

## Words & Phrases Progression

### Year 4

Nouns & Pronouns	Adjectives & Determiners	Adverbs & Prepositions	Verbs
<p>proper nouns (brands &amp; titles) <i>Wuthering Heights</i> <i>Mars Bar</i> <i>Finding Nemo</i></p> <p>possessive pronouns <i>mine ours yours his hers theirs</i></p> <p>Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and avoid repetition <i>The <u>alien</u> licked <u>his</u> lips as <u>he</u> was very hungry.</i></p>	<p>adjectives of taste and smell <i>delicious salty sweet sour acrid pungent</i></p> <p>understand determiner as a word that introduces and limits a noun</p> <p>possessive determiners <i>my your his her its our their</i></p>	<p>prepositions and adverbials of duration <i><u>through</u> the night</i> <i><u>during</u> playtime</i> <i><u>until</u> lunch</i></p> <p>fronted adverbials of duration <i><u>Throughout the night</u>, the alien chased James.</i></p> <p>Stacking adverbials <i><u>in a cottage in the woods</u></i> <i><u>One afternoon in January</u></i></p>	<p>verb synonyms for precision and to create shades of meaning <i>walked &gt; hobbled, strolled, shuffled, tiptoed</i> <i>looked &gt; peered, gazed, squinted, stared, glanced</i></p> <p>common irregular verb forms, such as: <i>to be, to come, to do to eat, to get, to go, to see, to take</i></p> <p>placement of auxiliary verbs before the subject to form questions <i><u>Was</u> James scared?</i> <i><u>Did</u> the alien see him?</i> <i><u>Would</u> he escape?</i></p>
<p>expansion after the noun using adjective phrases <i>the alien <u>with green hair</u></i> <i>the man <u>in the moon</u></i> <i>the streets <u>of London</u></i></p>			

## Year Four

### Proper nouns: brands & titles

#### Recap & build upon:

- Year 1 **W&P**: understand noun as *a naming word for a person, place or thing*
- Year 1 **P**: capital letters for proper nouns
- Year 1 **W&P**: proper nouns (people)
- Year 2 **W&P**: proper nouns (places)

**Key Idea:** brand names and titles are proper nouns and each word has a capital letter.

**Key Vocabulary:** proper noun, common noun

**Build on:** noun

Brand names are proper nouns that refer to products, companies, businesses, organisations or institutions.

common noun	proper noun (brand)
supermarket	Tesco
chocolate	Galaxy
laptop	Macbook Pro
van	Ford Transit
award	Nobel Peace Prize
charity	Oxfam
band	The Beatles

Titles are proper nouns that often refer to books, films, songs and other media.

common noun	proper noun (title)
book	Alice In Wonderland
song	Strawberry Fields Forever
album	Revolver
essay	Why Cheese Is Wonderful
programme	Strictly Come Dancing
magazine	Vogue
film	Driving Miss Daisy

There are no strict guidelines for capitalising the words brands and titles. The simplest approach is to capitalise every word in the brand or title.

*Lucy In The Sky With Diamonds*  
*Have I Got News For You*  
*The Girl With The Pearl Earring*

#### Deepening Understanding

A more sophisticated approach is to capitalise the first and last word, and all nouns, pronouns, adjectives, verbs, adverbs and subordinating conjunctions. Articles, coordinating conjunctions and prepositions will be written in the lower case.

*Lucy in the Sky with Diamonds*  
*Have I Got News for You*  
*The Girl with the Pearl Earring*

Ultimately, however, which words are capitalised is as much a matter of taste and style as it is grammar.

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**Possessive pronouns**
**Recap & build upon:**

- Year 2 **P**: apostrophe to mark singular possession
- Year 3 **P**: apostrophe to mark plural possession
- Year 3 **W&P**: understand pronoun as a word that replaces a noun or noun phrase
- Year 3 **W&P**: subjective and objective pronouns
- Year 4 **W&P**: possessive determiners

**Key Idea:** a possessive pronoun describes possession or ownership of the noun or noun phrase being replaced.

**Key Vocabulary:** pronoun

**Build on:** noun, noun phrase, phrase

A possessive pronoun replaces a noun phrase that begins with a possessive determiner and describes possession or ownership. The table below lists the possessive pronouns and the types of noun phrases that they replace.

