



Grammar, Punctuation and Spelling

Year 3

Autumn Block 1

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Grammar, Punctuation and Spelling – Year 3 – Ready to Write

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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

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.

We recommend using the [Year 3 Baseline Assessment](#) before the Autumn Block 1 guidance and resources so that you can address any gaps in prior knowledge from Year 2.

Autumn Block 1 – Ready to Write

National Curriculum Objectives:

- (2G3.2) [Learn how to use expanded noun phrases to describe and specify \[for example, the blue butterfly, plain flour, the man in the moon\]](#)
- Learning how to use both familiar and new punctuation correctly (see English appendix 2) including:
 - (2G5.2) [full stops](#)
 - (2G5.1) [capital letters](#)
 - (2G5.4) [exclamation marks](#)
 - (2G5.3) [question marks](#)
- (2G2.2) [How the grammatical patterns in a sentence indicate its function as a question](#)
- (2G2.3) [How the grammatical patterns in a sentence indicate its function as a command](#)
- (2G2.4) [How the grammatical patterns in a sentence indicate its function as an exclamation](#)
- (2G2.1) [How the grammatical patterns in a sentence indicate its function as a statement](#)
- (2G3.3) [Co-ordination \(using or, and, or but\)](#)
- (2G3.4) [Subordination \(using when, if, that, or because\)](#)
- (2G5.5) [Commas to separate items in a list](#)
- (2G5.8) [Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns \[for example, the girl's name\]](#)
- (2G4.2) [Learn how to use the present and past tenses correctly and consistently including the progressive form](#)

Small Steps

1. [Noun Phrases](#)
2. [What is a Sentence?](#)
3. [Different Types of Sentences](#)
4. [Expanding Sentences 1](#)
5. [Expanding Sentences 2](#)
6. [Commas](#)
7. [Apostrophes 1](#)
8. [Apostrophes 2](#)
9. [Past and Present Tense 1](#)
10. [Past and Present Tense 2](#)

Step 1 – Noun Phrases

Notes and Guidance

- To build on skills learned in Year 2, children need to be able to identify noun phrases in sentences.
- Children should know that expanded noun phrases can be made by using adjectives.
- Children should also know that a noun phrase can be made up of a determiner and a noun, for example *the dog*, but they might not know the vocabulary of determiner.

Focused Questions

- What is a noun?
- What is a noun phrase?
- Can you identify the noun phrase in this sentence?

You can find a [free range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 2 – What is a Sentence?

Notes and Guidance

- Children should know that a sentence is made up of words and must include a noun and a verb and that other types of words can be included to add more information, such as adjectives and adverbs.
- This step focuses on all four types of sentences (statements, questions, exclamations and commands) and how the grammatical patterns are used to create sentences.
- Children should know that a sentence must include punctuation which is dependent on the sentence type.

Focused Questions

- What are the four types of sentences?
- What word types are in this sentence?
- Can you remove the adjective/adverb? Does the sentence still make sense?
- Can you remove the noun/verb? Does the sentence still make sense?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 3 – Different Types of Sentences

Notes and Guidance

- This step should focus on identifying the different types of sentences (statements, questions, exclamations and commands) and how the grammatical patterns indicates its features.
- Children should also be able to change the sentence type by rearranging the words in the sentence, i.e. *Is the girl playing with her football?* to *The girl is playing with her football.*

Focused Questions

- How do you know this is a statement/question/exclamation/command? (Provide examples without punctuation to give it away).
- Is this a command or an exclamation sentence?
- How could you reorganise the order of words in this sentence to change the sentence type?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 4 – Expanding Sentences 1

Notes and Guidance

- From Year 2, children should know that they can join two sentences together using the conjunctions: *and*, *but*, and *or*. Children were also introduced to the conjunction *so*.
- Currently, children do not know the term ‘co-ordinating conjunction’ so it is important to introduce this term now so that they understand there are differences between co-ordination and subordination (this will be covered in-depth during Autumn Block 3).
- Children should be able to identify which co-ordinating conjunction is required to join two sentences together so that it makes sense, i.e. ‘*I ate all of my dinner so I can have some pudding.*’ rather than ‘*I ate all of my dinner but I can have pudding.*’

