

Year 3 Autumn Term Grammar

Expanded Noun Phrases

Key Information

Nouns are naming words. It is a person, animal, thing or place.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

A **noun phrase** is a group of words which contains a noun but no verb. For example: a chair; the roses.

An **expanded noun phrase** is a noun phrase which gives more information about the noun. This is usually done by adding adjectives to describe it; for example: the tall, beautiful roses.

A noun phrase can be expanded to give more information about the noun. On the left is a noun phrase. On the right, an adjective has been used to create an expanded noun phrase.

noun phrase
the child
noun

expanded noun phrase
the small child
adjective noun

expanded noun phrase
the small, excited child
adjective adjective noun

How Grammatical patterns in a sentence indicate its function as a question, command, statement of exclamation

A complete sentence always needs a type of noun and one **verb**.

type of noun
The boy pointed.
verb



There are four different types of sentences: statements, questions, exclamations and commands.

Statement: Brandon's waterproof coat is army green and black.

Question: How much does the colourful candle holder cost?

Exclamation: What a brilliant day out we had!

Command: Whisk in the eggs before adding the flour.

Every sentence belongs to one of the four types we have looked at.

Statement sentences give facts and information. They always end in a full stop.

Example: Brandon's waterproof coat is army green and black.

Question sentences usually begin with question words. They always end with a question mark.

Example: How much does the colourful candle holder cost?

Exclamation sentences show strong feelings. They always end with an exclamation mark.

Example: What a brilliant day out we had!

Command sentences use imperative verbs. They end in a full stop or an exclamation mark.

Example: Whisk in the eggs before adding the flour.

Co-ordinating Conjunctions

Coordination is when we join together groups of words that have the same importance. For example: Sam was hungry so he went to the shop.

A **coordinating conjunction** is a word which joins two parts of a sentence or sentences together, where both are of equal importance and make sense on their own. For example: and, but, or

The bus is late **and** it is full of people.

The coordinating conjunction 'and' gives us extra information. The second sentence, 'It is full of people.', gives us extra information about the bus.

and

but

or

so

Subordinating Conjunctions

A **subordinating conjunction** is a word which joins two parts of a sentence or sentences together, where the less important part adds information about the other and relies on it to make sense. For example: when, if, because, that

The extra information in each of these sentences relies on the first part of the sentence to make sense.

I like to play at the park **when** it is sunny.

I like to play at the park **if** my friend is there.

I like to play at the park **that** is on my street.

I like to play at the park **because** it is fun.

The second part of each sentence after the subordinating conjunction is the less important part of the sentence. It may not make sense without the first part of the sentence.

when

if

that

because

Commas in a list

A **comma** (,) is a punctuation mark that is used to separate words in a list. For example: I bought apples, bananas and oranges. It can also be used to separate adjectives in an expanded noun phrase. For example: the sharp, metal knife.

An **expanded noun phrase** is a noun phrase which gives additional information about the noun by including one or more adjectives. For example: the beautiful, golden goose.

Commas can be used in two different ways.

1) separate items in a list

2) separate adjectives in a noun phrase

The word 'and' has been used too many times. We can use a comma to replace some of them.

I packed a blanket **and** a flask **and** a lunchbox of food and a book for my picnic.

I packed a blanket, a flask, a lunchbox of food and a book for my picnic.

↑ ↑
comma comma

We can replace all of the 'and's in the list with a comma, apart from the last one.

We can also use commas when there is a list of three actions occurring. The comma is placed between the first two actions.

I woke up, I ate my breakfast and I left for school.

He turned the corner, slipped on a patch of ice and dropped all of his things!

We need to remember to use commas in lists where the word 'and' hasn't been used to separate the first few items in the list.

The cave was cold dark and very frightening.

The cave was cold, dark and very frightening.

↑
comma

Similar to items in a list, when we have three actions or events, it is important to use 'and' to introduce the last event, otherwise the sentence will not make sense.

She helped me up, dusted me off, told me to go on my way.



She helped me up, dusted me off **and** told me to go on my way.



Apostrophes for Contraction and Singular Possession

An **apostrophe** (') is a punctuation mark that is used to show where letters have been removed in contractions, or to mark possession. For example: you've or Ben's.

A **contraction** is a shortened form of a word or word group where letters are left out and replaced by an apostrophe. For example: you have becomes you've.

Some letters are removed from the original word(s) and are replaced with an **apostrophe**.

s h e i s s h e ' s
she is she's

Sometimes, more than one letter is replaced by an apostrophe.

Here, the letters 'n' and 'o' are replaced with an apostrophe. Only one apostrophe is used.

cannot can't

Some contractions can have more than one meaning.

