



Year 4

Grammar Knowledge Organiser 2024-2025

Name.....

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					

Year 4

Y4 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> Write for a range of real purposes and audiences Decisions should underpin the form the writing should take 						
Tense	<ul style="list-style-type: none"> Use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect) Use Standard English forms for verb inflections (we were instead of we was) 		✓	✓			✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) Use fronted adverbials to vary sentence structure (time, place and cause/manner) 	✓	✓				✓
Level of detail	<ul style="list-style-type: none"> Use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Use of a varied and rich vocabulary Develop settings using expanded noun phrases and fronted adverbials Use descriptions and speech to build a character and evoke a response 	✓	✓		✓	✓	✓
Cohesive devices	<ul style="list-style-type: none"> Use fronted adverbials to connect and introduce paragraphs Some use of determiners to give more detail about nouns Avoid repetition through choice of noun or pronoun 	✓			✓		
Text structure and organisation	<ul style="list-style-type: none"> Create characters, settings and plot in narrative Use paragraphs to organise information and ideas around a theme and sequence more extended narratives Use organisational devices including headings and subheadings 	✓		✓		✓	✓
Punctuation	<ul style="list-style-type: none"> Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession Mostly accurate use of Y4 punctuation: commas after fronted adverbials and inverted commas for direct speech Some accurate use of other punctuation to indicate direct speech and possessive apostrophes for plural nouns 	✓	✓	✓	✓	✓	
Transcription	<ul style="list-style-type: none"> Full range of spelling rules in Appendix 1 for Y3/4 are mostly accurate Mostly accurate spelling of words from the Y3/4 word list Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency 						
Edit and Evaluate Proof-read	<ul style="list-style-type: none"> Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation Proof-read for spelling and punctuation errors 					✓	

Grammar Objectives Introduced in Autumn 1

Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases

A noun phrase is a noun with a word added before the noun. These words are called determiners.

noun: man

noun phrase: the man / a man / this man etc

We can expand noun phrases by adding more information before or after the noun. These could be adjectives, modifying nouns or a prepositional phrase.

How do we expand a noun phrase?

In the examples below, the **noun** phrase the man has been expanded.

the old **man** (an adjective has been added)

the giant **man** (a modifying noun has been added)

the **man** with the walking stick (a prepositional phrase has been added)

These are called expanded noun phrases.

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

What is a noun?

Nouns are words that name people, places, objects, thoughts, ideas and feelings.

The sun is high in the sky.

The words 'sun' and 'sky' are both nouns

What are the types of noun?

Nouns can be proper, common, concrete, abstract or collective.

Proper nouns

These name a specific person, place or organisation. They always begin with a capital letter.

George visited the Lego Store in London.

Common nouns

These are generic names for people, places or organisations. Common nouns can also be concrete or abstract.

A boy visited the shop in the town.

Concrete nouns

These name something that can be physically seen, touched, heard, smelt or tasted.

The baby lay in the cot.

Abstract nouns

These name things that cannot be observed using the five senses. Abstract nouns are ideas, feelings or a state of being such as beauty or suffering.

He had a dream while he slept.

Collective nouns

These name a group of people, animals or objects.

The class watched a swarm of bees in the playground.

What is a pronoun?

Pronouns are words that can be used in a sentence to replace a noun or noun phrase. Examples of pronouns include I, me, my, we, they, yours and ours.

What are the types of pronoun?

There are different types of pronouns that pupils in Key Stage 2 will become familiar with.

Personal pronouns

Personal pronouns are used when referring to people or things already known. Personal pronouns are: I, me, you, he, she, it, we, us, they or them.

Different pronouns are used when writing in the first, second or third person and can be singular or plural.

I have a new toy. It is the same one that you have.

Possessive pronouns

Possessive pronouns indicate who owns the thing or things in the sentence. Possessive pronouns are: mine, yours, his, hers, its, ours or theirs.

The toy is his.

Take care! The words his, her, your, its, our and their can also be used as possessive determiners which show who owns something. My is also a possessive determiner.

It is his toy.

In the sentence above, 'his' is used as a possessive determiner before a noun. Care must be taken to decide if these words are used as pronouns or determiners. To check, pronouns replace a noun, whereas determiners are used with a noun to create a noun phrase.

What does 'clarify' mean?

