



Year 3

Grammar Knowledge Organiser 2024-2025

Name.....

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					

Year 3

Y3 Assessment Framework – Overview of Objectives		Au1	Au2	Sp1	Sp2	Su1	Su2
Purpose and audience	<ul style="list-style-type: none"> Write for a range of real purposes and audiences Decisions should underpin the form the writing should take 						
Tense	<ul style="list-style-type: none"> Use past and present tense consistently Confident use of progressive form of verbs Some use of the present perfect form of verbs 			✓			✓
Appropriate vocabulary and grammatical structures	<ul style="list-style-type: none"> Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because) 		✓		✓		✓
	<ul style="list-style-type: none"> Effective use of statements, exclamations, questions and commands 						
Level of detail	<ul style="list-style-type: none"> Expanded noun phrases used to add description and detail to create characters, setting and plot 	✓	✓				
	<ul style="list-style-type: none"> Use a varied and rich vocabulary Adverbs and prepositions to express time, place and cause 	✓	✓		✓	✓	
Cohesive devices Logical sequence of events	<ul style="list-style-type: none"> Write a full sequence of events (dilemma/conflict/resolution) 						
	<ul style="list-style-type: none"> Sequence ideas or events: <ul style="list-style-type: none"> Maintaining form e.g. bullet points, headings Using adverbs and prepositions Use pronouns to extend and link sentences 				✓		
Text structure and organisation	<ul style="list-style-type: none"> Select relevant content 	✓		✓		✓	✓
	<ul style="list-style-type: none"> In non-narrative material, group related ideas in paragraphs In narrative write an opening paragraph and further paragraphs for each stage 						
Punctuation	<ul style="list-style-type: none"> Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list 						
	<ul style="list-style-type: none"> Mostly accurate use of apostrophes for contracted forms and possession Some use of inverted commas to punctuate direct speech 		✓			✓	✓
Transcription	<ul style="list-style-type: none"> Most KS1 common exception words are spelt correctly 						
	<ul style="list-style-type: none"> Full range of spelling rules and patterns in appendix 1 for Y1/2 Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling appendix Use a/an accurately 					✓	
Edit and Evaluate	<ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary 						
Proof-read	<ul style="list-style-type: none"> Proof-read for spelling and punctuation 						

Grammar Objectives Introduced in Autumn 1

Use expanded noun phrases to describe and specify

What are noun phrases?

A noun phrase is a noun with words added before the noun. These words are called determiners (introduced in year 4).

noun *man*

noun phrase *the man / a man / this man etc*

We can expand noun phrases by adding more information before or after the noun.

These could be adjectives, other nouns or adding information after the noun (prepositional phrases, taught in year 3)

the old man

the giant man

the man with the walking stick

These are called expanded noun phrases.

What are adjectives?

Adjectives are words that modify a noun and usually come before the noun in a sentence. They add description or specification.

The old man sat down.

The adjectives 'old' describes the man.

'The old man' is an expanded noun phrase.

Group related ideas into paragraphs

A paragraph is a series of sentences that are organised and coherent, and all related to a single topic.

Introduce inverted commas to punctuate direct speech

When you are writing, **inverted commas** go before and after direct speech, surrounding what was said.

"I'm hungry," she complained.

If another character replies, use another set of inverted commas.

"What's for tea?" she asked. "Delicious ants!" her mum replied.

Punctuation, such as question marks, full stops and exclamation marks go inside the speech marks

Use prepositions to express time, place and cause

Prepositions can be used to show time e.g. The clock chimed at 8 o'clock.

They can also be used to express cause e.g. Due to heavy rain, the match was cancelled.

They can also be used to show place e.g. The cat climbed up the tree.

<u>Time</u>	<u>Place</u>	<u>Cause</u>
after	over	because of
before	from	due to
during	by	
yesterday	into	
tomorrow	in	
at	through	
around	up	
in December	underneath	
	against	

New Grammar Objectives Introduced in Autumn 2

Use conjunctions to express time, place and cause

A conjunction links two or more words, phrases or clauses together.

They can be found at the beginning of a sentence or in the middle of it.

A conjunction used to express time will help to show us when something happened.