For example, she's can either be used to mean 'she is' or 'she has'.

she's she is/she has

She is coming to my party at the weekend.

She's coming to my party at the weekend.

She has got two goldfish at home.

She's got two goldfish at home.

Singular possession is where one or more nouns belong to another singular noun in the same sentence. For example: Ben's dog.

To show possession means to show ownership of an item.

The umbrella that belongs to the girl



The girl's umbrella

The word order matters as we must write the name of the noun that owns it first.

The girl's umbrella ✓

The umbrella's girl ✗

We can show possession of different types of nouns.

the button that belongs to the shirt the shirt's button

the lid that belongs to the bottle the bottle's lid

the engine that belongs to the car the car's engine





Past and Present Tense

An **action verb** is a verb that describes an action. For example: jump, skip, shout.

The **simple present tense** is the form a verb takes to show an action happening right now, or a constant or regularly repeated action. For example: I play basketball.

The **simple past tense** is the form a verb takes to show an action that began and has ended. For example: I played basketball.

A tense lets us know when the action took place.

Has it already happened?  **past tense**
Is it happening now?  **present tense**

The simple present tense describes actions that are happening now.

I **start** my homework.

The verb 'start' tells us this sentence is in the simple present tense.

Oscar **walks** to school.

The verb 'walks' tells us this sentence is in the simple present tense.

The simple past tense describes actions that have already happened.

I **started** my homework.

The verb 'started' tells us this sentence is in the simple past tense.

Oscar **walked** to school.

The verb 'walked' tells us this sentence is in the simple past tense.

We can change the verb '**start**' to the simple past tense.

verb: **start**

start + '-ed' = started

'started': simple past tense

I **started** my homework.

The sentence above is written in the simple past tense.

There are some regular verbs that need a slight spelling change.

like

Verb ends with an 'e':

we add '-d'

like/like**d** paste/paste**d**

stop

Verb one syllable long and ends with a single consonant:

we double the final consonant and add '-ed'

stop/sto**pped** chat/chat**ted**

There are some regular verbs that need a slight spelling change.

enjoy

Verb ends with a 'y' and follows a vowel (enjoy).

we add '-ed':

enjoy/enjoy**ed** pray/pray**ed**

worry

Verb ends with a 'y' and follows a consonant (worry).

we remove the 'y' and add '-ied':

worry/wor**ried** hurry/hur**ried**

Irregular verbs do not follow the usual spelling pattern of adding -ed (or -d and -ied).

Irregular verbs have spelling changes that turn them into new words. Some even became whole new words. Some words don't change at all.

Present	Past
drive	drove
blow	blew
lie	lay
make	made
build	built
run	ran
think	thought

With irregular verbs, we just have to learn the new spelling as there is no set rule on how to spell these.

A **past participle** can be combined with the verb 'to have' to form the perfect tense of a verb, usually by adding the suffix -ed. For example: We have boiled the water. It can also be used on its own as an adjective to modify a noun. For example: We drank the boiled water.

The **present participle** is the form of a verb which ends with the suffix 'ing' and is used to show progressive tense. For example: We are jumping. We played with the jumping beans. She wanted to do some jumping.

The **progressive present tense** is the form a verb takes to show an ongoing action that is currently happening and will continue for some amount of time. For example: I am playing basketball.

We change the present tense form of a verb to the present progressive tense to show that the verb is ongoing and will continue for some amount of time.

Simple tense: I **brush** my hair.

Present progressive tense: I **am brushing** my hair.

We also need to use the correct present tense form of the verb 'to be'.

Examples of present tense verbs 'to be':

I **am**
he/she **is**
you/we/they **are**

I **am brushing** my hair.

He **is reading** his comic book before going to bed.


She **is editing** her work during English.


They **are laughing** at the clumsy clown.

Again, we need to make sure we use the correct form of the verb 'to be' so that the sentence makes sense.

Examples of past tense verb 'to be':

I **was**
he/she **was**
you/we/they **were**

The boy **was waving** at his teacher because he was leaving. 

The boy **were waving** at his teacher because he was leaving. 

Determiners

An **article** is a word that comes before a noun or any adjectives in a noun phrase and shows whether the noun is known (specific) or unknown (general). For example: the, a or an.

A **definite article** shows that the noun that follows is specific or known. For example: the.

An **indefinite article** shows that a noun which follows is general or unknown. For example: a or an.

'The' is a **definite article**, whereas 'a' and 'an' are **indefinite articles**.

A definite article means that the noun is known.

An indefinite article means that the noun is unknown.

The boy is slouching on his chair.

A girl is sat at the cinema watching a movie.



