



LONG CRENDON SCHOOL

*the place to grow*

## Year 3 Grammar Guide

FOR CHILDREN AND PARENTS

## The Basics

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

Examples: **cat beach table teacher**

A **proper noun** is a specific name for a particular person, place, or thing. **Proper nouns** are always capitalised in English.

Examples: **Lucy, February**

**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**

**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)

### Sentence Example:

adjective noun verb adverb

The **frightened rabbit jumped backwards.**

**Practice Question:** Label the nouns (a), adjective (b), verb (c) and adverb (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.

**Adverbs** usually end in ‘ly’ eg happily

but there are lots of exceptions eg **fast**

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**).

### 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**

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

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

**During** the long film, Mavis fell asleep

## 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**

Examples:

I **was eating** 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

The **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.

### Practice Question:

Write 4 sentences , each one using a different tense.

Can you extend yourself and write a sentence in the future tense?

## Conjunctions

**Conjunctions** are used to connect two or more parts of a sentence.

There are two types of conjunctions we look at in Year 3

**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.

**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.

**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.
2. The phone hasn't worked since it was dropped.
3. When Hannah arrived, she was out of breath.

# Punctuation

## Apostrophes

There are two reasons to use **apostrophes**:

To show **possession** (something belongs to it)

To show **omission** (replaces missing letters in a word)

### Apostrophes to show singular 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**

#### Practice Question.

- Can you use contractions to these sentences?
- Let us have a sit down.
- We have has enough of walking.
- Can I get down now, please?

## 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 the inverted commas (speech marks)

are closed.

#### Practice Question. Add inverted commas.

- Can you help me please she asked.
- He said to the man do you have the time?
- Don't do that she called.