By Year 3 English Knowledge Progression

<table>
<tr><th colspan="4">YEAR 3</th></tr>
<tr><th>Step</th><th>Knowledge</th><th>Exemplification</th><th>Assessment</th></tr>
<tr><td>1</td><td>Distinguish between statements and exclamations</td><td>The boy was tall
What a tall boy [he was]

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.</td><td>Rewrite the passage below with the correct punctuation. <u>Do not</u> use additional words.

how dare you talk this is a library

How dare you talk! This is a library.</td></tr>
<tr><td>2</td><td>Identify and write exclamations</td><td>What a tall boy [he was]!

Exclamations begin with ‘what’ or ‘how’ and end with an exclamation mark.

<table>
<tr><th>What</th><th>Noun phrase</th><th>Subject</th><th>Verb</th></tr>
<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>
</table>
</td><td>Using ‘what’ to rewrite the fragment below into an exclamation.

warm weather

What warm weather it is!</td></tr>
<tr><td>3</td><td>Identify and write adverbs that modify adjectives</td><td>The incredibly tall boy ran.
⌊_____⌋
Expanded Noun Phrase

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.</td><td>Use the picture to rewrite the sentence below by expanding the noun phrase with one adverb followed by one adjective.

The car drove outside.

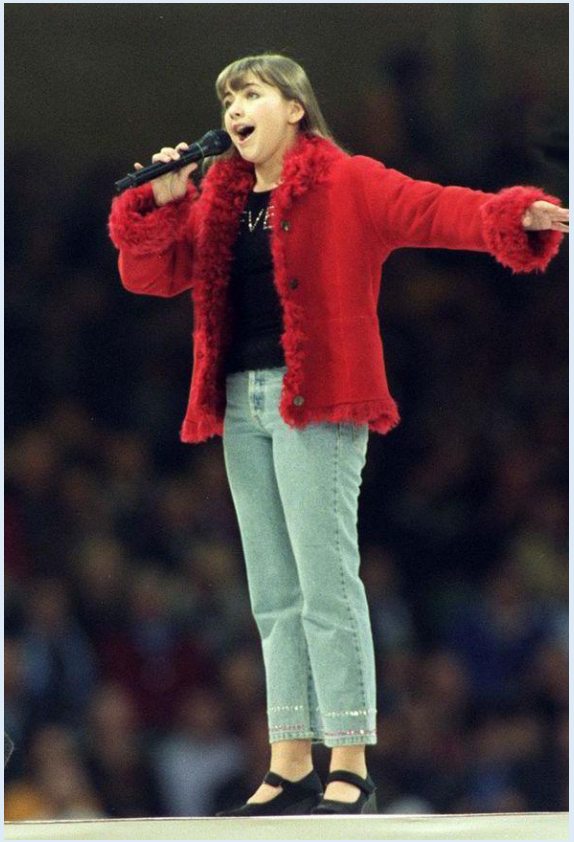
The very fast car drove outside.</td></tr>
</table>

Writing Outcome A

One paragraph character description based on a picture prompt. The character description must be comprised of:

1. a minimum of five simple sentences
2. a minimum of one exclamatory sentence
3. a minimum of two sentences including expanded noun phrases in which the adjectives are modified by adverbs across

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Past

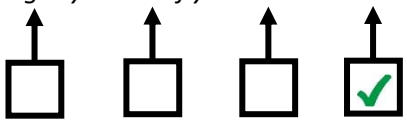


The unusually tall girl towered over the microphone. She took a deep breath. The audience leaned forwards in their seats. Moments later, her incredibly loud voice filled the hall. How beautifully she sang!

<table>
<tr>
<td>4</td>
<td>Identify and write adverbs of place within a simple sentence</td>
<td>The children played hide and seek outside.

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 where 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>.’</td>
<td>Which box shows the adverb in the sentence below? Tick one.

The sprightly butterfly looked around.
  </td>
</tr>
<tr>
<td>5</td>
<td>Identify and write adverbial phrases of manner, time and place within simple sentences</td>
<td>The children played hide and seek very quietly.

The children played hide and seek every afternoon.

The children played hide and seek over there.

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).</td>
<td>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><td>Morning</td><td>English</td><td>English</td><td>English</td><td>English</td><td>English</td></tr><tr><td>Afternoon</td><td>Maths</td><td>History</td><td>Music</td><td>Geography</td><td>P.E</td></tr></table>
We study English every morning.</td>
</tr>
<tr>
<td>6</td>
<td>Identify and write adverbial phrases of time, place and manner that begin simple sentences</td>
<td>Very quietly, the children played hide and seek.

Every afternoon, the children played hide and seek.

Over there, the children played hide and seek.

A comma should be used after an adverbial phrase when the adverbial phrase starts the sentence.</td>
<td>Rewrite the sentence below so the adverbial phrase begins the sentence. <u>Do not</u> use additional words.

I parked the car very carefully.

Very carefully, I parked the car.</td>
</tr>
<tr>
<td colspan="2">Writing Outcome B</td>
<td colspan="2">One paragraph setting description based on a picture prompt. The setting description must be comprised of:
1. a minimum of six simple sentences
2. a minimum of two sentences that include adverbial phrases

<table><tr><th>Purpose</th><th>Narrative Perspective</th><th>Tense</th></tr><tr><td>To Entertain</td><td>3rd Person</td><td>Past</td></tr></table></td>
</tr>
</table>

		  Every morning, the sun beat down on the rocks. Wild winds whipped the sand into a frenzy. Cacti reached skyward. The few animals here were incredibly thirsty. They never left the rocks during the day. Each night, they roamed the dessert floor.	
7	Identify and write compound sentences with the co-ordinating conjunction 'and'	*The children played hide and seek**, and** the children enjoyed the game.* 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. N.B. Show 'and' in the context of the acronym FANBOYS. Focus on 'and' when teaching this knowledge step.	Use the picture to complete the compound sentence with 'and'. *The football player kicked the ball* _____ *The football player kicked the ball, and the ball hit the back of the net.*

8	Identify and write compound sentences with the co-ordinating conjunction 'but'	*The children played hide and seek**, but** the children disliked the game.* 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'. *Isha was very hungry* _____ *Isha was very hungry, but the fridge was empty.*
9	Identify and write compound sentences with the co-ordinating conjunction 'yet'	*The children didn't know the rules for hide and seek**, yet** the children played the game.* 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. N.B. Show 'yet' in the context of the acronym FANBOYS. Focus on 'yet' when teaching this knowledge step.	Use the picture to complete the compound sentence with 'yet'. *The driveway was empty* _____ *The driveway was empty, yet the car crashed into the garage.*

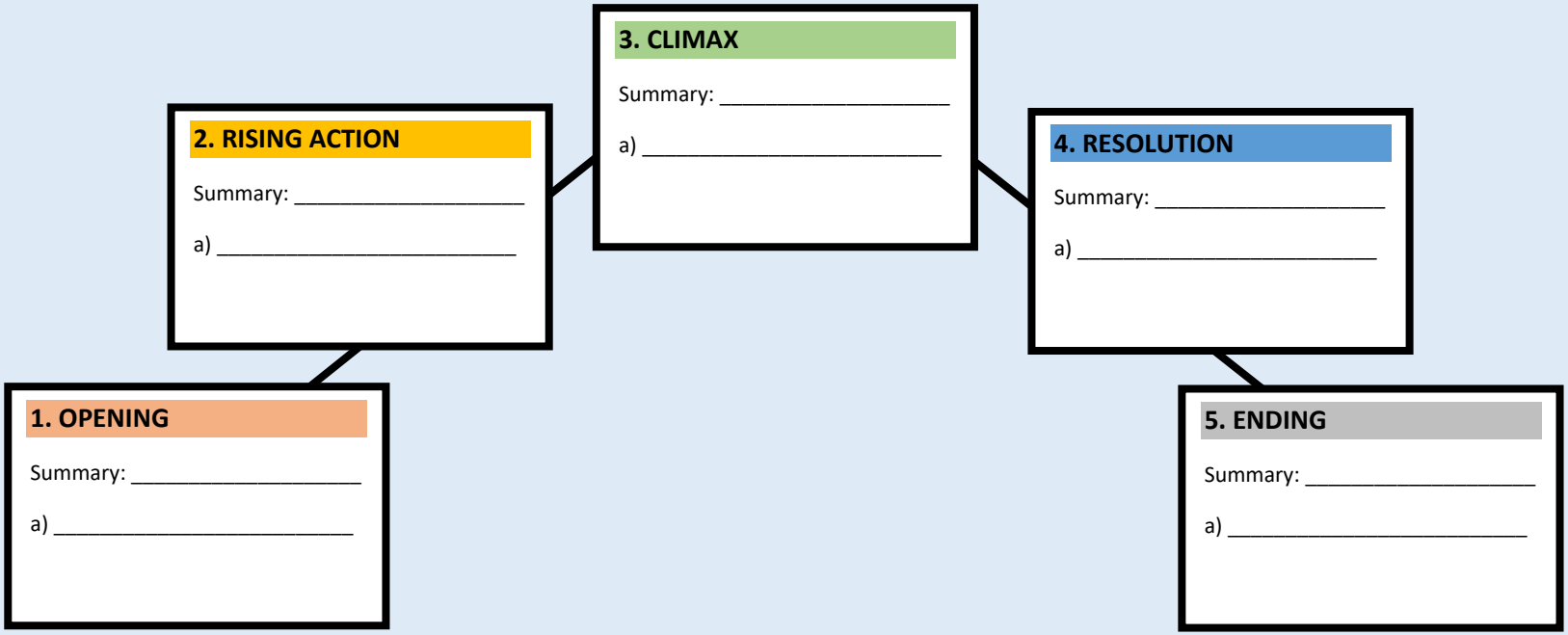
10	Distinguish between simple and compound sentences	***The children played hide and seek and enjoyed the game.*** *Subject* *Predicate* *Conjunction* *Predicate* *Main Clause* ***The children played hide and seek, and the children enjoyed the game.*** *Subject* *Predicate* *Co-ordinating Conjunction* *Subject* *Predicate* *Main Clause* *Main Clause* 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. *Sam ate the fish and chips and licked his lips.* *Sam ate the fish and chips, and Sam licked his lips.*
11	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and' and 'but')	***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.*** 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 'and' and 'but'. *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.*

