

# Grammar

Year 4



compound  
word



## **Compound words**

A compound word is made up of two words joined together.

eg.

‘Bedroom’ and ‘football’ are compound words.

# Grammar

Year 4



*imperative  
verb*

## **LITTLE MISS BOSSY**

*by Roger Hargreaves*



## **Imperative verb**

An imperative verb is one that tells someone to do something, so that the sentence it is in becomes an order or command.

eg.

In this sentence (a command, outlining an action that must be done):

Fold your clothes up.

The imperative verb is 'fold'.



# Grammar

Year 4



## pronoun



us



me



his ice-cream

## Pronoun

A pronoun can be used instead of a noun. Using a pronoun avoids repeating the noun again and again.

eg.

The bird pecked the apple and ate it as he sat on a branch

**Personal pronoun:** Personal pronouns replace the name of a person or thing. The subject personal pronouns are 'I', 'you', 'he'/'she'/'it', 'we' and 'they'. The object personal pronouns are 'me', 'you', 'him'/'her'/'it', 'us' and 'them'.

**Possessive pronouns:** Possessive pronouns tell you who something belongs to.

**Relative pronouns:** Relative pronouns introduce more information about the noun. (Whose that which who whom where when)

Personal pronouns	Demonstrative pronouns	Interrogative Pronouns	Indefinite pronouns	Distributive Pronoun
e.g. I, we, you, he, she, it, they.	e.g. This, that, those, these etc.	e.g. How, who, which, what, where etc.	e.g. few, some, everyone, all etc.	e.g. Each, either, neither etc.
Possessive Pronouns	Reciprocal Pronouns	Relative Pronoun	Reflexive Pronoun	Intensive Pronoun
e.g. My, your, his, hers etc.	e.g. Each other, one another etc.	e.g. whom, whomever, that, (Sometime s), what.	e.g. Himself, itself, ourselves etc.	The <b>intensive/reflexive pronouns</b> include myself etc.

# Grammar

Year 4



*singular and  
plural*



## **Singular and plural**

The singular of a noun is used when there is only one. When there is more than one of a noun, it is a plural.

The plural of a noun is used when there is more than one. It is usually formed by adding -s.

eg.

‘Cat’ becomes ‘cats’; ‘cake’ becomes ‘cakes’.

Some nouns have irregular plural endings or no plural ending at all.

eg.

‘Bush becomes bushes’; ‘sheep stays as sheep’;  
‘mouse becomes mice’.

# Grammar

Year 4



*synonym*



## **Synonym**

Words that mean the same – or nearly the same – as each other.

eg.

‘big’ and ‘huge’, or ‘horrible’ and ‘nasty’.

The opposite of a synonym is an antonym.

# Grammar

Year 4



*antonym*



## **Antonym**

Words that mean the opposite of each other.

eg.

wet and dry, full and empty, open and closed.

The opposite of an antonym is a synonym.



# Grammar

Year 4



*subject and  
object*



## Subject and object

### **Subject**

The subject of a verb is often who or what does or is something (the do-er or be-er). In a statement, the subject is usually the noun, noun phrase or pronoun just before the verb.

The **bird** pecked the apple.

### **Object**

The object of a verb is who or what is acted upon by the verb. In a statement, the object is usually the noun (or noun phrase or pronoun) just after the verb.

The bird pecked the **apple**. The bird pecked **it**.

# Grammar

Year 4



*determiner*

*a girl  
four balls  
this pen  
their hat*

## Determiner

A determiner goes in front of a noun and its adjectives to help to tell you which person or thing the sentence is about, or how much or how many of them there are.

eg.