To clarify means to make something less confusing and more understandable. Related words are clarifying, clarified and clarification.

What does 'cohesion' mean?

Cohesion refers to how a writer links different parts of a text together. This could be through the use of pronouns, adverbials, conjunctions or prepositions.

Use Fronted adverbials

Adverbials are words or phrases that give more information to the sentence.

"I discovered fronted adverbials **earlier today**."

'**Earlier today**' is the adverbial.

Fronted adverbials

A fronted adverbial is when the adverbial word or phrase is moved to the front of the sentence, before the verb.

"**Earlier today**, I discovered fronted adverbials."

So here, '**earlier today**' is a fronted adverbial.

Use commas after fronted adverbials

A comma is normally used after an adverbial.

Use paragraphs to organise information and ideas around a theme

A paragraph is a series of sentences that are organised and coherent, and all related to a single topic.

Recap use inverted commas to punctuate direct speech (Use dialogue to show relationship between characters)

When you are writing, **inverted commas** go before and after direct speech, surrounding what was said.

"I'm hungry," she complained.

If another character replies, use another set of inverted commas.

"What's for tea?" she asked. "Delicious ants!" her mum replied.

Punctuation, such as question marks, full stops and exclamation marks go inside the speech marks

New Grammar Objectives Introduced in Autumn 2

Use Standard English forms for verb inflections

What is a verb?

Verbs are words that can identify an action - including thinking or feeling - in a sentence. Other verbs join the subject to a description of it and are link verbs. Examples of these include the following: was/were, is/are and be.

What are inflections?

The word inflection comes from the Latin word 'inflectere' which means 'to bend'. Inflection is where letters are added to words to change its grammatical form, for example when creating plurals or writing in the past tense.

What are verb inflections?

Verbs change when they are used to show which tense is being used. These are called verb inflections. In the present tense -s or -es is added to the base verb. In the past tense -d or -ed is added. The suffix -ing can also be added to inflect the verb. Some verbs are irregular and do not inflect in the same way, usually when using the past tense, for example, find (present tense) and found (past tense).

What is Standard English?

Standard English is used in most books, articles and documents. Most written work completed in school will be in Standard English. When writing in Standard English, the correct verb inflections should be chosen (for example 'we were ...' rather than 'we was ...') and the use of a double negative should be avoided. Examples of Standard English include the following:

We were travelling on the bus. (Rather than 'We was travelling ...')

I didn't see anything. (Rather than 'I didn't see nothing.')

In Year 4, the focus is on the correct use of verb inflections, particularly for the verbs be, do and have, checking that the subjects and verbs agree

Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although

What is a subordinating conjunction?

A subordinating conjunction introduces a subordinate clause to add information to a main clause. In Year 3, pupils are introduced to a wider range of subordinating conjunctions building on the four learnt in Year 2 (because, if, when and that).

Examples of subordinating conjunctions are:

after
because

although
before

as
even though

if	once	since
that	though	unless
until	when	whenever
whereas	wherever	while

What is a main clause?

A main clause (also known as an independent clause) is a clause that makes sense on its own as a simple sentence.

We took an umbrella.
Can I have a lift?
I loved horse riding.
Greta walked home.
I have not seen my brother!
Sam had to feed the puppy.
They waited.
Hassan is very loud.

We, because it looked like it might rain, took an umbrella.

Can I have a lift if it is raining?
If it is raining, can I have a lift?
Can I, if it is raining, have a lift?

What is a subordinate clause?

A subordinate clause is introduced by a subordinating conjunction and includes a noun or pronoun (subject) and a verb. It is not as important as the main clause and cannot be a sentence on its own.

We took an umbrella because it looked like it might rain.
Can I have a lift if it is raining?
I loved horse riding when I was young.
Greta walked home although it was dark.
I have not seen my brother since he got his new games console!
Sam had to feed the puppy before she left.
They waited until everyone had arrived.
Hassan is very loud whereas his brother is much quieter.

The subordinate clause can be placed before, after or within the main clause to create a complex (also known as multi-clause) sentence.

The writer can vary their sentence structure by deciding where to place the subordinate clause within a complex sentence. The subordinate clause is in bold in the examples below. Note where commas are used when the subordinate clause is placed before, or within, the main clause.

