

Year 4 SPAG organiser

What you should know by the end of Year 4.

- To expand noun phrases with the addition of modifying adjectives, nouns and prepositional phrase.
- Use fronted adverbials, using a comma after them.
- Use paragraphs to organise ideas around a theme.
- Make appropriate choice of pronoun or noun within and across sentences to aid cohesion.
- Use apostrophes for plural possession.
- Use inverted commas after the reporting clause.
- Use standard English forms

Vocabulary

Adverbial	A group of words that tell us more about when, where or how something is done.
Determiner	A word in front of a noun which tells us which one or how many of an item.
pronoun	A word that is used to replace a noun to avoid repetition, such as: she, he, they, we.
Possessive Pronoun	A word that tells use something belongs to someone, for example: his, hers, ours, mine
Reporting clause	A clause which tells us who is talking and how they are doing it.

Determiners

These come before a noun and tell us either how many or which one.

For example:

- **A** pen
- **The** pen
- **Five** pens
- **That** pen
- **Your** pen
- **Some** pens

Expanded noun phrase

We can add **nouns**, **adjectives** and **prepositions** to add more detail and description to our writing.

For example:

The teacher



The **old**, **strict** **maths** teacher
opposite me

Direct Speech

This is when you write down what someone has said. You use **inverted commas** (or speech marks) around the speech. The part which tells you who is speaking and how is called a **reporting clause**, and it ends with a comma. For example:

Billy shouted, "Who is there?"

Paragraphs

Paragraphs help to break up a piece of writing. You start a new paragraph when you talk about a new:

- **Place**
- **Time**
- **Topic or idea**
- **When a new person speaks**

Fronted Adverbial

These come at the start of a sentence and end with a comma. They can tell us more about:

Time— today, on Monday, in the blink of an eye, recently, after dusk.

As the sun set, we arrived.

Place— in the distance, on the shore, around the corner, On the boat.

On the shore, the crab scuttled away.

Manner—curiously, joyfully, frantically, as fast as she could,

Shaking with nerves, she blasted into space.

Pronouns

A pronouns is used in place of a noun to help stop repetition. For example:

Sophie went to **the beach**.
Sophie met **Maliha** at **the beach** and **Sophie and Maliha** walked **Sophie and Maliha's** dog.



Sophie went to the beach.
She met Maliha **there**.
They walked **their** dog.

Standard English

This is language that 'makes sense'. For example, we would write 'we were' not 'we was'.

Apostrophes

Apostrophes tell us if something belongs to someone. Its position tells us if it is plural or singular. For example:

The **girl's** coat—**only one** girl has a coat

The **girls'** coat—**more than one** girl has a coat.