

Grammar information

Years 3 and 4

By the end of Year 3...

- **Present tense**
Present simple: I walk
Present progressive: I am walking
Present perfect: I have walked
- **Past tense**
Past simple: I walked
Past progressive: I was walking
- **Future tense** : I will walk

- Expressing time, place and cause using:
 - **conjunctions** [for example, *when, before, after, while, so, because*]
 - **adverbs** [for example, *then, next, soon, therefore*]
 - **prepositions** [for example, *before, after, during, in, because of*]

- **Main clause** - a clause that makes sense on its own
- **Subordinate clause** - a clause that relies on the main clause for meaning

- **Subordinating conjunctions**: For, and, nor, but, or, yet, so
- **Coordinating conjunctions**: e.g. because, whilst, due to, even though, although, despite

- **Adverbial phrase**: a phrase that details how an action occurred (with a warm smile/in a hurry)
- **Prepositional phrase**: a phrase that tells where something is (on the beach, in front of me)
- **Expanded noun phrase**: e.g. the best class in the whole world

- **Simple sentence** - a single main clause
- **Compound sentence** - two main clauses joined by a coordinating conjunction
- **Complex sentence** - a main clause and subordinate clause within a sentence

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation

- Formation of **nouns** using a range of **prefixes** [for example *super-, anti-, auto-*]
- Use of the forms *a* or *an* according to whether the next word begins with a **consonant** or a **vowel** [for example, *a rock, an open box*]
- **Word families** based on common words, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

- **Begin to use inverted commas to punctuate direct speech**: "I can't believe this!" Lucy shouted.

By the end of Year 4...

- **Present tense**
Present simple: I walk
Present progressive: I am walking
Present perfect: I have walked
- **Past tense**
Past simple: I walked
Past progressive: I was walking
Past perfect: I had been walking
- **Future tense** : I will walk

- **Determiner**:
 - Articles (a, an, the)
 - This, that, these, those
 - Some, many, few
- **Collective nouns** (e.g. a crowd of people, a pride of lions, a choir of singers)

- **Clause** - a group of words that make a unit of meaning including a noun and a verb
- **Phrase** - a group of words that make a unit of meaning including a noun
- **Main clause** - a clause that makes sense on its own
- **Subordinate clause** - a clause that relies on the main clause for meaning

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

- The grammatical difference between **plural** and **possessive -s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across sentences to aid **cohesion** and avoid repetition

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**

Clauses and Phrases

- ❑ A clause is a group of words that contain a verb and a subject noun.
- ❑ Every sentence must have a main clause.
- ❑ A phrase contains EITHER a noun or a verb

The doorbell rang.

In the window

Basic Sentence Construction

Subject **Verb** **Object**

I dug a hole.



Subject and object

- The **subject** of the sentence is the noun who/which is most important.
- It **usually** but **not always** does the action.
- The **object** of the sentence is another or any other noun mentioned.
- The action **usually** but **not always** happens to the object.

Simple sentences

- ❑ A simple sentence is a single clause sentence.
- ❑ It includes one subject noun and a verb.
- ❑ This can include additional phrases or words for detail but still only has a single unit of meaning.

She ran.

Without thought, she ran after her friend.

Quickly, she ran for the train.

She ran as fast as the wind.

Adding detail



Subject Verb Object

I dug a hole.

Subject Verb Adjective Object

I dug a deep hole.

Subject Adverb Verb Adjective Object

I quickly dug a deep hole.

Adding detail – adverbs and adverbials

An **adverb** tells us **when, where, how** or **how often** a verb (action) is done.

Many (but not all) have the suffix **-ly**

regularly	tomorrow	often	quickly
excitedly			

A phrase including an **adverb** is called an **adverbial phrase**.