	Singular		Plural	
	Noun Phrase	Pronoun	Noun Phrase	Pronoun
<b>1<sup>st</sup> Person</b>	my cat	mine	our cheese	ours
<b>2<sup>nd</sup> Person</b>	your house	yours	your school	yours
<b>3<sup>rd</sup> Person</b>	his car	his	their street	theirs
	her hat	hers		
	its bark	its		

**Bertie's ant farm** was filled with his prize ants. **His** were the finest at the Smithlethwaite Ant Farm Festival.

noun phrase = his prize ants

possessive pronoun = his (replacing the noun phrase his prize ants)

**The Flinkerton twins** showed off their belly button fluff to the adoring crowd, but **mine** was far superior.

noun phrase = their belly button fluff

possessive pronoun = mine (replacing the noun phrase my belly button fluff)

**Deepening Understanding**

Possessive nouns function in a similar way to possessive pronouns and are formed by using apostrophes of possession.

**Jim's cheeses** tasted piquant, but **Mary's** didn't.

noun phrase = Jim's cheeses

possessive noun = Mary's (replacing the noun phrase Mary's cheese)

**The zombies' favourite food** was human flesh, but **the vampires'** was Weetabix.

noun phrase = zombie's favourite food

possessive noun = vampires' (replacing the noun phrase vampires' favourite food)

## Year Four

Appropriate choice of nouns and pronouns within and across sentences to aid cohesion and avoid repetition

**Recap & build upon:**

- Year 3 **W&P**: understand pronoun as a word that replaces a noun or noun phrase
- Year 3 **W&P**: subjective and objective pronouns
- Year 4 **W&P**: possessive pronouns

**Key Idea:** writers aim to balance nouns and pronouns to aid cohesion and avoid repetition.

**Key Vocabulary:** noun, pronoun

**Build on:** noun

Too few pronouns in writing leads to overuse of the same nouns, making the text feel repetitive:

*Jim dreamed of an ocean of marmite. Jim tasted the salty tang as it filled Jim's mouth.*

Too many pronouns in writing leads to ambiguity and the reader not understanding *who* or *what* the pronouns are referring to:

*He dreamed of an ocean marmite. He tasted the salty tang as it filled his mouth.*

Writers strive to use a balance of nouns (to remind the reader *who* or *what* they are reading about) and pronouns (to avoid repetition):

*Jim dreamed of an ocean marmite. He tasted the salty tang as it filled his mouth.*

**Teaching Tip**

*Big Link, Little Link* is a useful strategy to help children to see how writers balance nouns and pronouns effectively in writing. In this technique, key nouns are big links in the text and pronouns are little links. These are then connected together with to demonstrate how an appropriate balance of nouns and pronouns creates cohesion and avoids repetition. The example below is from Robert Swindell's, *Room 13*.

*This is what Fliss dreamed the night before the second year went to Whitby.*

*She was walking on a road high above the sea. It was dark. She was alone. Waves were breaking at the foot of cliffs to her left, and further out, the moonlight made a silver path on the water.*

*In front of her was a house. It was a tall house, looming black against the sky. There were many windows, all of them dark.*

*Fliss was afraid. She didn't want to go inside the house.*



## Adjectives of taste and smell

## Recap &amp; build upon:

- Year 1 **W&P**: understand adjective as a *word that describes a noun*
- Year 1 **W&P**: adjectives of size and colour
- Year 2 **W&P**: adjectives of shape and character
- Year 3 **W&P**: adjectives of the senses: sound and touch

**Key Idea:** an adjective can describe the taste and smell of a noun.

## Key Vocabulary: adjective

**Build on:** noun, noun phrase, phrase

Adjectives that describe taste often also describe smell and vice-versa. For example, the adjective *sour* may both refer to taste and smell. Adjectives that describe taste and smell include:

*acidic, bitter, bland, burnt, buttery, citrus, crisp, delicious, earthy, fishy, fragrant, musty, perfumed, pungent, putrid, rancid, reeking, salty, smelly, stale, sweet, savoury, scented, sour, spicy, succulent, sugary, tangy, tasteless, tasty, yummy*

*Mary's apple and turnip strudel had been described as **pungent** but surprisingly **delicious**.*

The adjective *pungent* describes the smell of *the apple and turnip strudel*.

The adjective *delicious* describes the taste of *the apple and turnip strudel*.

