|  |  |
| --- | --- |
| **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), adjectives (b), verb (c) and adverb (d) in the following sentence:  A rusty bike noisily creaked down the quiet road. | **Apostrophes for plural possession ‘**  There are two reasons to use apostrophes:   1. To show omission (replaces missing letters in a word) 2. To show possession (something belongs to it)   **Apostrophes to show possession (belonging)**  **The girl’s hat (the hat belongs to the girl)**  **Fred’s lunchbox (the lunchbox belongs to Fred)**  **The judge’s decision (the decision belongs to the judge)**  **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’**  **I’ve - short for ‘I have’ – the apostrophe replaces the ‘ha’**  **These shortened words are called: contractions**  **Plurals** (more than one)    Apostrophes are **not used** to show that there is more than one of  something (plurals).  **Example:** I have three rabbits. **not**  *I have three rabbit’s. x*  However, if something belongs to more than one of something then  we do use an apostrophe for possession after the plural s.  **Example:**  **Plural: The rabbits’ food (the food belongs to a few rabbits)**  **Singular:** **The rabbit’s food** **(the food belongs to one rabbit)** |
| **Fronted Adverbials**  Adverbials add detail to a verb or a sentence by telling you **when, where, how, why or how often** something happened. They can be used at the start of a sentence like a mini introduction to what happens in the sentence. When they are used at the start of a sentence they are called **‘fronted adverbials’.** They are really useful in linking ideas together between sentences.  Examples:  When: **Late that night, When she got back, After breakfast,**  Where: **In the middle of the room, At the back of the house,**  How: **With great courage, Full of confidence, Shivering with fear**  Why: **Because she was tired, Not wanting to be seen,**  How often: **Every time he tried, Never before, As per usual**    **Example: After breakfast, Sandy packed her suitcase and left.**  After breakfast tells me **when** Sandy packed her suitcase and suggests that it is all taking place in the morning.  **Example: Full of confidence, Warren stepped onto the stage.**  Full of confidence tells us **how** Warren stepped onto the stage and suggests that he is used to doing it or doesn’t suffer from nerves.  **Commas after fronted adverbials**  Fronted adverbials are usually followed by a comma to separate it from the main part of the sentence to make it clearer for the reader.  Have another look at the examples above.  **Practice Question:** How many different fronted adverbials could you add to the sentence below? Try writing one out.  Oliver hid behind a tree. | **Speech Punctuation**  **Year 3 Recap: 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.  There should always be punctuation ( , . ! ? ) before you close the inverted commas (speech marks).  **Full punctuation for using speech**  A reporting clause is the part of a sentence that tells you who is speaking when using speech. If you start with the reporting clause it should always be followed by a comma.  **Example:**  **Hannah mumbled, “It’s not fair. I should be allowed to go.”**  When the reporting clause is at the end of a sentence, it doesn’t start with a capital letter unless it is a name.  **Example:**  **“**You’re not going until you’ve tidied up**,” her mother calmly replied.**  **Practice Question:** Add in all the missing punctuation in the sentence below:  With a booming voice, the pirate roared I can see the treasure |
| **Expanded Noun Phrases**  **Nouns:** These are often known as “naming” words. They name  people, animals, places or things.  Examples: man dog forest car building race  **Expanded noun phrases** add extra detail and information about the noun in a sentence.  **Simple noun phrases** use a **determiner**\* and an **adjective**.  ***\*Determiners*** *introduce a noun -* ***the a an some each both***  **Examples:**  **The angry man** stormed out of the room.  (the = determiner, angry =adjective, man = noun being described)  **A noisy dog** kept the whole street awake.  (A = determiner, noisy = adjective, dog = noun being described)  **Expanded noun phrases** add further detail to describe the noun, giving the reader more information to picture what is written. A common way of doing this is by adding a **preposition\*** and other nouns.  ***\*prepositions*** *-* ***with on of in above behind at from***  **Expanded Noun Phrase Examples:**  **The angry man** **with a red face** stormed out of the room.  The preposition **with** introduces the extra information about the angry man, which is that he has a red face.  We were about to start **the most important race of our lives.**  The preposition **of** introduces the extra information about the important race which is that it is there is no race in their lives that is as important. | **Expanded Noun Phrases**  **Practice Question:** Can you find the expanded noun phrase in the sentence below?  The directions took the boys to the ancient building behind the church.  **Challenge:** Can you add an expanded noun phrase to the sentence below by giving more detail about the book or the children?  When they got back, the children opened the book.  **Pronouns and Nouns to avoid repetition**  **Pronouns** are used to replace a noun in a sentence.  **Examples: he it they we her my them**  To avoid sentences and paragraphs getting to repetitive it is important to use alternative nouns and pronouns when talking about the same thing.  **Very repetitive:** Yasmin told Yasmin’s brother not to go in Yasmin’s room until Yasmin got back from school.  **Avoiding repetition:** Yasmin told **her** brother not to go in **her** room until **she** got back from school.  **Very repetitive:** A boy went into the forest. The forest scared the boy so the boy left the forest immediately.  **Avoiding repetition:** A boy went into the forest. The **dark wood** scared the **young explorer** so he left **that eerie place** immediately. |
|  | Romsey Abbey C of E Primary School  Description: Ethelfleada  Year 4  Grammar Guide  For Children and Parents  A guide to the key grammar skills and understanding that your child will be learning this year with examples and practice questions to help you support them at home. |