



Dear Parents, listed below are the learning expectations for your child in year 4 to know, apply and understand for SPaG. To support you and your child at home (within their writing especially learning logs), we have given definitions and examples.

Possessive apostrophes: This is a punctuation mark which shows ownership of a person or object.

Examples: I picked up my **teacher's book**.

Last night, I went to **Sarah's** house.



Pronouns: A pronoun is a word that replaces a noun in a sentence, assigning people or things as the subject.

For example: **He** went to the shops.

They were really tired at school.

I can't wait to practice SpaG.

I covered up **my** head with my sun hat.

Preposition: prepositions show how parts of a sentence are related in time (at, during, in) or space (to, on, over, under.)

Example: Hazel waved goodbye to Billy.

He said he'd be back from the farm in two hours.

Year 4, SPaG (Spelling, Punctuation and Grammar)

Comma: To separate words, phrases and clauses, making writing clearer to the reader.

Example:

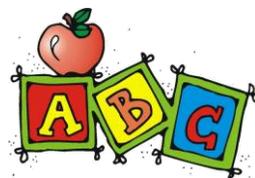
It was a lovely, warm, sunny morning. (Separating items in a list.)

At long last, the lesson ended. (Separating a fronted adverbial)

The lion, which hadn't eaten for three days, set off on a hunt. (Separating a relative clause)

Inverted commas: The proper term for speech marks - used to show direct speech.

"I'm not certain I know how to use inverted commas," the student said, "but I think I do."



Possessive pronouns: Possessive pronouns are used to show ownership of a person or thing. Some can be used on their own (mine, yours, his, hers, ours, theirs, whose); others must be used with a noun (my, your, his, her, its, our, their, whose).

Possessive pronouns are used to avoid repetition of the noun. For example: John put **John's** bag on **John's** peg. He walked to **John's** classroom.

If you use pronouns the sentence reads: John put **his** bag on **his** peg. He walked to **his** classroom.

Sentence: A group of words containing a verb that make sense on its own - formed of one or more clauses.

Noun Phrase: A group of words without a verb that adds information to a noun, e.g. The strict maths teacher...

Expanded Noun Phrase: Noun phrases are expanded by adding extra information, e.g. The strict maths teacher with curly hair...

Clauses: A group of words containing a verb. There may be more than one clause in a sentence, in which case you would have a main clause and a subordinate clause, e.g. Although it was raining, Tom wanted to go to the park. (The main clause makes sense on its own, the subordinate clause doesn't). Clauses are usually separated by a comma, making them easy to spot.

A conjunction is a word that links two words or two phrases together.

There are two main types of conjunctions:

1. Coordinating conjunctions (e.g. and) link two words or phrases together as an equal pair.

Example: I went to the shop **before** I made a pizza.

2. Subordinating conjunctions (e.g. when) introduce a subordinate clause.

Examples: **When** it is hot, I like to eat ice-cream.

I like to eat ice-cream **when** it is hot.

Fronted adverbials: An adverbial is a word or phrase that has been used like an adverb to add detail or further information to a verb. They must be followed by a comma.

Examples: **Before the sun came up**, he ate his breakfast. **As fast as he could**, the rabbit hopped.

Conjunction: A conjunction links two words, phrases or clauses together.

Examples:

After, although, as, because, if, though, while, whereas, but, so, and.

Time adverbial: We use adverbials of time to say, when something happened, for how long and how often (frequency).

Example: **During the night**, there was a storm.

We waited **all day**.

We **sometimes** went to work by car.

Determiners: Determiners are used with nouns to clarify the noun. They are used to define something or someone.

Examples: The girl in **the red** hat. I like **my** car.

There are **a lot** of toys on the floor.