Writing Outcome C

Five-plot-point narrative recount that includes a minimum of four compound sentences across the outcome. The recount must be comprised of:

1. Opening – two sentences
2. Rising Action – two sentences
3. Climax – two sentences
4. Resolution – two sentences
5. Ending – two sentences

Purpose	Narrative Perspective	Tense
To Entertain	1st Person	Past



I arrived to school at 9AM on Friday morning, but this was no ordinary Friday morning. It was both the day of our school trip and Friday 13th. What could possibly go wrong? I boarded the bus with my class. A few minutes into the journey, we heard a loud bang. The class screamed, and the bus stopped suddenly. Miss Brown marched off of the bus, and we heard the sound of metal against metal. Soon after, she boarded the bus again, and she switched on the engine. The bus roared back to life. That was the day I learnt my teacher was a hero.

<table>
<tr>
<td>12</td>
<td>Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence</td>
<td>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><th></th><th>Personal Pronouns</th></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>
</td>
<td>Circle the pronoun and draw arrows to the replaced noun.

Fred passed to Susan, and she scored a goal.</td>
</tr>
<tr>
<td>13</td>
<td>Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence</td>
<td>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><th></th><th>Personal Pronouns</th></tr>
<tr><td></td><td>Object form</td></tr>
<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>
</td>
<td>Circle the pronoun and draw arrows to the replaced noun.

The captain threw the balls, and the newest team member caught them.</td>
</tr>
</table>

14	Identify and write a prepositional phrase within a compound sentence	*The children played hide and seek **in the playground**, and the children enjoyed the game.* 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. *The driver turned off the engine, and she parked the car.* *The driver turned off the engine, and she parked the car under the bridge.*
15	Identify and write a prepositional phrase that begins a compound sentence	***In the playground,** the children played hide and seek, and the children enjoyed the game.* 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. *The children wanted to play on Tuesday afternoon, but the weather was too stormy.* *On Tuesday afternoon, the children wanted to play, but the weather was too stormy.*

Writing Outcome D

One expositional paragraph taken from a non-chronological report. The expositional paragraph must include:

1. a topic sentence
2. a minimum of three supporting detail sentences
3. a minimum of two compound sentences with prepositional phrases

Purpose	Narrative Perspective	Tense
To Inform	3rd Person	Past

SPO

Topic Sentence: _____

_____

1. _____
2. _____
3. _____

During the Neolithic period, humans constructed houses from stone, and these houses provided shelter from the weather. The houses were usually round, and they were built into mounds of rubbish known as midden. Midden could include small stones, shells, mud and animal bones. Inside the houses, humans made beds with straw, but none of these beds remain today.

