



St Peter's Church of England Primary School Whole School Grammar Curriculum
Year 3 Long Term Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><u>Handwriting</u></p> <p>Handwriting should be joined as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.</p>		<p align="center"><u>Handwriting</u></p> <p>Handwriting should be taught as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.</p>		<p align="center"><u>Handwriting</u></p> <p>Handwriting should be taught as per school policy. Letters should be joined when appropriate and be formed correctly in an appropriate size. Individual joins should be taught over the course of the year.</p>	
<p align="center"><u>Grammar</u></p> <p><u>Verbs:</u> Recognise verbs within sentences. <i>The dog ran down the long, dark road.</i> <i>A boy kicked a tin-can against the brick wall.</i> Move on to the verb 'to be' (the idea that an action can also be the act of 'being') The car is blue. The boy was angry.</p> <p><u>Nouns:</u> Recognise nouns within sentences. <i>The dog ran down the long, dark road.</i> <i>A boy kicked a tin-can against the brick wall.</i> Recap/Teach the different types of nouns</p>	<p align="center"><u>Grammar</u></p> <p><u>Subject/Verb relationship:</u> Understand that sentences need a Subject (noun) and a verb in them. Identify the subject and verb agreement in sentences. <i>E.g. The cat slept happily.</i> Introduce the verb 'to be' and how this appears in sentences. <i>I am eleven.</i> <i>You are wrong.</i></p> <p><u>Sentence/Clause Types.</u> Introduce simple sentences/independent clauses. Simple sentences generally have one verb and communicate one idea. The same goes for independent clauses.</p> <p><u>Links to Subject and</u></p>	<p align="center"><u>Grammar</u></p> <p><u>Tense – Progressive Past, Present, Future.</u> Focus on the progressive version of all three tenses. Progressive tense shows an action that is still in progress. The verbs in the progressive form use a form of "to be" + the present participle (an -ing verb). (It is the form of the helping verb that indicates the tense.) <i>I was eating a sandwich. (Past Prog)</i> <i>I am eating a sandwich. (Present Prog)</i> <i>I will be eating a sandwich. (Future Prog)</i></p> <p><u>Expanded Noun Phrases</u> Identify and write expanded noun phrases. These can be formed in two different styles: 1. Add two adjectives before a noun. <i>The old, bearded wizard.</i></p>	<p align="center"><u>Grammar</u></p> <p><u>Tense – Perfect Past, Present, Future.</u> Focus on the perfect version of all three tenses. The perfect tense is formed with either the past, present or future form of "to have" plus the past participle of the verb (which can be either regular or irregular in form). <i>I had eaten a sandwich. (Past Perfect)</i> <i>I have eaten a sandwich. (Present Perfect)</i> <i>I will have eaten a sandwich. (Future Perfect)</i></p> <p><u>Coordinating Conjunctions (FANBOYS)</u> Identify and use co-</p>	<p align="center"><u>Grammar</u></p> <p><u>Adverbs and Adverbials</u> Recognise adverbs and adverbials in sentences and use them correctly. Adverbs and adverbials detail when, why, how or where a verb happened. T – Time <i>Last night, the cat sat</i> R – Reason <i>The cat sat because it was exhausted after a long day.</i> M – Manner <i>The cat sat still</i> P – Place <i>The cat sat in front of the fire.</i></p> <p><u>Subordinating Conjunctions</u> Identify and use subordinating conjunctions in sentences.</p>	<p align="center"><u>Grammar</u></p> <p><u>Sentence Types</u> Recap knowledge of four types of sentences from Year 2: Exclamations, Questions, Statements, Commands. Using knowledge of coordinating & subordinating, recognise and use compound and complex sentences. A compound sentence is a where two independent clauses are connected by a coordinating conjunction. A complex sentence has at least one independent clause and at least one subordinating clause connected by a subordinating conjunction.</p>