Last week,	All the time,	In a frustrated manner,
with his friends	every Tuesday	

Adding detail – prepositionals

A **preposition** tells us **where** the noun is placed (in space or time).

in
besides

on
during
beneath

under
with
whilst

A phrase including a preposition is called a **prepositional phrase**.

in the corner,
under the bed,

below it,
during that time,

next to the bench,

Some words must stay in order;
others can move around the
sentence.

Try writing these words into coherent
sentences. How many ways can you find?

played jazz the
energetically she trumpet

If the prepositional or adverbial starts the sentence, it must be followed by a comma.

I played – main clause

happily-adverb

with my friend- adverbial

in the park-prepositional

on Tuesday- prepositional

for ages– adverbial

**I played with my friend.
On Tuesday, I played happily with my friend in the park
for ages.**

Compound Sentences

- ❑ A compound sentence is one that has more than one clause.
- ❑ Each clause could stand alone but have been joined by a conjunction.

The doorbell rang.

so

I opened the door.

The doorbell rang so I opened the door.

I don't like bananas.

but

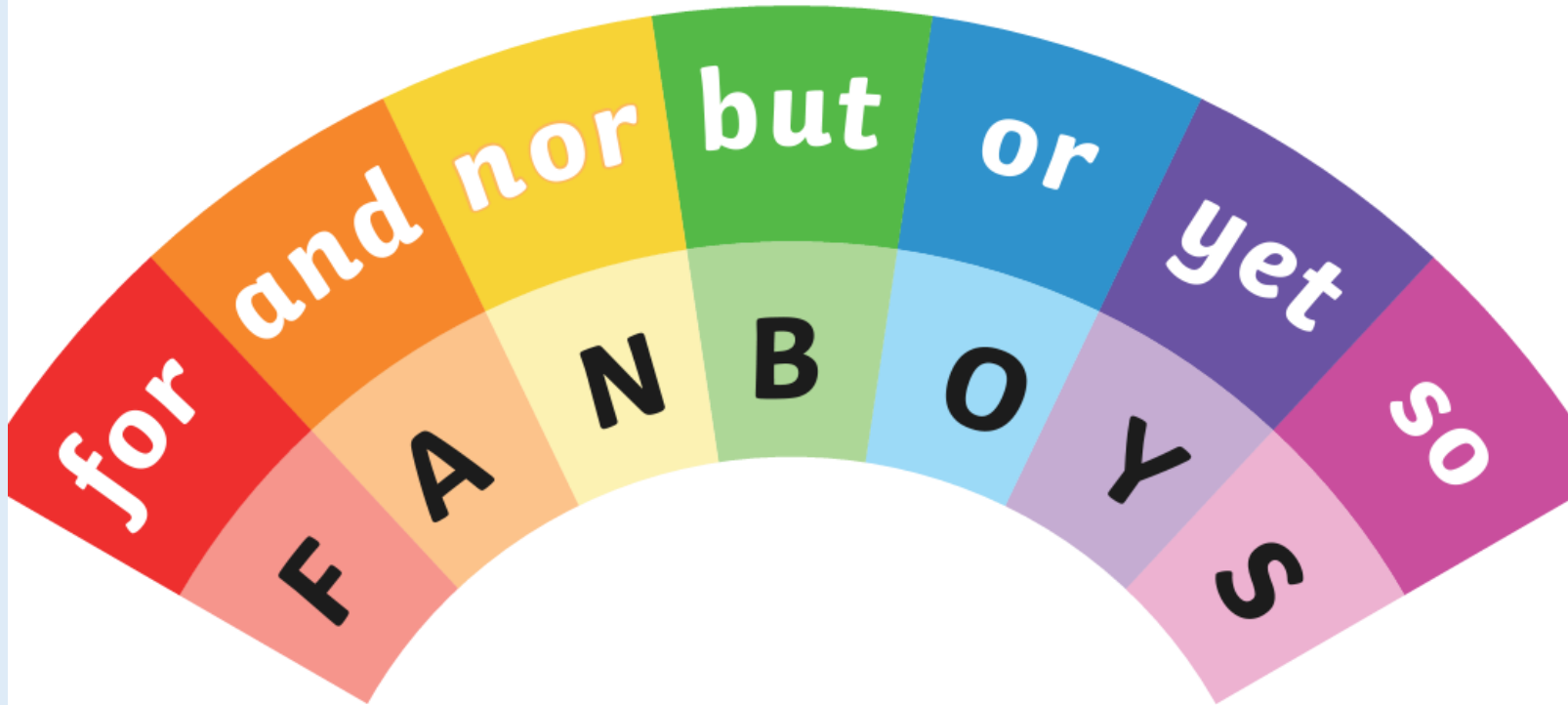
I do like grapes.

