



AGE RELATED EXPECTATIONS IN ENGLISH - YEAR 4



INSPIRE our children to succeed



CREATE excitement for learning



ACHIEVE EXCELLENCE

Vocabulary, Grammar and Punctuation

Word

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*]

Sentence

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.*]

Text

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

Punctuation

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**

Terminology

determiner
pronoun, possessive pronoun
adverbial