

# Westfields Junior School



**SPaG Workshop**  
**Years 3 and 4**



# Key Grammar Concepts Explained:

## Prepositions

A preposition is a word that tells you where or when something is in relation to something else.

Examples of prepositions include words like after, before, on, under, inside and outside.

The house was **on** the hill  
**beside** a tree.

In this sentence 'on' and 'beside' are prepositions which show you exactly where the house was.



## Apostrophes for Possession

Within Years 3 and 4, the children focus on the use of apostrophes.

**Apostrophes show two things:**

- That one thing belongs to another.
- That some letters of a word have been left out to join words together.

Today, we are going to focus on apostrophes for possession. Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

## Direct Speech

From Year 3 onwards your child will learn to write direct speech (quoting exact words spoken). Direct speech is a sentence in which the exact words spoken are reproduced in speech marks (also known as quotation marks or inverted commas).

For example:

"You'll never guess what I've just seen!" said Sam, excitedly.

"What's that?" asked Louise.

"Our teacher has a broomstick and a black pointy hat in the back of her car. Maybe she's a witch!" laughed Mark.

"No, silly! They're for the school play!" replied Louise, sighing.

## Key Grammar Concepts Explained:

Here are explanations and examples for the key grammatical concepts taught in Years 3 and 4.

### Fronted Adverbials

What are fronted adverbials?

Fronted adverbials are adverbs (words that describe a verb) that are moved to the front of the sentence.

What exactly does that mean?

Adverbs are used to describe verbs (action words e.g. jump, laughed, sat, ate, etc.). Fronted adverbials described verbs but are placed at the beginning of a sentence.

Here are some examples of sentences with a fronted adverbial:

Quietly, Michael tiptoed into the room.

As quick as a flash, mum tidied the room.

Gracefully, the dancers pranced around the room.

The underlined words/phrases are examples of fronted adverbials. Children are encouraged to use fronted adverbials to find different ways of beginning their sentences.

### Determiners

A determiner is a word that goes before a noun and identifies the noun in further detail.

There are different types of determiners:

|                |  |
|----------------|--|
| articles       | a boy, an orange, the cat                      |
| demonstratives | this apple, that car, these shops, those girls |
| possessives    | his hat, her homework, my book, their house    |
| quantifiers    | some rice, each word, every box                |
| numbers        | one chair, two men, three dogs                 |
| question words | which bag, what letter, whose computer         |

Examples:

He ate an apple and a pear.

She put two bowls of milk down the cats.

Her hat kept blowing off in the wind!

Several cars were stuck when an accident occurred.

## Useful Websites:

Oxford Owl: Jargon Buster

<https://www.oxfordowl.co.uk/for-home/education-jargon-buster/education-jargon-buster-adverbials-to-arrays/>

Primary Homework Help: Literacy Zone

<http://www.primaryhomeworkhelp.co.uk/literacy/index.htm>

BBC Bitesize: English

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Fun English Games

<http://www.funenglishgames.com/grammargames.html>

Spelling City

<https://www.spellingcity.com/>

Top Marks

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Crickweb - free online education games

