

Year 4 grammar coverage

Grammar coverage				
Possessive apostrophes for regular singular and plural nouns Spring 1 – Journey story	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition Autumn 1 – Diary entry Spring 1 – Journey Story	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i> Autumn 1 – Setting description	Compound nouns using hyphens Summer 2 – Standalone lesson	Repetition to persuade: <i>Fun for now, fun for life</i> Autumn 1 – Persuasive letter Autumn 1 – Information leaflet Summer 1 – Persuasive writing
Informal and formal language Autumn 2 – Newspaper article Spring 2 – Newspaper article	Possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its</i> Spring 1 – Journey Story	Plurals for nouns ending with a “y”: change the “y” to an “i” and add “-es” <i>baby – babies</i> Spring 2 – standalone lesson	Starting a sentence with “-ing”, using a comma to demarcate the subordinate clause: <i>Flying through the air, Harry crashed into a hidden tree.</i> Autumn 2 – Explain relationships between characters/Newspaper article	Drop-in clause with an “-ing” verb: <i>Tom, smiling secretly, hid the magic potion book.</i> Place a comma on either side of the subordinate clause. Summer 1 - Poetry
Expanded noun phrases: Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i> Autumn 1 – Character description Autumn 2 – Fact file/Newspaper article/Fable Summer 1 - Poetry	Specific determiners: <i>their, whose, this, that, these, those, which</i> Spring 1 – Letter writing Summer 2 – Relative clauses using relative pronouns (character description)	Verbs ending in “y”: change the “y” to an “i” and add “-es” <i>carry – carries</i> Summer 1 - Poetry	Comparative and superlative adjectives: Change the “y” to an “i” and add either “-er” or “-est” <i>happy – happier – happiest</i> Summer 2 – Standalone lesson	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i> Autumn 1 – Information leaflet
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed” Autumn 2 – Newspaper article/Fables Spring 1 – Descriptive writing	Verbs – Past perfect continuous: “had” + past participle + “-ing” Spring 2 (Inflections)	Know the difference between a preposition and an adverb Adverbs Autumn 2– Fable/Poetry	Capital letters for proper nouns: names, places, days of the week, months, titles and languages Spring 1 – Journey Story	Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-” Spring 1 - Standalone lesson Spring 2 – verb prefixes Summer 1 - Poetry
Plural nouns of words ending in	Powerful verbs	Verbs –	Compound sentences using all	Adjectives ending in “-ed”:

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“o”: Know which words to add “s” to, which to add “-es” to and which could take either “s” or “-es” Spring 1 – Journey Story Spring 2	Find synonyms of words to up-level sentences and give a greater effect Summer 1 - Poetry	Modal verbs: <i>could, should, would</i> Summer 1 – List poems using verbs	the co-ordinating conjunctions Autumn 2 – Fact-file/Newspaper article Summer 1 - Conjunctions time and cause writing an informal letter	<i>frightened, scared, etc.</i> Autumn 1 – Diary entry
Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, “Sit down!”</i> Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said. Autumn 2 – Newspaper article/Fable Spring 1 – Journey Story				Alliteration Autumn 1 – information leaflet Autumn 2 – Fact-file/Newspaper article
Extra – Spring 1: Similes and metaphors – diary entry Paragraphs – journey story Conjunctions – Journey story Spring 2 - Subordinate clauses Summer 1 – Figurative language – poetry Punctuating speech – myths Perfect form				
Spelling			Sentence/ grammar lessons	
Plural nouns of words ending in “o”			Possessive apostrophe for singular and regular plurals	
Specific determiners			Informal and formal language	
Synonyms for verbs			Expanded noun phrases	
Progressive/continuous verbs			Fronted adverbials	

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Modal verbs Proper nouns – names of people, places, titles, languages, months and days Finding the antonyms of words using the prefixes “im-”, “in-”, “ir-”, “il-” Adjectives ending in “-ed” Verbs ending in “y”: change “y” to “i” and add “-es” Noun plurals ending in “y”: change “y” to “i” and add “-es” Comparative and superlative adjectives ending in “y”: <i>happy – happier – happiest</i> Prepositions Compound nouns using hyphens Specific determiners Possessive pronouns It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Inverted commas Use of pronouns for cohesion and to avoid repetition How to use specific determiners Past perfect continuous tense Change verbs in a sentence to give greater effect Starting a sentence with an “-ing” verb Write a drop-in clause with an “-ing” verb Modal verbs Know the difference between a preposition and an adverb Compound sentences Start a sentence with a preposition and a comma Repetition to persuade Write a sentence with three actions and each clause separated with a comma or a coordinating conjunction How to use possessive pronouns
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This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

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Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.