I don't like bananas but I do like grapes.

Compound sentences are joined by **COORDINATING CONJUNCTIONS**

Co-ordinating Conjunctions

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.



Complex Sentences

- ☐ Complex sentences have more than one clause.
- ☐ Main clause + subordinate clause (dependent).
- ☐ The subordinate clause is reliant on the main clause for meaning.

Whilst leaving the house...

I picked up my bag.

I picked up my bag whilst leaving the house.

Whilst leaving the house, I picked up my bag.

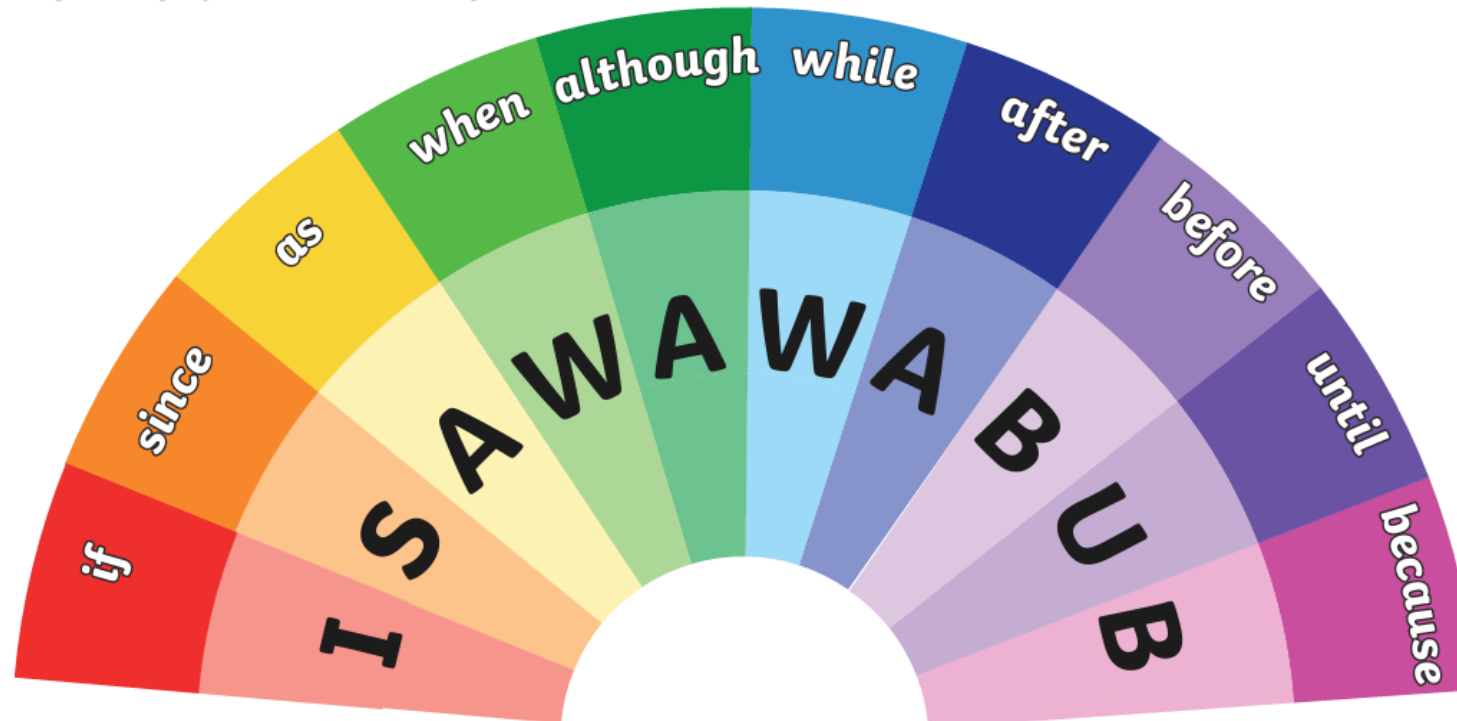
Complex sentences are joined by SUBORDINATING CONJUNCTIONS



