

Year 3



Grammar Guide

A guide to the key grammar skills and terminology that your child will be learning this year with examples and practice questions to help you support them at home.

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

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.

Practice Question: Label the nouns (a), adjective (b), verb © and ad-verb (d) in the following sentence:

The tired farmer slowly walked home.

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.

Practice Question: Circle the 2 adverbs in each sentence:

Yesterday Gina ran off with my lunch.

Later we looked everywhere for Colin’s keys

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.

Practice Question (read both pages first)

Circle the conjunction in each sentence below.

Is it a **co-ordinating** or **subordinating conjunction**?

1. Tom ran home, but I stayed at the park.

Conjunctions continued...

A main clause makes complete sense by itself and it could be a sentence on its 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 one 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 person, place, time or topic of the sentences has changed.

Headings and sub-headings to aid presentation

Headings and subheadings are used to tell us what a paragraph is about.

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

Apostrophes ‘

There are two reasons to use apostrophes:

1. To show possession (something belongs to it)
2. To show omission (replaces missing letters in a word)

Apostrophes to show possession (belonging)

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

Fred's lunchbox (the lunchbox belongs to Fred)

Apostrophes to show omission (missing letters)

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.

Terminology for children

(In addition to terminology taught in previous years)

Preposition

conjunction

adverbial

word family

prefix clause

subordinate clause

main clause

synonym

direct speech

consonant,

consonant letter vowel

vowel letter

inverted commas (or 'speech marks')