

Year 3

Vocabulary, Grammar and Punctuation

Skills	Objectives	What should be seen in the classroom?
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• using and punctuating direct speech (i.e. Inverted commas)</li> </ul>	<b>Grammatical Terminology</b>
		<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	<p>Ready to Write</p> <ul style="list-style-type: none"> <li>*Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]</li> </ul> <p>Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:</p> <ul style="list-style-type: none"> <li>• full stops</li> <li>• capital letters</li> <li>• exclamation marks</li> <li>• question marks</li> </ul> <ul style="list-style-type: none"> <li>* How the grammatical patterns in a sentence indicate its function as a question</li> <li>*How the grammatical patterns in a sentence indicate its function as a command</li> <li>* How the grammatical patterns in a sentence indicate its function as an exclamation</li> <li>* How the grammatical patterns in a sentence indicate its function as a statement</li> <li>* Co-ordination (using or, and, or but)</li> <li>*Subordination (using when, if, that,or, because)</li> <li>*Commas to separate items in a list</li> <li>*Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> <li>*Learn how to use the present and past tenses correctly and consistently including the progressive form</li> </ul>				<p>Determiners</p> <ul style="list-style-type: none"> <li>* Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> </ul> <p>* Terminology for pupils:</p> <ul style="list-style-type: none"> <li>• consonant</li> <li>• consonant letter</li> <li>• vowel</li> <li>• vowel letter</li> </ul>			<p>Conjunctions</p> <ul style="list-style-type: none"> <li>* Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>* Using conjunctions to express time and cause</li> <li>* Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</li> </ul> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>• conjunction</li> <li>• clause</li> <li>• subordinate clause</li> </ul>				Assessment
Spring	<p>Adverbs</p> <ul style="list-style-type: none"> <li>* Using adverbs to express time and cause</li> <li>* Express time, place and cause using adverbs [for example, then, next, soon, therefore]</li> </ul>			<p>Prepositions</p> <ul style="list-style-type: none"> <li>* Using prepositions to express time and cause</li> <li>* Express time, place and cause using prepositions [for example, before, after, during, in, because of]</li> </ul> <p>* Terminology for pupils:</p> <ul style="list-style-type: none"> <li>• preposition</li> </ul>			<p>Speech</p> <ul style="list-style-type: none"> <li>* Introduction to inverted commas to punctuate direct speech</li> </ul> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>• direct speech</li> <li>• inverted commas (or 'speech marks')</li> </ul>			<p>Tenses</p> <ul style="list-style-type: none"> <li>* Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>* Using the present perfect form of verbs in contrast to the past tense</li> </ul>		Assessment
Summer	<p>Nouns</p> <p>. This block will look at types of nouns including abstract nouns.</p>	<p>Paragraphs</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p>			<p>Word Families</p> <ul style="list-style-type: none"> <li>* Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul> <p>* Terminology for pupils:</p> <ul style="list-style-type: none"> <li>• word family</li> </ul>			<p>Prefixes</p> <ul style="list-style-type: none"> <li>* Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</li> </ul> <p>Spelling: Spell more prefixes</p> <ul style="list-style-type: none"> <li>* Terminology for pupils:</li> <li>• prefix</li> </ul>		Assessment		