

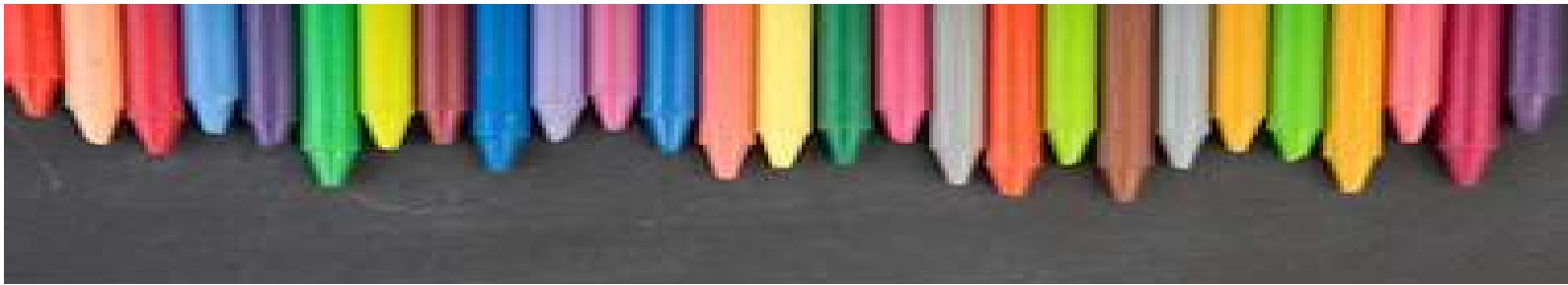
A pocket guide to...

adverb apostrophe clause
determiner fronted adverbial
modal verb noun phrase prefix
present perfect pronoun root
word sentence subjunctive
suffix superlative tense verb

Y3 Grammar



Mundy C of E Junior School



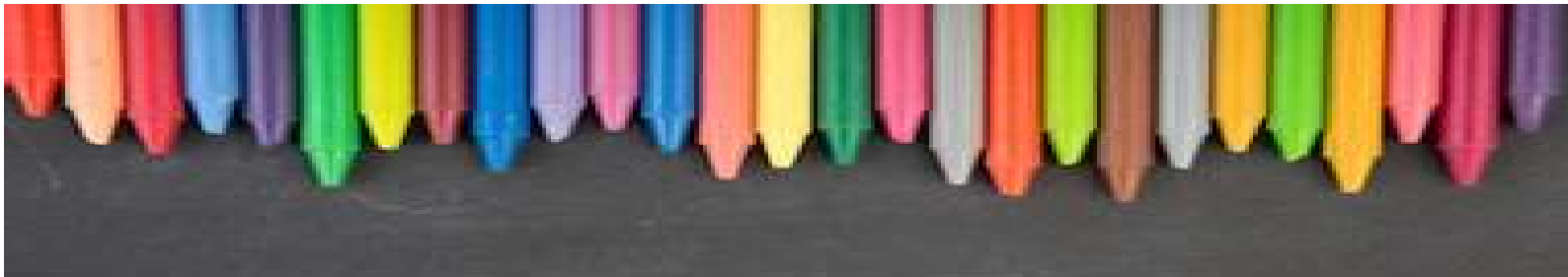
Introduction

The current National Curriculum (2014) has a much higher emphasis on children knowing and using grammar terminology. We know that many children go home and discuss their learning. From the feedback we have received, we hear that it would be useful to have a 'pocket guide' to enable these conversations to be more meaningful between all parties involved.

We hope you will use these guides to support your conversations and to help our children develop their understanding and use of grammar. These 'pocket guides for grammar' are designed to be read in order, starting at Year 3. Therefore, by the time you have all four guides, you will have all the terminology used at school.

As always, your feedback is valued – please let Mr Wainwright know if you have any comments or suggestions about these guides.

Thank you once again for continuing to support us with your child's learning. By working together, we can make the greatest difference!



The Basics

Here are some of the most important things that Year 3 children need to know and remember from previous years:

Nouns: These are often known as “naming” words. They name people, animals, places or things.

Examples: Lucy, cat, beach, table, teacher.

Proper nouns: These are names. Names of people, places, days, months etc.

Collective nouns: These are for groups of things.

E.g. a herd, a pack, a team etc.

Pronouns: These are words that replace nouns to prevent repeating the noun.

E.g. instead of ‘The boy put the boy’s coat on the boy’s peg’ we say ‘The boy put his coat on his peg.’

Compound noun: Where two nouns go together to make a single word

E.g. class room = classroom; play ground = playground.

Adjectives: Describe or give more information about a noun.

Examples: bright tired dangerous useless hungry

Verbs: These are often known as “action” words. They describe what a person or thing is doing or being.

Examples: climb bounce write hope is was

Adverbs: Add information about a verb (and sometimes an adjective or another adverb). They provide information about **how, when, where, why** or **how often** something is happening.

Examples: carefully (how) immediately (when) downstairs (where)
therefore (why) always (how often) secondly, perhaps

Sentence Example: Adjective Noun Verb Adverb

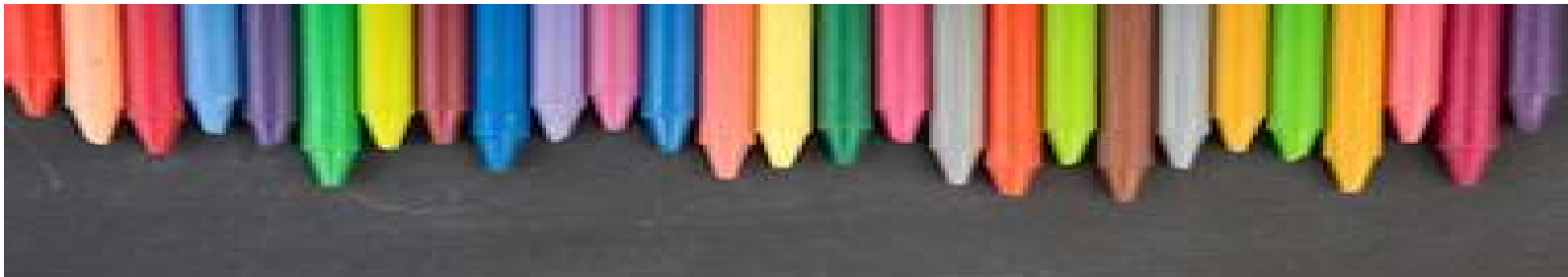
The frightened rabbit jumped backwards.

Prefix: A letter string added before the root word that changes its meaning.

Examples: Autopilot, Disinfect, Reheat, Misunderstand.

Suffix: A letter string added after the root word that changes its meaning.

Examples: Running, Scared, Suddenly, Joker.



Adverbs to link ideas between sentences

Adverbs add detail to a verb by telling you when, where, how, why or how often something happened. They are really useful in linking ideas together between sentences. Here are some examples:

When and How often – today, soon, later, then, next, always.

Where – here there away everywhere out backwards

Why – therefore consequently as a result

Example: I **soon** realised that I'd made a big mistake.

Soon tells me **when** I realised my mistake and suggests it happened shortly after whatever I'd done in the previous sentence.

Example: *Therefore, Jack always hides there now.*

Sentences can have more than one adverb. This sentence tells me when Jack hides (**now**), where Jack hides (**there**), how often Jack hides there (**always**) and even why Jack hides there (**therefore**). The 'therefore' links Jack's choice of hiding place to an event that must have been talked about in the previous sentence.

Prepositions to link ideas within sentences

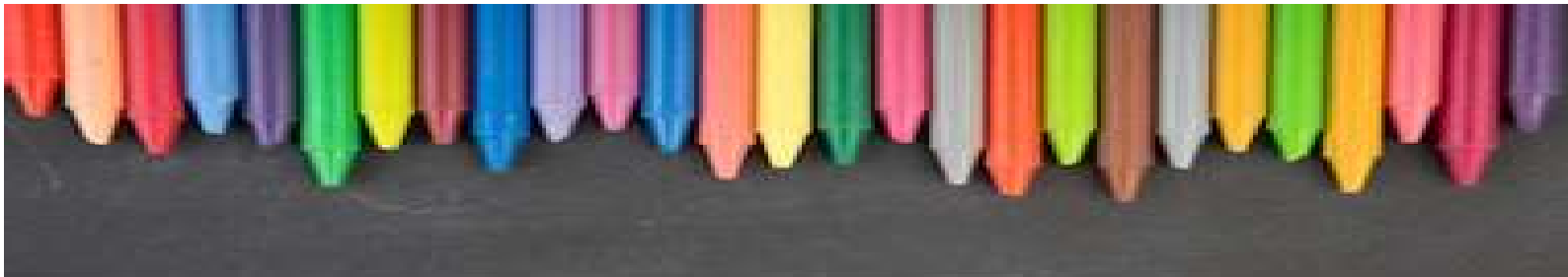
Prepositions link nouns, or noun phrases, to the rest of the sentence.

before, with, about, of, in, after, because, of, during, for

I went for a long walk **after** lunch.

