

Year 3 Grammar, Punctuation and Spelling

Grammar Coverage					
Formation of nouns using prefixes: <i>auto- anti- super- under-</i>	Expressing time, place and cause, using prepositions: <i>before, after, during, in, because of</i>	Exaggerated language: <i>unbelievable, glorious, etc.</i>	To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”	Pronouns – To know the difference between the subject and object with the personal pronoun	Pronouns – Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>
Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)	Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age.</i> <i>The species has many unusual features for a feline.</i>	To make the plural for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i> Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i>	Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	Verbs – Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i>
Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs	Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Compound sentences with co-ordinating conjunctions: <i>and but or so for nor yet</i>	The difference between a phrase and a clause	Verbs – Past perfect: “had” + past participle
Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i>	Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i>	Complex sentences using subordinate conjunctions: <i>until although even if</i>	Pattern of three for persuasion: <i>Fun. Exciting. Adventerous!</i>	Homophones and their meanings: <i>bear – bare pear – pair</i>
Expressing time, place and cause using adverbs: <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		

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Spelling	Sentence/ grammar lessons
Word families	Inverted commas
Prefixes – <i>auto-, anti-, super-, under-</i>	Verbs – present perfect and past perfect
Conjunctions – <i>when, before, after, while, so, because</i>	Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)
Adverbs – <i>then, next, soon</i>	Pattern of three and exaggerated language for persuasion
Synonyms for verbs to create more powerful vocabulary	Complex sentences using: <i>until, although, even if</i> . The conjunction is found in the middle of the sentence.
Prepositions – <i>next, though, during, throughout</i>	Compound sentences using: <i>and, but, for, yet, nor, so, or</i>
Homophones	Difference between clause and phrase
Quantifiers	Difference between fewer and less. Fewer is used for count nouns (<i>few apples</i>) and less is used for non-count nouns (<i>less water</i>)
Plurals ending in “f” and “-fe”	Personal pronouns (subject and object) and where to use them in the sentence
Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”	Specific and technical vocabulary
Irregular past-tense verbs	Knowing when to use “a” and “an”
Possessive adjectives	Identify all the word classes of a simple sentence
Exaggerated language	Identify the subject of the sentence
Adverbs ending in “-ly”	Inverted commas
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	

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This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

This covers all the areas for the 2014 National Curriculum and more.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.