



## The Berkeley Academy SPaG Long Term Plan

### Year 3

Grammar coverage					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Formation of nouns using <b>prefixes:</b> <i>auto- anti- super- under-</i>	Expressing time, place and cause, using <b>prepositions:</b> <i>before, after, during, in, because of</i>	<b>Exaggerated language:</b> <i>unbelievable, glorious, etc.</i>	To make the <b>plural</b> for nouns ending in “-ch”, “-sh”, “-s”, “-z” or “-x” by adding “-es”	<b>Pronouns –</b> To know the difference between the subject and object with the personal pronoun	<b>Pronouns –</b> Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i>
Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)	<b>Verbs –</b> Present perfect: <b>“has/have” + past participle</b> <i>She has gone to the shops. instead of She went to the shops.</i>	Specific/technical vocabulary to add detail: <b>Siamese cats are a variety that can live to a great age.</b> <i>The species has many unusual features for a feline.</i>	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>  Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i>	<b>Quantifiers:</b> <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	<b>Verbs –</b> Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i>
<b>Word families</b> for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	<b>Powerful verbs:</b> Synonyms for verbs such as “said” or “go” to create more powerful verbs	<b>Inverted commas:</b> 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.	<b>Compound sentences</b> with co-ordinating conjunctions: <i>and but or so for nor yet</i>	The difference between a phrase and a clause	<b>Verbs –</b> Past perfect: <b>“had” + past participle</b>
Expressing time, place and cause using <b>conjunctions:</b> <i>when, before, after, while, so, because</i>	<b>Prepositions:</b> <i>next to, by the side of, in front of, during, though, throughout, because of</i>	Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i>	<b>Complex sentences</b> using subordinate conjunctions: <i>until although even if</i>	Pattern of three for <b>persuasion:</b> <i>Fun. Exciting. Adventerous!</i>	Homophones and their meanings: <i>bear – bare pear – pair</i>
Expressing time, place and cause using <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	Know that pronouns, nouns and proper nouns can all be the subject of a sentence		



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		ending in “-ly”				
Spelling			Sentence/ grammar lessons			
Word families Prefixes – <i>auto-, anti-, super-, under-</i> Conjunctions – <i>when, before, after, while, so, because</i> Adverbs – <i>then, next, soon</i> Synonyms for verbs to create more powerful vocabulary Prepositions – <i>next, though, during, throughout</i> Homophones Quantifiers Plurals ending in “f” and “-fe” Plurals ending in “-sh”, “-ch”, “-x”, “-z”, “-s” Irregular past-tense verbs Possessive adjectives Exaggerated language Adverbs ending in “-ly” <b>It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.</b>			Inverted commas Verbs – present perfect and past perfect Fronted adverbial phrases – prepositional phrase, starting with an adverb (“-ly”) Pattern of three and exaggerated language for persuasion Complex sentences using: <i>until, although, even if</i> . The conjunction is found in the middle of the sentence. Compound sentences using: <i>and, but, for, yet, nor, so, or</i> Difference between clause and phrase 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> ) Personal pronouns (subject and object) and where to use them in the sentence Specific and technical vocabulary Knowing when to use “a” and “an” Identify all the word classes of a simple sentence Identify the subject of the sentence Inverted commas			



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This document is to be used in conjunction with the accompanying “Grammar progression” and “Sentence development” documents. It is important to look at the year before and after to be able to differentiate and to identify how the children could develop further. Using these documents will arm you with information on how to help your pupils, set goals and identify next steps for their writing.

Each year group builds on the year before, so it is fundamental that teachers are aware of what has been taught in previous years. Therefore, teachers could highlight the sections covered and embedded and pass this information on to the next class teacher.