Subordinating Conjunctions



Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



Subordinate clauses

These clauses are reliant on the main clause for meaning and usually include a subordinating conjunction

Whilst he was getting ready, because he was happy, although it was late

Having just brushed her teeth, running as quickly as they could.

If the subordinate clause **starts the sentence**, it is **followed by a comma**.

The sentence **does not need a comma** if the subordinate clause is **at the end of the sentence**.

Cause and Fact	Time	Condition	Contrast
✓ because ✓ since ✓ so that ✓ in order that	✓ when ✓ before ✓ after ✓ until	✓ if ✓ unless ✓ even if ✓ in case	✓ whereas ✓ while ✓ in contrast ✓ although
Purpose	Comparison	Concession	Place
✓ so that ✓ in order that ✓ lest ✓ in order to	✓ just as ✓ than ✓ rather than ✓ as if	✓ although ✓ even though ✓ though ✓ whereas	✓ where ✓ wherever ✓ everywhere ✓ anywhere

Due to the cold weather,

The verb is implied in this clause

A sentence that only contains a subordinate clause is not a sentence

- When it is windy
- If you could go please
- Although the child was tired
- Unless we are ready in the next two minutes

(Expanded) noun phrases

- A noun phrase is a group of words that functions as a noun (thing) in a sentence
- girl
- the girl
- the young girl
- the very young girl with the big smile

Noun phrases always contain a **determiner** and **noun** but can (and usually do) also include **adjectives** and can be followed by adverbials, prepositionals or relative clauses

Determiners

A determiner is a word which specifies **which** noun is being referred to.

Articles

A

the

an

Definite
article



Other determiners

this

those

few

that

some

one

these

many

twenty

Order of Adjectives

Determiner	Opinion	Size	Shape	Age	Color	Origin	Material	Purpose	Noun	
A		small			red				suitcase	
The				new	blue		silk		T-shirt	
An	ugly						wooden		chair	
This			round	new				kitchen	table	
A	comfortable			new			velvet		dress	
These	lovely			old			ceramic		mugs	
That	beautiful					German		sports	car	
Those	amazing	heart-shaped			red				balloons	

Tenses

The tense of a sentence tells us when it happened/happens/will happen in time.

The tense of the sentence is determined by the verb(s).

Verbs are very important. They are the words that tell you what is happening in a sentence. They show the action.

REMEMBER – without a verb, a clause or sentence is incomplete!

Remember: There is a small but extremely important group of verbs that do not express any action at all (on their own) and are not easy to spot! These are the verbs *to be*. Examples:

It **was** a beautiful day.

The children **are** playing.

The team meeting **is** on Tuesday.

I **am** happy.

We **were** excited about the football.

'To have' is also a common verb that trips people up.

I **have** a cold.

He **has** three brothers and one sister.

They **had** a meeting with the headteacher.

