

Year 3 Grammar Coverage

| 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 | Multi-clause 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> | Multi-clause 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. | Possessive apostrophe |
| | Use a dictionary efficiently |

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Grammar coverage taken from National Curriculum

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| <p>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.</p> | <p>Homophones and their meanings: <i>bear – bare</i> <i>pear – pair</i></p> | <p>Exaggerated language: <i>unbelievable, glorious, etc.</i></p> | <p>To make the plural for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”</p> | <p>Pronouns – To know the difference between the subject and object with the personal pronoun</p> | <p>Pronouns – Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i></p> |
| <p>Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly”</p> | <p>Use a dictionary efficiently to check spellings</p> | <p>Expressing time, place and cause, using prepositions: <i>before, after, during, in, because of</i></p> | <p>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></p> <p>Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i></p> | <p>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.</p> | <p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p> |
| <p>Place a possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> | <p>Formation of nouns using the prefixes: <i>auto-</i> <i>anti-</i> <i>super-</i> <i>under-</i> and grow knowledge of suffixes and root words</p> | <p>Expressing time, place and cause using adverbs: <i>then, next, soon</i></p> | <p>Multi-clause sentences with coordinating conjunctions: <i>and</i> <i>but</i> <i>or</i> <i>so</i> <i>for</i> <i>nor</i> <i>yet</i></p> | <p>The difference between a phrase and a clause</p> | <p>Verbs – Past perfect: “had” + past participle</p> |
| <p>Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i></p> | <p>Prepositions: <i>next to, by the side of, in front of, during, though, throughout, because of</i></p> | <p>Expressing time, place and cause using conjunctions: <i>when, before, after, while, so, because</i></p> | <p>Multi-clause sentences using subordinate conjunctions: <i>until</i> <i>although</i> <i>even if</i></p> | <p>Pattern of three for persuasion: <i>Fun. Exciting. Adventurous!</i></p> | <p>Powerful verbs: Synonyms for verbs such as “said” or “go” to create more powerful verbs</p> |
| <p>Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p> | <p>Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i></p> | <p>Verbs – Use irregular simple past-tense verbs <i>awake – awoke</i> <i>blow – blew</i></p> | <p>Know that pronouns, nouns and proper nouns can all be the subject of a sentence</p> | <p>Identifying all the word classes of a simple sentence</p> | <p>Verbs – Present perfect: “has/have” + past participle <i>She has gone to the shops.</i> instead of <i>She went to the shops.</i></p> |