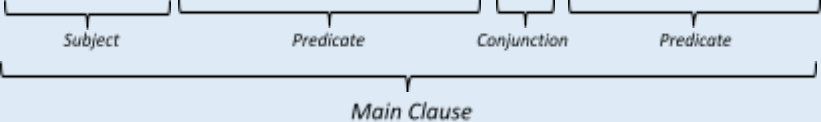
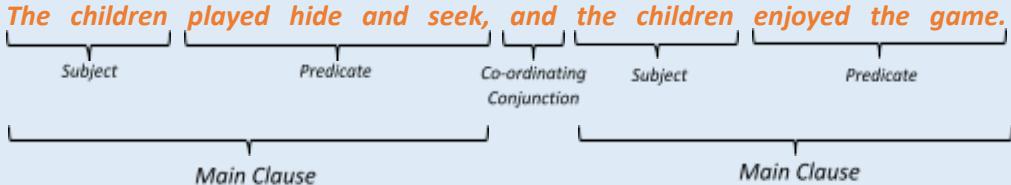


Year 3 English Knowledge Progression

YEAR 3																			
Step	Knowledge	Exemplification	Assessment																
1	Distinguish between statements and exclamations	<i>The boy was tall</i> <i>What a tall boy [he was]</i> Statements express ideas or arguments; whereas, exclamations express force or strong emotion such as excitement, happiness, fear or anger. In both statements and exclamations, subjects proceed verbs.	Rewrite the passage below with the correct punctuation. <u>Do not</u> use additional words. <i>how dare you talk this is a library</i> <i>How dare you talk! This is a library.</i>																
2	Identify and write exclamations	<i>What a tall boy [he was]!</i> Exclamations begin with 'what' or 'how' and end with an exclamation mark. <table border="1"> <thead> <tr> <th>What</th><th>Noun phrase</th><th>Subject</th><th>Verb</th></tr> </thead> <tbody> <tr> <td>What</td><td>a lovely voice</td><td>he</td><td>has</td></tr> <tr> <th>How</th><th>Adverb</th><th>Subject</th><th>Verb</th></tr> <tr> <td>How</td><td>well</td><td>he</td><td>sings</td></tr> </tbody> </table>	What	Noun phrase	Subject	Verb	What	a lovely voice	he	has	How	Adverb	Subject	Verb	How	well	he	sings	Using 'what' to rewrite the fragment below into an exclamation. <i>warm weather</i> <i>What warm weather it is!</i>
What	Noun phrase	Subject	Verb																
What	a lovely voice	he	has																
How	Adverb	Subject	Verb																
How	well	he	sings																
3	Identify and write adverbs that modify adjectives	<i>The <u>incredibly</u> tall boy ran.</i> <i>Expanded Noun Phrase</i> Adverbs are words that modify a verb, an adjective, another adverb or an entire clause or sentence. When modifying an adjective, an adverb further expands a noun phrase. For example, the noun phrase 'the boy' can be expanded with the adjective 'tall' and further expanded with the adverb 'incredibly'. Adverbs that modify adjectives are always written directly before the adjective. Adverbs used to modify an adjective are not essential for a complete thought.	Use the picture to rewrite the sentence below by expanding the noun phrase with one adverb followed by one adjective. <i>The car drove outside.</i>  <i>The very fast car drove outside.</i>																