She wrote a story **about** a strange world.

During the long film, Mavis fell asleep.



Conjunctions

Conjunctions are used to connect two or more parts of a sentence. There are two types of conjunctions: co-ordinating and subordinating

Co-ordinating Conjunctions are used to link words, phrases and clauses that are as important as each other (equally important).

Here are some examples: **and, but, or, so, yet**

Example 1: Linking words

I saw my auntie and uncle at the weekend.

The **'and'** links the nouns auntie and uncle together.

She went swimming and running at the leisure centre.

The **'and'** links the verbs swimming and running together.

Example 2: Linking phrases

I will tidy my room, but not the whole house.

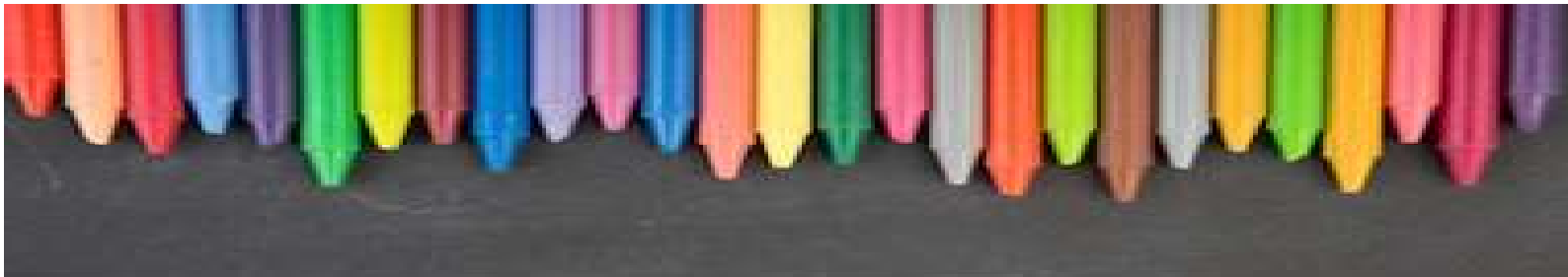
The **'but'** links the main clause to the phrase 'not the whole house'.

Example 3: Linking main clauses

The artist finished her painting but she wasn't happy with the picture.

The **'but'** links the **main clause** 'The artist finished her painting' with a second **main clause** 'she wasn't happy with the picture'.

The two main clauses in Example 3 are equally important.



Conjunctions continued...

*A **main clause** makes complete sense by itself and it could be a sentence on it's own. It will include a subject and a verb.*

*A **subordinate clause** doesn't make sense by itself and depends on being linked to a main clause for it to have meaning. A subordinate clause adds extra information to a main clause by explaining **when, where or why something** is happening.*

Subordinating Conjunctions are used to link subordinate clauses to main clauses. They show that the two parts of the sentence are not equal. Here are some examples:

When, before, after, if, because, whilst, since

Example 4:

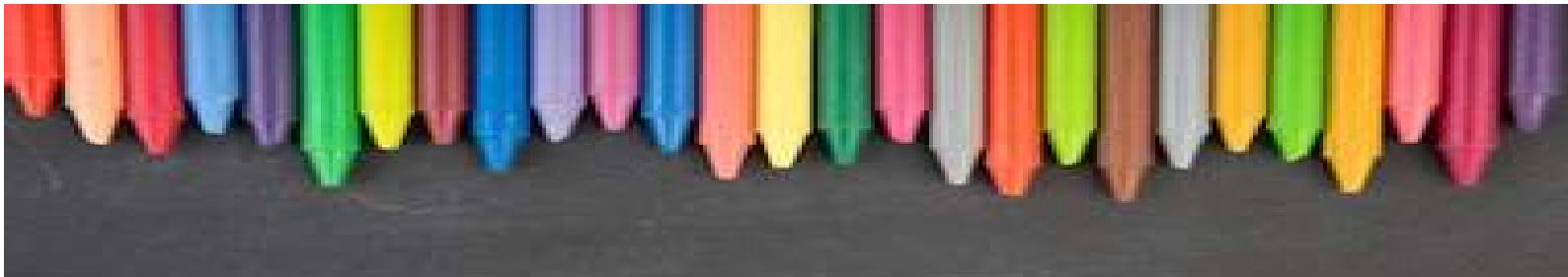
You can have your pocket money *if you complete your homework.*

The **subordinating conjunction** '**if**' links the main clause, '*You can have your pocket money*' with the subordinate clause, '*If you complete your homework*'

Subordinating conjunctions can also be used at the start of a sentence.

