YEAR 3 GRAMMAR MAP

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Consolidate Year 2 list	**Consolidate Year 2 list**	**Consolidate Year 2 list**	**Consolidate Year 2 list**	**Consolidate**
Introduce: **Fiction** **Secure use of planning tools:** Story map /story mountain / story grids / 'Boxing-up' grid **Plan opening around** character(s), setting, time of day and type of weather **Paragraphs** to organise ideas into each story part **Extended vocabulary** to introduce 5 story parts: **Introduction –**should include detailed description of setting or characters **Build-up –**build in some suspense towards the problem or dilemma **Problem / Dilemma –**include detail of actions / dialogue **Resolution -** should link with the problem **Ending –** clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning. **Non-Fiction** Introduction **Introduce:** **Secure use of planning tools:** e.g. Text map, washing line, 'Boxing – up' grid, story grids **Paragraphs** to organise ideas around a theme **Introduction** Develop hook to introduce and tempt reader in e.g. *Who....? What....? Where....? Why....? When....? How....?* **Middle Section(s)** Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic	**Introduce:** **Vary long and short sentences:** **Long sentences** to add description or information. **Short sentences** for emphasis and making key points e.g. *Sam was really unhappy. Visit the farm now.* **Embellished simple sentences:** **Adverb starters to add detail** e.g. *Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....* **Adverbial phrases** used as a 'where', 'when' or 'how' starter **(fronted adverbials)** *A few days ago,* we discovered a hidden box. **At the back of the eye,** is the retina. **In a strange way,** he looked at me. **Compound sentences (Coordination)** using connectives: *and/ or / but / so / for /nor / yet* (coordinating conjunctions) **Develop complex sentences (Subordination)** with range of subordinating conjunctions -**'ing' clauses as starters** e.g. *Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.* **Drop in a relative clause using: who/whom/which/whose/ that** e.g. *The girl, **whom** I remember, had long black hair. The boy, **whose** name is George, thinks he is very brave. The Clifton Suspension bridge, **which** was finished in 1864,is a popular tourist attraction*	**Introduce:** **Prepositions** *Next to by the side of In front of during through throughout because of* **Powerful verbs** e.g. *stare, tremble, slither* **Boastful Language** e.g. *magnificent, unbelievable, exciting!* **More specific / technical vocabulary to add detail** e.g. *A few dragons of this variety can breathe on any creature and turn it to stone immediately.* *Drops of rain pounded on the corrugated, tin roof* **Prefixes and meaning** eg anti = against = freeze/antifreeze. What has changed? **Nouns formed from prefixes e.g. auto... super...anti...** **Word Families based on common words** e.g. teacher –teach, beauty – beautiful **Use of determiners (or articles)** a or an according to whether next word begins with a vowel e.g. *a rock, an open box*	**Introduce:** **Colon** before a list e.g. *What you need:* **Ellipses** to keep the reader hanging on **Secure use of inverted commas for direct speech** Use of commas after **fronted adverbials** (e.g. *Later that day, I heard the bad news.)*	Punctuation • Finger spaces • **Letter** • **Word** • **Sentence** • **Full stops** • **Capital letter** • **Question mark** • **Exclamation mark** • Speech bubble • **'Speech marks'** • Bullet points • **Apostrophe (contractions only)** • **Commas for sentence of 3** Singular/ plural Suffix Adjective / noun Verb / adverb imperative (Bossy) verbs Tense (past, present, future) Connective Generalisers (articles) **Word Families based on common words** e.g. teacher –teach, beauty – beautiful **Use of determiners a or an according to whether next word begins with a vowel** e.g. a rock, an open box Alliteration Simile – 'as'/ 'like' **Introduce:** • Word family • Conjunction • Adverb • Preposition • Direct speech

sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram **Develop Ending** Personal response Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment **Use of the perfect form of verbs to mark relationships of time and cause** *e.g. I have written it down so I can check what it said.*	**Sentence of 3 for description** e.g. *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.* *Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.* **Pattern of 3 for persuasion** e.g. *Visit, Swim, Enjoy!* **Topic sentences to introduce non-fiction paragraphs** e.g. *Dragons are found across the world.* **Dialogue –powerful speech verb** e.g. *"Hello," she whispered.*			• Inverted commas • Prefix • Consonant/Vowel • Clause • Subordinate clause • Determiner • Synonyms • Relative clause • Relative pronoun • Imperative • Colon for instructions