4	Identify and write adverbs of place within a simple sentence	<i>The children played hide and seek outside.</i> Adverbs are words that modify a verb, an adjective, another adverb or an entire clause or sentence. Adverbs of place modify verbs or entire clauses only. Adverbs of place tell us <i>where</i> something happens. They are usually placed either: 1. after the main verb. For example, 'I searched <u>everywhere</u>.' 2. after the object. For example, 'They built a house <u>nearby</u>.'	Which box shows the adverb in the sentence below? Tick one. <i>The <u>sprightly</u> butterfly looked around.</i>    																		
5	Identify and write adverbial phrases of manner, time and place within simple sentences	<i>The children played hide and seek very quietly.</i> <i>The children played hide and seek every afternoon.</i> <i>The children played hide and seek over there.</i> When an adverb consists of more than one word, it is an adverbial phrase. An adverbial phrase gives additional information about how (manner), when (time) or where (place).	Q5. Use the picture to rewrite the sentence below so it ends with an adverb for 'time'. <table><tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr><tr><th>Morning</th><td>English</td><td>English</td><td>English</td><td>English</td><td>English</td></tr><tr><th>Afternoon</th><td>Maths</td><td>History</td><td>Music</td><td>Geography</td><td>P.E</td></tr></table> <i>We study English every morning.</i>		Monday	Tuesday	Wednesday	Thursday	Friday	Morning	English	English	English	English	English	Afternoon	Maths	History	Music	Geography	P.E
	Monday	Tuesday	Wednesday	Thursday	Friday																
Morning	English	English	English	English	English																
Afternoon	Maths	History	Music	Geography	P.E																
6	Identify and write adverbial phrases of time, place and manner that begin simple sentences	<i>Very quietly, the children played hide and seek.</i> <i>Every afternoon, the children played hide and seek.</i> <i>Over there, the children played hide and seek.</i> A comma should be used after an adverbial phrase when the adverbial phrase starts the sentence.	Rewrite the sentence below so the adverbial phrase begins the sentence. <u>Do not</u> use additional words. <i>I parked the car very carefully.</i> <i>Very carefully, I parked the car.</i>																		
7	Identify and write compound sentences with the co-ordinating	<i>The children played hide and seek, and the children enjoyed the game.</i> Conjunctions are connecting words that link different parts of sentences. As a co-ordinating conjunction, 'and' is used to join additional information to existing information. A comma is written before 'and' when it functions as a co-ordinating conjunction.	Use the picture to complete the compound sentence with 'and'. <i>The football player kicked the ball _____</i> 																		

	conjunction 'and'	N.B. Show 'and' in the context of the acronym FANBOYS. Focus on 'and' when teaching this knowledge step.	<i>The football player kicked the ball, and the ball hit the back of the net.</i>
8	Identify and write compound sentences with the co-ordinating conjunction 'but'	<i>The children played hide and seek, but the children disliked the game.</i> Conjunctions are connecting words that link different parts of sentences. As a co-ordinating conjunction, 'but' is used to join contrasting information. A comma is written before 'but' when it functions as a co-ordinating conjunction. N.B. Show 'but' in the context of the acronym FANBOYS. Focus on 'but' when teaching this knowledge step.	Use the picture to complete the compound sentence with 'but'. <i>Isha was very hungry</i> _____  <i>Isha was very hungry, but the fridge was empty.</i>
9	Identify and write compound sentences with the co-ordinating conjunction 'yet'	<i>The children didn't know the rules for hide and seek, yet the children played the game.</i> Conjunctions are connecting words that link different parts of sentences. As a co-ordinating conjunction, 'yet' is used to join contrasting information, where the second main clause is surprising information. A comma is written before 'yet' when it functions as a co-ordinating conjunction.	Use the picture to complete the compound sentence with 'yet'. <i>The driveway was empty</i> _____ 

		N.B. Show 'yet' in the context of the acronym FANBOYS. Focus on 'yet' when teaching this knowledge step.	<i>The driveway was empty, yet the car crashed into the garage.</i>
10	Distinguish between simple and compound sentences	<i>The children played hide and seek and enjoyed the game.</i>  <i>The children played hide and seek, and the children enjoyed the game.</i>  A simple sentence includes a single main clause, a capital letter to begin the sentence and a stop mark to end the sentence. A main clause makes sense on its own. It is a group of words made up of a subject (single or compound) paired with a predicate (single or compound). A compound sentence contains two or more main clauses joined by a co-ordinating conjunction, a capital letter to begin the sentence and a stop mark to end the sentence.	Rewrite the sentence below as a compound sentence. Add one word and one comma. <i>Sam ate the fish and chips and licked his lips.</i> <i>Sam ate the fish and chips, and Sam licked his lips.</i>
11	Identify and write a combination of simple and compound	<i>The children played hide and seek, and the children enjoyed the game. The teachers watched the children. The teachers rang the bell, but the children ignored the bell.</i> Varying sentence types alters the rhythm for the reader. Varying sentence types reduces monotonous repetition and allows writers to add emphasis.	Rewrite the paragraph below by combining two pairs of simple sentences using 'and' and 'but'.

