



St Peter's Church of England Primary School Whole School Grammar Curriculum
Year 4 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><u>Handwriting</u></p> <p>Handwriting should be joined as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.</p>		<p align="center"><u>Handwriting</u></p> <p>Handwriting should be taught as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.</p>		<p align="center"><u>Handwriting</u></p> <p>Handwriting should be taught as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.</p>	
<p align="center"><u>Grammar</u></p> <p><u>Verbs:</u> Recognise verbs within sentences. <i>The dog ran down the long, dark road.</i> <i>A boy kicked a tin-can against the brick wall.</i> Move on to the verb 'to be' (the idea that an action can also be the act of 'being') The car is blue. The boy was angry.</p> <p><u>Nouns:</u> Recognise nouns within sentences. <i>The dog ran down the long, dark road.</i> <i>A boy kicked a tin-can against the brick wall.</i> Recap/Teach the different types of nouns</p>	<p align="center"><u>Grammar</u></p> <p><u>Subject/Verb relationship:</u> Understand that sentences need a Subject (noun) and a verb in them. Identify the subject and verb agreement in sentences. <i>E.g. The cat slept happily.</i> Introduce the verb 'to be' and how this appears in sentences. <i>I am eleven.</i> <i>You are wrong.</i></p> <p><u>Conjunctions (FANBOYS)</u> Identify and use co-ordinating conjunctions in sentences. Coordinating conjunctions join two independent clauses together. <i>For, And, Nor, But,</i></p>	<p align="center"><u>Grammar</u></p> <p><u>Tense – Simple Past, Present, Future.</u> Focus on the simple version of all three tenses and recognise how each change depending on when the event happens. <i>I ate a sandwich (Past)</i> <i>I am eating a sandwich.(Present)</i> <i>I will eat a sandwich.(Future)</i></p> <p><u>Adverbs and Adverbials</u> Recognise adverbs and adverbials in sentences and use them correctly. Adverbs and adverbials detail when, why, how or where a verb happened. T – Time <i>Last night, the cat sat</i> R – Reason <i>The cat sat because it was exhausted after a long day.</i> M – Manner <i>The cat sat still</i></p>	<p align="center"><u>Grammar</u></p> <p><u>Tense – Progressive Past, Present, Future.</u> Focus on the progressive version of all three tenses. Progressive tense shows an action that is still in progress. The verbs in the progressive form use a form of "to be" + the present participle (an -ing verb). (It is the form of the helping verb that indicates the tense.) <i>I was eating a sandwich. (Past Prog)</i> <i>I am eating a sandwich. (Present Prog)</i> <i>I will be eating a sandwich. (Future Prog)</i></p> <p><u>Subordinating Conjunctions</u></p>	<p align="center"><u>Grammar</u></p> <p><u>Tense – Perfect Past, Present, Future.</u> Focus on the perfect version of all three tenses. The perfect tense is formed with either the past, present or future form of "to have" plus the past participle of the verb (which can be either regular or irregular in form). <i>I had eaten a sandwich. (Past Perfect)</i> <i>I have eaten a sandwich. (Present Perfect)</i> <i>I will have eaten a sandwich. (Future Perfect)</i></p> <p><u>Clauses</u> Identify and use different clause types. Clauses are the building blocks of</p>	<p align="center"><u>Grammar</u></p> <p><u>Prepositions</u> Identify and apply prepositions in sentences. Prepositions are linking words in a sentence. Prepositions tell us where something is or when something is happening. Prepositions usually sit before <u>nouns</u> (or <u>pronouns</u>) to shows the relationship to another word in the sentence. <i>The cat slept under the bed.</i> <i>At midnight, the graveyard was silent.</i></p> <p><u>Revision of Grammar Targets taught throughout Year 4.</u> Revisit different areas of the Year 4 Grammar Curriculum and check understanding. Invention for any children who have misconceptions of areas.</p>