Tenses

PRESENT SIMPLE Infinitive I look at the book. She goes to school. Used for habitual actions and truths	PRESENT PROGRESSIVE (also called CONTINUOUS) Version of 'be' (am/are/is) + infinitive + ing I am looking at the book. She is going to school. Used for something that is happening at the time of reporting	PRESENT PERFECT Has/have + past simple I have looked at the book. She has gone to school. Used for something that has happened in the past and is still true
PAST SIMPLE Infinitive + ed Or irregular past I looked at the book. She went to school. Used for an action that has started and ended	PAST PROGRESSIVE (also called CONTINUOUS) Version of 'be' (was/were) + infinitive + ing I was looking at the book. She was going to school. Used for something that happened over a period of time (often whilst another event was occurring)	PAST PERFECT Had + past simple I had looked at the book. She had gone to school. Used for an action that happened over a period of time but was completed (often before another event occurred)
FUTURE SIMPLE Will/shall + infinitive I will look at the book. She will go to school. Used for something that is going to happen in the future	FUTURE PROGRESSIVE (also called CONTINUOUS) Will be + infinitive + ing I will be looking at the book. She will be going to school. Used for an ongoing or continuous/repeated event that will happen in the future	FUTURE PERFECT will have + past simple I will have looked at the book. She will have gone to school. Used for an action that will take place over a period of time but will be completed (often before another event occurs)

Session 2



By the end of Year 5...

	• Relative pronoun - Who, which, that, whose, whom, when, where • Relative clause - A clause that refers to a noun and includes a relative pronoun
	• Indicating degrees of possibility using: - adverbs [for example, <i>perhaps, surely</i>] - Modal verb (must, should, could, will, might, may)
	• Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>) • Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, he <i>had</i> seen her before)
	• Adverbials - time (yesterday, on Friday, in the future) - place (over there, in the corner) Also known as prepositionals - manner (quickly, hungrily, in an agitated manner) - frequency (every day, sometimes, never)
	• Colons (:) to introduce a list • Bullet points: - Start with a capital letter - No punctuation - Begin with word of the same class (if possible)
	• Parenthesis () -- , , • Semi Colons (;) to replace a conjunction when joining linked clauses • Dashes (-) to link related ideas
	• Compound words: two words joined with a hyphen to make one word (noun or adjective) e.g. kind-hearted, dead-end • Hyphen (-)
	• Ambiguity – lack of clarity or sense
	• Converting nouns or adjectives into verbs using suffixes (for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>) • Verb prefixes (for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)



By the end of Year 6...

	• Subject and object • Subject/verb agreement I was/we were
	• Active and passive voice • Active: the subject does the action • Passive: the subject has the action done to it (usually includes the word 'by')
	• Colons (:) to clauses that are directly linked and to introduce a list • Parenthesis () -- , , • Semi Colons (;) to replace a conjunction when joining linked clauses and within lists • Dashes (-) to link related ideas
	• Hyphen (-) - to avoid confusion. Eg. Twenty-six year olds vs twenty six-year-olds - for Compound words: two words joined with a hyphen to make one word (noun or adjective) e.g. kind-hearted, dead-end
	• Subjunctive case If I were.... (if the verb follows were, it is in the infinitive case 'to want') I suggest/ask/advise etc + <i>infinitive verb missing 'to'</i>
	• Formal and informal speech - The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out</i> – <i>discover</i>; <i>ask for</i> – <i>request</i>; <i>go in</i> – <i>enter</i>)
	• Linking ideas across paragraphs - using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipses
	• Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)

Modal verbs

- Modal verbs tell us the likelihood or possibility of something happening. They also express necessity or ability.

(Modal verbs are used with other verbs; these are called auxillary verbs.)

CERTAINTY		
OBLIGATION		ABILITY
should	will	
must	would	can
ought	might	could
	may	
	shall	

I might go swimming.

You should drink more water.

He can have fruit when he wants.

They will be happy with that.

Adverbs of probability

These modify modal verbs to further specify the likelihood of an action.

Adverbs of Probability 	
possibly definitely certainly clearly obviously perhaps probably maybe	doubtless indeed likely of course really surely truly undoubtedly

I will probably do that.

