

Grammar in Year Three

In Year Three the children will be learning:

- To use the term “verb” appropriately and to understand the function of verbs in sentences through:
 - Noticing that sentences cannot make sense without them
 - Collecting and classifying examples of verbs from own reading and own knowledge e.g. *run, chase, sprint; eat, consume, gobble*
 - To compare a variety of forms of questions from texts, e.g. asking for help, asking the time, asking someone to be quiet.
- To use the term “adjective” appropriately and to understand the function of adjectives in sentences through:
 - Identifying adjectives in shared reading
 - Discussing and defining what they have in common i.e. words which qualify nouns
 - Experimenting with deleting and substituting adjectives and noting the effects on meaning
 - Collecting and classifying adjectives, e.g. for colours, sizes, moods
 - Experimenting with the impact of different adjectives through shared writing
- To use the term “pronoun” appropriately and to understand the function of pronouns in sentences through:
 - noticing in speech and reading how they stand in place of nouns;
 - substituting pronouns for common and proper nouns in own writing;
 - distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, yours, hers*;
 - distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. *I, me, we; you; she, her, them* investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;
 - investigating how pronouns are used to mark gender: *he, she, they, etc.*,
- To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are*, in standard English
- To extend knowledge and understanding of pluralisation through
 - recognising the use of singular and plural forms in speech and through shared writing
 - transforming sentences from singular to plural and vice versa, noting which words have to change and which do not
 - To secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing
 - understanding the term “collective noun” and collecting examples – experimenting with inventing other collective nouns
 - noticing which nouns can be pluralized and which cannot, e.g. trousers, rain
- To use the term “comma” appropriately and to understand the function of commas in sentences through:
 - noting where commas occur in reading and discussing their functions in helping the reader
 - to become aware of the use of commas in marking grammatical boundaries within sentences
- To understand the basic conventions of speech punctuation through:
 - identifying speech marks in reading
 - beginning to use speech marks in own writing
 - using capital letters to mark the start of direct speech
 - to use the term “speech marks”
 - beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence
- To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. *I/we do, you do, he/she/does, they do*, through
 - Collecting and categorising examples and noting the differences between the singular and plural persons
 - Discussing the purposes for which each can be used
 - Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts
 - Experimenting with transforming sentences and noting which words need to be changed
- To use capitalisation for new lines in poetry
- To understand and use the term “adverb”
- To experiment with deleting words in sentences to see which are essential to retain meaning and which are not.