## Year Four

Understand determiner as a word that introduces and limits a noun

### Recap & build upon:

- Year 1 **W&P**: the determiners *the* and *a*
- Year 2 **W&P**: numerical determiners
- Year 3 **W&P**: ordinal determiners

**Key Idea:** a determiner introduces and limits a nouns.

**Key Vocabulary:** determiner

**Build on:** noun, noun phrase, phrase

Up to this point, children will have already studied three groups of determiners.

Year	Determiner Group	Function	Examples
1	article	indicate whether the noun is known or unfamiliar	a, an, the
2	numerical	indicate a number of the noun	one, two, three, seventeen, forty
3	ordinal	indicate the order of the noun within a group	first, second, fifth, last

They should now understand that these determiners introduce nouns and limit them by making them more specific, often by describing the amount of the noun or by describing who owns the noun.

*Jim took his prize-winning cheese on holiday to Hull.*

The noun 'cheese' is limited to the one Jim owns.

*Several people fell violently ill after they ate Mary's asparagus mousse.*

The noun 'people' is limited to a small number who fell ill after eating Mary's asparagus mousse.

The structure [determiner] + [noun] forms a simple noun phrase.

*his cheese   several people   most trolls   two cars   both hats*

Adding additional words between the determiner and noun (most commonly adjectives) creates an expanded noun phrase (see Year 1 **W&P**: *expansion before the noun*).

*his prize-winning cheese   several poorly people   most female trolls   two rusty cars   both outrageous hats*



**Possessive determiners**
**Recap & build upon:**

- Year 1 **W&P**: the determiners *the* and *a*
- Year 2 **W&P**: numerical determiners
- Year 3 **W&P**: ordinal determiners
- Year 4 **W&P**: possessive pronouns

**Key Idea:** some determiners describe who or what owns a noun.

**Key Vocabulary:** determiner

**Build on:** noun, noun phrase, phrase, pronoun

Possessive determiners precede and describe the ownership or possession of nouns. In effect, the noun is limited to one or a number that is owned or possessed.

	Singular		Plural	
	Possessive determiner	Noun	Possessive Determiner	Noun
<b>1<sup>st</sup> Person</b>	my	zombie	our	monster
<b>2<sup>nd</sup> Person</b>	your	vampire	your	werewolf
<b>3<sup>rd</sup> Person</b>	his	ghoul	their	demon
	her	goblin		
	its	troll		

They should be taught alongside, and not confused with possessive pronouns, which replace nouns.

	Singular		Plural	
	Possessive Determiner	Possessive Pronoun	Possessive Determiner	Possessive Pronoun
<b>1<sup>st</sup> Person</b>	my zombie	mine	our monster	ours
<b>2<sup>nd</sup> Person</b>	your vampire	yours	your werewolf	yours
<b>3<sup>rd</sup> Person</b>	his ghoul	his	their demon	theirs
	her goblin	hers		
	its troll	its		

*Our zombies like knitting scarves for my friends.*

The determiner *our* limits the noun *zombies* to the ones we own.  
the determiner *my* limits the noun *friends* to the ones I possess.

*Mine is a blue scarf with a half-eaten brain motif.*

The pronoun *mine* replaces the noun phrase *my scarf*.

**Deepening Understanding**

Possessive nouns may function in a similar way to possessive determiners and are formed by using apostrophes of possession.

*Jim's zombie liked to dance at parties, but Mary's vampire was a complete bore.*

possessive noun = *Jim's* (limiting the noun *zombie* to the one Jim owns)

possessive noun = *Mary's* (limiting the noun *vampire* to the one Mary owns).

## Year Four

### Expansion after the noun using adjective phrases

#### Recap & build upon:

- Year R-4 **O**: prepositions
- Year 1 **W&P**: expansion before the noun
- Year 2 **W&P**: simple expansion after the noun

**Key Idea:** adjective phrases follow the noun that they describe.

**Key Vocabulary:** adjective phrase

**Build on:** noun, noun phrase, phrase, preposition

Adjective phrases, like adjectives, describe nouns. They are placed immediately after the nouns they describe.

