

MARCHWOOD JUNIOR SCHOOL



# Year 4 Grammar Guide



## For Children and Parents

A guide to the key grammar skills and understanding that your child will be learning this year with examples and practice questions to help you support them at home.

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## The Basics

Here are some of the most important things that Year 3 children need to know and remember from previous years:

**Nouns:** These are often known as "naming" words. They name people, animals, places or things.

Examples: Lucy cat beach table teacher

**Adjectives:** Describe or give more information about a noun

Examples: bright tired dangerous useless hungry

**Verbs:** These are often known as "action" words. They describe what a person or thing is doing or being.

Examples: climb bounce write hope is was

**Adverbs:** Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how**, **when**, **where**, **why** or **how often** something is happening.

Examples: carefully (how) immediately (when) downstairs (where) therefore (why) always (how often) secondly Perhaps

### Sentence Example:

Adjective Noun Verb Adverb

The frightened rabbit jumped backwards.

**Practice Question:** Label the nouns (a), adjectives (b), verb (c) and adverb (d) in the following sentence:

A rusty bike noisily creaked down the quiet road.

## Speech Punctuation

### Year 3 Recap: Inverted Commas "" (speech marks)

Inverted commas, also known as speech marks, are used to show what is being said in a sentence.

Examples:

"I wouldn't do that if I were you," warned the teacher.

Sam asked, "Do you want to come with me?"

The start of speech always needs a capital letter.

There should always be punctuation ( , . ! ? ) before you close the inverted commas (speech marks).

### Full punctuation for using speech

A reporting clause is the part of a sentence that tells you who is speaking when using speech. If you start with the reporting clause it should always be followed by a comma.

Example:

Hannah mumbled, "It's not fair. I should be allowed to go."

When the reporting clause is at the end of a sentence, it doesn't start with a capital letter unless it is a name.

Example:

"You're not going until you've tidied up," her mother calmly

**Practice Question:** Add in all the missing punctuation in the sentence below:

With a booming voice, the pirate roared I can see the treasure

## Expanded Noun Phrases

**Nouns:** These are often known as "naming" words. They name people, animals, places or things.

Examples: **man dog forest car building race**

**Expanded noun phrases** add extra detail and information about the noun in a sentence.

**Simple noun phrases** use a **determiner\*** and an **adjective**.

*\*Determiners introduce a noun - **the a an some each both***

**Examples:**

**The angry man** stormed out of the room.

(**the** = determiner, **angry** = adjective, **man** = noun being described)

**A noisy dog** kept the whole street awake.

(**A** = determiner, **noisy** = adjective, **dog** = noun being described)

**Expanded noun phrases** add further detail to describe the noun, giving the reader more information to picture what is written. A common way of doing this is by adding a **preposition\*** and other nouns.

*\*prepositions - **with on of in above behind at from***

### Expanded Noun Phrase Examples:

**The angry man with a red face** stormed out of the room.

The preposition **with** introduces the extra information about the angry man, which is that he has a red face.

We were about to start **the most important race of our lives**.

The preposition **of** introduces the extra information about the important race which is that it is there is no race in their lives that is as important.

## Expanded Noun Phrases

**Practice Question:** Can you find the expanded noun phrase in the sentence below?

The directions took the boys to the ancient building behind the church.

**Challenge:** Can you add an expanded noun phrase to the sentence below by giving more detail about the book or the children?

When they got back, the children opened the book.

## Pronouns and Nouns to avoid repetition

**Pronouns** are used to replace a noun in a sentence.

**Examples:** **he it they we her my them**

To avoid sentences and paragraphs getting to repetitive it is important to use alternative nouns and pronouns when talking about the same thing.

**Very repetitive:** Yasmin told Yasmin's brother not to go in Yasmin's room until Yasmin got back from school.

**Avoiding repetition:** Yasmin told **her** brother not to go in **her** room until **she** got back from school.

**Very repetitive:** A boy went into the forest. The forest scared the boy so the boy left the forest immediately.

**Avoiding repetition:** A boy went into the forest. The **dark wood** scared the **young explorer** so he left **that eerie place** immediately.

## Fronted Adverbials

Adverbials add detail to a verb or a sentence by telling you **when**, **where**, **how**, **why** or **how often** something happened. They can be used at the start of a sentence like a mini introduction to what happens in the sentence. When they are used at the start of a sentence they are called '**fronted adverbials**'. They are really useful in linking ideas together between sentences.

Examples:

**When:** Late that night, When she got back, After breakfast,

**Where:** In the middle of the room, At the back of the house,

**How:** With great courage, Full of confidence, Shivering with fear

**Why:** Because she was tired, Not wanting to be seen,

**How often:** Every time he tried, Never before, As per usual

**Example:** After breakfast, Sandy packed her suitcase and left.

After breakfast tells me when Sandy packed her suitcase and suggests that it is all taking place in the morning.

**Example:** Full of confidence, Warren stepped onto the stage.

Full of confidence tells us how Warren stepped onto the stage and suggests that he is used to doing it or doesn't suffer from nerves.

## Commas after fronted adverbials

Fronted adverbials are usually followed by a comma to separate it from the main part of the sentence to make it clearer for the reader. Have another look at the examples above.

**Practice Question:** How many different fronted adverbials could you add to the sentence below? Try writing one out.

Oliver hid behind a tree.

## Apostrophes for plural possession '

There are two reasons to use apostrophes:

1. To show omission (replaces missing letters in a word)
2. To show possession (something belongs to it)

### Apostrophes to show omission (missing letters)

**Don't** -short for 'do not' - the apostrophe replaces the 'o'

**We're** -short for 'we are' - the apostrophe replaces the 'a'

**I've** - short for 'I have' - the apostrophe replaces the 'ha'

These shortened words are called: **contractions**

### Apostrophes to show possession (belonging)

**The girl's hat** (the hat belongs to the girl)

**Fred's lunchbox** (the lunchbox belongs to Fred)

**The judge's decision** (the decision belongs to the judge)

## Apostrophes and plurals (more than one)

Apostrophes are **not used** to show that there is more than one of something (plurals).

**Example:** I have three rabbits. **not** I have three rabbit's. x

However, if something belongs to more than one of something then we do use an apostrophe for possession after the plural s.

**Example:**

**Plural:** The rabbits' food (the food belongs to a few rabbits)

**Singular:** The rabbit's food (the food belongs to one rabbit)

