

Richard Clarke First School

Year 3 Spelling, Punctuation and Grammar: Long Term Plan

Year 3 Terminology:

- preposition, conjunction
- word family, prefix, suffix
- clause, subordinate clause
- inverted commas / direct speech
- embedded clause
- fronted adverbial

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Texts	Stone Age Boy	Orion and the Dark	The Iron Man:	Nellie choc ice and the plastic island	Cinderella of the Nile	The Secret Garden
Spelling (See NC for common exception words)	<ul style="list-style-type: none"> • Adding suffixes beginning with vowel letters to words of more than one syllable. • The /l/ sound spelt y elsewhere than at the end of words. • The /ʌ/ sound spelt ou. 	<ul style="list-style-type: none"> • Prefixes (un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-). 	<ul style="list-style-type: none"> • The suffix –ation. • The suffix –ly. • Words with endings sounding like /ʒə/ (measure) or /tʃə/ (creature). 	<ul style="list-style-type: none"> • Endings which sound like /ʒən/ (division). • The suffix –ous. • Words with the /k/ sound spelt ch (Greek in origin). 	<ul style="list-style-type: none"> • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian (“shun”). • Words with the /ʃ/ sound spelt ch (mostly French in origin). • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) 	<ul style="list-style-type: none"> • Words with the /s/ sound spelt sc (Latin in origin). • Words with the /eɪ/ sound spelt ei, eigh, or ey.
Punctuation	<ul style="list-style-type: none"> • Introduction to inverted commas to punctuate direct speech • Commas when using a fronted adverbial. 	<ul style="list-style-type: none"> • Use and punctuate direct speech. • Commas when using fronted adverbials or subordinate clauses in the middle of a sentence (embedded clause) 	<ul style="list-style-type: none"> • Use and punctuate direct speech. • Commas when using a fronted adverbial. 	<ul style="list-style-type: none"> • Use and punctuate direct speech. • Commas when using a fronted adverbial. 	<ul style="list-style-type: none"> • Use and punctuate direct speech. • Commas when using a fronted adverbial. 	<ul style="list-style-type: none"> • Use and punctuate direct speech. • Commas when using a fronted adverbial.

Grammar	Word	<ul style="list-style-type: none"> • Use of the suffixes –er, –est in adjectives. • Introducing compound words (whiteboard, superstar). 	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes (for example super–, anti–, auto–) 	<ul style="list-style-type: none"> • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box) 	<ul style="list-style-type: none"> • Choosing and using a greater range of powerful verbs 	<ul style="list-style-type: none"> • Use the perfect form of verbs • Powerful verbs for effect 	<ul style="list-style-type: none"> • Transforming writing by using powerful verbs for effect
	Sentence	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Expanded noun phrases for description and specification (for example, the blue butterfly) • Using a thesaurus to improve adjectives by finding synonyms. • Fronted adverbials to add detail to the start of a sentence. • Pronouns (I, he she, we) 	<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because) • Fronted adverbials to add detail to the start of a sentence. • Expanded noun phrases for description. 	<ul style="list-style-type: none"> • Adverbs (for example, then, next, soon, therefore) • Fronted adverbials to add detail to the start of a sentence. • Expanded noun phrases for description. • Using a thesaurus to improve adjectives by finding synonyms to improve vocabulary. 	<ul style="list-style-type: none"> • Use prepositions to express time, place and cause (for example, before, after, during, in, because of) • Fronted adverbials to add detail to the start of a sentence. • Expanded noun phrases for description and using a thesaurus to expand vocabulary 	<ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause. • Fronted adverbials to add detail to the start of a sentence. • Expanded noun phrases for description. •Subordinate clauses 	<ul style="list-style-type: none"> • Write sentences with more than one clause using a wider range of connectives. • Fronted adverbials to add detail to the start of a sentence. • Expanded noun phrases for description.
	Text	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing. • Use of headings and subheading to aid presentation in instruction texts. 	<ul style="list-style-type: none"> • Paragraphs 	<ul style="list-style-type: none"> • Paragraphs as a way to group related material • Use of subheadings and headings for non-fiction texts. 	<ul style="list-style-type: none"> • Understand that writing can be 3rd or 1st person. • Paragraphs • Using headings and subheadings for presentation 	<ul style="list-style-type: none"> • Verb tenses (past, present, future). • Perfect present tense 	<ul style="list-style-type: none"> • Headings and subheadings