



Grammar, Punctuation and Spelling

Year 3

Long Term Plan

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Grammar, Punctuation and Spelling – Year 3 – Long Term Plan

# Yearly Overview for Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write				2. Determiners			3. Conjunctions				Assessments
Spring	1. Adverbs			2. Prepositions			3. Speech			4. Tenses		Assessments
Summer	1. Nouns		2. Paragraphs				3. Word Families		4. Prefixes			Assessments

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## Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

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# Year 3 – Long Term Plan – Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	<p><b>1. Ready to Write</b></p> <p>(2G3.2) <u>Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]</u>            Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:</p> <ul style="list-style-type: none"> <li>• (2G5.2) <u>full stops</u></li> <li>• (2G5.1) <u>capital letters</u></li> <li>• (2G5.4) <u>exclamation marks</u></li> <li>• (2G5.3) <u>question marks</u></li> </ul> <p>(2G2.2) <u>How the grammatical patterns in a sentence indicate its function as a question</u>            (2G2.3) <u>How the grammatical patterns in a sentence indicate its function as a command</u>            (2G2.4) <u>How the grammatical patterns in a sentence indicate its function as a exclamation</u>            (2G2.1) <u>How the grammatical patterns in a sentence indicate its function as a statement</u>            (2G3.3) <u>Co-ordination (using or, and, or but)</u>            (2G3.4) <u>Subordination (using when, if, that, or because)</u>            (2G5.5) <u>Commas to separate items in a list</u>            (2G5.8) <u>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</u>            (2G4.2) <u>Learn how to use the present and past tenses correctly and consistently including the progressive form</u></p>				<p><b>2. Determiners</b></p> <p>(3G1.8) <u>Use 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]</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>• (3G1.8) <u>consonant</u></li> <li>• (3G1.8) <u>consonant letter</u></li> <li>• (3G1.8) <u>vowel</u></li> <li>• (3G1.8) <u>vowel letter</u></li> </ul>				<p><b>3. Conjunctions</b></p> <p>(3G3.4) <u>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</u></p> <p>(3G1.4) <u>Using conjunctions to express time and cause</u></p> <p>(3G1.4) <u>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</u></p> <p>Terminology for pupils:</p> <ul style="list-style-type: none"> <li>• (3G1.4) <u>conjunction</u></li> <li>• (3G3.1) <u>clause</u></li> <li>• (3G3.4) <u>subordinate clause</u></li> </ul>				Assessments

# Year 3 – Long Term Plan – Spring

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Spring	<p><b>1. Adverbs</b></p> <p>(3G1.6) <a href="#">Using adverbs to express time and cause</a></p> <p>(3G1.6) <a href="#">Express time, place and cause using adverbs [for example, then, next, soon, therefore]</a></p>			<p><b>2. Prepositions</b></p> <p>(3G1.7) <a href="#">Using prepositions to express time and cause</a></p> <p>(3G1.7) <a href="#">Express time, place and cause using prepositions [for example, before, after, during, in, because of]</a></p> <p>Terminology for pupils: • (3G1.7) <a href="#">preposition</a></p>			<p><b>3. Speech</b></p> <p>(3G5.7) <a href="#">Introduction to inverted commas to punctuate direct speech</a></p> <p>Terminology for pupils: • (3G5.7) <a href="#">direct speech</a> • (3G5.7) <a href="#">inverted commas (or 'speech marks')</a></p>			<p><b>4. Tenses</b></p> <p>(3G4.1b) <a href="#">Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</a></p> <p>(3G4.1b) <a href="#">Using the present perfect form of verbs in contrast to the past tense</a></p>			Assessments	

# Year 3 – Long Term Plan – Summer

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Summer	<b>1. Nouns</b>  <i>No National Curriculum objective for Year 3. This block will look at types of nouns including abstract nouns.</i>		<b>2. Paragraphs</b>  Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation				<b>3. Word Families</b>  (3G6.4) <u>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</u>  Terminology for pupils: • (3G6.4) <u>word family</u>		<b>4. Prefixes</b>  (3G6.2) <u>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</u>  Spelling: Spell more prefixes  Terminology for pupils: • (3G6.2) <u>prefix</u>			Assessments	