

**Richard Clarke First School**

**Year 3 Spelling, Punctuation and Grammar: Long Term Plan**

**Year 3 Terminology:**

- preposition, conjunction
- word family, prefix, suffix
- clause, subordinate clause
- direct speech
- inverted commas
- embedded clause
- fronted adverbial

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Units	Stone Age Boy and How to Wash a Woolly Mammoth: descriptions, diary entries, instructions	Orion and the Dark: setting description, persuasive letter, narrative writing.	The Iron Man: formal letter, instructions, diary entry, character description, newspaper article.	The Tin Forest/ Greek myths: narrative, letters, diary entries, character description, newspaper article.	Escape from Pompeii/ Natural disasters: Non-fiction text, diary entry, setting description.	Journey: Narrative, diary entry, letter, character description.
Spelling (See NC for common exception words)	<ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable.</li> <li>• The /l/ sound spelt y elsewhere than at the end of words.</li> <li>• The /ʌ/ sound spelt ou.</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes (un-, dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-).</li> </ul>	<ul style="list-style-type: none"> <li>• The suffix –ation.</li> <li>• The suffix –ly.</li> <li>• Words with endings sounding like /ʒə/ (<b>measure</b>) or /tʃə/ (<b>creature</b>).</li> </ul>	<ul style="list-style-type: none"> <li>• Endings which sound like /ʒən/ (<b>division</b>).</li> <li>• The suffix –ous.</li> <li>• Words with the /k/ sound spelt ch (Greek in origin).</li> </ul>	<ul style="list-style-type: none"> <li>• Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian (“shun”).</li> <li>• Words with the /ʃ/ sound spelt ch (mostly French in origin).</li> <li>• Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</li> </ul>	<ul style="list-style-type: none"> <li>• Words with the /s/ sound spelt sc (Latin in origin).</li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey.</li> </ul>

<b>Punctuation</b>		<ul style="list-style-type: none"> <li>• Introduction to inverted commas to punctuate direct speech</li> <li>• Commas when using a fronted adverbial.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech.</li> <li>• Commas when using fronted adverbials or subordinate clauses in the middle of a sentence (embedded clause)</li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech.</li> <li>• Use dialogue punctuation.</li> <li>• Commas for embedded clauses and fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech.</li> <li>• Use dialogue punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech.</li> <li>• Use dialogue punctuation.</li> <li>• Commas to separate clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech.</li> <li>• Use dialogue punctuation.</li> </ul>	
		<b>Word</b>	<ul style="list-style-type: none"> <li>• Use of the suffixes –er, –est in adjectives.</li> <li>• Introducing compound words (whiteboard, superstar).</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes ( for example super–, anti–, auto–)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing and using a greater range of powerful verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Use the perfect form of verbs</li> <li>• Powerful verbs for effect</li> </ul>	<ul style="list-style-type: none"> <li>• Improving writing by using powerful verbs for effect</li> </ul>
<b>Grammar</b>		<b>Sentence</b>	<ul style="list-style-type: none"> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but).</li> <li>• Expanded noun phrases for description and specification ( for example, the blue butterfly)</li> <li>• Using a thesaurus to improve adjectives by finding synonyms to improve vocabulary.</li> <li>• Fronted adverbials to add detail to the start of a sentence.</li> <li>• Pronouns (I, he she, we)</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because)</li> <li>• Fronted adverbials to add detail to the start of a sentence.</li> <li>• Expanded noun phrases for description.</li> <li>• Improving the range of conjunctions used to add extra clauses to a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs (for example, then, next, soon, therefore)</li> <li>• Fronted adverbials to add detail to the start of a sentence.</li> <li>• Expanded noun phrases for description.</li> <li>• Using a thesaurus to improve adjectives by finding synonyms to improve vocabulary.</li> <li>• Embedded clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use prepositions to express time, place and cause (for example, before, after, during, in, because of)</li> <li>• Fronted adverbials to add detail to the start of a sentence.</li> <li>• Expanded noun phrases for description and using a thesaurus to expand vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• Fronted adverbials to add detail to the start of a sentence.</li> <li>• Expanded noun phrases for description.</li> <li>• Subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences with more than one clause using a wider range of connectives.</li> <li>• Fronted adverbials to add detail to the start of a sentence.</li> <li>• Expanded noun phrases for description.</li> </ul>

	<b>Text</b>	<ul style="list-style-type: none"> <li>• Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>• Use of headings and subheading to aid presentation in instruction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs as a way to group related material</li> <li>• Use of subheadings and headings for non-fiction texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that writing can be 3rd or 1st person.</li> <li>• Paragraphs</li> <li>• Using headings and subheadings for presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Verb tenses (past, present, future).</li> </ul>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>• Headings and subheadings</li> </ul>
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