	Expansion before	Noun	Expansion after
<i>a magnificent snail <b>with a glistening shell</b></i> <i>that mean old man <b>from across the street</b></i> <i>the jittery, skittering creatures <b>beneath the floorboards</b></i> <i>several dogs <b>in silver ballet shoes</b></i>	<i>a magnificent</i> <i>that mean old</i> <i>the jittery, skittering</i> <i>several</i>	<i>snail</i> <i>man</i> <i>creatures</i> <i>dogs</i>	<i>with a glistening shell</i> <i>from across the street</i> <i>beneath the floorboards</i> <i>in silver ballet shoes</i>

Because adjective phrases begin with one or more prepositions and end with a noun, they are a form of prepositional phrase (a phrase headed by a preposition).

Adjective Phrase		
Preposition		Noun
<i>with</i>	<i>a glistening</i>	<i>shell</i>
<i>from across</i>	<i>the</i>	<i>street</i>
<i>beneath</i>	<i>the</i>	<i>floorboards</i>
<i>in</i>	<i>silver</i>	<i>ballet shoes</i>

Adjective phrases answer the question, 'which one(s)?'

*That mean old man **across the street** wrote a scathing review about Jim's cheeses.*

Which mean old man wrote a scathing review about Jim's cheeses? The one across the street.

*Several dogs **in silver ballet shoes** danced across the stage.*

Which dogs danced across the stage? The ones in silver ballet shoes.



**Prepositions and adverbials of duration (when)**
**Recap & build upon:**

- Year R-1 **W&P**: prepositions and adverbials of place (where)
- Year 1 **W&P**: prepositions and adverbials of time (when)
- Year 3 **W&P**: prepositions and adverbials of direction (where)

**Key Idea:** adverbial phrases can describe the period of time in which an action takes place.

**Key Vocabulary:** adverbial, adverbial phrase, **preposition**

**Build on:** noun, noun phrase, phrase, **verb**

An adverbial of duration is a phrase that specifies the period of time in which an action takes place. These adverbials introduced by a small number of prepositions that include:

*between, during, for, from, since, through, throughout, until*

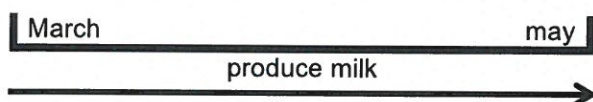
They typically end with a noun, so have the structure outlined in the table below.

Adverbial Phrase of Duration		
	Preposition	Noun / Noun Phrase
Jim walked	throughout	the morning
	from	dawn
	until	dusk
	for	several days

Each preposition specifies a different duration of time.

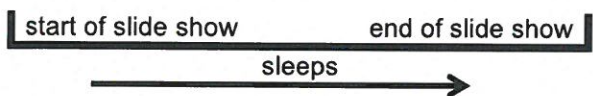
1. *between* specifies period of time from one specific time to another in which an action takes place.

*Jim's yaks produce milk **between March and May**.*



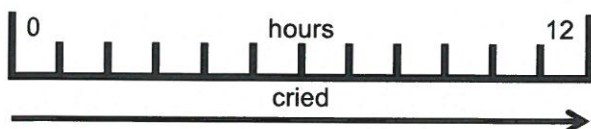
2. *during* specifies that an action takes place within a specified period of time, but we do not know the precise start and end point.

*Jim often sleeps **during Mary's slide shows**.*



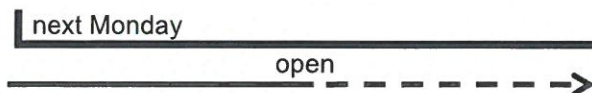
3. *for* specifies that an action takes place over a specified amount of time.

*After he had watched Bambi, Jim **cried for twelve hours**.*



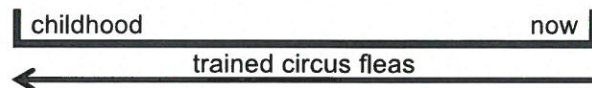
4. *from* specifies that an action takes place from a specified time until an unspecified point in the future.

*Jim's cheese emporium will be open from next Monday.*



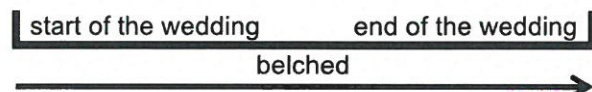
5. *since* specifies a period of time from the present to a specified time in the past.

*Montague had trained circus fleas since his childhood.*



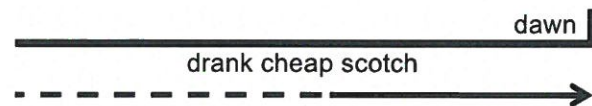
6. *through* and *throughout* specify that an action takes place over a whole period of time

*Jim belched throughout his brother's wedding.*



7. *until* specifies a period from an unspecified time to a specified time.

*Mary drank cheap scotch until dawn.*



### Deepening Understanding

The prepositions *since* and *until* can also function as conjunctions, introducing adverbial clauses. The simplest way to distinguish whether *since* or *until* are functioning as prepositions or conjunctions in a sentence is check whether the sentence element that it introduces includes a verb. If it does, *since* or *until* is functioning as a conjunction.

*Jim had played on his Xbox every day since Christmas.*

No verb follows *since* so it functions as a preposition, introducing an adverbial phrase.

*Mary had put on a stone in weight since she had discovered chocolate éclairs.*

The verb chain *had discovered* follows *since* so it functions as a conjunction, introducing an adverbial clause.

*Jim played on his Xbox every day until the early hours of the morning.*

No verb follows *until* so it functions as a preposition, introducing an adverbial phrase.

*Mary feasted on chocolate éclairs until she felt sick.*

The verb *felt* follows *until* so it functions as a conjunction, introducing an adverbial clause.



### Fronted adverbials of duration (when)

#### Recap & build upon:

- Year 1 **W&P**: prepositions and adverbials of time (when)
- Year 1 **W&P**: fronted adverbials of time (when) and place (where)
- Year 1 **W&P**: understand fronted adverbials as *where* and *when* openers
- Year 1-3 **SS**: fronted adverbials
- Year 2 **W&P**: fronted -ly adverbs of manner (how)
- Year 3 **P**: comma after a fronted adverbial
- Year 4 **W&P**: adverbials of duration (when)

**Key Idea:** an adverbial that describes a period of time may be used to start a sentence.

**Key Vocabulary:** comma, **adverbial**, adverbial phrase, **preposition**

**Build on:** noun, noun phrase, phrase, verb

An adverbial of duration may be fronted. When fronted, A fronted adverbial expressing duration is typically demarcated by a comma.

adverbial: *Jim's yaks produce milk **between March and May**.*  
fronted adverbial: ***Between March and May**, Jim's yaks produce milk.*

adverbial: *Jim's cheese emporium will be open **from next Monday**.*  
fronted adverbial: ***From next Monday**, Jim's cheese emporium will be open.*

adverbial: *Montague had trained circus fleas **since his childhood**.*  
fronted adverbial: ***Since his childhood**, Montague had trained circus fleas.*

## Stacking adverbials

## Recap &amp; build upon:

- Year 1 **W&P**: prepositions and adverbials of place (where)
- Year 1 **W&P**: prepositions and adverbials of time (when)
- Year 1 **W&P**: fronted adverbials of time (when) and place (where)
- Year 1-4 **SS**: fronted adverbials
- Year 2 **W&P**: -ly adverbs of manner (how)
- Year 2 **W&P**: fronted -ly adverbs of manner (how)
- Year 3 **W&P**: prepositions and adverbials of direction (where)
- Year 3: **P**: comma after a fronted adverbial
- Year 4 **W&P**: prepositions and adverbials of duration (when)
- Year 4 **W&P**: fronted adverbials of duration (when)

**Key Idea:** adverbials can be used in twos and threes.

**Key Vocabulary:** adverbial, adverbial phrase, fronted adverbial

**Build on:** comma, phrase

More than one adverbial phrase of time and place may modify a verb.

## 1. adverbials phrases of time

There is no strict order for stacking adverbials of time.

*Jim had a late night snack **at two-thirty on Saturday morning**.*

*Jim had a late night snack **on Saturday morning at two-thirty**.*

Adverbials of time = at two-thirty, on Saturday morning

## 2. adverbials phrases of place

Adverbials of place are typically written in the order of size, from the smallest to the largest.

More typical: *The wise old hermit lived **in a cave in the woods**.*

Less typical: *The wise old hermit lived **in the woods in a cave**.*

smaller adverbial of place = in a cave      larger adverbial of place = in the woods

## 3. fronted adverbial phrases

A comma does not need to follow each fronted adverbial, but typically follows the final one.

