pronouns in this box. Underline all of the nouns.

fish	me	railway	dog
us	them	group	it
she	homework	golf	you
hers	mine	tablecloth	ours
rabbit	sock	yours	I
they	air	him	cushion
his	flower	lesson	rubber



I, me, mine, myself - do you know your pronouns?

Re-write each sentence, replacing the nouns in bold with the correct pronoun from the word bank.

e.g. That pencil belongs to **Lucy**. It is **Lucy's**.

That pencil belong to **her**. It is **hers**.

I / you / he / she / it / they / we

Subject pronoun

1. **Khalil** just loves maths; **maths** is **his** favourite lesson.
2. **Mrs Jones** is really funny so all the **children** love her classes.
3. Mum smiled at Chiara, "**Mum** is so proud of **Chiara**!" (watch out for this one!)
4. Has **Samantha** brought her PE kit today? PE is **this** afternoon.
5. **Ross and Piotrek** drink lots of water because **water** keeps them hydrated.
6. **Jane, Tara and I** are going to the party. **Tara's mum** is driving us there.

me / you / him / her / it / them / us

Object pronoun

7. **Phillipa** passed the ball to **Zainab** and **Zainab** passed the ball back.
8. Mrs Naylor called **Adam** up to the front and she gave the prize to **Adam**.
9. **Stacey** held out her hand and said, "Give the books to **Stacey** please."
10. "Can you tell **Adam, Keiron and me** when it's 11 o'clock please?" I asked.
11. **Bella** gave the party invitations to **Sasha and Mya** at hometime.

mine / yours / his / hers / its / theirs / ours

Possessive pronoun

12. This book belongs to me (**David**). It is **David's**.
13. My hair is brown but **Taya's** is blonde.
14. This poster is by **Sally, Leonie and me**. It is **Sally's, Leonie's and mine**.
15. I saw a great film on TV but I can't remember the **film's** title!
16. I think this pencil case belongs to **Oscar** because it looks like **Oscar's**.

Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences?

For example:

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.

3. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the time and place of the action in your main clauses.

time _____

place _____

Plural or Possessive Apostrophe

I can explain and use plural and possessive -s.



Cut out these sentence cards and lay them face down in a pile.

I enjoyed using my **friend's** scooter.

I borrowed my **dad's** trainers to go to the park but they were too big!

The **dogs** were barking wildly by the gates.

The **birds** sat in the trees and twittered.

Jack had two **dogs**, which he had taken for a walk.

The **wheels** on my bike were flat.

Jess's running was the fastest in the park.

I fed some bread to the **ducks**.

There were two **slides**, one for babies and one for larger children.

The **park's** sign read 'do not drop litter.'

We ate our lunch on the **café's** outdoor seats.