Focused Questions

- What co-ordinating conjunction could you use to join these two sentences together?
- Are there any other co-ordinating conjunctions you could use instead?
- How do you know it is the correct co-ordinating conjunction to use?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 5 – Expanding Sentences 2

Notes and Guidance

- From Year 2, children should know that they can join two sentences together using the conjunctions: *when*, *if*, *that* and *because*.
- Currently, children do not know the term ‘subordinating conjunction’ so it is important to introduce this term now so that they understand there are differences between co-ordination and subordination (this will be covered in-depth during Autumn Block 3).
- Children should be able to identify which subordinating conjunction is required to join two sentences together so that it makes sense, i.e. ‘*I turn the light off when I go to bed.*’ rather than ‘*I turn the light off that I go to bed.*’

Focused Questions

- What subordinating conjunction could you use to join these two sentences together?
- Are there any other subordinating conjunctions you could use instead?
- How do you know it is the correct subordinating conjunction to use?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 6 – Commas

Notes and Guidance

- Children should know that a comma is required in a list of words and that the co-ordinating conjunction *and* is used between the last two words.
- From Year 2, children should know that a comma is sometimes necessary in a noun phrase if there is more than one adjective.

Focused Questions

- What punctuation mark should go between these two adjectives?
- How many commas do you need in this list of items?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 7 – Apostrophes 1

Notes and Guidance

- In Year 2, children should have looked at using an apostrophe for contractions, including *can't*, *didn't*, *hasn't*, *couldn't*, *it's*, *I'll* .
- Children should understand that the apostrophe symbol is used to show where letters have been omitted in order to combine two words.
- They should use this knowledge to understand where the apostrophe needs placing in the new word.

Focused Questions

- What does this apostrophe symbol mean in this word?
- What two words have been combined to make this contraction? What letters are missing from these words?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 8 – Apostrophes 2

Notes and Guidance

- In Year 2, children should have looked at using an apostrophe for possession, including *Megan's*, *Ravi's*, *the girl's*, *the child's*, *the man's* .
- Children should understand that the apostrophe is added to the noun who owns the item, i.e. *the boy's computer* rather than *the boy computer's* or *the computer's boy*.
- They should use this knowledge of who owns the item to understand where the apostrophe needs placing in the phrase.
- This step only covers single possession as plural possession will be covered in Year 4.

Focused Questions

- Who belongs to who in this sentence?
- Which word needs an apostrophe to show it owns an item?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 9 – Past and Present Tense 1

Notes and Guidance

- Children need to understand that the verbs in a sentence tell us whether the tense is past or present.
- This step focuses on the simple present tense which uses the present form of the base verb and the simple past which uses the past form of the base verb.
- Children should begin to understand that regular verbs can be changed by adding the suffix '-ed', but irregular verbs cannot be changed in this way, for example *speak* changes to *spoken*, not *spoked*.

Focused Questions

- Which word is the verb in this sentence?
- Is the verb in the present or past tense? How do you know?
- What is the past form of these regular verbs?
- What is the past form of these irregular verbs?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.

Step 10 – Past and Present Tense 2

Notes and Guidance

- This step focuses on the progressive form of past and present tenses.
- Children should understand that if they want to write about something that is still happening, they need to use the present progressive tense (although they may not know this vocabulary explicitly). The present progressive tense is made up of the present form of the verb 'to be' (*am, are or is*) and the present participle (base verb + *ing*). *I am eating my lunch.*
- Children should also understand that they can use the progressive form in the past tense. This is used to show an activity that happened in the past, and continued for a while. The past progressive tense is made up of the past form of the verb 'to be' (*was, were*) and the present participle (base verb + *ing*). *I was eating my lunch.*

Focused Questions

- What is the present form of 'to be'?
- What is the past form of 'to be'?
- What is the present participle of this verb?
- Is this sentence written in the past progressive or present progressive tense? How do you know?

You can find a [range of resources](#) for this step on our website, which include a Teaching Powerpoint, Varied Fluency questions, Application and Reasoning questions, and a Homework Extension.