

**Year 3 Grammar coverage**

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| <p>Formation of nouns using <b>prefixes:</b></p> <p><i>auto-</i></p> <p><i>anti-</i></p> <p><i>super-</i></p> <p><i>under-</i></p>                   | <p>Expressing time, place and cause, using</p> <p><b>prepositions:</b> <i>before, after, during, in, because of</i></p>                                                            | <p><b>Exaggerated language:</b><br/><i>unbelievable, glorious, etc.</i></p>                                                                                                                                                                                       | <p>To make the <b>plural</b> for nouns ending in “-ch”, “-sh”, “s”, “z” or “x” by adding “-es”</p>                                                                                                                                                                 | <p><b>Pronouns –</b></p> <p>To know the difference between the subject and object with the personal pronoun</p>                                    | <p><b>Pronouns –</b></p> <p>Possessive adjectives<br/><i>my, your, his, hers, its, ours, theirs</i></p>                  |
| <p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p>                                     | <p><b>Verbs –</b></p> <p>Present perfect:</p> <p><b>“has/have” + past participle</b></p> <p><i>She has gone to the shops.</i><br/>instead of<br/><i>She went to the shops.</i></p> | <p>Specific/technical vocabulary to add detail:</p> <p><i><b>Siamese</b> cats are a <b>variety</b> that can live to a great age.</i><br/><i>The <b>species</b> has many unusual <b>features</b> for a <b>feline</b>.</i></p>                                      | <p>To make the <b>plural</b> for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i></p> <p>Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural:<br/><i>chief – chiefs</i></p> | <p><b>Quantifiers:</b></p> <p><i>enough, less, fewer, lots of, none of, both, each, every,</i><br/><br/><i>a few, neither, either, several</i></p> | <p><b>Verbs –</b></p> <p>Use irregular simple past-tense verbs</p> <p><i>awake – awoke</i></p> <p><i>blow – blew</i></p> |
| <p><b>Word families</b> for meaning, word class and spelling:<br/><i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p> | <p><b>Powerful verbs:</b></p> <p>Synonyms for verbs such as “said” or “go” to create more powerful verbs</p>                                                                       | <p><b>Inverted commas:</b></p> <p>Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p> | <p><b>Compound sentences</b> with co-ordinating conjunctions:</p> <p><i>and</i></p> <p><i>but</i></p> <p><i>or</i></p> <p><i>so</i></p> <p><i>for</i></p> <p><i>nor</i></p>                                                                                        | <p>The difference between a phrase and a clause</p>                                                                                                | <p><b>Verbs –</b></p> <p>Past perfect:</p> <p><b>“had” + past participle</b></p>                                         |

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| Expressing time, place and cause using <b>conjunctions</b> :<br><i>when, before, after, while, so, because</i>                                                                                                                                                                                                                   | <b>Prepositions:</b><br><i>next to, by the side of, in front of, during, though, throughout, because of</i> | Word families based on common words:<br><i>fear, feared, fearful, fears, fearfully</i>              | <b>Complex sentences</b> using subordinate conjunctions:<br><br><i>until</i><br><br><i>although</i><br><br><i>even if</i>                                                                                                                                                                                                                                          | Pattern of three for <b>persuasion</b> :<br><br><i>Fun. Exciting. Adventerous!</i> | Homophones and their meanings:<br><br><i>bear – bare</i><br><br><i>pear – pair</i> |
| Expressing time, place and cause using<br><br><b>adverbs</b> : <i>then, next, soon</i>                                                                                                                                                                                                                                           | Identifying all the word classes of a simple sentence                                                       | Use a <b>comma</b> after a fronted adverbial phrase, prepositional phrase or adverb ending in “-ly” | Know that pronouns, nouns and proper nouns can all be the subject of a sentence                                                                                                                                                                                                                                                                                    |                                                                                    |                                                                                    |
| <b>Spelling</b>                                                                                                                                                                                                                                                                                                                  |                                                                                                             |                                                                                                     | <b>Sentence/ grammar lessons</b>                                                                                                                                                                                                                                                                                                                                   |                                                                                    |                                                                                    |
| Word families<br><br><br>Prefixes – <i>auto-, anti-, super-, under-</i><br><br><br>Conjunctions – <i>when, before, after, while, so, because</i><br><br><br>Adverbs – <i>then, next, soon</i><br><br><br>Synonyms for verbs to create more powerful vocabulary<br><br><br>Prepositions – <i>next, though, during, throughout</i> |                                                                                                             |                                                                                                     | Inverted commas<br><br><br>Verbs – present perfect and past perfect<br><br><br>Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”)<br><br><br>Pattern of three and exaggerated language for persuasion<br><br><br>Complex sentences using: <i>until, although, even if</i> . The conjunction is found in the middle of the sentence. |                                                                                    |                                                                                    |

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| Homophones                                                                                                     | Compound sentences using: <i>and, but, for, yet, nor, so, or</i>                                                                                  |
| Quantifiers                                                                                                    | Difference between clause and phrase                                                                                                              |
| Plurals ending in “f” and “-fe”                                                                                | Difference between fewer and less. Fewer is used for count nouns ( <i>few apples</i> ) and less is used for non-count nouns ( <i>less water</i> ) |
| Plurals ending in “-sh”, “-ch”, “x”, “z”, “s”                                                                  | Personal pronouns (subject and object) and where to use them in the sentence                                                                      |
| Irregular past-tense verbs                                                                                     | Specific and technical vocabulary                                                                                                                 |
| Possessive adjectives                                                                                          | Knowing when to use “a” and “an”                                                                                                                  |
| Exaggerated language                                                                                           | Identify all the word classes of a simple sentence                                                                                                |
| Adverbs ending in “-ly”                                                                                        | Identify the subject of the sentence                                                                                                              |
| It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum. | Inverted commas                                                                                                                                   |