I will definitely do that.

Maybe, I will do that.

Relative clauses

A relative clause is another type of subordinate clause.

This clause refers to a previously-mentioned noun.

A relative clause **always** contains a relative pronoun.

My sister- who is annoying-

The pencil, which is broken,

Sana (whose daughter is in Year 5)

The event that we cannot mention

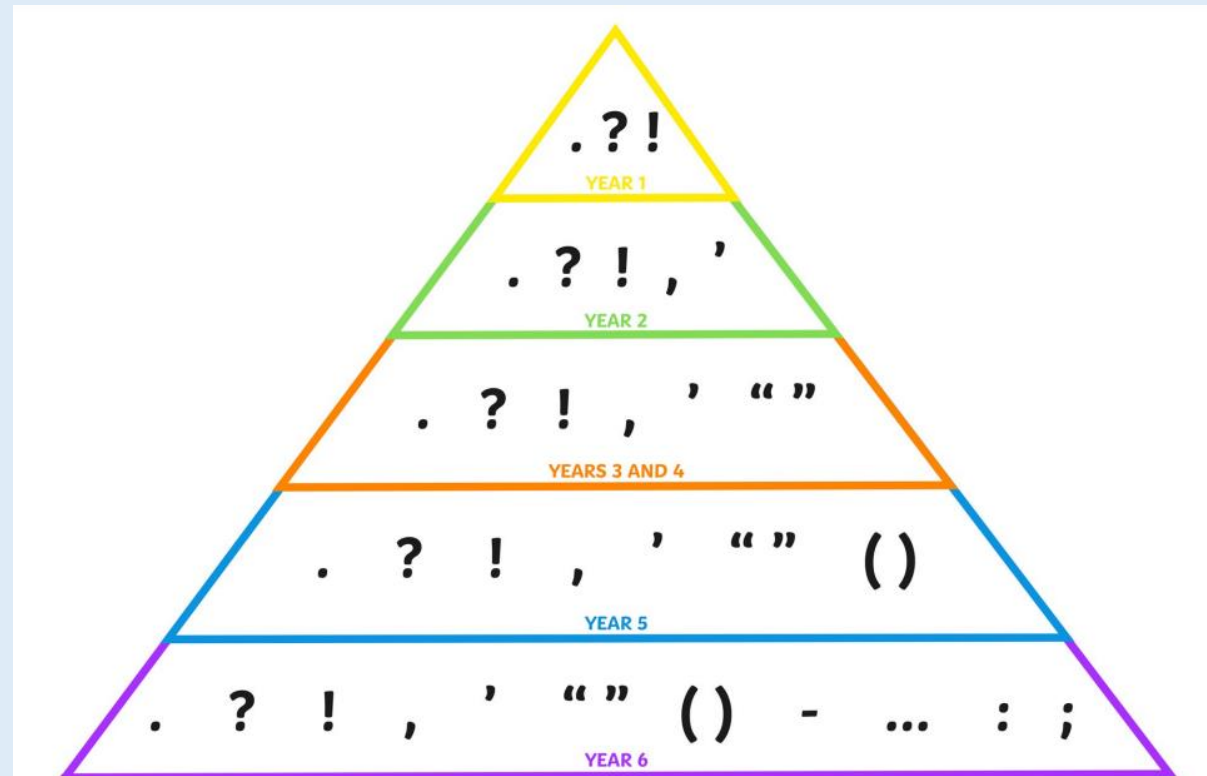
Pronoun	Used for
Who	People (subject nouns)
Which	Things
That	Thing (restrictive)
Whose	People or things- possession
Whom	People (object nouns)
When (ever)	time
Where (ever)	place

