

Year 3

Grammatical Terminology to teach

Year 2 review

noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma

Year 3

adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas(or 'speech marks')

Autumn 1 Supporting Spelling: Grammar: Punctuation: Oracy: Composition: Transcription: Writing text/s: outcomes: distinguishing • use the • use full stops, Planning: form all My Dad's a BIRDMAN capital letters discussing correct form of letters between Story with a homophones 'a' or'an' consistently and recording consistently on historical and correctly and ideas the line setting near-homopho • the present PREPRESE and past tenses •use composing write capital Fantasy story nes correctly and exclamation and rehearsing letters and digits of the • use further consistently marks. sentences characterisatio prefixes and including the question marks orally correct size. suffixes and progressive progressively orientation and relationship to • Poetry - using understand •commas for building a form National how to add lists and varied and rich one another the senses **Poetry** • use subject apostrophes vocabulary and to them specific nouns for contracted lower-case • apply simple forms and the Drafting: letters spelling rules possessive • organising • use and guidance paragraphs expanded (singular) • use the noun phrases from Appendix around a diagonal and 1 as set out in theme horizontal the Home subordination strokes needed



	Learning overview	(using when, if,that, or because) and coordination (using or, and, or but,)			• in narratives, creating settings, characters and plot Editing: • assessing the effectiveness of their own writing and suggesting improvements • the accurate use of pronouns in sentences • proofread for spelling and punctuation errors, using the Brecknock Marking code	to join letters •understand which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the letters	
			Autu	mn 2			
Supporting text/s:	• distinguishing between homophones and near-homophones	Grammar: • use the correct form of 'a' or'an' • using the present perfect form of verbs	Punctuation: • use full stops, capital letters consistently and correctly •use exclamation		Composition: Planning: • discussing and recording ideas • composing and rehearsing	Transcription: • form all letters consistently on the line • write capital letters and	Writing outcomes: • Persuasive text • Information text



* spell words that are often misspelled (Appendix1) • use further prefixes and suffixes and understand how to add them • apply simples spelling rules and guidance from Appendix 1 as set out in the Home Learning overview • vise expanded noun phrases and modal verbs • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • spell words that are often misspelled (Appendix1) • form nouns using prefixes (super., anti-) profixes and suffixes and understand how to add them • subordination (using when, coordination (using or, and, or but, the Home Learning overview • use expanded noun phrases and modal verbs • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • spell words that are often misspelled (Appendix1) • use further or commans for lists and apostrophes for contracted forms and the possessive (singular) • using and punctuating direct speech (including dialogue), progressively building a varied and rich vocabulary varied and rich vocabulary which letters, when adjacent to one another, are best left unjoined at theme • use spanding paragraphs around a theme • in non-narrative material, using simple organisational devices (headings & subheadings) Editing: • assessing the effectiveness of their own and others' writing		1	1			<u> </u>	<u> </u>
	A STATE OF THE PARTY OF THE PAR	that are often misspelled (Appendix1) • use further prefixes and suffixes and understand how to add them • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning	the past tense • form nouns using prefixes (super-, anti-) •subordination (using when, if, that, or because) and coordination (using or, and, or but, however, although, also) •use expanded noun phrases •use persuasive phrases and modal verbs • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid	• commas for lists and apostrophes for contracted forms and the possessive (singular) • using and punctuating direct speech (i.e. Inverted	orally (including dialogue), progressively building a varied and rich vocabulary • composing and rehearsing sentences orally progressively building a varied and rich vocabulary Drafting: • organising paragraphs around a theme • in non-narrative material, using simple organisational devices (headings & subheadings) Editing: • assessing the effectiveness of their own and	correct size, orientation and relationship to one another and to lower-case letters • use the diagonal and horizontal strokes needed to join letters • understand which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the	fiction - characterisatio



					 proposing changes to grammar and vocabulary to improve consistency proofread for spelling and punctuation errors, using the Brecknock Marking code 		
			Spri	ng 1			
Supporting text/s:	Spelling:	Grammar:	Punctuation:		Composition:	Transcription:	Writing outcomes:
THE STORY LONDON	•distinguishing between homophones and near-homophones • spell further homophones • place the possessive apostrophe accurately in words with regular plurals and in words with irregular	use the correct form of 'a' or'an' using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) some features of written Standard	use full stops, capital letters consistently and correctly use exclamation marks, question marks commas for lists and apostrophes for contracted forms and the possessive (singular and plural)		Planning: • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence	form all letters consistently on the line write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use the diagonal and	 Persuasive letter Adventure story - action and suspense Poetry - rhythm



	• spell words that are often misspelled (Appendix1) • use the first 2 or 3 letters of a word to check its spelling in a dictionary • apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview	• using conjunctions, adverbs and prepositions to express time and cause (and place) • word families based on common words(solve,sol ution, dissolve, insoluble) • begin to use features of suspense - short sentences, similes, powerful verbs • use persuasive phrases and modal verbs	• using and punctuating direct speech (i.e. Inverted commas)		Drafting: • organising paragraphs around a theme • in narratives, creating settings, characters and plot Editing: • assessing the effectiveness of their own and others' writing and suggesting improvements • proofread for spelling and punctuation errors, using the Brecknock Marking code	horizontal strokes needed to join letters •understand which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the letters • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
			Spri	ng 2			
Supporting text/s:	Spelling: • spell further homophones • place the	Grammar: • use the correct form of 'a' or'an'	Punctuation: • use full stops, capital letters consistently and correctly		Composition: Planning: • discussing and recording ideas	Transcription: • form all letters consistently on the line	Writing outcomes: •Explanation text



