Year 3 grammar coverage

Grammar coverage					
Formation of nouns using **prefixes:** *auto-* *anti-* *super-* *under-*	Expressing time, place and cause, using **prepositions**: *before, after, during, in, because of* *Autumn 1 – fractured fairy tales* *Summer 1 - recount*	**Exaggerated language**: *unbelievable, glorious, etc.* *Autumn 2 – diary entry*	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 *Autumn 1 – fractured fairy tales*	**Pronouns –** Possessive adjectives *my, your, his, hers, its, ours, theirs* *Autumn 1 - fractured fairy tales*
Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h") Autumn 2 - discrete Spring 1 – discrete lesson	**Verbs –** Present perfect: **"has/have" + past participle** *She has gone to the shops.* instead of *She went to the shops.* *Spring 1 – newspaper report on Medusa*	Specific/technical vocabulary to add detail: ***Siamese** cats are a **variety** that can live to a great age. The **species** has many unusual **features** for a **feline**.* *Spring 1 – Non-chronological report on the Greek gods.*	To make the **plural** for nouns with a single vowel, ending in "f" or "-fe", change the "f" or "-fe" to "-ves": *wolf – wolves* Noun plurals with a double vowel, ending in "f", just add "s" to make the plural: *chief – chiefs*	**Quantifiers:** *enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several*	**Verbs –** Use irregular simple past-tense verbs *awake – awoke* *blow – blew* *Autumn 2 – diary entry (in terms of writing in the past tense, not discretely taught)*
Word families for meaning, word class and spelling: *solve, solution, solving, solved, solver, dissolved, soluble, insoluble*	**Powerful verbs**: Synonyms for verbs such as "said" or "go" to create more powerful verbs Covered during sessions for direct speech. Covered during Spring 1 – imperative verbs for persuasion.	**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. Autumn 1 – writing a newspaper article. Autumn 2 – writing a	**Compound sentences** with co-ordinating conjunctions: *and* *but* *or* *so* *for* *nor* *yet*	The difference between a phrase and a clause Autumn 2 – diary entry (subordinate conjunctions/clauses)	**Verbs –** Past perfect: **"had" + past participle**

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		conversation. Writing a newspaper article.			
Expressing time, place and cause using **conjunctions**: *when, before, after, while, so, because* Autumn 2 – diary entry (subordinate conjunctions/clauses) *Summer 1 - recount*	**Prepositions:** *next to, by the side of, in front of, during, though, throughout, because of* *Autumn 1 – fractured fairy tales*	Word families based on common words: *fear, feared, fearful, fears, fearfully*	**Complex sentences** using subordinate conjunctions: *until* *although* *even if* Autumn 2 – diary entry (subordinate conjunctions/clauses)	Pattern of three for **persuasion**: *Fun. Exciting. Adventerous!* *Spring 2 – predators Persuasive letter for Zoo*	Homophones and their meanings: *bear – bare* *pear – pair* *Autumn 1 – twinkl scheme* *Spring 2 – their, they're there discrete lesson due to gap*
Expressing time, place and cause using **adverbs***: then, next, soon* *Autumn 1 – fractured fairy tales*	Identifying all the word classes of a simple sentence	Use a **comma** after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly" Spring 1 – gods and mortals Adverbs with commas for non-chron.	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		

Spelling	**Sentence/ grammar lessons**
Word families Prefixes – *auto-, anti-, super-, under-* Conjunctions – *when, before, after, while, so, because* Adverbs – *then, next, soon* Synonyms for verbs to create more powerful vocabulary Prepositions – *next, though, during, throughout* Homophones Quantifiers	Inverted commas Verbs – present perfect and past perfect Fronted adverbial phrases – prepositional phrase, starting with an adverb ("-ly") Pattern of three and exaggerated language for persuasion Complex sentences using: *until, although, even if*. The conjunction is found in the middle of the sentence. Compound sentences using: *and, but, for, yet, nor, so, or* Difference between clause and phrase Difference between fewer and less. Fewer is used for count nouns (*few apples*) and less is used for

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Plurals ending in “f” and “-fe”	non-count nouns (*less water*)
Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”	Personal pronouns (subject and object) and where to use them in the sentence
Irregular past-tense verbs	Specific and technical vocabulary
Possessive adjectives	Knowing when to use “a” and “an”
Exaggerated language	Identify all the word classes of a simple sentence
Adverbs ending in “-ly”	Identify the subject of the sentence
It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Inverted commas

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.