**The** little green bird pecked **one** juicy apple and ate it as he sat on **a** branch.

<p><b>Articles</b></p> <p><b>a an the</b></p> <p>A dog owns nothing, yet is seldom dissatisfied.</p>	<p><b>Demonstratives</b></p> <p><b>this that these those</b></p> <p>You can't control <b>this</b> dog.</p>
<p><b>Possessives</b></p> <p><b>my your his their</b></p> <p>Host <b>your</b> guest and also <b>his</b> dog.</p>	<p><b>Quantifiers</b></p> <p><b>few some six no</b></p> <p>When <b>two</b> dogs fight over a bone, the third carries it away.</p>

# Grammar

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## **Dash**

A dash can introduce further information and can be used instead of a colon, a comma or, occasionally, brackets.

After the dash, there may be a list or a main or subordinate clause.

eg.

The fire spread quickly – I was scared.

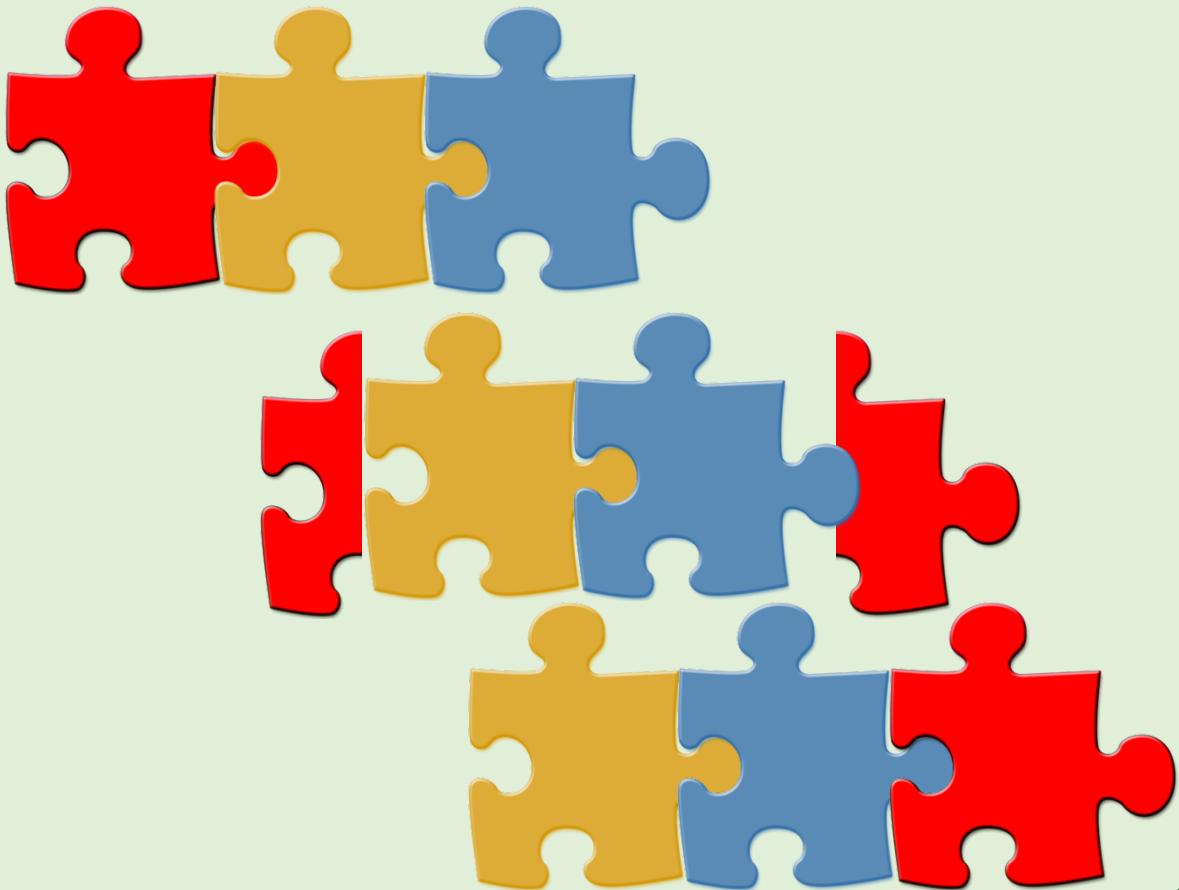
We catch the bus – the blue one – at 3.15pm at the station.