	sentences (joined with the conjunctions 'and' and 'but')	N.B. Specify the order of simple and compound sentences when first introducing this knowledge step.	Lewis hated vegetables. Lewis ate the broccoli. His mother narrowed her eyes. His mother raised one eyebrow. Lewis followed her gaze. Lewis hated vegetables, but Lewis ate the broccoli. His mother narrowed her eyes, and his mother raised one eyebrow. Lewis followed her gaze.										
12	Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence	The children played hide and seek, and they enjoyed the game. Subject pronouns replace nouns or noun phrases acting as the subject in the second main clause. They are written in 3rd person as follows: <table><tr><td></td><td>Personal Pronouns</td></tr><tr><td></td><td>Subject form</td></tr><tr><td rowspan="3">Singular</td><td>he</td></tr><tr><td>she</td></tr><tr><td>it</td></tr><tr><td>Plural</td><td>they</td></tr></table>		Personal Pronouns		Subject form	Singular	he	she	it	Plural	they	Circle the pronoun and draw arrows to the replaced noun. Fred passed to Susan, and she scored a goal.
	Personal Pronouns												
	Subject form												
Singular	he												
	she												
	it												
Plural	they												
13	Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a	The children played hide and seek, and the teachers watched them. Object pronouns replace nouns or noun phrases acting as the object in the second main clause. They are written in 3rd person as follows: <table><tr><td>Personal Pronouns</td></tr><tr><td>Object form</td></tr></table>	Personal Pronouns	Object form	Circle the pronoun and draw arrows to the replaced noun. The captain threw the balls, and the newest team member caught them.								
Personal Pronouns													
Object form													

	compound sentence	<table><tr><td rowspan="3">Singular</td><td>him</td></tr><tr><td>her</td></tr><tr><td>it</td></tr><tr><td>Plural</td><td>them</td></tr></table>	Singular	him	her	it	Plural	them	
Singular	him								
	her								
	it								
Plural	them								
14	Identify and write a prepositional phrase within a compound sentence	<i>The children played hide and seek in the playground, and the children enjoyed the game.</i> Prepositional phrases show the relationship between nouns and/or pronouns in a sentence. A prepositional phrase can function as an adjective or adverb. As an adjective, the prepositional phrase will answer the question ‘Which one?’ For example: ‘The book <u>on the bathroom floor</u> is ruined from the steam.’ As an adverb, a prepositional phrase will answer questions such as ‘How? Why? When? Or Where?’ For example: ‘Josh begged his friends for a pencil <u>before class</u>.’ The prepositional phrase can be written after either main clause in the compound sentence.	Use the picture to rewrite the sentence below so it includes a prepositional phrase.  <i>The driver turned off the engine, and she parked the car.</i> <i>The driver turned off the engine, and she parked the car under the bridge.</i>						
15	Identify and write a prepositional phrase that begins a	<i>In the playground, the children played hide and seek, and the children enjoyed the game.</i> A comma should be used after a prepositional phrase when the prepositional phrase starts the compound sentence.	Rewrite the sentence below so the prepositional phrase begins the sentence. <u>Do not</u> use additional words.						

	compound sentence		<i>The children wanted to play on Tuesday afternoon, but the weather was too stormy.</i> <i>On Tuesday afternoon, the children wanted to play, but the weather was too stormy.</i>
16	Identify and write compound sentences with the co-ordinating conjunction 'or'	<i>Did the boy push the girl, or did the girl push the boy?</i> Conjunctions are connecting words that link different parts of sentences. As a co-ordinating conjunction, 'or' is used to join alternatives to existing options. A comma is written before 'or' when it functions as a co-ordinating conjunction. N.B. Show 'or' in the context of the acronym FANBOYS. Focus on 'or' when teaching this knowledge step.	Use the picture to complete the compound sentence with 'or'. <i>Did the girl open the paint pots _____</i>  <i>Did the girl open the paint pots, or did the boy open the paint pots?</i>
17	Identify and write compound sentences with the co-ordinating conjunction 'so'	<i>The boy pushed the girl, so the girl fell into the swimming pool.</i> Conjunctions are connecting words that link different parts of sentences. As a co-ordinating conjunction, 'so' is used to join an effect to a cause. A comma is written before 'so' when it functions as a co-ordinating conjunction.	Use the picture to complete the compound sentence with 'so'. <i>The woman felt tired _____</i> 

