

Year 4

Vocabulary, Grammar and Punctuation

Skills	Objectives	What should be seen in the classroom?
Vocabulary	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	
Grammar	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -- s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	
Punctuation	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	Grammatical Terminology
		determiner, pronoun, possessive pronoun, adverbial

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	<p>Ready to Write</p> <ul style="list-style-type: none"> * Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] * Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although * Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] * Express time, place and cause using adverbs [for example, then, next, soon, therefore] * Express time, place and cause using prepositions [for example, before, after, during, in, because of] * Introduction to inverted commas to punctuate direct speech * Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Introduction to paragraphs as a way to group related material * Terminology for pupils: • determiner 					<p>Pronouns</p> <ul style="list-style-type: none"> * Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • pronoun • possessive pronoun 		<p>Fronted Adverbials</p> <ul style="list-style-type: none"> * Using fronted adverbials (4G5.6b) Fronted adverbials [for example, Later that day, I heard the bad news.] * Using commas after fronted adverbials * Use commas after fronted adverbials <p>Terminology for pupils:</p> <ul style="list-style-type: none"> • adverbial 			Assessment		
Spring	<p>Apostrophes</p> <ul style="list-style-type: none"> * Indicating possession by using the possessive apostrophe with plural nouns * The grammatical difference between plural and possessive –s * Apostrophes to mark plural possession [for example, the girl's name, the girls' names] 			<p>Speech</p> <ul style="list-style-type: none"> * Using and punctuating direct speech * Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] 			<p>Noun Phrases</p> <ul style="list-style-type: none"> * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) 			<p>Revisit</p> <p>Autumn terms objectives</p> <p>Ready to Write</p> <p>Pronouns</p> <p>Fronted Adverbials</p>		Assessment	