



Grammar, Punctuation and Spelling

Year 3

Autumn Block 2

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Grammar, Punctuation and Spelling – Year 3 – Determiners

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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.

Autumn Block 2 – Word Classes 1 – Determiners

National Curriculum Objectives:

- (3G1.8) [Use the forms a or an according to whether the next word begins with a consonant or a vowel \[for example, a rock, an open box\]](#)
- Terminology for pupils:
 - (3G1.8) [consonant](#)
 - (3G1.8) [consonant letter](#)
 - (3G1.8) [vowel](#)
 - (3G1.8) [vowel letter](#)

Small Steps

1. [What is a Vowel?](#)
2. [What is a Consonant?](#)
3. [‘the’, ‘a’ or ‘an’?](#)
4. [Recognising Determiners](#)
5. [Using Determiners](#)

Step 1 – What is a Vowel?

Notes and Guidance

- For this step, children need to understand the term *vowel* which often refers to the 5 vowel letters, *a, e, i, o* and *u*.
- The English language includes 5 vowel letters and a variety of vowel sounds. It is important that children understand the term *vowel* includes both the letters and sounds as this is used in a later step.
- The vowel sounds are produced without any closure or obstruction of the vocal tract (further guidance can found in the Glossary for the programmes of study for English [non-statutory]).
- The letter *y* is not recognised as a vowel letter, but is often used to create a vowel sound in words such as *fly, spy, gym, rhythm*, which don't have any vowel letters in the spelling.

Focused Questions

- Which letters are vowels?
- What is the vowel sound in this word?
- Is the letter *y* a vowel letter?
- What words are spelt without a vowel letter?

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 Consonant?

Notes and Guidance

- Children need to understand the term *consonant* which refers to the 21 consonant letters.
- The English language includes 21 consonant letters and a variety of consonant sounds.
- The consonant sounds are produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth (further guidance can found in the Glossary for the programmes of study for English [non-statutory]).
- Children should know that words are made up of both vowels and consonants apart from words that use the letter y as a vowel sound (covered in the previous step).

Focused Questions

- Which letters are consonants?
- What are the consonant sounds in these words? Are they spelt the same way?

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 – The, a or an?

Notes and Guidance

- This step introduces the use of an *article* to define whether a noun is specific/known (*the*) or general/unknown (*a/an*).
- Children should understand that a *definite article* is used to refer to a specific/known person or thing, which may have been mentioned before. An *indefinite article* is used to refer to a general/unknown person or thing, such as ‘a bus’ meaning any bus.
- It is important that children also know the difference between the two indefinite articles, *a* and *an*. Children should understand to use *a* before a word that has a consonant sound at the beginning and to use *an* before a word that has a vowel sound at the beginning.
- Children should look at words that start with a consonant letter but have a vowel sound, such as *an hour*, as well as words that start with a vowel letter but have a consonant sound, such as *a university*.

Focused Questions

- What word is used for a definite article?
- What word is used for an indefinite article?
- Would you use *a* or *an* in front of this word?
- Should you use *the* or *a/an* for this word?

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 – Recognising Determiners

Notes and Guidance

- Children should now be introduced to other types of *determiners* and how they modify nouns. A determiner can come immediately before a noun or before an adjective in a noun phrase, and they are included as part of the noun phrase.
- In this step, children will look at other types of determiners including demonstrative (that, these, which), numbers and quantifiers (one, many, half) and possessive (his, their, its).

Focused Questions

- Which word is the determiner in this noun phrase/sentence?
- What types of determiners are there?
- What type of determiner is the word *his*?

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 – Using Determiners

Notes and Guidance

- Now that children can recognise the different types of determiners used in noun phrases and sentences, they should begin to understand how to choose which determiner is most appropriate.
- Children should build on their knowledge of choosing *a* or *an*, and understand how different determiners can modify a noun, for example, *lots of children* compared to *few children*.
- Children should be able to explain why they have chosen to use a certain determiner in their work.

Focused Questions

- What determiner could you use to modify this noun? *Discuss the differences between determiners and how they modify nouns differently.*
- What article/possessive/demonstrative/quantifying determiner could you add to this noun phrase?

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.