The conjunctions when, before, after and while can be used to express time.

One being used to express place will help to show us where something happened.

The conjunctions where and whenever can be used to express place.

Finally, a conjunction that's used to express cause will help to show us why something happened.

The conjunctions so, since and because can be used to express cause

Use adverbs to express time, place and cause

What are adverbs of time, place and cause?

Adverbs of time

These show when an action takes place and can link or connect two sentences. Examples of adverbs of time include after, later, next, now, tomorrow, already and recently.

Hassan will walk to school tomorrow.

The children wanted to know what would happen next.

Adverbs of place

These show where an action takes place and can link or connect two sentences.

Examples of adverbs of place include about, there, outside, east, west, far and everywhere.

Hassan walked there.

The children ran outside.

Adverbs of cause

These show why an action takes place and can link or connect two sentences. They can be used to show cause and effect.

Examples of adverbs of cause include however, so that, otherwise, consequently, due to and furthermore.

It is beginning to rain, however, we don't have to go out.

Hassan will need his coat, otherwise he will get wet.

In narratives, create characters, setting and plot

Setting is the time and location of a story.

Characters are the people who interact in the story.

Plot is the action that takes place in a story..

Use a or an according to whether the next word begins with a vowel or consonant

Use a when the noun or adjective that comes next begins with a consonant sound. Use an when the noun or adjective that comes next begins with a vowel sound. Remember that what matters is the pronunciation, not the spelling

Consonant

A consonant is a speech sound that is not a vowel. It also refers to letters of the alphabet that represent those sounds: Z, B, T, G, and H are all consonants.

Vowels

A, E, I, O, U and sometimes Y are not consonants.

Indicate possession by using the possessive apostrophe with singular nouns

What is an apostrophe?

Apostrophes are a punctuation mark. They are used in two ways.

1. To show where letters are omitted (removed) in contracted words.

didn't

can't

I'll

2. To show possession.

It is Mia's cat. (The cat belongs to Mia.)

These are the children's lunchboxes. (The lunchboxes belong to the children.)

What is meant by singular possession?

Singular possession is when an apostrophe is used to show when something belongs to one person.

It is Mia's cat.

This is an example of singular possession as the cat is owned by one person (Mia).

New Grammar Objectives Introduced in Spring 1

Use present and past tenses correctly including progressive and present perfect forms

What is tense?

The tense shows when the action in a piece of writing is taking place.

The past tense is about things that have already happened.

The present tense is about things that are happening now.

The future tense is about things that are yet to happen.

What is past tense?

The simple past tense is about things that were finished before now. Examples include she worked, he wrote, the sun rose. Many simple past tense verbs add the suffix -ed to the basic verb (eg worked), but some don't follow the -ed rule (eg wrote, rose).

What is the progressive tense?

The progressive tense is used to show when an action or state is continuing to happen and can either be present or past. The verbs in this verb form end with the suffix -ing.

What is the present progressive tense?

The present progressive tense (sometimes called the present continuous tense) is used to show things happening now that may continue for a longer period of time.

How is the present progressive tense formed?

It is formed using the verb *is/are/am* and the verb ending in the suffix -ing (present participle).

She is walking.

The same sentence in the simple present tense would be:

She walks.

What is past progressive tense?

The past progressive tense is about things that were happening in the past. Examples include: *she was working, he was writing, the sun was rising.*

What is a perfect tense?

The perfect tense is used to show how events or actions are related in time or cause.

What is the present perfect tense?

The present perfect tense is used to show that things happened in the past but are still happening, or are still relevant and important now. It is also referred to as the present perfect verb form.

The present perfect tense uses the words *has/have* + the past tense verb.

She has walked to school.

The present perfect tense can be used instead of the simple past tense.

Use inverted commas to punctuate direct speech (Use dialogue to show relationship between characters)

When you are writing, **inverted commas** go before and after direct speech, surrounding what was said.

"I'm hungry," she complained.

If another character replies, use another set of inverted commas.

"What's for tea?" she asked. "Delicious ants!" her mum replied.

Punctuation, such as question marks, full stops and exclamation marks go inside the speech marks

New Grammar Objectives Introduced in Spring 2

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

What is a noun?

