

## YEAR 3 SPELLING, GRAMMAR AND PUNCTUATION OVERVIEW

	Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1- 6 weeks	Spring 2 – 5 weeks	Summer 1 –7 weeks	Summer 2 – 6 ½
<b>Week 1</b> <b>2 day week</b>	<b>Punctuation:</b> Capital letter and full stop ( <i>revision year 2</i> )  Revision – what is a noun and verb? ( <i>year 2</i> )	<b>Spelling:</b> Formation of nouns using a range of prefixes (e.g. super anti auto)	<b>Spelling:</b> Revision - Adding ‘er’, ‘y’ and ‘est’ to words of one syllable ending in a single consonant letter after a single vowel letter ( <i>year 2</i> )	<b>Spelling:</b> What is a vowel? Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.	<b>Spelling:</b> Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i> )	<b>Spelling:</b> Formation of nouns using a range of prefixes (e.g. super anti auto)
		<b>Grammar:</b> To express time, place and cause using adverbs (e.g. then, next, soon, therefore)	<b>Grammar:</b> Revision - To introduce paragraphs as a way to group related material	<b>Grammar:</b> Revision - Past tense – adding ed to regular verbs ( <i>year 2</i> )	<b>Grammar:</b> Fronted adverbials ( <i>year 4</i> )	<b>Grammar:</b> Use of paragraphs to organise ideas around a theme ( <i>year 4</i> )
		<b>Punctuation:</b> Inverted commas to punctuate direct speech	<b>Punctuation:</b> Apostrophes - to mark plural possession ( <i>year 4</i> )	<b>Punctuation:</b> Revision – capital letters, full stops, question marks, explanation marks	<b>Punctuation:</b> Revision - Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “sit down!” ( <i>year 4</i> )	<b>Punctuation:</b> Revision - Apostrophes to mark where letters are missing ( <i>year 2</i> )
<b>Week 2</b>	<b>Spelling**:</b> Revision - Adding ‘es’ to nouns and verbs ending in ‘y’ ( <i>year 2</i> )	<b>Spelling:</b> Formation of nouns using a range of prefixes (e.g. super anti auto)	<b>Spelling:</b> Revision - The ‘or’ sound spelt ‘a’ before ‘l’ and ‘ll’ ( <i>year 2</i> )	<b>Spelling:</b> What is a consonant? Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.	<b>Spelling:</b> Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i> )	<b>Spelling:</b> Formation of nouns using a range of prefixes (e.g. super anti auto)
	<b>Grammar:</b> Revision – what is a noun phrase and an exclamation? ( <i>year 2</i> )	<b>Grammar:</b> To express time, place and cause using prepositions (e.g. before, after, during, in)	<b>Grammar:</b> To use headings and subheadings to aid presentation.	<b>Grammar:</b> What is a noun phrase?	<b>Grammar:</b> Fronted adverbials ( <i>year 4</i> )	<b>Grammar:</b> Use of paragraphs to organise ideas around a theme ( <i>year 4</i> )
	<b>Punctuation:</b> Commas between adjectives ( <i>revision year 2</i> )	<b>Punctuation:</b> Inverted commas to punctuate direct speech	<b>Punctuation:</b> Apostrophes - to mark plural possession ( <i>year 4</i> )	<b>Punctuation:</b> Revision - Inverted commas to punctuate direct speech	<b>Punctuation:</b> Revision - Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “sit down!” ( <i>year 4</i> )	<b>Punctuation:</b> Revision - Apostrophes to mark where letters are missing ( <i>year 2</i> )
<b>Week 3</b>	<b>Spelling:</b> Revision - The ‘ai’ sound spelt ‘y’ at the end of words ( <i>year 2</i> )	<b>Spelling:</b> What is a consonant? Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.	<b>Spelling:</b> Revision - The ‘o’ sounds spelt ‘a’ after w and qu ( <i>year 2</i> )	<b>Spelling:</b> The grammatical difference between plural and possessive – s ( <i>year 4</i> )	<b>Spelling:</b> Revision - The suffix ‘ly’ ( <i>year 2</i> )	<b>Spelling:</b> What is a consonant? Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.
	<b>Grammar:</b> What is a subordinate clause?	<b>Grammar:</b> What is a preposition?	<b>Grammar:</b> To use the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i> )	<b>Grammar:</b> Use of paragraphs to organise ideas around a theme ( <i>year 4</i> )	<b>Grammar:</b> Revision - What is a subordinate clause?	<b>Grammar:</b> To use the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i> )
	<b>Punctuation:</b> Question marks and exclamation marks ( <i>revision year 2</i> )	<b>Punctuation:</b> Bullet points ( <i>year 6</i> )	<b>Punctuation:</b> Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “sit down!” ( <i>year 4</i> )	<b>Punctuation:</b> Revision - Inverted commas to punctuate direct speech	<b>Punctuation:</b> brackets to indicate parenthesis ( <i>year 5</i> )	<b>Punctuation:</b> Revision - Apostrophes - to mark plural possession ( <i>year 4</i> )