Example 5: *Before* eating her dinner, Katie washed her hands.

The **subordinating conjunction** '**before**' links the main clause, 'Katie washed her hands' with the subordinate clause, which explains when she washed her hands.



Past and Present Tense

Tenses indicate the timing (past, present or future) of an action in a sentence and affect how the verb in a sentence is used.

Past Tense (simple)

I jumped, She climbed, We shouted, James ran, Pat ate

Past tense shows an action that began and ended in the past. For this simple form of past tense we usually just add **–ed** to the end of the verb, but there are some irregular verbs like **ran** and **ate**.

Present Tense (simple)

I hope, She sings, We play, Doris walks, Peter eats

Present tense shows an action that is happening right now.

Past Progressive Tense

The past progressive tense shows an action that was happening (in progress) at the same time something else happened. It is formed by using **was** or **were** with the **–ing** form of the verb, e.g. **was running**

I was eating dinner when there was a knock at door.

‘**was eating**’ shows that the eating was in progress when the knock at the door happened.

When they **were playing** in the garden, the ground started to shake.

‘**were playing**’ shows that the ground started to shake whilst the playing was in progress.

Present Progressive Tense shows an action is continuing (is in progress)

currently. It uses **is**, **are** or **am** with the **–ing** form of the verb.

For example:

We are making pancakes. **I am winning** the game.

Luke is finishing his work.

Present perfect form

We have seen this movie ten times

Use of the present perfect form of verbs instead of the simple past.

For example, *He has gone out to play* contrasted with *He went out to play*.

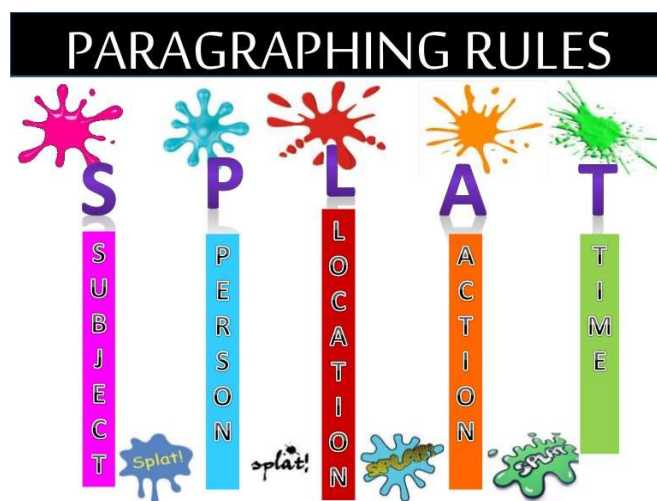
The Present Perfect is a form of the verb that shows the action was complete before the present.

Using paragraphs as a way to group related material

A **paragraph** is a **section of writing** consisting of two or more sentences grouped together and discussing one main subject.

New paragraphs are either signalled by an indent (where the text starts some way into the line) or by leaving a line blank.

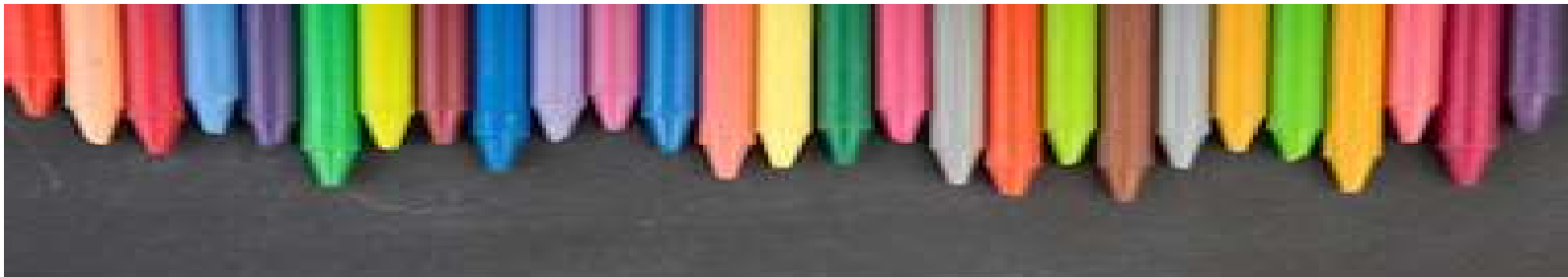
Paragraphs help to structure text; **every new paragraph starts on a new line**. We start a new paragraph to signal that the subject, person, location, action or time of the sentences has changed.