Nouns are words that name people, places, objects, thoughts, ideas and feelings.

The sun is high in the sky.

The words 'sun' and 'sky' are both nouns

What are the types of noun?

Nouns can be proper, common, concrete, abstract or collective.

Proper nouns

These name a specific person, place or organisation. They always begin with a capital letter.

George visited the Lego Store in London.

Common nouns

These are generic names for people, places or organisations. Common nouns can also be concrete or abstract.

A boy visited the shop in the town.

Concrete nouns

These name something that can be physically seen, touched, heard, smelt or tasted.

The baby lay in the cot.

Abstract nouns

These name things that cannot be observed using the five senses. Abstract nouns are ideas, feelings or a state of being such as beauty or suffering.

He had a dream while he slept.

Collective nouns

These name a group of people, animals or objects.

The class watched a swarm of bees in the playground.

What is a pronoun?

Pronouns are words that can be used in a sentence to replace a noun or noun phrase. Examples of pronouns include I, me, my, we, they, yours and ours.

What are the types of pronoun?

There are different types of pronouns that pupils in Key Stage 2 will become familiar with.

Personal pronouns

Personal pronouns are used when referring to people or things already known. Personal pronouns are: I, me, you, he, she, it, we, us, they or them.

Different pronouns are used when writing in the first, second or third person and can be singular or plural.

I have a new toy. It is the same one that you have.

Possessive pronouns

Possessive pronouns indicate who owns the thing or things in the sentence. Possessive pronouns are: mine, yours, his, hers, its, ours or theirs.

The toy is his.

Take care! The words his, her, your, its, our and their can also be used as possessive determiners which show who owns something. My is also a possessive determiner.

It is his toy.

In the sentence above, 'his' is used as a possessive determiner before a noun. Care must be taken to decide if these words are used as pronouns or determiners. To check, pronouns replace a noun, whereas determiners are used with a noun to create a noun phrase.

What does 'clarify' mean?

To clarify means to make something less confusing and more understandable. Related words are clarifying, clarified and clarification.

What does 'cohesion' mean?

Cohesion refers to how a writer links different parts of a text together. This could be through the use of pronouns, adverbials, conjunctions or prepositions.

Build an increasing range of sentence structures

What is a subordinating conjunction?

A subordinating conjunction introduces a subordinate clause to add information to a main clause.

after	although	as	because	before
even	though	if	once	since
that	though	unless	until	when
whenever	whereas	wherever	while	

We took an umbrella because it looked like it might rain.

Can I have a lift if it is raining?

I loved horse riding when I was young.

Greta walked home although it was dark.

I have not seen my brother since he got his new games console!

Sam had to feed the puppy before she left.

They waited until everyone had arrived.

Hassan is very loud whereas his brother is much quieter

What is a main clause?

A main clause (also known as an independent clause) is a clause that makes sense on its own as a simple sentence.

What is a subordinate clause?

A subordinate clause is introduced by a subordinating conjunction. It is not as important as the main clause and cannot be a sentence on its own. They can be placed before, after or within the main clause to create a complex sentence, also known as a multi-clause sentence. The subordinate clause is bold in the example below. Note where commas are used when the subordinate clause is placed before, or within, the main clause.

The main clause below is 'the children had a treat'.

*The children had a treat **if they completed their homework.***

***If they completed their homework,** the children had a treat.*

*The children, **if they completed their homework,** had a treat.*

New Grammar Objectives Introduced in Summer 1

In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation

What is a heading?

A heading is a title at the head of a page or the section of a book.

What is a subheading?

A subheading is a heading or title given to a section or paragraph within a main piece of writing.

When should headings and subheadings be used?

Headings and subheadings are more regularly seen in non-fiction writing. Headings tell the reader what the whole piece of writing is about. Subheadings help to organise the information on the page for the reader, breaking it into smaller sections making it easier to read. They are designed to stand out and grab the reader's attention, guiding them through the text and informing them what the next section of text is about. This can encourage them to continue to read

New Grammar Objectives Introduced in Summer 2

There are no new grammar objectives introduced in Summer 2