Year 3 and 4 Grammar Coverage

Year A (2016-2017) Year 3 objectives

Term	Grammar coverage					
AUT 1	Formation of nouns using **prefixes:** *auto- anti- super- under-*	Expressing time, place and cause, using **prepositions**: *before, after, during, in, because of*	**Exaggerated language**: *unbelievable, glorious, etc.*	To make the **plural** for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es"	**Pronouns –** To know the difference between the subject and object with the personal pronoun	**Pronouns –** Possessive adjectives *my, your, his, hers, its, ours, theirs*
AUT 2	Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h")	**Verbs –** Present perfect: **"has/have" + past participle** *She has gone to the shops.* instead of *She went to the shops.*	Specific/technical vocabulary to add detail: ***Siamese*** cats are a **variety** that can live to a great age. The **species** has many unusual **features** for a **feline**.	To make the **plural** for nouns with a single vowel, ending in "f" or "-fe", change the "f" or "-fe" to "-ves": *wolf – wolves* Noun plurals with a double vowel, ending in "f", just add "s" to make the plural: *chief – chiefs*	**Quantifiers:** *enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several*	**Verbs –** Use irregular simple past-tense verbs *awake – awoke blow – blew*
SPR 1	**Word families** for meaning, word class and spelling: *solve, solution, solving, solved, solver, dissolved, soluble, insoluble*	**Powerful verbs**: Synonyms for verbs such as "said" or "go" to create more powerful verbs	**Inverted commas:** Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	**Compound sentences** with co-ordinating conjunctions: *and but or so for nor yet*	The difference between a phrase and a clause	**Verbs –** Past perfect: **"had" + past participle**
SPR 2	Expressing time, place and cause using **conjunctions**: *when, before, after, while, so, because*	**Prepositions:** *next to, by the side of, in front of, during, though, throughout, because of*	Word families based on common words: *fear, feared, fearful, fears, fearfully*	**Complex sentences** using subordinate conjunctions: *until although even if*	Pattern of three for **persuasion**: *Fun. Exciting. Adventerous!*	Homophones and their meanings: *bear – bare pear – pair*
SUM 1	Expressing time, place and cause using **adverbs**: *then, next, soon*	Identifying all the word classes of a simple sentence	Use a **comma** after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		

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Year B (2016-2017) Year 4 objectives

Term	Grammar coverage				
AUT 1	**Possessive apostrophes** for regular singular and plural nouns	Using either a **pronoun** or the noun in sentences for cohesion and to avoid repetition	**Prepositions:** *at, underneath, since, towards, beneath, beyond*	**Compound nouns** using hyphens	**Repetition to persuade:** *Fun for now, fun for life*
AUT 2	**Informal and formal language**	**Possessive pronouns:** *yours, mine, theirs ours, hers, his, its*	**Plurals** for nouns ending with a "y": change the "y" to an "i" and add "-es" *baby – babies*	**Starting a sentence with "-ing"**, using a comma to demarcate the subordinate clause: *Flying through the air, Harry crashed into a hidden tree.*	**Drop-in clause with an "-ing" verb:** *Tom, smiling secretly, hid the magic potion book.* Place a comma on either side of the subordinate clause.
SPR 1	**Expanded noun phrases:** Changing *The teacher* to *The strict English teacher with the grey beard*	**Specific determiners:** *their, whose, this, that, these, those, which*	**Verbs** ending in "y": change the "y" to an "i" and add "-es" *carry – carries*	**Comparative and superlative adjectives:** Change the "y" to an "i" and add either "-er" or "-est" *happy – happier – happiest*	A sentence that gives three actions: *Tom slammed the door, threw his books on the floor and slumped to the ground.*
SPR 2	**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-"
SUM 1	**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: *could, should, would*	**Compound sentences** using all the co-ordinating conjunctions	**Adjectives** ending in "-ed": *frightened, scared*, etc.
SUM 2	**Using inverted commas** where the speech is preceded by the speaker: *Mary yelled, "Sit down!"* Capital letter and punctuation is needed between the inverted commas. New speaker, new		.		

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	line. Add an adverb to describe the manner in which the words were said.			

This plan is a guide to support planning in a mixed age class with a job share to ensure continuity. Some of the objectives above will be taught discretely whilst others will be reinforced through text based work. They will be taught alongside spelling and sentence objectives. Class teachers will differentiate according to the cohort and their needs.