



J H Godwin Primary School - GPAS Coverage Year 4

Grammar Coverage				
Terminology: determiner pronoun, possessive pronoun adverbial				
Possessive apostrophes for regular singular and plural nouns	Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Prepositions: <i>at, underneath, since, towards, beneath, beyond</i>	Compound nouns using hyphens	Repetition to persuade: <i>Fun for now, fun for life</i>
Informal and formal language	Possessive pronouns: <i>yours, mine, theirs ours, hers, his, its</i>	Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" <i>baby - babies</i>	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>	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.
Expanded noun phrases: <i>Changing The teacher to The strict English teacher with the grey beard</i>	Specific determiners: <i>their, whose, this, that, these, those, which</i>	Verbs ending in "y": change the "y" to an "i" and add "-es" <i>carry - carries</i>	Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" <i>happy - happier - happiest</i>	A sentence that gives three actions: <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>
Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	Verbs - Past perfect continuous: "had" + past participle + "-ing"	Know the difference between a preposition and an adverb	Capital letters for proper nouns: names, places, days of the week, months, titles and languages	Prefixes to give the antonym: "im-", "in-", "ir-", "il-"
Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"	Powerful verbs Find synonyms of words to up-level sentences and give a greater effect	Verbs - Modal verbs: <i>could, should, would</i>	Compound sentences using all the co-ordinating conjunctions	Adjectives ending in "-ed": <i>frightened, scared, etc.</i>
Using inverted commas where the speech is preceded by the speaker:				



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Mary yelled, "Sit down!"

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.

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
Modal verbs	Inverted commas
Proper nouns - names of people, places, titles, languages, months and days	Use of pronouns for cohesion and to avoid repetition
Finding the antonyms of words using the prefixes "im-", "in-", "ir-", "il-"	How to use specific determiners
Adjectives ending in "-ed"	Past perfect continuous tense
Verbs ending in "y": change "y" to "i" and add "-es"	Change verbs in a sentence to give greater effect
Noun plurals ending in "y": change "y" to "i" and add "-es"	Starting a sentence with an "-ing" verb
Comparative and superlative adjectives ending in "y": happy - happier - happiest	Write a drop-in clause with an "-ing" verb
Prepositions	Modal verbs
Compound nouns using hyphens	Know the difference between a preposition and an adverb
Specific determiners	Compound sentences
	Start a sentence with a preposition and a comma



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Possessive pronouns It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	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
Spellings to be Taught - Spelling Shed	
1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. 2. The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' 3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' 4. The prefix 'sub-' which means under or below. 5. The prefix 'inter-' means between, amongst or during. 6. Challenge Words 7. The suffix '-ation' is added to verbs to form nouns. 8. The suffix '-ation' is added to verbs to form nouns. 9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' 10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.' 11. Word with the 'sh' sound spelled ch. These words are French in origin. 12. Challenge Words 13. Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' 14. Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though. 15. The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 16. The 'ee' sound spelled with an 'i.' 17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. 18. Challenge Words 19. The 'au' digraph 20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' 21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' 22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' 23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	



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24. Challenge Words
25. Homophones - words which have the same pronunciation but different meanings and/or spellings.
26. The /s/ sound spelled c before 'i' and 'e'.
27. Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'
28. Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'
29. Prefixes - 'super-' 'anti' and 'auto.'
30. The prefix bi- meaning two.
31. Challenge Words
32. Plural possessive apostrophes.
33. Revision - spelling rules we have learned in Stage 4.
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35. Revision - spelling rules we have learned in Stage 4.
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Handwriting (Requirement by the end of Year 4)

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Alan Peat Sentence Types

Terminology pupils should be introduced to is in **bold**.

Year 4 - Alan Peat Sentence Type	Examples	Additional points to be taught through the sentence type
De: De OR Description: Details sentences A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in second clause will expand on information in the first part of the sentence	Snails are slow: they take hours to cross the shortest of distances	Relative clause - a subordinate clause that modifies a noun already mentioned (tells us more about the noun). Snails are slow: they take hours to cross the shortest of distances



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Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example)	She wondered if it would ever end: it soon would, but not as s/he expected!	Key: Noun, Relative clause NB - sentence with relative clause may not be demarcated with a colon She got herself a cake that she had bought yesterday. Use of colon
3_ed sentences (2_ed for LA chn) Three related adjectives , each of which ends in -ed. Usually the adjectives will describe an emotion. Display a A-Z of -ed adjectives	Frightened, terrified, exhausted, they ran from the creature.	Ensure these are taught as adjectives NOT verbs. Determiner - stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>).
Short sentences Formed with one, two or three words. May be interjections requiring an exclamation mark. Model this sentence type in context. Elipsis marks may be used also to indicate a stutter.	Then it happened	
Many questions sentences Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a question mark . Beware of unnecessary capitalisation.	Where is the treasure? the diamonds? the gold? the rubies?	Writing for effect
4a Sentence A pair of adjectives used to describe a noun followed by another pair of adjectives to describe another noun in the sentence.	The fierce, majestic eagle soared through the clear, blue sky.	
Burger sentence Has an embedded/subordinate clause . Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun. A subordinate clause does not have to begin with <i>which</i> .	Cakes, which taste fantastic, are not so good for your health.	Embedded/subordinate clause



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If, if, if, then sentences (if, if, then for those who can't) Three dependent clauses in series. It is necessary to use a comma after each of the clauses beginning with if	If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.	Subordination using a subordinating conjunction
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