

# Year 3 Grammar Booklet

---

**By the end of Year 3 most children should know...**

- How to express time, place and cause using
  - conjunctions – (e.g. when, before, after, while, so, because)
  - adverbs (e.g. first, as soon as, immediately)
  - Prepositions (e.g. before lunch, after tea, during maths, in).
  - How to use fronted adverbials – Suddenly, Next, Then;
- The basics of using paragraphs as a way of grouping related material;
- How to use headings and sub headings to aid presentation;
- How to use the present perfect form of verbs instead of the simple past e.g. *He has gone out to play.* (rather than... *He went out to play* ).
- How to punctuate speech using inverted commas, capital letters and commas.
- Use subordinate conjunctions and coordinating conjunctions
- How to use possessive apostrophes

**Words for pupils:** noun, adjective, verb, *adverb, preposition, conjunction, prefix, suffix, subordinate clause, main clause, direct speech, consonant, vowel, inverted commas ('speech marks'), apostrophes*

## Useful activities for year 3...

### Writing Investigators

Take a page of writing (fiction or non-fiction).

- How many sentences are there?
- What type of sentences can you see?
- What sort of sentence does the author use first?
- How does that make you feel?
- What is the page about?
- What types of words are used?
- Which conjunctions can you find?

### Punctuation police

Look at a selection of magazines, advertisements, newspapers or leaflets.  
Highlight the punctuation marks you can see.

- How many of each type can you see?
- Why are they there? Can you think of a rule?
- What emotion are the exclamation marks showing – surprise, anger, fear or anything else?
- Who is talking? How do you know?

## Speech

### Creating a dialogue

Look at a short piece of film with the sound turned down (not too many characters). Look at the action and discuss what the characters might be saying to each other.

What sort of mood are they in? How would they be talking? – shouting, whispering, grunting etc.?

Write out the dialogue using speech marks and the correct punctuation (new line for a new speaker, capital letters to start speech, commas before opening or closing inverted commas if not at the beginning or end of a sentence.)

Try to avoid using 'said' all of the time.

*"I want to be the top man!" bellowed the father.*

*"Why is that?" enquired his son.*

### Comic Converter

Using a comic, convert all of the speech bubbles into a dialogue. Remember to say who is talking.

Start some sentences

- by saying who is talking,

Wonder Women shouted, "Not today Batman."

- by starting with the speech,

"Not today Batman," shouted Wonder Women.

- By starting with the adverb

Loudly, Wonder Women shouted, "Not today batman."

## Conjunctions

### Conjunction Spotter

#### **Can you spot the conjunctions in these sentences?**

1. I put on my shoes and I went out to play.
2. I can't eat my sweets until after dinner.
3. I can't go out tonight because I have to stay in and do my homework.
4. It had been a long time since I had last played football.
5. I was going to eat the sweets but I saved them for my sister.
6. She was nice to me although she wouldn't let me play with the Lego.

#### **Use conjunctions to make these sentences more interesting.**

7. I can't go swimming. I have forgotten my swimming trunks.
8. I'd like to go to the park. My mum won't let me.
9. The old woman wanted to feed her dog. There was nothing in the cupboard.
10. I bought some sweets. I ate them on the way home.
11. The teacher was cross. She was late.
12. I went to the pictures. I really wanted to stay at home.
13. I couldn't go out. My dad came home.

Looking at the previous sentences – split the conjunctions into coordinating conjunctions and subordinating conjunctions

*Coordinating conjunction* – Joins 2 separate ideas that make sense on their own (think FANBOYS – For, And, Nor, But, Or, Yet, So)

*Subordinating conjunctions* – Joins 2 ideas, one which relies on the other to make sense

## Fronted Adverbs

Match the fronted adverbial with the sentences below. Remember the comma after the fronted adverbial.

where	when	how
-------	------	-----

Above the clouds,	Soon,	Without a sound,
Outside,	Yesterday,	As quick as a flash,
Back at the house,	Immediately,	Without warning,
Nearby,	In the morning,	Happily,
In the distance,	Just then,	Courageously,
Far away,	Later,	Unexpectedly,

the eagle soared.

a dog was barking ferociously.

children were playing happily.

Dad was cutting the grass.

dark clouds began to form.

the cackle of the evil witch echoed.

it would sadly be time to go home.

we went to the seaside.

the pain of the fall made his grazed knees throb.

Ben had a large bowl of cereal.

there was a loud knock at the door.

the girl decided it was time to go home.

the burglar silently entered the house.

the mouse scurried out of the door.

thunder roared in the night sky.

the clown told hilarious jokes.

the firefighter rescued the old lady.

tears began to roll down her face.

### New Game Adverbs

Play a new, simple game eg Noughts and Crosses, Rock, Paper, Scissors, Hangman etc.

Write simple instructions so that someone else could learn to play.

Use Fronted Adverbials (Adverbs at the front of the sentences)

First, draw 2 lines down and 2 across.

Next, \_\_\_\_\_

After that, \_\_\_\_\_

Before \_\_\_\_\_ , \_\_\_\_\_

Eventually, \_\_\_\_\_

### Exciting Trips Out

After an exciting trip out, write where they have been and what they have done using fronted adverbials.








On Tuesday, \_\_\_\_\_

Later that day, \_\_\_\_\_

During the weekend, \_\_\_\_\_

## Prepositions

1. Match up the cat pictures with the correct preposition.

			
			
in	in front of	under	
on	next to	between	behind

2. Choose the best prepositions to complete the sentences below.

- My dad is in the kitchen. on (in) behind
- Our cat likes sleeping with me \_\_\_\_\_ the bed. between / on / in front of
- I'm waiting for my friend \_\_\_\_\_ her house. in front of / under / on
- We're playing a game – I'm hiding \_\_\_\_\_ the door! on / under / behind
- I like sitting \_\_\_\_\_ my mum and my dad on the sofa. under / in / between
- Can you swim \_\_\_\_\_ water? in front of / under / next to
- My teddy is \_\_\_\_\_ my doll. next to / between / in

3. Using prepositions tell me where items in your bedroom are.

---

---


---

---


---

## Possessive Apostrophes


Look at the example below, then fill in the other boxes.


The book belonging to the girl.
<i>The girl's book</i>

1)



The cat belonging to the boy.

2)

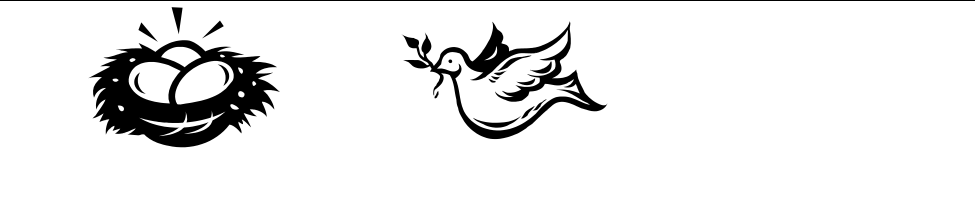

The bone belonging to the dog.



3)


The spaceship belonging to the alien.

4)


The nest belonging to the bird.