Headings and sub-headings to aid presentation

The heading is the main title for a text and the subheading is a heading for one of many paragraphs in a text.

They are helpful because they help the reader find information quickly.



Year 3 Punctuation

In addition to the punctuation learnt in Year 1 and 2 (full stops, capital letters, question marks and exclamation marks), children in Year 3 are expected to know and use:

Apostrophes ‘

There are two reasons to use apostrophes:

1. To show possession (something belongs to it)

The girl’s hat (the hat belongs to the girl)

Fred’s lunchbox (the lunchbox belongs to Fred)

James’ basketball (the basketball belongs to James)

2. To show omission (replaces missing letters in a word)

Don’t -short for ‘do not’ - the apostrophe replaces the ‘o’

We’re –short for ‘we are’ - the apostrophe replaces the ‘a’

Inverted Commas “ ” (speech marks)

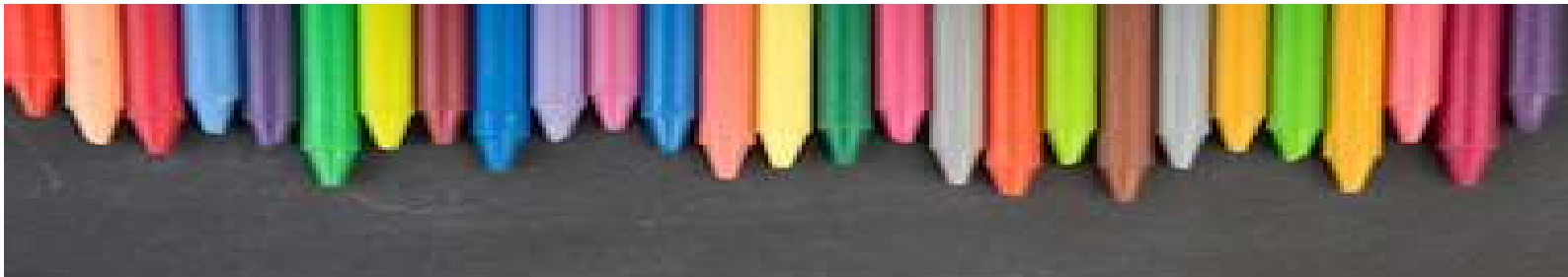
Inverted commas, also known as speech marks, are used to show what is being said in a sentence.

Examples:

“I wouldn’t do that if I were you.” warned the teacher.

Sam asked, “Do you want to come with me?”

The start of speech always needs a capital letter. When a new speaker speaks, start a new line when writing.



Terminology for children

(In addition to terminology taught in previous years)

Term	Explanation
Plural	More than one. Using plurals can affect the nouns and verbs in a sentence.
Word family	A group of words that share the same root word. The prefixes and suffixes attached to this root word will differ.
Root word	A basic word with no prefix or suffix added to it.
Prefix	A letter string that goes before the root word to change its meaning.
Suffix	A letter string that goes after the root word to change its meaning. They can show us if the word is a noun, verb, adverb or adjective.
Noun	A naming word for things, animals, places, people and feelings.
Verb	A word used to describe an action, occurrence or state. An essential part of a sentence.
Adjective	A word that gives extra information about the noun.
Adverb	A word that describes how the verb is being done.
Main clause	The leading clause in a sentence, which indicates the main subject and action of the sentence. It can stand alone without any additional clauses.
Subordinate clause	A clause that cannot stand alone as a complete sentence, but that is linked to the main clause using a subordinating conjunction.
Conjunction	A word which joins clauses within a sentence.
Synonym	A word that means the same as another. E.g. happy -> joyful.
Antonym	A word that means the opposite. E.g. happy -> sad
Direct speech	A sentence where the exact words being spoken. Usually indicated within inverted commas.
Consonant letter	Letters in the alphabet that are not vowel letters.
Vowel letter	Letters A,E,I,O,U.
Inverted commas	More commonly known as speech marks. Children need to know them by the name of inverted commas for the 2014 curriculum.
Preposition	A linking word in a sentence, used to show where things are in time or space.