# Grammar

Year 4



*complex  
sentence*



## **Complex sentence**

A complex sentence is a sentence with one main (independent) clause and at least one subordinate (dependent) clause. It works best when you need to provide more information to explain or modify your sentence's main point.

A subordinate clause will often start with a subordinating conjunction. The subordinate clause can appear before, in the middle (embedded) or after the main clause.

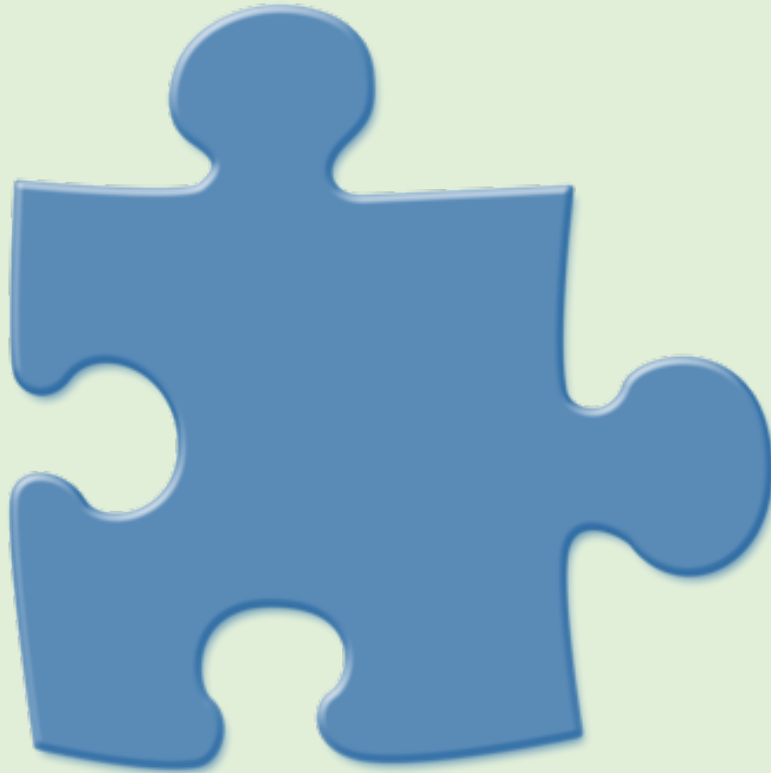


Grammar

Year 4



*subordinate  
clause*



## Subordinate clause

A subordinate clause helps to give more meaning to the main clause. It cannot exist on its own as it is not a complete sentence – it is a dependant clause. A subordinate clause often starts with a subordinating conjunction such as ‘although’, ‘because’, ‘before’, ‘if’, ‘since’ or ‘when’.

eg.

The bird pecked the apple **before it flew away**.

# Grammar

Year 4



common  
noun



## **Common noun**

Common nouns are words that refer to undefined or generic people, places, or things. For example, the country is a common noun that refers to a generic place while the word Canada is not a common noun because it refers to a specific place.

eg.

house, cat, girl, foot, country

# Grammar

Year 4



fronted  
adverbial

Time  
Manner  
Place

## **Fronted adverbial**

Fronted adverbials are adverbials placed at the beginning of a sentence. There is usually a comma after a fronted adverbial.

eg.

**At midnight,** the children were asleep.

An adverbial is a word or phrase that gives more information about a verb or clause. An adverbial can be an adverb, a phrase or a subordinate clause.

# Grammar

Year 4



*concrete  
noun*



## **Concrete noun**

A concrete noun is something that can be perceived through the five senses. If you can see, hear, touch, taste, or smell something, it uses a concrete noun.

eg.

table, apple, rabbit, ear