Conjunctions to express time, place and cause

A **time conjunction** links two clauses to show when the action of one clause happened in relation to the other. For example: after, while

A **place conjunction** links two clauses to show where the action of one clause happened in relation to the other. For example: where

A **causal conjunction** links two clauses to show the cause-and-effect relationship between them; it shows how the information in one has led to or impacted the other. For example: because, therefore

Time		Place		Cause	
as soon as	when	where	wherever	yet	unless
before	while			due to	although
				for	so

Year 3 Spring Term Grammar

Adverbs to express time, place and cause

An **adverb** is a type of word that gives more information about a verb. It can tell you how, when, where, why or how often. For example: slowly, yesterday, regularly

An **adverb of time** tells you when something happened. For example: yesterday, always, early

An **adverb of place** tells you where something happened. For example: indoors, upstairs, below

An **adverb of cause** links to why something happened. For example: because, hence, therefore

Adverbs of time	Adverbs of place	Adverbs of cause
yesterday today then soon now later next after before eventually immediately already	here there nowhere everywhere out in above below inside outside into by	therefore as a result consequently otherwise furthermore however nevertheless hence subsequently though for this reason

Prepositions to express time, place and cause

A **preposition** is a type of word used to express time, place or cause. It is usually placed before a noun. For example: after, under, over

A **preposition of time** tells you when something happened. For example: after, until, at

A **preposition of place** tells you where something happened. For example: outside, in

A **preposition of cause** tells you why something happened. For example: for, because of, due to

Prepositions to Express Place		
to	in	on
by	at	from
into	through	over
up	between	around
among	against	across
behind	beyond	near
above	down	off

Prepositions to express time

to	in	on	by	at	from
before	between	after	since	following	beyond

Prepositions to express cause

of	to	for	because of	due to
including	about	through	as a result of	despite

A **preposition** is a type of word used to express time, place or cause. It is usually placed before a noun.

A **prepositional phrase** includes a preposition and noun or noun phrase.

Examples of these are shown in the table below:

Prepositions	Prepositional phrase	Type of preposition
by	by 12 o'clock	time
around	around the group	place
due to	due to the accident	cause

Direct Speech

Direct speech is shown by writing exactly what was spoken between inverted commas. For example: "Hello!" said Shilo.

Inverted commas (") are punctuation marks which show where speech begins and ends. They are also known as speech marks.

A **reporting clause** is the part of a sentence which states who is speaking or thinking. For example: David wondered; Shabir asked; Tommy whispered.

Direct speech is used to show that someone is speaking.

"Where is the report?" Sandra asked her secretary.

"I'm not sure. I left it on your desk yesterday evening," Jordan replied timidly.

The direct speech has been highlighted to show what Sandra and Jordan have said to each other.

We use inverted commas (" ") to show when direct speech has been used.

One set of **inverted commas** is used to show that the speech has started.

"How are you...

And another set is used to show that the speech has finished.

"How are you today?"

We must always remember to use two sets of inverted commas to show when speech has started and finished.

We do not include the reporting clause in the inverted commas because it has not been spoken aloud.

This means it is not part of the direct speech.

"That water is very refreshing," claimed Bec.

↑
The words that have
been spoken.
(Direct speech)

↑
Who said them and
how they were said.
(Reporting clause)

The **reporting clause** is still important, however, as it gives more information to the reader about who has spoken and how they have said.

Sometimes, the reporting clause can be placed before the direct speech.

"How will we get to the top of the mountain?" queried Ali worriedly.

Simran laughed loudly, "That was a great joke!"

This has no effect on the meaning of the sentence but we must ensure that we check the position of the reporting clause before we use inverted commas.

Words instead of said
called
implied
uttered
mumbled
told
suggested
stated
replied
explained
claimed

The Present Perfect Tense

The **present perfect tense** describes an action that started in the past and may continue now. We use 'has' or 'have' followed by the past participle. For example: I have talked to Jan.

The **simple present tense** is the form a verb takes to show an action happening right now, or a constant or regularly repeated action. For example: I play basketball.

The **simple past tense** is the form a verb takes to show an action that began and has ended. For example: I played basketball.

A **past participle** can be combined with the verb 'to have' to form the perfect tense of a verb, usually by adding the suffix '-ed'. For example: We have boiled the water.

An **auxiliary verb** is a verb that helps to show tense, mood or voice. Auxiliary verbs are always paired with another verb and are sometimes referred to as 'helping' verbs. For example: has, have, had, does, do, did

The **simple past tense** is used to refer to something that has already happened and is now finished.

However, the **present perfect tense** is used to tell us about something that was started in the past but may be continuing now.

In the **present perfect form**, we use 'has' or 'have' which are auxiliary verbs.