16	Identify and write compound sentences with the co-ordinating conjunction ‘or’	*Did the boy push the girl**, or** did the girl push the boy?* 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’. *Did the girl open the paint pots* _____ *Did the girl open the paint pots, or did the boy open the paint pots?*
17	Identify and write compound sentences with the co-ordinating conjunction ‘so’	*The boy pushed the girl**, so** the girl fell into the swimming pool.* 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. 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.	Use the picture to complete the compound sentence with ‘so’. *The woman felt tired* _____ *The woman felt tired, so she yawned loudly.*

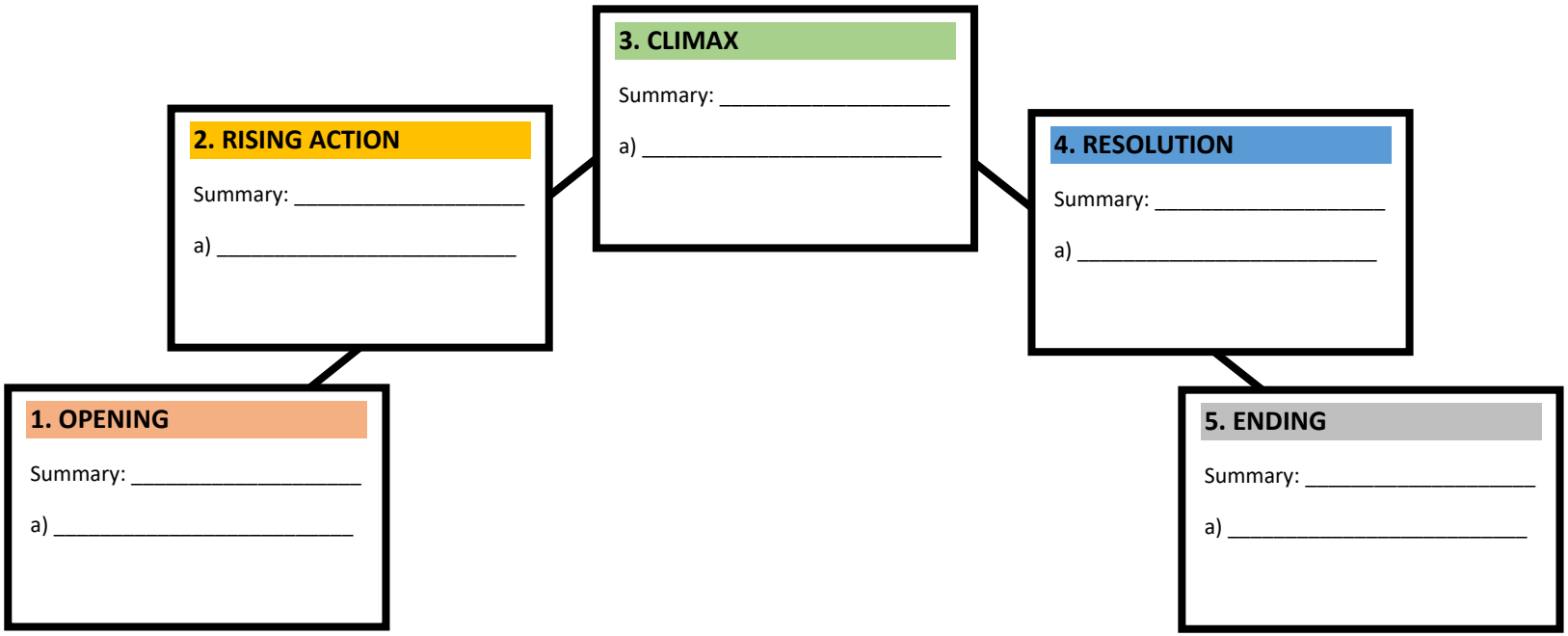
18	Identify and write a combination of simple and compound sentences (joined with the conjunctions ‘or’ and ‘so’)	***The phone rang in the hallway. Did the boy hear the phone, or did the girl hear the phone? The boy heard the phone, so the boy answered the call.*** Varying sentence types alters the rhythm 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’. *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.* *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.*
19	Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences	*The children played hide and seek **very quietly**, and the children enjoyed the game.* *The children played hide and seek **every afternoon**, and the children enjoyed the game.* *The children played hide and seek **over there**, and the children enjoyed the game.* 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’. *The man faced the woman, and sang into the microphone.* *The man faced the woman, and he sang very loudly into the microphone.*
20	Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences	***Very quietly,** the children played hide and seek, and the children enjoyed the game.* ***Every afternoon,** the children played hide and seek, and the children enjoyed the game.* ***Over there,** the children played hide and seek, and the children enjoyed the game.* 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. *The boy studied every afternoon, so he passed the test.* *Every afternoon, the boy studied, so he passed the test.*

