Chapter 1

Pronouns

Introduction

This chapter focuses on pronouns and the role they perform in substituting for nouns. After revising the meaning and use of nouns, the activities introduce and look at different pronouns, considering the 'person' they represent and how they develop clarity and cohesion in texts and writing. Throughout the chapter there is an emphasis on exploring these grammatical features in real contexts – such as texts, comics and conversations. For further practice, please see the 'Pronouns' section of the Year 3 workbook.

In this chapter

Nouns page 12	To revisit nouns.
Pronouns page 16	To recognise and identify pronouns.
Pronouns take their place page 20	To choose pronouns appropriately.
Pronouns in text page 24	To investigate the use of pronouns.
Pronouns in writing page 28	To extend the use of pronouns in writing.

Poster notes

Pronouns (page 10)
This poster presents the various words that can function as personal pronouns. They are organised into rows of singular and plural pronouns. The poster provides an opportunity for children to think of sentences where they would use particular pronouns.

Person (page 11)
The same pronouns are organised into the first, second and third person. Use the poster to help children appreciate the use of different 'persons' in writing.

● First-person pronouns: identify with the speaker or writer, either alone ('I swam', 'my lunch') or as part of a group ('we swam', 'our house').

● Second-person pronouns: identify with the one being addressed in speech or writing ('you must remember', 'your bike').

● Third-person pronouns: identify with a third party or thing who is neither the one addressing nor the one addressed ('her book', 'he shouted').

Vocabulary

Children should already know:
noun
In Year 3 children need to know:
pronoun

Pronouns
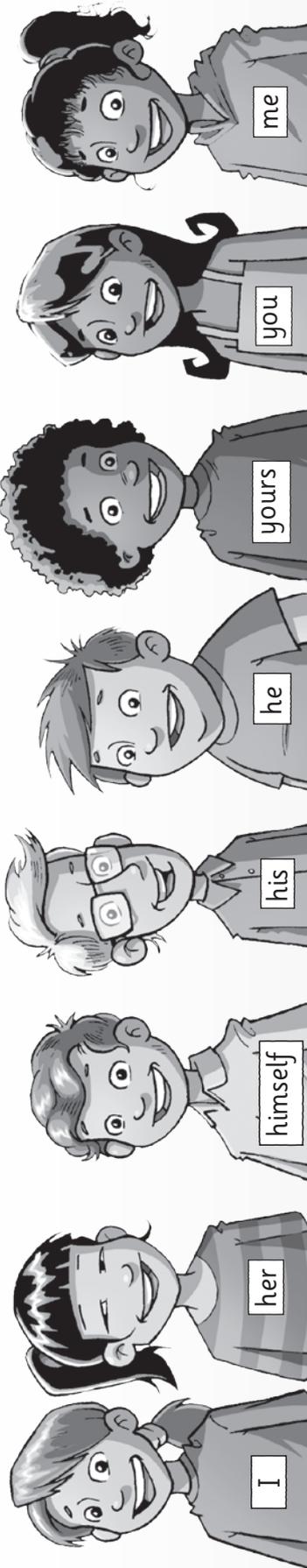
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
we	us	our	ours	ourselves
they	them	their	theirs	themselves

Nouns

Objective

To revisit nouns.

Background knowledge

Nouns are words that name concrete things or abstract thoughts and feelings. This class of words includes all words that can act as subjects in a sentence, so if a word can follow the articles 'a', 'an' or 'the' in a sentence then it is a noun. This means that words like 'walk', which would commonly be classed as a verb, can be classed as a noun in a sentence like *We are going for a walk.* The verb here is 'going', because that is the action 'we' are taking. Nouns can often be detected by the way they can be turned from singular to plural and vice versa. In this example 'we' could go for a number of 'walks': *We are going for a few walks.* Although the plurals made may seem odd, the pluralisation rule acts as another useful test for most nouns, excluding irregular plurals such as 'mice' and non-countable nouns such as 'sugar'.

Activities

● **Photocopiable page 13 'Is this a noun?'**
In applying the 'a', 'an' or 'the' test, children can be asked to think of a context in which a construction can work. It is difficult to think of an example in which we would say 'a soft' but we can imagine talking about 'a jump' in a context like *She did a brilliant jump.* This helps us to determine which of these two words could be used as a noun.

● **Photocopiable page 14 'Finding nouns'**
As children swap the nouns around in this activity, they will need to check that the sentences they make include consistent uses of single and plural nouns, as well as punctuation.

● **Photocopiable page 15 'Missing words'**
In each of the sentences on the photocopiable sheet there is a range of nouns that could be used to fill the spaces. Children can work in twos and threes to come up with a list of possibilities for each of the spaces. They can then think about how some of their chosen alternatives could be used in a short story idea, which they can plan together.

Further ideas

● **Headlines:** Look at the headlines of newspaper stories. Ask the children to find words that are used as nouns in the headlines but could be used as verbs in a different sentence, for example: *Talks crumble in union row.* They can cut out the words and create the new sentence around them.

● **Dictionary nouns:** Taking any page in the dictionary, ask the children to go through the words listed, testing them to see if they could be used as nouns.

● **Jumble sentences:** Ask the children to take several sentences from a story and jumble the nouns around to make a nonsensical opening.

Digital content

On the digital component you will find:
● Printable versions of all three photocopiable pages.
● Answers to 'Is this a noun?'.
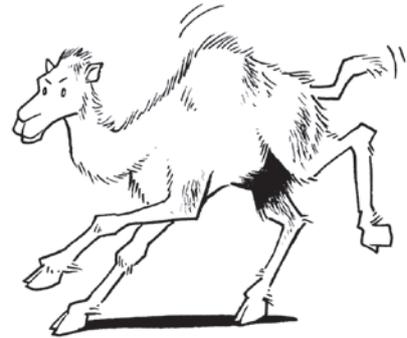● Interactive version of 'Is this a noun?'.

Name:

Missing pronouns

■ Look at the gaps in the sentences below. Find a word below that fits in each gap.

hers   mine   we
you   yourself   him   they
I   us   she   he   our   it
they   herself   them   yours

The animals were at a party. _____ were bored. Monkey wanted

to cheer _____ up. She found a tree stump and jumped on

_____ .

    She shouted to the animals "Hey _____ lot – look at me." She

did a funny dance. _____ bopped and jived. The animals laughed

so loudly   _____ gave themselves tummy aches. The camel was

not pleased. _____ was so jealous.

    When the monkey was finished he clambered onto the tree stump.

"If she can do it so can _____ ," he thought. He did a dance.

"I bet _____ is better than _____ ," he said to

_____ .
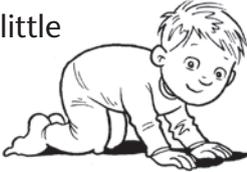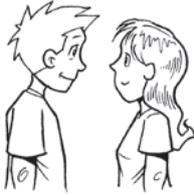
    The animals thought camel was awful. They shouted "_____ is

rubbish. What do you take _____ for? _____ don't

want any old dancing. Bring back _____ friend the monkey." They

sent _____ packing.

PHOTOCOPIABLE

Pronouns in writing

Autobiography planner

- Use this planner to make notes and plan a recount of your own life story.
- Remember to think of:
  - the events that will interest the readers
  - the characters who appeared in your story
  - things people said at the time.

Being born	My family
When I was very little	My first memories
Favourite day out	First day at school
Meeting someone special	Making friends