**Key vocabulary**

brackets, dashes, parenthesis, cohesion, relative clause, relative pronoun, ambiguity.

**Prior learning to be revised from year 1, 2 and 3. (Year 3 written below)**

**Word Structure**

 Formation of nouns using a range of prefixes such as, super-, anti-, auto-.

 Use of determiners (a,an) depending on whether the next word begins with a consonant or vowel (a rock, an owl).

 Word families based on common words.

**Sentence Structure**

Expressing time and cause using **conjunctions** (when, before, after, while because), **adverbs** (then, next soon, so), **or prepositions** (before, after, after, during, in, because of).

Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.

Fronted adverbials.

**Text Structure**

Introduction to paragraphs as a way to group related material.

Headings and subheadings to aid presentation.

Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said).

**Punctuation**

Introduction of inverted commas to punctuate direct speech.

Use of apostrophes to mark singular and plural possession (e.g. the girl’s name…the boy’s boots).

Use of commas after fronted adverbials.

**Key Vocabulary**

Pronoun, possessive, adverbial, conjunctions, adverbs, prepositions, apostrophes, inverted commas.

**Text Structure**

Devices to build cohesion within a paragraph (then, after, that, this, firstly).

Linking across paragraphs using adverbials of **time** (later), **place** (nearby), **number** (secondly).

**Word Structure**

Standard English for verb inflictions instead of local spoken forms (we were instead of we was, I did instead of I done).

Converting nouns or adjectives into verbs using suffixes –ate, -ise, ify.

**Sentence structure**

Relative clauses beginning with who, whose, which, why or where.

Indicating degrees of possibility using **modal verbs** (might, should, will, must), **adverbs** (perhaps, surely).

Expanded noun phrases to convey complicated information (the boy that jumped over the fence is over there).

**Punctuation**

Brackets, dashes, commas to indicate parenthesis.

Use of commas to clarify meaning or avoid ambiguity.

Punctuation of bullet points to list information.

YEAR 4 SPAG KNOWLEDGE ORGANISER