Embedded clauses or phrases

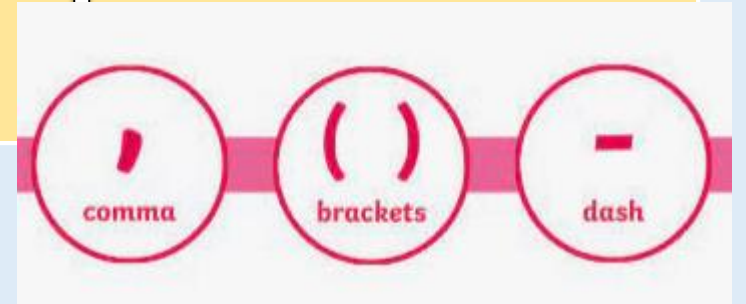
- Clauses, such as subordinates and relative clauses, and phrases (such as adverbials or prepositional) add information that –whilst useful or interesting- is not necessary in the sentence.
- As previously mentioned, if these start a sentence, they are followed by a comma.
- They may, however, be embedded within the sentence.
- When this happens, the ‘extra information’ is contained within punctuation.

Punctuation

Can you explain the usage of each punctuation mark?



Embedded clauses or phrases- parenthetic punctuation



- We use brackets, dashes and commas.
- These can be used interchangeably (although commas are more likely in formal documents).
- Anything within this punctuation could be removed from the sentence and it will still make sense.
- Brackets must always be closed but commas and dashes do not need to be if the embedded aspect ends the sentence.

I want to go-even though Leo can't make it.

My sister- who is annoying-wants me to play with her.

Yesterday (during the afternoon), it snowed.

Semi colons (;) for linking sentences

- Semi colons are used to link two, related, main clauses.
- They can replace conjunctions or full stops.

The film is amazing. Have you seen it?

The film is amazing; have you seen it?

It was raining so Maya searched for her umbrella.

It was raining; Maya searched for her umbrella.

Comma Splicing

David dragged his heels to the shop, he was in a foul mood. (comma splice)

David dragged his heels to the shop. He was in a foul mood. (corrected with a full stop and new sentence)

David dragged his heels to the shop because he was in a foul mood. (corrected with conjunction)

David dragged his heels to the shop; he was in a foul mood. (corrected with semi-colon)

Semi colons in lists

If a list contains noun phrases, those items should be separated by semi colons rather than commas.

When I go to the shop, I will get bread, milk, bananas and chocolate.

When I go to the shop, I will get a loaf of wholemeal bread; a pint of milk; some almost-ripe bananas and a box of my favourite chocolates as a treat.

Colons

- Colons are used for introduction: they are used before ideas, concepts, lists, bullet points or quotations.

These are the items you will need:

- **A waterproof coat**
- **A large rucksack**
- **Your packed lunch**
- **A leak-proof water bottle**

He had the best idea: they could host the party here!

We only need three colours: red, yellow and blue.

It reminded her of what Mum always said: 'Live and let live.'

Hyphens (-)

- Hyphens are used to link two separate words (with separate meanings) to make a compound word (with one meaning).
- These new compound words are usually nouns or adjectives.
- Hyphenating words can help remove ambiguity.
- They are also used when a prefix ends with and the following word starts with the same letters.

Thirty five-year-olds.

Thirty-five year olds.