We took an umbrella because it looked like it might rain.
Because it looked like it might rain, we took an umbrella.

Recognise the difference between plural and possessive 's'

Indicate possession by using the possessive apostrophe with plural nouns

What is an apostrophe?

Apostrophes have two completely different uses:

Apostrophes for contraction:

Showing the place of missing letters (eg I'm for I am)

Apostrophes for possession:

Marking possessives (eg Hannah's mother)

Possessive apostrophe rules

The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (ie is an irregular plural – eg children's)

Possessive apostrophe examples

Singular possessive apostrophe

Megan's book
Ravi's bag
the girl's hair
the child's toy
the man's smile

Plural possessive apostrophe

girls' school
boys' toilets
babies' clothes
children's games
men's ties
mice's tails

New Grammar Objectives Introduced in Spring 1

Variety of verb forms used correctly and consistently including the progressive and the present perfect forms

What is a verb form?

A verb form is a way in which a verb is shaped or modified in order to suit the context that speaks about an action that is performed at a specific time. The five verb forms in English are root verb, third person singular present form of verb, present participle, simple past and past participle.

What are tenses?

The tense shows when the actions happen in a sentence. The verb shows whether the sentence is written in the present tense (happens now), the past tense (happened in the

past) or the future tense (will happen at some point). The verb forms that show tense can be in their simple, progressive, perfect or perfect progressive forms.

What is the simple tense?

The simple present tense states things that are true now or things that happen often or regularly in the current period and is formed by adding -s to the verb or using the root form of the verb (infinitive).

The simple past tense is used to show when something happened in the past at an earlier time and is created by adding the suffix -ed to most verbs (the infinite), although there are some verbs that are irregular (e.g. teach / taught or fly/flew).

What is the progressive (continuous) tense?

The present progressive tense is used to show something happening in that precise moment and will continue for a longer period of time. It is formed using the verbs is/are/am and the verb ending in the suffix -ing (present participle).

The past progressive tense is used to show something was not finished before something else happened or for something that continued for some time. It is formed using the verbs was / were and the verb ending in the suffix -ing (present participle).

What is the perfect tense?

The present perfect tense is used when something has happened and is still relevant now or when something began happening in the past and continues to happen now. It is formed using has / have and the past tense form of the verb (past participle).

The past perfect tense is used to show something that happened before something else or for something that started happening in the past and was still happening at a later time. It is formed using had and the past tense form of the verb (past participle).

What is the perfect progressive tense?

The present perfect progressive tense is used for something that started happening in the past and is still happening now. It is formed using have / has + been and the verb ending in the suffix -ing.

The past perfect progressive tense is used when something started happening in the past and was still happening at a later time. It is formed using had + been and the verb ending in the suffix -ing

Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)

What is a paragraph?

Paragraphs are groups of related sentences that belong together. Paragraphs are clearly separated from one another on a page by missing a line or indenting the first line of each paragraph. The sentences within each paragraph are usually about the same thing and the first sentence often tells the reader what the paragraph is about.

Why are paragraphs used?

Paragraphs help to make writing clear for the reader by organising it into distinct sections. In narrative writing, paragraphs can be used to show a change in action, what is being described or breaks in time.

In non-fiction writing, paragraphs can be used to organise sections around a theme. Subheadings can also be used to help organise paragraphs.

Use and punctuate direct speech (using dialogue to show the relationship between characters)

What is direct speech?

Direct speech in writing is where you are directly quoting someone's words, and these are marked by inverted commas eg "I'll meet you at the library tomorrow morning," Sharon said.

Indirect (or reported) speech, on the other hand, is where you are given a rough approximation of what someone said, and doesn't require quotation/speech marks, eg 'Sharon told them she'd see them in the library tomorrow.'

What are inverted commas KS2?

Inverted commas go before and after direct speech, surrounding what was said. They are also commonly known as speech marks.

Direct speech examples:

"I'm bored," he complained.

"What's that noise?" he asked.

"Your sister!" his dad replied.

The conductor shouted, "Sit down!"

New Grammar Objectives Introduced in Spring 2

There are no new grammar objectives introduced in Spring 2

New Grammar Objectives Introduced in Summer 1

There are no new grammar objectives introduced in Summer 1

New Grammar Objectives Introduced in Summer 2

There are no new grammar objectives introduced in Summer 2