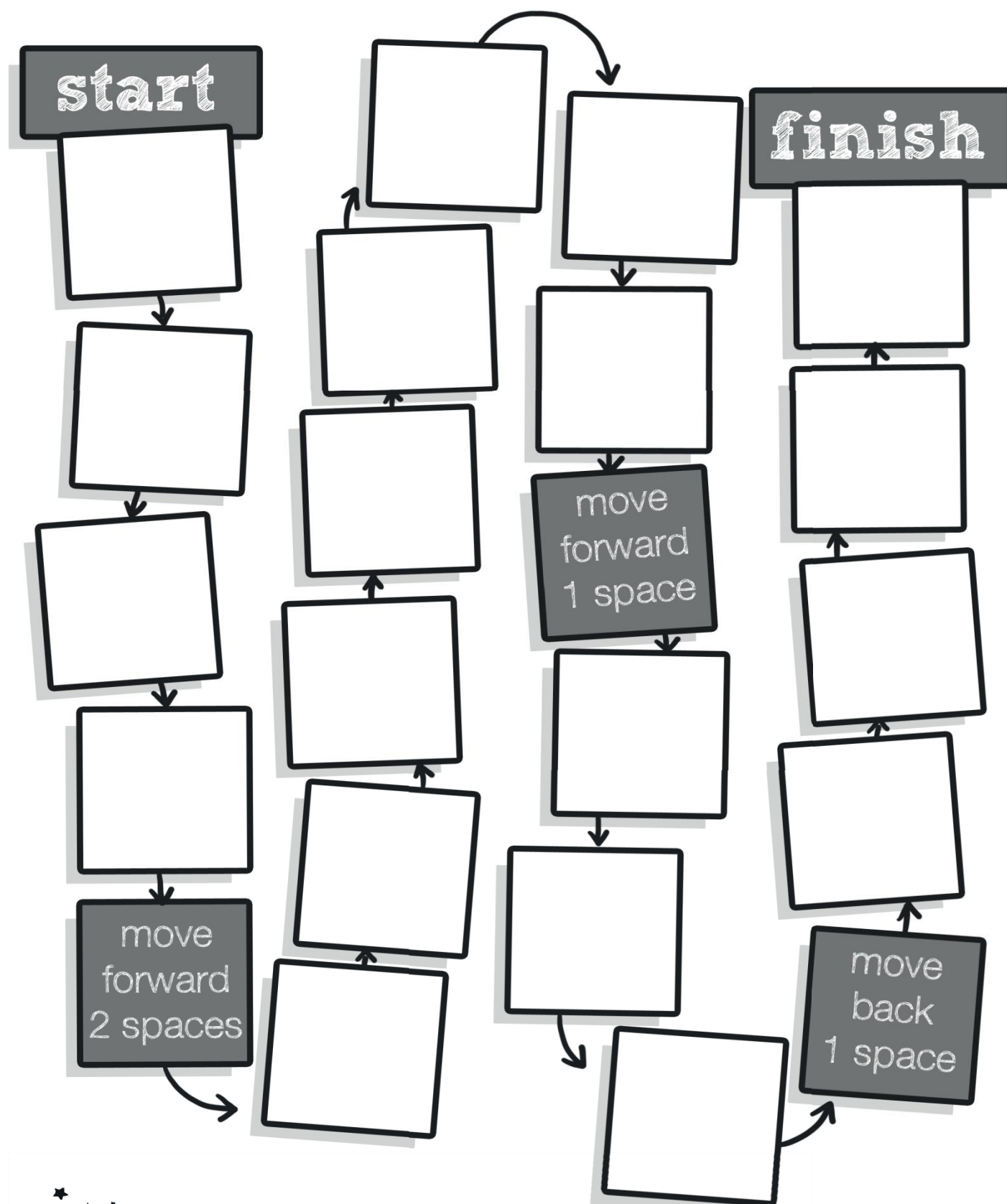
Adam and Kamal played hide and seek in the **trees**.

Some people ate their delicious **picnics** on the playing fields.

The ice cream **van's** music was playing to entice the children to buy from them.

Charles's mum was ready for home.

Each player takes turns to pick up a sentence and read it aloud. If the player correctly determines whether the noun is plural or singular possessive, they roll the die and move that number of spaces.



Online games

Try some of these online activities to support learning...

Commas	http://www.sheppardsoftware.com/grammar/punctuation.htm
Improve simple sentences	http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03
Find the right conjunction and the nouns	http://www.crickweb.co.uk/ks2literacy.html&
Nouns, adjectives, adverbs and verbs	http://www.sheppardsoftware.com/grammar/grammar_tutorial.h tm http://www.sheppardsoftware.com/grammar/nouns.htm http://www.sheppardsoftware.com/grammar/adjectives.htm http://www.sheppardsoftware.com/grammar/verbs.htm http://www.sheppardsoftware.com/grammargames/adverbs.htm
Easily confused words	http://www.sheppardsoftware.com/grammargames/easilyconfuse dwords.htm
Pronouns	https://uk.ixl.com/ela/year-4/identify-personal-pronouns https://uk.ixl.com/ela/year-4/choose-between-subject-and-object- personal-pronouns https://uk.ixl.com/ela/year-4/replace-the-noun-with-a-personal- pronoun https://uk.ixl.com/ela/year-4/identify-possessive-pronouns http://www.bbc.co.uk/guides/z37xrwX https://www.educationquizzes.com/ks2/english/pronouns/
Expanded noun phrases	http://www.bbc.co.uk/guides/z3nfw6f#z9brxfr
Coordinating Conjunctions	http://www.bbc.co.uk/guides/z9wvqhv https://uk.ixl.com/ela/year-4/use-coordinating-conjunctions
Subordinating Conjunctions	http://www.bbc.co.uk/guides/zqk37p3 https://uk.ixl.com/ela/year-4/use-subordinating-conjunctions https://uk.ixl.com/ela/year-4/identify-subordinating-conjunctions
Adverbs	http://www.bbc.co.uk/guides/zgsgxfr https://www.educationquizzes.com/ks2/english/adverbs-01/ https://uk.ixl.com/ela/year-4/does-the-adverb-tell-you-how-when- or-where
Relative clauses – Noun, who/which/where sentences	http://www.bbc.co.uk/guides/zsrt4qt
Apostrophe for possession	https://www.educationquizzes.com/ks2/english/apostrophes-to- mark-possession/