



**Grammar, Punctuation and Spelling**

**Year 3**

**Autumn Block 3**

# 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 3 – Word Classes 2 – Conjunctions

## National Curriculum Objectives:

- (3G3.4) [Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although](#)
- (3G1.4) [Using conjunctions to express time and cause](#)
- (3G1.4) [Express time, place and cause using conjunctions \[for example, when, before, after, while, so, because\]](#)
- Terminology for pupils:
  - (3G1.4) [conjunction](#)
  - (3G3.1) [clause](#)
  - (3G3.4) [subordinate clause](#)

## Small Steps

1. [What is a Clause?](#)
2. [Coordinating Conjunctions](#)
3. [Subordinating Conjunctions](#)
4. [Using Conjunctions to Express Time](#)
5. [Using Conjunctions to Express Place](#)
6. [Using Conjunctions to Express Cause](#)
7. [Using Conjunctions to Express Time, Place and Cause](#)

# Step 1 – What is a Clause?

## Notes and Guidance

- From KS1, children may already know that a *clause* is a group of words that include a verb and a noun (or a pronoun\*). A clause can include other types of word classes, such as determiners, adjectives and adverbs.
- This step focuses specifically on main clauses. Children should be able to correctly punctuate their sentences with a capital letter and a full stop, question mark or exclamation mark.
- Children need to know that a clause must include a verb and a noun (or a pronoun\*).
- Some clauses include two or more nouns. It is important at this stage to recap that the nouns in the clause will have different 'jobs'. One of the nouns should tell the reader who is doing the verb. The other noun(s) in the sentence are the objects. For example, in the clause 'the tired dog sits comfortably on his bed', the verb is 'sit', the noun doing the sitting is the 'dog' and the noun being sat on is the 'bed'.
- Children should be able to use their knowledge of clauses to help punctuate their sentences. Clauses can include many other word classes, but if children can identify the verb, the noun that does the verb and the noun that is having the verb done to it, they should be able to punctuate their sentences. For example, the clause 'the tired dog sits comfortably on his bed' can be turned into a sentence by adding a capital letter and a full stop: The tired dog sits comfortably on his bed.

\*The term *pronoun* is introduced in Year 4, however children should know words such as *I, he, she, him, her* and *it*.

## Focused Questions

- Identify the verb in this sentence.
- Identify the noun(s) in this sentence. Is the noun telling us who does the verb or who has the verb done to it?

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 – Co-ordinating Conjunctions

### Notes and Guidance

- From KS1, children should know four of the seven co-ordinating conjunctions and their uses. These are: *and*, *but*, *or* and *so*.
- Children may know that these conjunctions are called co-ordinating conjunctions and are used to join two main clauses together (the main clauses could be sentences if they are correctly punctuated).
- *And* is used to join two clauses which agree with each other; *but* is used to join two clauses that contrast with each other; *or* is used to join two options together; and *so* is used to join a second main clause which explains the first main clause or is a result of it.
- Children should be introduced to the final three co-ordinating conjunctions: *for*, *nor* and *yet*. These co-ordinating conjunctions are not as commonly used as the other four, however children should still learn how they can be used in their writing.
- *For* is used to explain the main clause further (I went to bed early for I was extremely tired); *nor* is used in the negative and adds further negative alternatives (John did not like the pie nor the chips); *yet* is used to show how something in the main clause has been overcome (I had been poorly over the weekend yet I still completed my homework).
- Children should be able to use these co-ordinating conjunctions in their writing and explain why they have chosen a specific one based on their uses when joining two main clauses together.

### Focused Questions

- What are the seven co-ordinating conjunctions?
- Explain how each conjunction can be used to join two main clauses together.

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 – Subordinating Conjunctions

### Notes and Guidance

- From KS1, children should know the following subordinating conjunctions: *because, that, when* and *if*.
- Children may know that these conjunctions are called *subordinating conjunctions* and are used to add extra information to the main clause. This subordinating conjunction and extra information is called a *subordinate clause* and must include a verb and noun (or pronoun – see step 1).
- There are many other words that are used as subordinating conjunctions, such as *before, after, while* and *although*.
- *Before* and *after* are used to explain when the main clause happened; *while* explains what is happening at the same time as the main clause; and *although* is used to explain that the main clause took place even though some happened that may have affected it.
- It is important that children understand how these words are used as subordinating conjunctions and that the information that follows it must include a verb and a noun in order for it to be a subordinate clause (especially *before* and *after* which can also be used as prepositions).
- Children need to know that a subordinate clause does not make sense on its own and must be paired with a main clause. The subordinating conjunction is included within the subordinate clause.

### Focused Questions

- Which word is the subordinating conjunction?
- Which clause is the main clause? Which clause is the subordinate clause? How do you know?
- Does this subordinate clause make sense on its own? Why not?

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 – Using Conjunctions to Express Time

### Notes and Guidance

- From the previous steps, children should understand that a sentence which contains a main clause can be expanded by using a conjunction.
- This step focuses specifically on conjunctions which are used to express time. These conjunctions include *when*, *before*, *after*, *while* and *and*.
- *When* is used to explain during which time period (I enjoyed PE when I was at primary school); *before* is used to explain what will or has happened after the action in the main clause (You must finish all of your tea before you can order pudding); *after* is used to explain what will or has happened before the action in the main clause (I will brush my teeth after I eat my breakfast); *while* is used to explain what is happening at the same time as the main clause (Isabelle ate lunch while watching tv); and *and* is used to show that one event follows another (I always wash my hair and dry it on the same day).
- Other examples of conjunctions to express time include: *until*, *since*, *once*, *meanwhile*, *as* and *as soon as*.

### Focused Questions

- Which word is the conjunction in the sentence?
- Which conjunction could you use to add extra information to express time?

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 Conjunctions to Express Place

### Notes and Guidance

- This step focuses specifically on conjunctions which are used to express place. These conjunctions include *where* and *wherever*.
- Both *where* and *wherever* are used to explain the location of the main clause, for example '*Lily always hid her diary where no one else could find it.*' and '*Jonah reads a book wherever he is.*'
- There are no other conjunctions of place as place is usually explained through prepositional phrases, which will be taught in Spring Block 2.

### Focused Questions

- Which two words are conjunctions of place?

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 – Using Conjunctions to Express Cause

### Notes and Guidance

- Conjunctions can also be used to express cause. These conjunctions are called causal conjunctions and include *so*, *because*, *for* and *yet*.
- *So* is used to join a second main clause which explains the first main clause or is a result of it; *because* is used to give an explanation or reason for the main clause; *for* is used to explain the main clause further; and *yet* is used to show how something in the main clause has been overcome.
- Other causal conjunctions include: *although*, *as a result*, *by*, *due to*, *in case*, *in order*, *since*, *so that*, *therefore*, *though*, *unless*, *until*.

### Focused Questions

- What is the causal conjunction in the sentence?
- How is the conjunction used?

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 – Using Conjunctions to Express Time, Place and Cause

### Notes and Guidance

- In this step, children use their knowledge of conjunctions to decide whether the subordinate clause or co-ordinating conjunction and main clause has been used to express time, place or cause.
- Children should understand the difference between how the conjunctions are used and how different conjunctions can alter the meaning of the sentence.
- Children should be able to explain what type of extra information will be included when given the main clause and the conjunction.

### Focused Questions

- Is the conjunction in the sentence used to express time, place or cause? How do you know?
- What other conjunctions can we swap it for so that the sentence still makes 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.