the red-hot poker

the red, hot poker

re-enter, co-own, pre-existing

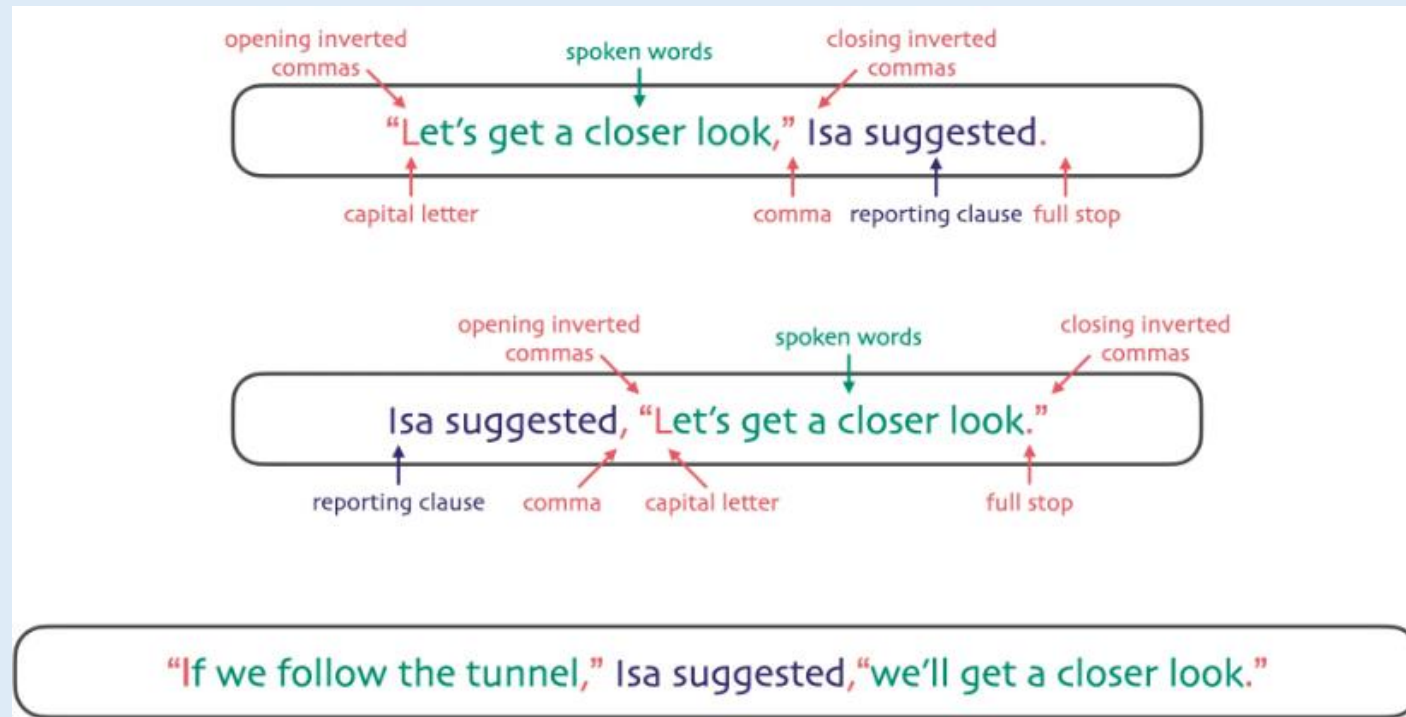
Speech – direct speech

Direct speech uses the exact words used by the person/character speaking.

What is being quoted is written within **inverted commas** (otherwise known as speech marks).

If the reporting clause precedes the speech, it is marked with a **comma**.

All direct speech starts with a capital letter and ends with a form of punctuation- a **comma**, **full stop**, **exclamation mark** or **question mark**- **inside** the speech marks.



Speech – reported speech

Reported speech paraphrased what has been said. It is not the exact quote.

The word 'that' is often used.

Reported speech uses past tense and third person.

Tola shouted to his mum, "I've finished!" Direct speech

Tola shouted to his mum that he had finished. Reported speech

Active and passive voice

In an **active sentence**, the action is **done by** the subject.

In a **passive sentence**, the action is **done to** the subject.

Passive sentences include a pair of verbs (one is a version of 'to be') and may include the word 'by'.

Passive voice may be used to create mystery or avoid blame.

Jamie threw the ball to Jenna.

Jenna was thrown the ball by Jamie.

Passive

Sunil broke the window. Active.

The window was broken. Passive.

Bullet points

- A bullet pointed list should be introduced with a complete sentence followed by a colon (:)
- Each point on the list should start with the same word class (e.g all noun phrases or all present tense verbs).

It doesn't matter if points start with capitals or lower case or if they are punctuated as long as it is consistent.