## YEAR 3 SPELLING, GRAMMAR AND PUNCTUATION OVERVIEW

<b>Week 4</b>	<b>Spelling:</b> Revision - Adding 'ed' and 'ing' to a root word ending in 'y' with a consonant before it. (year 2)	<b>Spelling:</b> What is a vowel? Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.	<b>Spelling:</b> Revision - The 'or' sound spelt 'ar' after 'w' (year 2)	<b>Spelling:</b> The grammatical difference between plural and possessive – s (year 4)	<b>Spelling:</b> The possessive apostrophe	<b>Spelling:</b> What is a vowel? Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.
	<b>Grammar:</b> What is a subordinate clause?	<b>Grammar:</b> What is a preposition?	<b>Grammar:</b> To use the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i> )	<b>Grammar:</b> Use of paragraphs to organise ideas around a theme (year 4)	<b>Grammar:</b> Revision - What is a subordinate clause?	<b>Grammar:</b> To use the present perfect form of verbs instead of the simple past (e.g. <i>he has gone out to play</i> contrasted with <i>He went out to play</i> )
	<b>Punctuation:</b> Apostrophes – to mark where letters are missing (revision year 2)	<b>Punctuation:</b> Use of commas after fronted adverbials (year 4)	<b>Punctuation:</b> Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!" (year 4)	<b>Punctuation:</b> Revision - Apostrophes – to mark plural possession (year 4)	<b>Punctuation:</b> brackets to indicate parenthesis (year 5)	<b>Punctuation:</b> Revision - Apostrophes – to mark plural possession (year 4)
<b>Week 5</b>	<b>Spelling:</b> Revision - Adding 'er' and 'est' to a root word ending in 'y' with a consonant before it. (year 2)	<b>Spelling:</b> Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	<b>Spelling:</b> Revision - Plurals – adding es and s (year 2)	<b>Spelling:</b> Revision based on own class weaknesses	<b>Spelling:</b> Contraction 'will' e.g. I'll	<b>Spelling:</b> The grammatical difference between plural and possessive – s (year 4)
	<b>Grammar:</b> What is an embedded clause?	<b>Grammar:</b> To introduce paragraphs as a way to group related material	<b>Grammar:</b> Revision - Past tense with irregular verbs e.g. eat/ate run/ran swim/swam (year 2)	<b>Grammar:</b> Use of paragraphs to organise ideas around a theme (year 4)	<b>Grammar:</b> Revision - What is an embedded clause?	<b>Grammar:</b> To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) (year 4)
	<b>Punctuation:</b> Apostrophes – to mark where letters are missing (revision year 2)	<b>Punctuation:</b> Use of commas after fronted adverbials (year 4)	<b>Punctuation:</b> Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!" (year 4)	<b>Punctuation:</b> Revision - Apostrophes – to mark plural possession (year 4)	<b>Punctuation:</b> Dashes to indicate parenthesis (year 5)	<b>Punctuation:</b> Revision - Apostrophes – to mark singular possession in nouns e.g. the girl's name (revision year 2)
<b>Week 6</b>	<b>Spelling:</b> Revision - Adding 'ed' and 'er' to words ending in 'e' with a consonant before it. (year 2)	<b>Spelling:</b> Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)	<b>Spelling:</b> Word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)		<b>Spelling:</b> Contraction 'not' e.g. can't	<b>Spelling:</b> The grammatical difference between plural and possessive – s (year 4)
	<b>Grammar:</b> What is an embedded clause?	<b>Grammar:</b> To introduce paragraphs as a way to group related material	<b>Grammar:</b> Revision based on own class weaknesses		<b>Grammar:</b> Revision - What is an embedded clause?	<b>Grammar:</b> To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with</i>

## YEAR 3 SPELLING, GRAMMAR AND PUNCTUATION OVERVIEW

	Punctuation: Apostrophes - to mark singular possession in nouns e.g. the girl's name (revision year 2)	Punctuation: Revision based on own class weaknesses	Punctuation: Use of other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "sit down!" (year 4)		Punctuation: Dashes to indicate parenthesis (year 5)	Punctuation: Revision - Inverted commas to punctuate direct speech <i>curly hair</i> (year 4)						
Week 7	Spelling: Revision - Adding 'est' and 'y' to words ending in 'e' with a consonant before it. (year 2)	Spelling: Revision based on own class weaknesses			Spelling: Contraction 'is' e.g. it's	Spelling: Revision						
	Grammar: To express time, place and cause using conjunctions (e.g. when, before, after, while, so)	Grammar: Revision based on own class weaknesses			Grammar: Revision - What is a noun phrase?	Grammar: To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) (year 4)						
	Punctuation: Apostrophes - to mark singular possession in nouns e.g. the girl's name (revision year 2)	Punctuation: Revision based on own class weaknesses			Punctuation: Revision based on own class weaknesses	Punctuation: Revision - Inverted commas to punctuate direct speech						
Week 8	Spelling: Revision - Adding ing' and 'ed' to words of one syllable ending in a single consonant letter after a single vowel letter (year 2)											
	Grammar: To express time, place and cause using conjunctions (e.g. when, before, after, while, so)											
	Punctuation: Revision based on own class weaknesses											
Terminology	Preposition	conjunction	word family	prefix	clause	subordinate clause	direct speech	consonant	consonant letter	vowel	vowel letter	inverted commas (or speech marks)

Each week the above objectives to be revised during guided reading activities.

A grammar lesson is to be taught every Monday during literacy time – this objective is then to be applied throughout the week.

\*\* see attached spelling appendix