These are followed by a **past participle**. These verbs usually end in '-ed' and are considered regular verbs when '-ed' is used.

Simple past tense examples:

I **climbed** a mountain.

Jim **played** on his drums.

Present perfect tense examples:

I **have climbed** a mountain.

Jim **has played** on his drums.

We can also use **irregular verbs** when writing in the **present perfect form**. Notice how the verbs do not end in '-ed'.

For example:

Marie **took** her washing to the machine.

Marie **has taken** her washing to the machine.



The children in class five **went** to the swimming pool.

The children in class five **have gone** to the swimming pool.

Year 3 Summer Term Grammar

Nouns

A **noun** is a naming word. It is the name of a person, animal, place or thing. For example: Lucy, mum, school, book

A **proper noun** is a specific name for a person, place or thing. It always starts with a capital letter. For example: John, Spain, Friday

A **common noun** is a naming word that is used for a person, animal, place or thing that doesn't have a specific name. It does not start with a capital letter. For example: book, dog, classroom or brother

An **abstract noun** is the name of something that cannot be seen, heard, touched, smelt or tasted. For example: love, happiness, truth

A **concrete noun** is the name of something that you can touch, taste, smell, hear or see. For example: cat, fence, basket

Word Families

The **root word** is the base form of a word, when it has not been changed in any way. For example: play is the root word of playing.

A **prefix** is a letter or a group of letters which are added to the front of a word to change its meaning. For example: 're-' added to 'do' makes 'redo'.

A **suffix** is a letter or a group of letters which are added to the end of a word to change its meaning. For example: '-er' added to 'teach' makes 'teacher'.

Word families are groups of words that come from the same root word. For example: play, playing, player and played are all part of the same word family.

Paragraphs

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, place, character or theme.

Indenting is when the next paragraph in a piece of text is started slightly away from the margin.

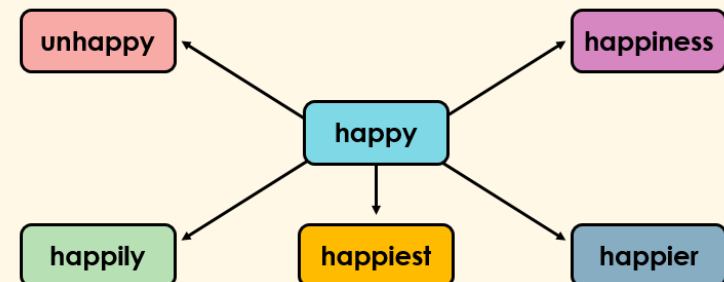
A **line break** is when a line is missed in a piece of text to separate paragraphs.

A **heading** is a main title given to a piece of non-fiction writing.

A **sub-heading** is a mini headline that divides the text into subjects. It is usually smaller in size than the main headline and underlined.

Happy is a root word that can have a prefix and/or different suffixes added to it. When these are added, the meaning of the words change and we create a word family.

The word family for happy is shown below:



Prefixes

A **prefix** is a letter or a group of letters which are added to the front of a word to change its meaning. For example: 're-' added to 'do' makes 'redo'.

The **root word** is the base form of a word, when it has not been changed in any way. For example: play is the root word of playing.

We will be looking at adding 'super-', 'anti-' and 'auto-' to root words. As always, when a prefix is added to a root word, it changes the meaning of the word.

The 'super-' prefix means **above, over** or **beyond**.

super + **man** = **superman**

super + **star** = **superstar**

super + **store** = **superstore**

Word	Definition
superman	A character with great strength and extraordinary powers.
superstar	An extremely famous player or performer.
superstore	A large shopping market.

We can see from the table above, the prefix changes the definition of the word.

The 'auto-' prefix means **self**.

auto + **pilot** = **autopilot**

auto + **save** = **autosave**

auto + **matic** = **automatic**

Word	Definition
autopilot	A ship, aircraft or spacecraft that steers and navigates itself.
autosave	To save work or text automatically.
automatic	A device working by itself with little or no human control.

The 'anti-' prefix means **against, in opposition to** or **opposite of**.

anti + **social** = **antisocial**

anti + **septic** = **antiseptic**

anti + **body** = **antibody**

Word	Definition
antisocial	Not wanting to socialise or be in the company of others.
antiseptic	To prevent the growth of disease-causing bacteria.
antibody	A blood protein produced by the body's immune system.

Like the 'un-' prefix, there are some exceptions to words that start with 'anti-'. Some root words begin with anti- for example: antique, antic, anticipate.

Previously, we have looked at the 'un-' prefix. 'Un-' can be added to **verbs** and **adjectives**.

undress

uncover

unpack

unspoken

unheard

unlock

unafraid

unfair

unclean

untrue

unwell

unkind