



# Year 3

	Sentence Type	Example	Rule	Link to National Curriculum
	<b>BOYS Sentences</b>	<p>He was a friendly man most of the time, <b>but</b> he could become nasty.</p> <p>He could be really friendly <b>or</b> he could be really miserable.</p> <p>It was a beautiful morning for a walk <b>so</b> he set off quite happily.</p>	<ul style="list-style-type: none"> <li>- A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective.</li> </ul>	<ul style="list-style-type: none"> <li>- using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2)</li> <li>- Expressing time, place and cause using <b>conjunctions</b>, adverbs or prepositions (p. 76) (English Appendix 2)</li> <li>-</li> </ul>
	<b>As -ly</b>	<p><b>As</b> the rain came down <b>heavily</b>, the children ran for shelter.</p> <p><b>As</b> the wind screamed <b>wildly</b>, the lost giant lumbered along the path.</p> <p><b>As</b> the water heats up <b>quickly</b>, a change of state happens called 'evaporation'.</p>	<ul style="list-style-type: none"> <li>- The first part of the sentence opens with an action description which starts with the word <b>As...</b> and ends with an adverb.</li> <li>- The second part of the sentence is a description of a related, and often consequential, action.</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing time, place and cause using conjunctions, <b>adverbs</b> or prepositions (p. 76) (English Appendix 2)</li> <li>- Terminology for pupils: subordinate clause (English Appendix 2)</li> <li>-</li> </ul>
	<b>__ing, __ed.</b>	<p><b>Walking</b> in the bush, she <b>stopped</b> at the sight of a crocodile facing her.</p> <p><b>Running</b> near the beach, he <b>halted</b> as the ground gave way.</p> <p><b>Jumping</b> quickly through the air, she <b>landed</b> on her feet before sprinting away</p>	<ul style="list-style-type: none"> <li>- The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action.</li> <li>- Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain <b>where</b> the action is happening.</li> </ul>	<ul style="list-style-type: none"> <li>- Terminology for pupils: subordinate clause (English Appendix 2)</li> <li>- Using conjunctions, adverbs and <b>prepositions</b> to express time and cause. p.40 (English Appendix 2)</li> </ul>
	<b>Doubly -ly ending</b>	<p>He swam <b>slowly</b> and <b>falteringly</b>.</p> <p>He rode <b>determinedly</b> and <b>swiftly</b>.</p> <p>He laughed <b>loudly</b> and <b>heartily</b>.</p> <p>He tiptoed <b>quietly</b> and <b>carefully</b>.</p>	<ul style="list-style-type: none"> <li>- The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.</li> </ul>	<ul style="list-style-type: none"> <li>- Expressing time, place and cause using conjunctions, <b>adverbs</b> or prepositions (p. 76) (English Appendix 2)</li> </ul>