**Year 3 SPAG Long Term Plan**

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| **Grammar**   * **sentence types (statement, command, question, exclamation)** * **tense (past simple, present simple)** * **tense (past progressive, present progressive)** * **prepositions** * **coordinating conjunctions (using acronym ‘fanboys’)** * **expanded noun phrases (including adding a prepositional phrase)** * **tense (past perfect, present perfect)** * **subordinating conjunction (using acronym ‘a white bus’)** * **adverbs (time, reason, manner, place)** * **paragraphs** * **headings and sub-headings** | |
| **Punctuation**   * **capital letters** * **full stops** * **exclamation marks** * **question marks** * **commas** * **apostrophes (omission and possession)** * **inverted commas)** | **Terminology**   * **conjunction** * **preposition** * **word family** * **prefix** * **clause** * **subordinating clause** * **direct speech** * **consonant** * **vowel** * **inverted commas** * **determiner** * **pronoun** * **possessive pronoun** * **adverbial** |

Spelling Year 3

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| **Autumn 1**  Homework:  Review common exception words from KS1 | Review vowel digraphs: ai, ay, a-e, a (/eɪ/)  Review vowel digraphs: ee, ea, e-e (/iː/)  Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)  Review vowel digraphs: ow, oa, o-e, o (/əʊ/)  Review vowel digraphs: oo, ou, u-e (/uː/)  Review vowel digraphs: oi, oy (/ɔɪ/ ) & ow, ou (/aʊ/)  Review plurals ending vowel suffix -es, changing y to i and adding es and words ending ey |
| **Autumn 2**  Homework:  Explore homophones and near homophones | Review adding vowel suffixes -ed, -ing, when keeping ending or,changing y to i or chopping the final e  Review adding vowel suffixes -ed, -ing, when doubling the final consonant  Review vowel suffixes -er and -est  Review –le at the end of words  Review –el or –il at the end of words  Review –al at the end of words |
| **Spring 1** | Review apostrophes for contraction  Review apostrophe for possession  Review suffix -ly (with a consonant before it)  Explore suffix -ally |
| **Spring 2** | Review consonant suffixes -ment and -ness  Review consonant suffixes -ful and -less  Explore the suffixes –tion and –ation  Explore the –sion suffix |
| **Summer 1** | Explore prefixes un-, dis-, mis-, in-  Explore prefixes re-, super-  Focus on the short vowel sound /ʌ/ spelt ou  Explore the vowel suffix –ous |
| **Summer 2** | Explore words with the long vowel sound /eI/ spelt ei, eigh, or ey  Explore words with the phoneme s spelt sc  Explore words containing silent letters written kn, gn, wr, wh  Focus on silent letters: words from the Y3/4 statutory word list |

**Recap on handwriting learnt in Year 2:**

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| **Break letters: b, g, j, p, y, x, z** | **Joins from q:** | **quick, quiet, queen** |
| **Joins to and from r:** | **ran, her, hurry** |
| **Joins to and from s:** | **has, sent, class** |
| **Joins from f:** | **far, fluffy** |

**Handwriting in Year 3**

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| **In Year 3 children should be taught to:**  The main aim during this year is for children to refine their handwriting and to make sure that the size and proportions of all letters, and the spaces between letters and words, are consistent and even.   |  |  |  | | --- | --- | --- | | **New joins: Joins from p and b :** | **to a short letter:** | **pi, be** | | **to an ascender:** | **ph, bb** | | **to an anticlockwise letter:** | **po, ba** |   By this stage, children should be secure at joining and able to use joined-up writing for most of their work. Opportunities will also be provided for children to practise writing at increased speed so that they can produce longer pieces of writing with greater ease.  There is continued emphasis on using movements of handwriting to support spelling through the revision of common letter patterns. |

**Writing in Year 3 (Composition)**

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| Pupils should be taught to plan their writing by | * discussing writing similar to that which they are planning to write in order to understand and learn from its structure,   vocabulary and grammar   * discussing and recording ideas |
| Pupils should be taught to draft and write by: | * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] |
| Pupils should be taught to evaluate and edit by: | * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in   sentences |
| Pupils should be taught to proof-read for spelling and punctuation errors | |
| Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |