**Prior learning to be revised from year 1 and 2. (Year 2 only written below)**

**Word Structure**

Formation of nouns using suffixes, such as –ness, -er.

Formation of adjectives using suffixes, such as -ful, -less.

Use the suffix –er, -est to form comparisons of adjectives and adverbs.

**Sentence Structure**

Use subordination (when, if that, because).

Use coordination (and, but, or).

Expanded noun phrases for description and specification (e.g the blue butterfly, the man in the moon).

Sentences with different forms; statement, command, question, exclamation.

**Text Structure**

The consistent use of present tense versus past tense throughout texts.

Use of continuous form of verbs in the present and past tense to mark actions in progress (e.g she is drumming; he is shouting).

**Punctuation**

Capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Commas to separate items in lists.

Apostrophes to mark contracted forms in spellings.

**Key Vocabulary**

verb, past tense, present tense, adjective, noun suffix, apostrophe, comma

**Key vocabulary**

pronoun, possessive, adverbial, conjunctions, adverbs, prepositions, apostrophes, inverted commas.

**Sentence structure**

Expressing time and cause using **conjunctions** (when, before, after, while because), **adverbs** (then, next soon, so), **or prepositions** (before, after, after, during, in, because of).

Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition.

Fronted adverbials.

**Word Structure**

Formation of nouns using a range of prefixes such as, super-, anti-, auto-.

Use of determiners (a, an) depending on whether the next word begins with a consonant or vowel (a rock, an owl).

Word families based on common words.

The grammatical difference between plural and possessive –s.

YEAR 3 SPAG KNOWLEDGE ORGANISER

**Text Structure**

Introduction to paragraphs as a way to group related material.

Headings and subheadings to aid presentation.

Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said. )

**Punctuation**

Introduction of inverted commas to punctuate direct speech.

Use of apostrophes to mark singular and plural possession (e.g. the girl’s name…the boy’s boots).

Use of commas after fronted adverbials.