



# Morley and Tacolneston Federation

## Knowledge Organiser Years 3 and 4 Grammar

### Grammar Terminology for Pupils (YEAR 3)

preposition , conjunction, main clause, subordinate clause, direct speech

### Additional Grammar Terminology for Pupils (YEAR 4)

determiner, pronoun, possessive pronoun, adverbial

### Punctuation Terminology for Pupils (Year 3)

Inverted commas / speech marks

### Spelling / word structure

Prefix, consonant, consonant letter, vowel, vowel letter

NB – ensuring that the word a or an is used correctly before a noun (depending on its initial letter)

### Text / presentation

Paragraphs

Headings and Sub-headings

In Year 3, children build on previous work done in KS1 to extend their knowledge of simple and compound sentences to include complex sentences and the formation of subordinate clauses with other conjunctions than 'because' (although this will still probably be the most commonly used subordinate conjunction.) This is further developed in Year 4.

### Extending the range of sentences with only one clause by using a wider range of conjunctions.

Simple Sentence	Compound sentence	Complex sentence
I <b>was</b> wet.	I <b>was</b> wet <b>and</b> I <b>was</b> cold.	I <b>was</b> wet <b>because</b> it <b>was</b> raining.
<p><b>Key terminology:</b>  <b>Subject</b> – the subject of a sentence is the person (or thing) performing the action (verb)  <b>Verb</b> – the verb in a sentence is a word that shows an action or state of being. E.g. ran, jumped, hid, was, is  <b>Clause</b> – a clause is the building block of a sentence. It contains a subject and a verb.</p>	<p><b>Key terminology</b>  <b>Coordinating conjunction</b> to join one idea to another equally important idea.            (For and Nor could be avoided as their use in this way is less common)  <b>For</b>            And  <b>Nor</b>            But            Or            Yet            So</p>	<p><b>Key terminology</b>  <b>Subordinating conjunction</b> to join one idea to a less important one.  <b>Main clause</b>  <b>The most important idea</b> – it could be a sentence on its own.  <b>Subordinate clause</b> – an additional idea which cannot stand alone without the main clause.  <b>Common subordinating conjunctions</b> include:  <b>When, if, because, although</b>            (and any other conjunctions which are not in the coordinating list. )</p>

### Using the present perfect form of verbs in contrast to the past tense.

Past tense	Past tense	Past tense.
I ran home.	I ran home but I was late.	I ran home because it was raining.
<b>Present perfect</b> I am running home.	<b>Present perfect</b> I am running home so I won't be late.	<b>Present perfect</b> I am running home because it is raining.

**Using conjunctions, adverbs and prepositions to express time and cause.**

Simple sentence	Compound sentence	Complex sentence
I ran home. I ran home. Yesterday, I ran home. Slowly, I ran through the garden. I was 10 before Christmas. It has been raining since September.	I ran home and jumped into bed.  I quickly ran home and immediately jumped into bed.  John and I had our birthdays during the holidays.	Although I was tired, I ran home.  Although I was tired, I nervously ran down the street.  However fast I run, John always gets home before me.

**Use and punctuate direct speech.**

Simple sentence	Compound sentence	Complex sentence
The man shouted.  "No!" the man shouted.	The children were told to go away and never return.  "Go away and never return," said the man.	Because the house was haunted. they were told to go.  "If you go now, you will make it home," he said.

**Use fronted adverbials**

Simple	Compound sentence	Compound sentence
As quick as a flash, Cinderella had gone.	In the blink of an eye, she had vanished and no one knew where.	Without warning, she rushed out of the palace although the dance had just begun.

**Choosing nouns and pronouns for clarity.**

Simple	Compound sentence	Compound sentence
Cinderella went. She went.	Cinderella fled the palace and she did not return to the palace.  She fled the palace and she did not return to it.	Cinderella fled the palace as the clock struck 12.  As the clock struck 12, she fled the palace.  As it struck 12, she left the palace.

In Year 3 and 4, children practise cursive letter formation and joins previously learnt in Year 2. The school uses the Nelson Handwriting Scheme.

**Lower case letters**

abcdefghijklmnopqrstuvwxyz

**Capitals**

ABCDEFGHIJKLMNOPQRSTUVWXYZ

**Numbers**

1 2 3 4 5 6 7 8 9 0

**The Four Joins**

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s

**How to help at home.**

Encourage your child to join their letters.

Encourage your child to read back what they have written to ensure that they are writing in sentences.

Support your child to learn their spellings at home.

For more information see the school website to link to the **National Curriculum for England and Wales**