

## Year 3 - Grammar, Language and Punctuation

| Writing Feature                                 | Year 3 Secure  |
|---|--|
| <b>Sentence Structure</b>                       | I can check if the subject and verb agree in nearly all of my writing E.g. I was on holiday; We were on holiday  |
|   | I can write in the past tense all the time and correctly use the vast majority of irregular verbs<br>Eg dug, flew, sang, ate   |
|   | I can use the perfect form of verbs E.g. I have visited London   |
| <b>Types of Sentence</b>                        | I can use a sentence of three for description. E.g. The giant was huge, utterly terrifying and covered in green spots..  |
| <b>Noun Phrases</b>                             | I confidently use noun phrases with pre and post modifiers E.g. Lots of, some, quite (pre-modifiers) or a coat with red spots (post-modifier)  |
| <b>Independent Clauses</b>                      | I can use coordinating conjunctions such as <b>and/but/so/or/for/nor/yet</b>   |
| <b>Subordinate Clauses</b>                      | I can use subordinating conjunctions such as <b>when/if/that/because/after/although/before/even though/ though/whereas/ whilst</b>   |
| <b>Relative Clauses</b>                         | I can use a relative clause in my writing (who, which, whose, that)<br>E.g. The boy, whose name is Abdullah, is very angry   |
| <b>Adverbs/<br/>Adverbials</b>                  | I can begin to use adverbial phrases to give more details about where, when and how. E.g.<br>I walked <b>past the school</b> . I walked <b>first thing in the morning</b> . I walked <b>at a fast pace</b> |
|   | I can change the position of the adverb in my sentence.<br>Boldly, he fought. He boldly fought. He fought boldly.  |
| <b>Sentence Starters</b>                        | I can use adverbial phrases to start some of my sentences. E.g. Quite a few days ago, we discovered  |
|   |  |
| <b>Varying Sentence Length</b>                  | I can use long sentences to add description or information and short sentences for emphasis and for making key points.   |
| <b>Pronouns</b>                                 | It is clear in my writing who my pronouns refer to   |
| <b>Speech</b>                                   | I can use dialogue with varied verbs for said to show different degrees of meaning eg yelled/shouted   |
| <b>Similes Metaphors<br/>Personification</b>    |  |
| <b>Verbs and Nouns</b>                          | I can use verbs to show degrees in meaning. E.g. whispered, called, yelled. Strolled, strode, sprinted.  |
| <b>Prepositions</b>                             | I can use more advanced prepositions in my writing, <i>Next to by the side of In front of during through throughout because of</i>   |
| <b>Suffixes</b>                                 |  |
| <b>Adjectives</b>                               | I can use a range of adjectives to show degrees in meaning eg horrible terrible dreadful nasty   |
| <b>Determiners</b>                              | I can use determiners a or an depending on whether the next word begins with a consonant or a vowel. E.g. a rock or an open box  |
| <b>Prefixes</b>                                 | I can use nouns, using a range of prefixes. E.g. auto, super, anti   |
| <b>Inverted Commas/ Speech Marks</b>            | I always use inverted commas correctly when using direct speech  |
| <b>Capital Letters and advanced punctuation</b> | I am beginning to use an ellipsis to keep the reader hanging on.   |
| <b>Commas</b>                                   | I can use commas for lists and begin to use them after adverbial clauses in a sentence   |
| <b>Apostrophes</b>                              | I can begin to use apostrophes to mark possession  |
| <b>Question Marks, Colons, Semi Colons</b>      | I am beginning to use a colon before a list E.g. What you need:  |