



THE
GOLDEN THREAD
ALLIANCE

GPS Knowledge Organiser Year 4

Year 4: Grammar, Punctuation and Spelling Organiser

Prior Learning : Punctuation

I can use capital letters and full stops, question marks and exclamation marks.

I can use commas in lists.

Prior Learning: Vocabulary

Noun	A person, place, thing or animal (Mr Dawson, park, pencil, dog).
Adjective	A word that describes a noun (tiny, sparkly, fluffy).
Conjunction	a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. <i>and</i> , <i>but</i> , <i>if</i>).
Verb	A verb can show actions like movement or thinking (run, dream, clap, sing, sit).
Pronoun	A word that is used in place of a noun or noun phrase (she, he, his, hers, ours).

Prior Learning: Word Classes

Adverb	A that describes a verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc. (e.g., <i>gently</i> , <i>quite</i> , <i>then</i> , <i>there</i>).
Preposition	A word which precedes a noun or pronoun, expressing a relation to another word or element (e.g. 'the man <i>on</i> the platform', 'she arrived <i>after</i> dinner', 'what did you do it <i>for</i> ?').

Prior Learning : Grammar

I can use first, second and third person.

1st Person: I, we, me, my, mine, our, ours.

I went shopping. The picnic is ours for lunch. We had a great time.

2nd Person: you, your yours.

You are kind. The gift is all yours.

3rd Person: he, his, him, she, her, hers, it, its, their, theirs...

He is running fast. They preferred to play football.

Sally watched the game.

New Learning: Grammar

'a' and 'an' (Determiners)	Use of the forms 'a' or 'an' depending on whether the next word begins with a consonant or a vowel. A rock. An open box.
Present perfect tense	Refers to an action which began in the past and is continuing into the present. She has lived here all her life. He has started to feel ill in the last few hours.

New Learning: Grammar

Organising writing using paragraphs:



- **Ti** - stands for **Time**, so start a new paragraph for a different time-period.
 - **P** - stands for **Place**, so start a new paragraph for each new place.
 - **To** - stands for **Topic**, so start a new paragraph for each new topic, idea or subject.
 - **P** - stands for **Person**, so start a new paragraph for each new person or change of speaker in a dialogue.
- In non-fiction, a paragraph represents a group of sentences with a common theme.**

Year 4: Grammar, Punctuation and Spelling Organiser

New Learning: Punctuation

I can use apostrophes for singular and plural possession.

Apostrophes to mark **singular** and **plural** possession
the **girl's** name is... the **girls'** names are
the **dog's** paw is the **dogs'** paws are
the **children's** classroom is...

I can use fronted adverbials and use a comma after each one (e.g. Later that day, I heard bad news).

Placed at the front of the sentence as a **fronted adverbial** and it is then followed by a comma. Gives information related to time, place or manner.

After much hesitation, the child leapt into the abyss and hoped for the best.

Staring at what was in front of him, he realised it wasn't as bad as he had first thought.

I can use inverted commas and other punctuation to punctuate direct speech.

Use " " when a character starts and finishes speaking

Start speech with a capital letter

Punctuate within the speech marks this could be ! ? . or ,)

The conductor shouted, "Sit down!"

"Today I had chips for lunch," Sam told his mum.

New Learning: Grammar

I can vary my sentence structure, using different openers. I can use sentences of different forms including some sentence structures with more than one clause.

A simple sentence stands alone. *I went for a walk.*

Varying sentence structure can take many forms:

-Two main clauses are joined with a conjunction

The bird ate a worm and it flew into the tree.

-A subordinate clause - it doesn't make sense alone. The commas separate the clauses.

When I saw the food, my tummy began to rumble.

Varying openings draws attention to the opening clause or phrase. It also creates cohesion in texts as it helps them to flow, avoiding repetition of 'the....'

Action: *Stamping down the stairs, Hiding behind the tree,*

Adverbials of time: *Just then, All of a sudden, In a flash,*

Speech: *"I'm going out," Sam shouted. "Help!" screamed...*

Spelling

Look at National Curriculum Year 3/4 Spelling List

Use further prefixes and suffixes and understand how to add them (anticlockwise, interact, dangerous, hesitation).

Spell further homophones (scene and seen, weather and whether).

Refer to NC Appendix 1 for full range of Year 3/4 Spellings and Spelling Rules.

New Learning: Grammar

I can use some cohesive devices e.g. co-ordinating and subordinating conjunctions, adverbs and prepositions (to express time and cause) and nouns and pronouns for clarity and to avoid repetition.

Cohesive devices are words or phrases that make clear how the different parts of a text fit together. These are used within and across paragraphs to help them to flow. Some examples of cohesive devices are:

Pronouns: use to avoid repetition.

Sam – he, the boy, his, him / Aisha – she, her, the girl.

Prepositions, conjunctions and adverbs: make relations between words clear. Before leaving, check... After lunch... Finally...

I can use paragraphs to organise ideas around a theme.

A group of linked sentences about the same thing. Start the new **paragraph** on a new line when you are writing about a new idea, person, place or event.

-Narrative: at least **beginning, middle and end**, however there will be others such as a change in setting or event in a longer story.

-Report writing: each new section with a new subheading:

Heading = The title All about the Romans

Subheadings = Within the report - Roman Weapons

New Learning: Vocabulary

Determiners

A word that modifies, describes or introduces a noun.

a, an, the, your, my, those, these, some, two.