Writing Outcome E

Five-plot-point narrative recount that includes a minimum of four compound sentences across the outcome. The recount must be comprised of:

1. Opening – two sentences
2. Rising Action – two sentences
3. Climax – two sentences
4. Resolution – two sentences
5. Ending – two sentences

Purpose	Narrative Perspective	Tense
To Entertain	1st Person	Past



I wanted to escape danger, so I very quietly climbed inside an apple barrel. The smell of rotting fruit choked me. Outside, I heard muffled sounds. Was it just a stranger's voice, or was it the voice of Long John Silver? It was Long John Silver alright, and he revealed a terrible plot. I cried out in shock, and everything suddenly went silent. Then Silver's heavy footsteps headed towards me. I couldn't let him catch me. I quickly rolled an apple through a crack in the barrel, so it hit the opposite wall. The footsteps changed direction, and I was safe once again.

21 Identify and write apostrophes for singular possession

*The **student's** pencils were red.*

Rule	*Example*
To show possession with a singular noun, write an apostrophe and the letter *s.*	*The **tiger's** claws were sharp.*
To show possession with a common singular noun which ends in s, write the apostrophe after the s.	*The **bus's** wheels were huge.*
To show possession with a singular proper noun which ends in s, write the apostrophe after the s.	*Have you read **Charles Dickens'** novels?*

N.B. Show examples of singular nouns owning both singular and plural nouns.

Insert an apostrophe in the correct place in the sentence below.

Amira's parents are both dentists.

22 Identify and write apostrophes for plural possession

*The **students'** pencils were red.*

Rule	*Example*
To show possession with a plural noun, when the word ends with an s, write an apostrophe after the *s.*	*I read out the **pupils'** scores.*
To show possession with a plural noun, when the word does not end with an s, write an apostrophe before the s.	*The **children's** PE kits were clean.*

N.B. Show examples of plural nouns owning both singular and plural nouns.

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.	✓

23 Convert spoken word into direct

" The boy was tall, " said the teacher.

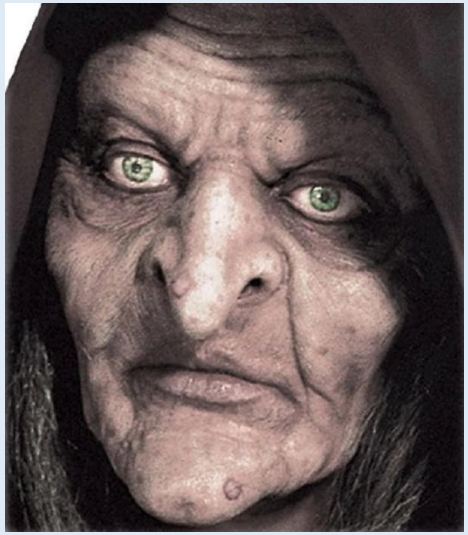
Rewrite the picture as direct speech followed by a reporting clause.

	speech (statement) followed by a reporting clause	*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.	***I carried this puppy for miles.*** *" I carried this puppy for miles, " said the pony.*
24	Convert spoken word	**" Was the boy tall? " asked the teacher.**	Rewrite the picture as direct speech followed by a reporting clause.

	into direct speech (question and exclamation) followed by a reporting clause	*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’.	 *“ Where is our owner today? ” asked the puppy.*
Writing Outcome F		One paragraph character description based on a picture prompt. The character description must be comprised of: 1. a minimum of six sentences (both simple and compound)	

2. a minimum of one possessive apostrophe (either singular or plural possession)
3. a minimum of one piece of direct speech

Purpose	Narrative Perspective	Tense
To Entertain	3rd Person	Past



Mrs Offal was a small, skinny hag. Yesterday's breakfast clung to her apron, and tea stains completely covered her trousers. She never smiled. "What are you looking at?" she said to the children. Spit landed everywhere, but Mrs Offal didn't care. She hadn't cared about anyone else for years.