possessive apostrophe accurately in words with regular plurals and in words with irregular plurals and in words with irregular plurals Possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Pusse exclamation marks, question marks Ouse exclamation marks Ouse excl
accurately in words with regular plurals and in words with irregular POCKET accurately in words with regular plurals and in words with irregular • word families • commas for and rehearsing sentences orally and using an increasing vice increasing orientation and increasing increasing increasing increasing increasing vice increasing incr
words with regular plurals and in words with irregular with irregular word families regular plurals and in words with irregular word families word families regular word families representation and the past tense orally and using an increasing relationship to
regular plurals and in words with irregular the past tense orally and using an increasing orally and using an increasing orientation and relationship to
and in words with irregular • word families • commas for using an increasing orientation and relationship to
with irregular • word families • commas for increasing relationship to
plurals based on lists and range of one another
common apostrophes sentence and to
BOOK • spell words words(solve,sol for contracted structures lower-case
DAY that are often ution, dissolve, forms and the letters
misspelled insoluble) possessive Drafting:
(Appendix1) (singular and organising ouse the
• extending plural) paragraphs diagonal and
• use the first 2 the range of around a horizontal
or 3 letters of a sentences with theme strokes needed
word to check more than one to join letters
its spelling in a clause by using • in narratives,
dictionary a wider range creating •understand
of settings, which letters,
• apply simple conjunctions, characters and when adjacent
spelling rules including plot to one another,
and guidance when, if, are best left
from Appendix because, • in unjoined
1 as set out in although non-narrative
the Home material,using • use spacing
Learning • choosing simple between words
overview nouns or organisational that reflects the
pronouns devices size of the
appropriately (headings & letters
for clarity and subheadings)
cohesion and • write from
to avoid Editing: memory simple
repetition • assessing the sentences,
effectiveness of dictated by the
• some their own and teacher, that
features of others' writing include words
written and suggesting and



		Standard English			improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors, using the Brecknock Marking code	punctuation taught so far.	
			Sumi	mer 1			
Supporting text/s: FORCES AMAZING TRANSPORT	Spelling: • spell further homophones • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • spell words	Grammar: • use the correct form of 'a' or'an' • using the present perfect form of verbs in contrast to the past tense • extending the range of sentences with more than one	Punctuation: • use full stops, capital letters consistently and correctly • use exclamation marks, question marks • commas for lists and apostrophes for contracted		Composition: Planning: • discussing and recording ideas • composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing	Transcription: • form all letters consistently on the line • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case	Writing outcomes: •Explanation text •Report



that are often misspelled (Appendix1) • use the first 2 or 3 letters of a word to check its spelling in a dictionary	clause by using a wider range of conjunctions, including when, if, because, although	forms and the possessive (singular and plural)	range of sentence structures Drafting: • organising paragraphs around a theme	letters • use the diagonal and horizontal strokes needed to join letters •understand	
apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition word families based on common words(solve,sol ution, dissolve, insoluble)		in non-narrative material, using simple organisational devices (headings & subheadings) Editing:	which letters, when adjacent to one another, are best left unjoined • use spacing between words that reflects the size of the letters • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
			improve consistency, including the accurate use of pronouns in sentences		



					• proofread for spelling and punctuation errors, using the Brecknock Marking code							
	Summer 2											
Supporting text/s: FRE GH/LIRENI ELLIbro de los Cerdos Archarg Browne	Spelling: • spell further homophones • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • spell words that are often misspelled (Appendix1) • use the first 2 or 3 letters of a word to check its spelling in a dictionary	Grammar: • use the correct form of 'a' or'an' • using the present perfect form of verbs in contrast to the past tense • word families based on common words(solve, sol ution, dissolve, insoluble) • using conjunctions, adverbs and prepositions to express time and cause (and place)	Punctuation: • using a colon to signify a new speaker • use full stops, capital letters consistently and correctly •use exclamation marks, question marks, question marks for lists and apostrophes for contracted forms and the possessive (singular)		Composition: Planning: • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • composing and rehearsing sentences	Transcription: • form all letters consistently on the line • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use the diagonal and horizontal strokes needed to join letters • understand	Writing outcomes: • Setting description • Playscript • Poetry - rhyming couplets Myth					
	• apply simple spelling rules and guidance	• begin to use features of suspense -			orally progressively building a varied and rich	which letters, when adjacent to one another, are best left						



					1
from Appendix	short		vocabulary and	unjoined	
1 as set out in	sentences,		an increasing		
the Home	similes,		range of	use spacing	
Learning	powerful verbs,		sentence	between words	
overview	rhetorical		structures	that reflects the	
	questions			size of the	
	'		Drafting:	letters	
			organising		
			paragraphs	• write from	
			around a	memory simple	
			theme	sentences,	
				dictated by the	
			• in narratives,	teacher, that	
			creating	include words	
			settings,	and	
			characters and	punctuation	
			plot	taught so far.	
			'	3	
			• in		
			non-narrative		
			material,using		
			simple		
			organisational		
			devices		
			(headings &		
			subheadings)		
			J .		
			Editing:		
			Ŭ		
			• assessing the		
			effectiveness of		
			their own and		
			others' writing		
			and suggesting		
			improvements		
			1		
			• proposing		
			changes to		
			J		



		grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	
		• proofread for spelling and punctuation errors, using the Brecknock Marking code	