***On a cold winter's day at dawn**, a hungry wolf prowled into the village.*

***At an abandoned warehouse on Bunyip Road**, Jim's foam party was in full swing.*



### Deepening Understanding

Although it is not necessary to use commas between lists of adverbial phrases of time or place, commas might be used for stylistic effect, particularly with fronted adverbial phrases, to slow the reader down and create suspense.

*At midday on Saturday, The Little Frampton brass band played at the village hall.*

In this sentence, there is no comma between the adverbials *at midday* and *on Saturday* as the sentence simply provides factual information; the use of the comma would unnecessarily slow the reader down.

*On Cryptsville Lane, in the old cemetery, a skeletal hand pushed itself from the cold earth.*

In this sentence, the commas between the adverbials *on Cryptsville Lane* and *in the old cemetery*, forces the reader to slow down and adds suspense in anticipation of the content of the main clause.

## Year Four

### Verb synonyms for precision and to create shades of meaning

#### Recap & build upon:

- Year 2 **W&P**: adverbs of manner (how)
- Year 3 **W&P**: reporting verbs

**Key Idea:** precise verb choices help to create shades of meaning or capture a specific tone or mood.

#### Key Vocabulary: verb

#### Build on: adverb

Strong verb choices can create precise shades of meaning and help to create a particular tone or mood. The word *ate*, for example, could be replaced by a range of more precise verbs to convey a sense of: hunger – *gobbled*, *gorged*, *gulped*, *wolfed*, *devoured*; or gentility – *nibbled*, *pecked*.

Mary **pecked** at her cucumber sandwich while Jim **devoured** half the buffet.

Often, weaker verbs are propped up with adverbs. For example, the verb *ran* might be modified with the adverb *quickly* to create the phrase *ran quickly*. This phrase can be replaced by a more precise verb: *dashed*, *sprinted*, *scuttled*, *darted*.

Weak Verb + Adverb	More Precise Verb
<i>smiled widely</i>	<i>beamed</i>
<i>sat tiredly</i>	<i>slumped</i>
<i>touched gently</i>	<i>caressed</i>
<i>flew quickly</i>	<i>rocketed</i>
<i>ate hungrily</i>	<i>wolfed</i>
<i>looked angrily</i>	<i>glowered</i>
<i>ran quickly</i>	<i>dashed</i>
<i>fell quickly</i>	<i>plummeted</i>
<i>walked slowly</i>	<i>inched</i>

Jim **casually walked** through the Little Wormingly Cheese Festival.

This might be improved by using a more precise verb which includes the meanings of both *walked* and *casually*

Jim **meandered** through the Little Wormingly Cheese Festival.

Jim **strolled** through the Little Wormingly Cheese Festival.

Jim **sauntered** through the Little Wormingly Cheese Festival.



### Common irregular verb forms

#### Recap & build upon:

- Year R **W&P**: understand verb as a doing word
- Year 1 **W&P**: simple present tense verbs, including 3<sup>rd</sup> person suffixes *-s* and *-es*
- Year 1 **W&P**: simple past tense verbs using *-ed* suffix
- Year 1 **W&P**: understand *to be* and *to have* as verbs
- Year 2 **W&P**: progressive tense to form actions in progress using auxiliary verb *to be*
- Year 3 **W&P**: auxiliary verb *to have* to form the present perfect tense

**Key Idea:** many past tense verbs in English do not end with the *-ed* suffix.

#### Key Vocabulary: verb

**Build on:** past tense, suffix

Most verbs in English follow regular patterns to indicate their tense and person as illustrated in the table below.

	Past			Present		
	Singular	Plural	Participle	Singular	Plural	Participle
1 <sup>st</sup> Person	<i>I walked</i>	<i>We walked</i>	walked	<i>I walk</i>	<i>We walk</i>	walking
2 <sup>nd</sup> Person	<i>You walked</i>	<i>You walked</i>		<i>You walk</i>	<i>You walk</i>	
3 <sup>rd</sup> Person	<i>He she / it walked</i>	<i>They walked</i>		<i>He / she /it walks</i>	<i>They walk</i>	

The past tense is typically denoted by the suffix *-ed*. In the third person singular present tense, the suffix *-s* or *-es* is used. The present participle takes the suffix *-ing*.