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<p>Abstract Noun – <i>Sadness, Happiness.</i></p> <p>Proper Noun – <i>David, London, England</i></p> <p>Common Noun – <i>table, ball, balloon.</i></p> <p><u>Pronouns – replace a subject with a pronoun.</u> Pronouns are words that replace nouns, e.g. he, she, it. Replace verbs with pronouns so that the writing still makes sense and it is clear who the pronouns refer to. <i>Mike went outside. He kicked the ball.</i></p> <p><u>Sentence Types</u> Recap knowledge of four types of sentences from Year 2 and 3: Exclamations, Questions, Statements, Commands.</p>	<p>Or, Yet, So, <i>I like fish → Mum prefers chips</i></p> <p><i>I like fish, but Mum prefers chips.</i></p> <p><u>Expanded Noun Phrases</u> Identify and write expanded noun phrases. These can be formed in two different styles: 1. Add two adjectives before a noun. <i>The old, bearded wizard.</i> 2. Add an adjectival phrase after the noun. <i>The wizard with the square glasses wandered the dark corridor aimlessly.</i></p>	<p>P – Place <i>The cat sat in front of the fire.</i></p>	<p>Identify and use subordinating conjunctions in sentences. Subordinating conjunctions join a subordinate clause to an independent clause. Focus on: After, when, if, that, even though, because, until, since.</p> <p><i>When it started raining, we went inside.</i> <i>I want to buy a house if I win the lottery.</i></p> <p>*A WHITE BUS resource recommended</p>	<p>English sentences, groups of words that contain a subject and a verb.</p> <p>Main/Independent Clause – Contains a subject and an object and makes sense by itself. <i>I like bananas.</i></p> <p>Subordinate Clause – A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own. <i>After she picks me up, mum is taking me to buy shoes.</i></p>	
<p><u>Punctuation Recap and Question Marks.</u> Recap the use of taught punctuation from KS1 and Year 3,</p>	<p><u>Punctuation Inverted Commas</u> Recognise and use inverted commas correctly within writing.</p>	<p><u>Punctuation Commas Marking Fronted Adverbials</u> Teach that when an adverb or adverbial is at the head of a sentence</p>	<p><u>Punctuation Apostrophes for possession</u> Recognise and use apostrophes for possession to show</p>	<p><u>Punctuation Bullet Points, Headings and Subheadings and Columns</u> Identify and teach</p>	<p><u>Punctuation Revision of all Punctuation Targets for this year.</u> Revisit different areas of the Year 4 punctuation and</p>



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<p>especially capital letters and full stops. Intervention for struggling children.</p> <p>Recap and teach that questions end with a Question Mark. Questions are sentences that require someone, possibly the reader, to answer, either out loud or in their head. Children to be able to write a question. <i>What time is it?</i> <i>Are you okay?</i></p> <p><u>Sections and Paragraphs</u> Teach how to organise writing into different sections/paragraphs (based on the genre of writing). Use TiP ToPD resources to help identify when to start a new paragraph. <i>Time, Place, Topic, Person, Dramatic Effect.</i></p>	<p><i>"How lovely to see you!" said Mum.</i></p> <p><u>Punctuation when using speech.</u> Ensure that children can use inverted commas and other punctuation within a sentence correctly. <i>"How lovely to see you!" said Mum.</i></p> <p>*These two targets need to be taught jointly in order for a sentence that includes speech to be taught correctly*</p>	<p>(See TRaMP) it needs a comma after it. <i>Moments later, it had ended.</i> <i>Among the trees, a small hooded figure slowly appeared.</i></p>	<p>that an object belongs to someone. <i>The pencil belongs to Molly.</i> <i>It is Molly's pencil.</i></p>	<p>which text types use these features and understand why. Use these in an example of that text type.</p> <p><u>Commas for Clauses and Clarity.</u> Teach and use commas to separate clauses within sentences.</p> <p>Commas are always needed after a co-ordinating conjunction. <i>I went to the park, but it rained.</i></p> <p>Commas are always needed after a fronted adverbial. <i>Last Monday, I walked home alone.</i></p> <p>Commas are needed to separate relative clauses. <i>The man, who had ginger hair, looked out over the sea.</i></p> <p>Subordinate clauses and commas vary. Generally (but not always): Subordinate Clause +</p>	<p>check understanding. Invention for any children who have misconceptions of areas.</p>
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				Main Clause needs a comma. Main Clause + Subordinate Clause does not need a comma. However, teacher knowledge is required for exceptions.	
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