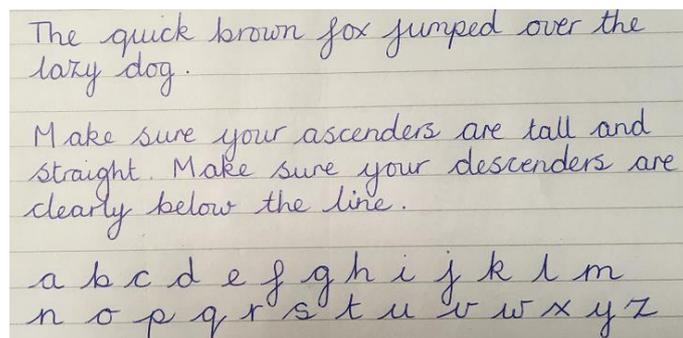


Subject: English

Next Step: To form each letter correctly

Exemplification



Subject: English

Next Step: To use full stops and commas with increasing accuracy

Exemplification

Full stops are used to mark the end of a sentence. A sentence must have at least a subject and a verb to make sense. E.g. **Jess darted.** Jess is the subject and darted is the verb. For a command, you would not always use the subject. E.g. **Run.**

Commas have many purposes but throughout Year 4, we have had a focus on using them to punctuate a sentence which has at least one subordinating clause. Children need to spot where their main clause is (the part of the sentence that makes sense by its self) and the subordinating clause (the added information which doesn't have a subject and a verb).

Some examples are below. Take note of where the comma and full stop are used.

- Subordinate clause** = added information
- Subject** = the noun that the sentence is about
- Verb** = the 'action' word connected to the subject

Although many people disagree, **Arsenal** are the best football team.
 All of a sudden, the **frog** leapt out of the pond and made me jump.
 The **choir** sing their hearts out, **smiling the whole time.**

Top Tip: Look out for tricky verbs to spot such as: have, am, is, are, had, was and were. They are often not spotted as the verb in a main clause. E.g:

I am hungry.
 They were alone for a long time.

Subordinate Clauses

Subordinate clauses are used to add more information to sentences

Subordinate Clause Main Clause

Although I was scared, I crept inside.

The boy, who was ten, jumped.

Subject: English

Next Step: To use adverbs and prepositions to add detail

Exemplification

An **adverb** is a word that changes or adds detail to the verb. A **preposition** is a word that allows added detail and a connection to another word or phrase in the sentence. They can both often be used to vary sentence structure/starters. If they are used at the beginning of the sentence, before the main clause, you must use a comma.

Through the tunnel, the train sped while blowing its whistle **loudly.**
Aggressively, the fearless crocodile snatched its prey **from** the river bank.

Subject: English

Next Step: To use a wider range of conjunctions

Exemplification

Conjunctions connect two parts of a sentence together (two clauses)

Coordinating conjunctions: for, and, nor, but, or, yet

I am going shopping **and** I am getting my hair cut.

You can stay at the park **or** you can go home.

Peter did not finish the gruelling test **nor** did he check his answers.

Some subordinating conjunctions: because, since, where, though, until, if, when, while

Before you go outside, put a thick coat on.

I am happy doing this work **although** it isn't very exciting.

One sunny evening **while** we walked home, we had a chat about the birds in the sky.

Subject: English

Next Step: To use pronouns correctly for clarity and to avoid repetition

Exemplification

A **pronoun** is a word that can be used in place of a noun. To help with clarity, the pronoun should be used in place of the noun which is the **subject** of the previous sentence/clause, not the object.

Example 1: At the start of the day, the **deck chairs** were lined up neatly. However, **they** were soon moved around the beach.

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd thing	it	it	its	(not used)	itself
1st person (Plural)	we	us	our	ours	ourselves
2nd person (Plural)	you	you	your	yours	yourselves
3rd person and thing (Plural)	they	them	their	theirs	themselves

Try to read over written work to see where pronouns can cause confusion. This often happens when a pronoun could refer to more than one noun in the previous sentence/clause.

In the sentence below, it is hard to know whether the pronoun 'it' refers to the car or the garage door.

Example 2: When Alexander drove the car through the garage door, he badly damaged **it**.

It would be clearer written as: Alexander badly damaged the car when he drove **it** through the garage door.

Subject: English

Next Step: To write for purpose

Exemplification

Children need to start being aware of the language and grammar skills they are using to support the purpose of their writing. Success criteria's will vary depending on the type of writing such as; writing to describe, report or persuade. They need to try to think of their audience and if their writing comes across in the correct 'tone'.

A setting description	A non- chronological report	A diary entry
Similes and metaphors	Factual language	Informal tone – colloquial language can be used
Adjectives to spark imagination	Powerful adjectives that are realistic	Sentence structure used loosely
Varied sentence structure for detail and emotion	Rhetorical questions	Emotional language
Prepositional phrases	Formal tone	

