

## Grammar Terminology for Year 3 and Year 4

**Clause:** a group of words containing a subject and a verb.

**Subordinate clause:** a clause which is subordinate to some other part of the same sentence. It doesn't make sense when 'removed' from the sentence e.g. *Because it was raining, I took an umbrella.*

**Conjunction:** a word which links two words or phrases together e.g. *and, but, so, when, before, after, while, because.*

**Subordinating conjunctions:** introduce a subordinating clause e.g. *when, if, because.*

**Coordinating conjunctions:** link two words or phrases as an equal pair e.g. *or, and, but.*

**Direct Speech:** words directly spoken by a character.

**Noun:** a 'naming' word that names people, places or things.

**Proper noun:** names a specific person, place, title, brand, company, day of the week, month of the year, event (these have a capital letter).

**Pronoun:** replaces a noun e.g. *she, he, it, her, him, his.*

**Plural noun:** more than one of a noun e.g. *cats.*

**Expanded noun phrase:** a phrase that adds extra detail about the noun.

**Adjective:** a describing word, such as colour, shape, texture or size.

**Verb:** a 'doing' or 'being' word e.g. *run, sing, talk, walk, write, was, are, have.*

**Adverb:** adds more detail to the verb e.g. *running fast / singing joyfully*, and modifies an adjective e.g. *really exciting.*

**Fronted adverbials:** adverbial phrase appearing at the start of a sentence and before the verb e.g. *Later that day, I heard the good news.*

**Preposition:** links a following noun, pronoun or noun phrase to some other word in the sentence e.g. *He'll be back from Australia in two weeks, Tom waved goodbye to Christy.*

**Prefix:** a group of letters at the start of a word that turn it into another word e.g. *disagree.*

**Suffix:** a group of letters used at the end of a word to turn it into another word e.g. *taller, politeness, calling.*

**Present tense:** verbs in the present tense are commonly used to talk about the present e.g. *I talk / I see.*

**Present perfect:** the perfect form of a verb generally calls attention to the consequences of a prior event; e.g. *he has gone to lunch* implies that he is still away.

**Continuous tense:** progressive form of verbs in the present and past tense to mark actions in progress e.g. *I am talking / She is seeing / He was standing.*

**Past tense:** a completed action e.g. *I talked / I saw.*

**Punctuation:** generic term for full stops, apostrophes, exclamation marks, question marks, commas etc.

**Apostrophe:** shows the place of missing letters e.g. *I'm* for *I am* (these are called contractions), marks possessives to show belonging e.g. *the girl's name, the girls' names.*

**Determiner:** goes before the noun e.g. *the, a, an, this, those, my, your, some, every.*

**Inverted commas:** or 'speech marks' are used to indicate direct speech.

# Copley Junior School



## Spelling, Punctuation and Grammar A Guide for Parents/Carers - Years 3 and 4



Please see our Spelling Scheme of Work for Years 3 and 4 by visiting <https://www.copley.doncaster.sch.uk/learning/curriculum/english-curriculum/spelling>

Dear Parents/Carers,

Spelling, Punctuation and Grammar (SPaG) is tested nationally in Year Six. At the end of Year 6, all children will be assessed on their ability to recall their knowledge and understanding in these areas so it is vital that we work together to prepare them for this. Quality teaching of SPaG in school and your support with tasks set as homework, will give your child the best possible chance of success.

The National Curriculum for English places a strong emphasis on **vocabulary development, grammar, punctuation and spelling.**

For your child to do well in the SPaG tests, they don't just have to be good at writing; they also need a technical understanding of how the English language works, including the correct grammatical terminology appropriate to their year group. We understand that supporting your child with learning SPaG can be challenging, so we hope you will find this reference and glossary helpful. We hope you will keep it to help you support your child with their learning. The information is also available on our website.

**\*Please note that children are expected to be secure in the previous year's objectives as well as their own.**

### Curriculum expectations in Y3

- Formation of nouns using a range of prefixes e.g. *super-, anti-, auto-*
- Use of the determiners *a* or *an* according to whether the next word begins with a consonant or a vowel
- Word families based on common words, showing how words are related in form and meaning e.g. *solve, solution, dissolve, insoluble*
- Expressing time, place and cause using conjunctions e.g. *when, before, after, while, so, because,* adverbs e.g. *soon, then, next, therefore* or prepositions e.g. *before, after, during, in*
- Introduction to paragraphs as a way to group related material, headings and sub-headings to aid presentation
- Use of the present perfect form of verbs instead of the simple past e.g. *He has gone out to play* contrasted with *He went out to play*
- Inverted commas to punctuate direct speech

### Curriculum expectations in Y4

- Plural and possessive *-s*
- Standard English forms for verb inflections instead of local spoken forms e.g. *we were* instead of *we was*
- 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 e.g. *Later that day, I heard the good news*
- 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
- Apostrophes to mark plural possession e.g. *the girl's name* versus *the girls' names*
- Use of commas after fronted adverbials