		N.B. 'So' as a co-ordinating conjunction is distinct from 'so that' as a subordinating conjunction. Show 'so' in the context of the acronym FANBOYS. Focus on 'so' when teaching this knowledge step.	<i>The woman felt tired, so she yawned loudly.</i>
18	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so')	<i>The phone rang in the hallway. Did the boy hear the phone, or did the girl hear the phone? The boy heard the phone, so the boy answered the call.</i> Varying sentence types alters the rhythm for the reader. Varying sentence types reduces monotonous repetition and allows writers to add emphasis. N.B. Specify the order of simple and compound sentences when first introducing this knowledge step.	Rewrite the paragraph below by combining two pairs of simple sentences using 'or' and 'so'. <i>Food covered the kitchen floor. Did the parent spill the cereal? Did the children spill the cereal? The children spilt the cereal. They cleaned up the mess.</i> <i>Food covered the kitchen floor. Did the parent spill the cereal, or did the children spill the cereal? The children spilt the cereal, so they cleaned up the mess.</i>
19	Use of present perfect instead of simple past	<i>He <u>has gone</u> out to play.</i> <i>They <u>have lived</u> in that house for years.</i> <i>I <u>have been</u> a teacher since 2019.</i> The present perfect tense is used to talk about the past when there is a connection to the present i.e. actions that started in the past and continue into the present. This is different to the simple past tense where the action is completed: <u>She played</u> tennis for ten years. (simple past - action is completed) <u>She has played</u> tennis for ten years. (present perfect - action occurred in the past and continues in the present). The present perfect tense is formed by using 'has' or 'have' + past participle of the verb..	Put the verb in brackets into the present perfect tense: He (eat) all his dinner. <i>He has eaten all his dinner.</i>

20	Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences	<i>The children played hide and seek very quietly, and the children enjoyed the game.</i> <i>The children played hide and seek every afternoon, and the children enjoyed the game.</i> <i>The children played hide and seek over there, and the children enjoyed the game.</i> When an adverb consists of more than one word, it is an adverbial phrase. An adverbial phrase gives additional information about how (manner), when (time) or where (place). The adverbial phrase can be written after either main clause in the compound sentence.	Use the picture to rewrite the sentence below so it ends with an adverb for ‘manner’. <i>The man faced the woman, and sang into the microphone.</i>  <i>The man faced the woman, and sang very loudly into the microphone.</i>								
21	Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences	<i>Very quietly, the children played hide and seek, and the children enjoyed the game.</i> <i>Every afternoon, the children played hide and seek, and the children enjoyed the game.</i> <i>Over there, the children played hide and seek, and the children enjoyed the game.</i> A comma should be used after an adverbial phrase when the adverbial phrase starts the compound sentence.	Rewrite the sentence below so the adverbial phrase begins the sentence. Do not use additional words. <i>The boy studied every afternoon, so he passed the test.</i> <i>Every afternoon, the boy studied, so he passed the test.</i>								
22	Identify and write apostrophes for singular possession	<i>The student’s pencils were red.</i> <table border="1"><thead><tr><th>Rule</th><th>Example</th></tr></thead><tbody><tr><td>To show possession with a singular noun, write an apostrophe and the letter s.</td><td><i>The tiger’s claws were sharp.</i></td></tr><tr><td>To show possession with a common singular noun which ends in s, write the apostrophe after the s.</td><td><i>The bus’s wheels were huge.</i></td></tr><tr><td>To show possession with a singular proper noun which ends in s, write the apostrophe after the s.</td><td><i>Have you read Charles Dickens’ novels?</i></td></tr></tbody></table>	Rule	Example	To show possession with a singular noun, write an apostrophe and the letter s.	<i>The tiger’s claws were sharp.</i>	To show possession with a common singular noun which ends in s, write the apostrophe after the s.	<i>The bus’s wheels were huge.</i>	To show possession with a singular proper noun which ends in s, write the apostrophe after the s.	<i>Have you read Charles Dickens’ novels?</i>	Insert an apostrophe in the correct place in the sentence below. <i>Amir’s parents are both dentists.</i>
Rule	Example										
To show possession with a singular noun, write an apostrophe and the letter s.	<i>The tiger’s claws were sharp.</i>										
To show possession with a common singular noun which ends in s, write the apostrophe after the s.	<i>The bus’s wheels were huge.</i>										
To show possession with a singular proper noun which ends in s, write the apostrophe after the s.	<i>Have you read Charles Dickens’ novels?</i>										

