

Year 3 grammar coverage

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. instead of She went to the shops.</i>	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.	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
ESSENTIAL SPELLING PROGRAMME – SEE SEPARATE SPELLING PATHWAY	<p>Inverted commas</p> <p>Verbs – present perfect and past perfect</p> <p>Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)</p> <p>Pattern of three and exaggerated language for persuasion</p> <p>Complex sentences using: <i>until, although, even if</i>. The conjunction is found in the middle of the sentence.</p> <p>Compound sentences using: <i>and, but, for, yet, nor, so, or</i></p> <p>Difference between clause and phrase</p> <p>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>)</p> <p>Personal pronouns (subject and object) and where to use them in the sentence</p> <p>Specific and technical vocabulary</p> <p>Knowing when to use “a” and “an”</p> <p>Identify all the word classes of a simple sentence</p> <p>Identify the subject of the sentence</p> <p>Inverted commas</p>