

Year 3: Levels 2B – 3C

For your weekly spellings please use the relevant spelling lists for your Literacy Skills Group.

Key Grammar Objectives

Verbs/Adverbs

- Use of the present perfect form of verbs instead of the simple past
- Expressing time, place and cause using conjunctions
- Expressing time, place and cause using adverbs (then, soon, therefore)
- Expressing time, place and cause using prepositions

Nouns/Adjectives

- Formation of nouns using a range of prefixes
- Expressing time, place and cause using prepositions

Grammar & Punctuation Objectives linked to English Curriculum

(Non-Fiction instructions)

- To understand the difference between a single adverb and an adverbial phrase.
- To classify whether an adverbial phrase is telling you how, when or where, relating to the main verb.
- To be able to distinguish between the command/imperative statement and the adverbial phrase.
- To use commas after fronted adverbials.

(Short stories with a moral)

- To identify pronouns.
- To use the appropriate choice of pronoun to maintain the 3rd person stance, e.g. her, his, theirs.
- To use inverted commas for direct speech.
- To use 'a' and 'an' correctly, according to whether it is followed by a consonant or a vowel, e.g. a dog, an animal.

(Stories from the past)

- To consistently speak in the past tense.
- To build a rich vocabulary by selecting more intense verbs for effect.
- To use 'a' and 'an' correctly, according to whether it is followed by a consonant or a vowel, e.g. a dog, an animal.

(Short story in style of myth)

- To use fronted adverbials (how, when and where).
- To use expanded noun phrases, through the use of adjectives.
- To use time connectives to sequence events.
- To use inverted commas for direct speech.
- To consistently write in the past tense.
- To use the appropriate choice of pronoun to maintain the 3rd person stance, e.g. her, his, theirs.

(Narrative – descriptions of setting)

- To understand what expanded noun phrases are and why they are effective when writing descriptions.
- To sort fronted adverbials into ones which tell you 'where' and ones which tell you 'when'.
- To use a comma after a fronted adverbial.

- To identify expanded noun phrases, by identifying the noun and the adjectives and prepositions which refer to it.

(Persuasive Writing)

- To know what a clause is.
- To identify clauses in complex sentences.
- To identify and use commas to separate clauses.
- To use exclamation marks and question marks for persuasive effect.
- To identify and use assertions as openers e.g. Surely... You must agree...

(Explanations)

- To identify where the text changes from impersonal to personal, through the use of pronouns and to explain why a writer would do this.
- To identify the 'cause' and 'effect' parts (clauses) within a sentence.
- To identify the causal connectives which link to the cause and the effect.
- To construct cause and effect sentences, using causal connectives.
- To understand that different causal connectives determine the order of the 'cause' and 'effect' within a sentence.
- To use a comma after a fronted adverbial.

(Stories)

- To create complex sentences with adverbial openers (how, when and where).
- To use commas after fronted adverbials.
- To vary sentence length for effect, e.g. to build up tension/excitement, describe settings, etc.
- To use rhetorical questions to follow the main characters thoughts and build tension/excitement.
- To use exclamation marks and ellipses to build tension/excitement.
- To use the present perfect form of verbs instead of the simple past in dialogue, e.g. *He has gone out to play* rather than *He went out to play*.

(Poetry)

- To investigate the use of commas in classical poetry.
- To identify archaic contractions and the whole words which they represent.

(Non-chronological report)

- To identify and include connectives which are used to add additional information.
- To identify and use temporal and prepositional openers (adverbial openers which say 'where').
- To identify and use additional connectives.
- To use brackets and question marks to address the reader, e.g. ...(that's a nice job for someone)...
- To write consistently in the past tense.
- To know what a clause is.
- To identify clauses in sentences.
- To identify and use commas to separate clauses.

(Information text – report about a chosen author)

- To know what a clause is.
- To know what a subordinate clause is.
- To use commas to separate clauses in a sentence.
- To use the connectives if, when and because to create subordinate clauses.

(Letters)

- To use additional and illustrating connectives to put across your point of view.

- To use prepositional openers in complex sentences.
- To know what a clause is.
- To know what a subordinate clause is.
- To use a comma after a fronted adverbial.

(Poetry – language play such as alliteration)

- To use their knowledge of grammar to identify nouns, verbs and adjectives in nonsense poems, e.g. The jarcus grotted the squingy punge. The vibur craged at the stumy shont.

(Diary and recount)

- To use fronted adverbials (how, when, where) e.g. Later that day, I confronted the bully. (when) Outside the school, I found the bullies waiting for me. (where) With great skill, he dribbled the football down the pitch. (how)
- To use a comma after a fronted adverbial.
- To use exclamation marks for effect, showing characterisation e.g. I couldn't believe it! This could only happen to me!

(Non-chronological report)

- To generate questions for sub-headings.
- To use technical nouns and factual adjectives to create expanded noun phrases.
- To use factual similes e.g. *A polar bears nose is as black as a piece of coal.*
- To identify and include connectives which are used to add additional information.
- To identify and use prepositional openers (adverbial openers which say 'where').
- To write consistently in the past tense.

(Drama and narration)

- To identify the use of short sentences for effect.
- To use short sentences in writing to build up tension.
- To vary sentence length by including longer, detailed sentences.
- To use expanded noun phrases, through the use of adjectives and prepositional phrases.
- To use fronted adverbials to express time (*Before very long, he found himself...*) and place (*Under the rubbish, he found a...*).
- To use a comma after a fronted adverbial.

(Higher level narrative writing)

- To identify adverbs that add detail to the verb.
- To use expanded noun phrases for description.
- To use short sentences to build tension.
- To use ellipsis, exclamation marks and rhetorical questions to build tension.
- To know what a clause is.
- To know what a subordinate clause is. (grammar lesson to teach this explicitly)
- To use commas to separate clauses in a sentence.
- To use the connectives if, when and because to create subordinate clauses.