Many verbs in English have non-standard forms. Some of the most common verbs in English are irregular, most typically in the past tense forms of the verb. The table below lists most common irregular verbs. (For further details about participles see *Year 5 W&P: participles*)

Verb	Past Tense Verb	Past Participle
bring	brought	brought
feel	felt	felt
begin	began	begun
rise	rose	risen
break	broke	broken
buy	bought	bought
choose	chose	chosen
send	sent	sent
build	built	built
draw	drew	drawn
drive	drove	driven
spend	spent	spent
wear	wore	worn
sing	sang	sung
drink	drank	drunk
hide	hid	hidden

Verb	Past Tense Verb	Past Participle
say	said	said
make	made	made
go	went	gone
take	took	taken
come	came	come
see	saw	seen
know	knew	known
get	got	got
give	gave	given
find	found	found
think	thought	thought
tell	told	told
become	became	become
show	showed	shown
leave	left	left
put	put	put

Verb	Past Tense Verb	Past Participle
hold	held	held
write	wrote	written
stand	stood	stood
hear	heard	heard
let	let	let
mean	meant	meant
set	set	set
meet	met	met
run	ran	run
pay	paid	paid
sit	sat	sat
speak	spoke	spoken
read	read	read
grow	grew	grown
lose	lost	lost
fall	fell	fallen



## Year Four

### Placement of auxiliary verbs before the subject to create questions

#### Recap & build upon:

- Year 1 **P**: question mark
- Year 1 **W&P**: understand *to be* and *to have* as verbs
- Year 2 **W&P**: question words
- Year 3 **W&P**: understand auxiliary verb as a *helper verb*
- Year 2 **W&P**: progressive tense to form actions in progress using the auxiliary verb *to be*
- Year 3 **W&P**: auxiliary verb *will* to indicate future tense
- Year 3 **W&P**: auxiliary verb *to have* to form the present perfect tense

**Key Idea:** a helper verb may be moved before the subject to create a question.

**Key Vocabulary:** helper verb, **question**, **subject**

**Build on:** verb, question mark

Closed questions (those resulting in a 'yes' or 'no' answer) are formed by moving the auxiliary (helper) verb in a statement before the subject. Children will so far have studied the auxiliary verbs *to be* (am, is, are, was, were), *to have* (have, has, had) and those indicating the future tense (shall, will).

Statement	<i>Jim will win the Shropshire Cheese Sculptor of the Year award this year.</i>
Closed question	<i>Will Jim win the Shropshire Cheese Sculptor of the Year award this year?</i>

Statement	<i>Jim was pleased with his latest creation.</i>
Closed question	<i>Was Jim pleased with his latest creation?</i>

If there is no auxiliary verb, then we insert the auxiliary verb 'to do' (do, does, did) to form the question.

Statement	<i>The French won the competition every year.</i>
Revised statement	<i>The French did win the competition every year.</i>
Closed question	<i>Did the French win the competition every year?</i>

By adding an interrogative question word (how, what, when, where, which, who, why), a closed question becomes an open one.

Closed Question	<i>Will Jim win the Shropshire Cheese Sculptor of the Year award this year?</i>
Open Question	<i>How will Jim win the Shropshire Cheese Sculptor of the Year award this year?</i>

Closed Question	<i>Was Jim pleased with his latest creation?</i>
Open Question	<i>Why was Jim pleased with his latest creation?</i>

To ask some open questions we may have to remove the corresponding information from the predicate that answers it.

*When will Jim win the Shropshire Cheese Sculptor of the Year award this year?*  
 The adverbial phrase *this year* answers the question *when*, so must be removed to form:  
*When will Jim win the Shropshire Cheese Sculptor of the Year award?*

*What was Jim pleased with his latest creation?*  
 The object *his latest creation* answers the question *what* so must be removed to form:  
*What was Jim pleased with?*



### Deepening Understanding

Some questions beginning with *who* and *what* are grammatically different to the above structure.

Statement: *Jim will win the Shropshire Cheese Sculptor Award next year.*

Question: *Who will win the Shropshire Cheese Sculptor Award next year?*

The word *who* functions as a pronoun, replacing *Jim*.

Statement: *A golden cheese is awarded to the winner of the competition.*

Question: *What is awarded to the winner of the competition?*

The word *what* functions as a pronoun, replacing a *golden cheese*.