		N.B. Show examples of singular nouns owning both singular and plural nouns.							
23	Identify and write apostrophes for plural possession	<i>The students' pencils were red.</i> <table><tr><th>Rule</th><th>Example</th></tr><tr><td>To show possession with a plural noun, when the word ends with an s, write an apostrophe after the s.</td><td><i>I read out the pupils' scores.</i></td></tr><tr><td>To show possession with a plural noun, when the word does not end with an s, write an apostrophe before the s.</td><td><i>The children's PE kits were clean.</i></td></tr></table> N.B. Show examples of plural nouns owning both singular and plural nouns.	Rule	Example	To show possession with a plural noun, when the word ends with an s, write an apostrophe after the s.	<i>I read out the pupils' scores.</i>	To show possession with a plural noun, when the word does not end with an s, write an apostrophe before the s.	<i>The children's PE kits were clean.</i>	Which sentence uses an apostrophe correctly? Tick one. Pupils hat's should be hung on the pegs. ☐ Pupils hats' should be hung on the pegs. ☐ Pupil's hats should be hung on the pegs. ☐ Pupils' hats should be hung on the pegs. ☒
Rule	Example								
To show possession with a plural noun, when the word ends with an s, write an apostrophe after the s.	<i>I read out the pupils' scores.</i>								
To show possession with a plural noun, when the word does not end with an s, write an apostrophe before the s.	<i>The children's PE kits were clean.</i>								
24	Use standard English forms for verb inflections instead of local spoken forms	<i>I did my homework last night. (rather than 'I done')</i> <i>We were watching TV until 7pm. (rather than 'We was')</i> Standard English follows the grammatical rules of English with the correct use of verb tenses and pronouns. It is often used in formal situations such as writing an official letter. Non-Standard English follows most of the grammatical rules but also includes slang and/or words particular to where we live. It is generally used in informal settings such as chatting to friends.	Re-write the sentences in Standard English. I looked for my glasses but they wasn't there. <i>I looked for my glasses but they weren't there.</i> I done really well in my test. <i>I did really well in my test.</i> James and Anais was eating their sandwiches. <i>James and Anais were eating their sandwiches.</i>						

25

Convert spoken word into direct speech (statement) followed by a reporting clause

"The boy was tall," said the teacher.

Direct Speech

Reporting Clause

Inverted commas are written in pairs, and they surround spoken words. Inverted commas cannot be closed without a punctuation mark.

Reporting clauses indicates who has spoken (subject) and how they have uttered the speech (verb).

When direct speech precedes the reporting clause:

- statements written as direct speech end with a comma before the closing inverted comma
- statements written as direct speech begin with a capital letter
- reporting clauses begin with a lower case letter unless they begin with a proper noun. For example, "I carried this puppy for miles," Harry whispered.
- reporting clauses end with a stop mark
- subject and verbs in the reporting clause can be written in either order. For example, "I carried this puppy for miles," Harry whispered / whispered Harry.

N.B. Reporting clauses can precede direct speech. This will be covered in Year 4.

N.B. Reporting clauses can be embedded in direct speech. This will be covered in year 5.

Rewrite the picture as direct speech followed by a reporting clause.



"I carried this puppy for miles," said the pony.

26	Convert spoken word into direct speech (question and exclamation) followed by a reporting clause	“ Was the boy tall? ” asked the teacher. Direct Speech Reporting Clause “ What a tall boy he was! ” exclaimed the teacher. When direct speech precedes the reporting clause: • questions written as direct speech end with a question mark before the closing inverted comma • exclamations written as direct speech end with an exclamation mark before the closing inverted comma • verbs in the reporting clause must match the punctuation before the closing inverted comma. For example, the verb ‘asked’ matches the question mark in the sentence: “ Where are my trainers? ” asked Danny. • multiple statements or statements written in combination with questions and/or exclamations only require one pair of inverted commas. For example, “ Where are my trainers? I need them now, ” asked Danny. N.B. Use a range of synonyms for ‘asked’ in example sentences. For example, ‘questioned’ and ‘queried’.	Rewrite the picture as direct speech followed by a reporting clause.  <i>“Where is our owner today?” asked the puppy.</i>
----	--	---	--

--	--	--	--