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<p>Abstract Noun – <i>Sadness, Happiness.</i></p> <p>Proper Noun – <i>David, London, England</i></p> <p>Common Noun – <i>table, ball, balloon.</i></p> <p><u>Pronouns – replace a subject with a pronoun.</u> Pronouns are words that replace nouns, e.g. he, she, it. Replace verbs with pronouns so that the writing still makes sense and it is clear who the pronouns refer to. <i>Mike went outside. He kicked the ball.</i></p>	<p>Verb Relationship. <i>Rebecca sang. Sean was running.</i></p> <p><u>Tense – Simple Past, Present, Future.</u> Focus on the simple version of all three tenses and recognise how each change depending on when the event happens. <i>I ate a sandwich (Past)</i> <i>I am eating a sandwich.(Present)</i> <i>I will eat a sandwich.(Future)</i></p>	<p>2. Add an adjectival phrase after the noun. <i>The wizard with the square glasses.</i></p> <p><u>Prepositions</u> Identify and apply prepositions in sentences. Prepositions are linking words in a sentence. Prepositions tell us where something is or when something is happening. Prepositions usually sit before <u>nouns</u> (or <u>pronouns</u>) to shows the relationship to another word in the sentence. <i>The cat slept under the bed.</i> <i>At midnight, the graveyard was silent.</i></p>	<p>ordinating conjunctions in sentences. Coordinating conjunctions join two independent clauses together. For, And, Nor, But, Or, Yet, So, <i>I like fish → Mum prefers chips</i> <i>I like fish, but Mum prefers chips.</i></p>	<p>Subordinating conjunctions join a subordinate clause to an independent clause. Focus on: After, when, if, that, even though, because, until, since. <i>When it started raining, we went inside.</i> <i>I want to buy a house if I win the lottery.</i> *A WHITE BUS resource recommended</p>	<p>Compound: <i>The cat sat on the mat, but he was still not comfortable.</i></p> <p>Complex: <i>The cat sat on the mat because he was tired from his day outside.</i></p> <p><u>Revision of Grammar Targets taught throughout Year 3.</u> Revisit different areas of the Year 3 Grammar Curriculum and check understanding. Invention for any children who have misconceptions of areas.</p>
<p><u>Punctuation Full stops, Capital Letters, Question Marks.</u> Recap the use of this punctuation. Target children who still struggle with FS and CL for intervention. Questions end with a Question Mark. Questions are sentences that require someone, possibly the</p>	<p><u>Punctuation Apostrophes for possession</u> Recognise and use apostrophes for possession to show that an object belongs to someone. <i>The pencil belongs to Molly.</i> <i>It is Molly's pencil.</i></p> <p><u>Exclamation Marks</u> Use exclamation marks</p>	<p><u>Punctuation Apostrophes for contractions</u> Recognise combinations of words that can be shortened into contractions. Understand that the apostrophe in these contractions replaces the letter or groups of letters and should therefore be in the correct place within the word. Apply these in</p>	<p><u>Punctuation Inverted Commas</u> Recognise and use inverted commas correctly within writing. <i>"How lovely to see you!" said Mum.</i></p> <p><u>Punctuation when using speech.</u> Ensure that children can use inverted commas and other punctuation within a sentence correctly. <i>"How lovely to see you!" said Mum.</i> *These two targets need to be taught jointly in order for a sentence that includes speech to be</p>	<p><u>Punctuation Revision of all Punctuation Targets for this year.</u> Revisit different areas of the Year 3 punctuation and check understanding. Invention for any children who have misconceptions of areas.</p>	



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<p>reader, to answer, either out loud or in their head. <i>What time is it?</i> <i>Are you okay?</i></p>	<p>correctly and appropriately. Children need to understand that an exclamation is a word or phrase that expresses strong emotion, such as surprise, pleasure, or anger. Exclamations often stand on their own, and in writing they are usually followed by an exclamation mark rather than a full stop: <i>How wonderful!</i> <i>Ow! That hurt!</i> Exclamations are also used to express greetings or congratulations: <i>Hello!</i> <i>Well done, lads!</i></p>	<p>appropriate writing. <i>Could not – Couldn't</i> <i>She will – She'll</i> <i>You have – You've</i></p>	<p>taught correctly*</p>	
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