<http://www.crickweb.co.uk/ks2literacy.html>

The School Run

<https://www.theschoolrun.com/primary-grammar->

## Grammar Glossary:

|                   |   |
|-------------------|---|
| active voice      | A sentence written in the active voice has the subject of the sentence carrying out the main action.  |
| adjective         | A word which describes a noun.  |
| adverb            | A word which describes how a verb action is being carried out.  |
| antonym           | A word with the opposite meaning to another e.g. good/bad, wise/foolish, long/ short.   |
| article           | Words which tell us if a noun is general or specific. 'The' is called the 'definite article' and refers to specific nouns: 'The man's hat is blue'. The 'indefinite articles' are 'a' and 'an', referring to general nouns: 'A cow eats grass'.                             |
| clause            | Clauses are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be 'main' or 'subordinate'.   |
| command           | A type of sentence which instructs or orders an action to take place. Contains an imperative verb which does not need a subject. Often a command will begin with this imperative verb or with a time connective e.g. 'Eat your dinner. Next add the eggs to the mixture'.   |
| complex sentence  | Formed by joining a main clause with a subordinate clause using a subordinating conjunction. They can also be called multi-clause sentences. The main clause can stand alone but the subordinate or dependent clause cannot e.g. 'I burned dinner when I was on the phone'. |
| compound sentence | Formed by joining two main clauses with a connective. The two clauses can stand on their own as sentences e.g. 'I like dogs but my friend likes cats'.  |
| conjunction       | A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'.  |
| contracted form   | Short words made by putting two words together and omitting some letters, which are replaced by an apostrophe e.g. 'did not' is contracted to 'didn't'.   |
| determiner        | A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).  |
| direct speech     | A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).   |
| exclamation       | A sentence which expresses surprise or wonder, and ends with an exclamation mark in place of a full stop. Begins with the words 'how' or 'what' and must also contain a verb e.g. 'What big eyes you have, Grandma!' or 'How cold it is today!'                             |
| formal speech     | A type of speech or writing used in formal, 'serious' texts and situations. Pupils are taught the difference between the language we use when speaking informally (e.g., to our friends) and the language we may use for a formal text, such as a letter of complaint.      |
| fronted adverbial | Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows e.g. 'With a happy smile, she skipped into the room'.   |
| future tense      | A verb tense which describes actions that are going to take place in the future. Often uses the modal auxiliary verb 'will' e.g. 'Tomorrow I will do the shopping'.   |
| indirect speech   | A sentence where the main points of what someone has said are reported without actually writing the speech out in full e.g. She said she was going to the shops.  |

## Grammar Glossary:

|                           |   |
|---------------------------|---|
| main clause               | The leading clause in a sentence which indicates the main subject and action of the sentence. It stands alone without any additional clauses e.g. 'Even though the weather is bad, I <u>will still go for a walk</u> '.   |
| modal verb                | A special verb which affects the other verbs in the sentence by showing obligation (e.g. 'You <u>should</u> do your homework'), possibility (e.g. 'I <u>might</u> have pizza for tea'), ability (e.g. 'You <u>can</u> ride a bike now') or permission (e.g. 'You <u>may</u> go out now').   |
| noun                      | A naming word for things, animals, people, places and feelings. Can be common, proper, concrete, abstract or collective.  |
| object                    | The object of a sentence is involved in the action but does not carry it out e.g. 'I dropped <u>my cup</u> on the floor'.   |
| passive voice             | A sentence is written in the passive voice when the subject is having something done to it e.g. 'The mouse was chased by the cat'.  |
| past perfect tense        | A tense used to describe actions that were completed by a certain time in the past e.g. 'Yesterday I was late because I <u>had walked</u> to school'.   |
| past progressive tense    | Also known as past continuous tense, a form of the past tense where something goes on for a period of time in the past - e.g., 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.   |
| past tense                | Any one of a set of verb tenses which describe action that took place in the past.  |
| plural                    | More than one. Using plurals can affect the nouns and verbs in a sentence.  |
| preposition               | A linking word in a sentence, used to show where things are in time or space e.g. 'under', 'after', 'next', 'behind'.   |
| prepositional phrase      | A phrase which contains a preposition e.g. 'under the carpet', 'behind the door', 'after school'.   |
| present perfect tense     | The tense which describes actions that are completed at an unspecified time before this moment e.g. 'I <u>have cycled</u> two miles already.'   |
| present progressive tense | A tense which describes an action which began in the past and is still going on now e.g. 'I <u>am learning</u> to speak French'.  |
| present tense             | Any one of a set of tenses that describe actions which are happening now.   |
| pronoun                   | Any word which can be used to replace a noun.   |
| relative clause           | A relative clause is a type of subordinate clause that adapts, describes or modifies a noun by using a relative pronoun (who, that or which) e.g. 'He ate too many cakes, <u>which</u> made him feel ill'.  |
| relative pronoun          | A pronoun used in a relative clause (who, that, which).   |
| singular                  | Referring to only one. Use of the singular may affect the nouns, pronouns and verbs in a sentence.  |
| statement                 | A sentence that conveys a simple piece of information e.g. 'It is a sunny day today'.   |
| subject                   | The subject of a sentence is the thing or person carrying out the main action e.g. 'The <u>cow</u> ate the grass'.  |
| subordinate clause        | A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information e.g. 'I played out until it <u>went dark</u> '. Subordinate clauses contain a subject noun and a verb. |
| verb                      | A word used to describe an action, occurrence or state. An essential part of a sentence.  |