



J H Godwin Primary School - GPAS Coverage Year 3

Grammar Coverage

Terminology: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Formation of nouns using prefixes: auto- anti- super- under-	Expressing time, place and cause, using prepositions: before, after, during, in, because of	Exaggerated language: <i>unbelievable, glorious, etc.</i>	To make the plural for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es"	Pronouns - To know the difference between the subject and object with the personal pronoun	Pronouns - 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")	Verbs - Present perfect: "has/have" + past participle <i>She has gone to the shops. instead of She went to the shops.</i>	Specific/technical vocabulary to add detail: <i>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</i>	To make the plural 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>	Quantifiers: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i>	Verbs - Use irregular simple past-tense verbs <i>awake - awoke</i> <i>blow - blew</i>
Word families for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i>	Powerful verbs: Synonyms for verbs such as "said" or "go" to create more powerful verbs	Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say	Compound sentences with co-ordinating conjunctions: <i>and</i> <i>but</i> <i>or</i> <i>so</i> <i>for</i>	The difference between a phrase and a clause	Verbs - Past perfect: "had" + past participle



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		who said the words and place what the next person says on the next line.	<i>nor</i> <i>yet</i>		
Expressing time, place and cause using conjunctions : <i>when, before, after, while, so, because</i>	Prepositions : <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>	Complex sentences using subordinate conjunctions: <i>until</i> <i>although</i> <i>even if</i>	Pattern of three for persuasion: <i>Fun. Exciting. Adventerous!</i>	Homophones and their meanings: <i>bear - bare</i> <i>pear - pair</i>
Expressing time, place and cause using adverbs : <i>then, next, soon</i>	Identifying all the word classes of a simple sentence	Use a comma 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		
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			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>)		

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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" It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	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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Spellings to be Taught - Spelling Shed

1. The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
6. Challenge words
7. Words with the prefix 're-' 're-' means 'again' or 'back.'
8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. The prefix 'mis-' This is another prefix with negative meanings.
10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
12. Challenge words
13. The long vowel /a/ sound spelled 'ai'
14. The long /a/ vowel sound spelled 'ei.'
15. The long /a/ vowel sound spelled 'ey.'

J H Godwin Primary School - GPAS Coverage Year 3

16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Homophones - words which have the same pronunciation but different meanings and/or spellings.
18. Challenge Words
19. The /l/ sound spelled '-al' at the end of words.
20. The /l/ sound spelled '-le' at the end of words.
21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'
22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'
23. Adding the suffix -ly. Words which do not follow the rules.
24. Challenge Words
25. Words ending in '-er' when the root word ends in (t)ch.
26. Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language.
27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin.
28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.
29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.
30. Challenge Words
31. The suffix '-sion' pronounced /ʒən/
32. Revision – spelling rules we have learned in Stage 3.
33. Revision – spelling rules we have learned in Stage 3.
34. Revision – spelling rules we have learned in Stage 3.
35. Revision – spelling rules we have learned in Stage 3.
36. Revision – spelling rules we have learned in Stage 3.

Handwriting (Years 3 & 4)

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Alan Peat Sentence Types

Terminology pupils should be introduced to is in **bold**.



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Year 3 - Alan Peat Sentence Type	Examples	Additional points to be taught through the sentence type
Verb, person sentences (ing sentence) A typical sentence (subject-verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or personal pronoun (he, she, they it), followed by the remainder of the sentence.	Flying , John had always been terrified of it	Choosing nouns or pronouns appropriately to within a sentence to avoid ambiguity and repetition Varying sentence starters
Ad, same ad sentences Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma. Once children have grasped this, introduce words other than because to bridge the sentence.	He was a fast runner, fast because he needed to be.	Noun phrases expanded by the addition of modifying adjectives , nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair.
Emotion word, (comma) sentences Does not conform with traditional subject-verb combination sentence Uses adjective to describe emotion, followed by a comma. Rest of sentence describes actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. Possible provide and A-Z of emotion words	Desperate , she screamed for help.	Adverbial phrases Openers
The more, the more sentences The first more should be followed by an emotive word and the second more should be followed by a related action. Provide a list of human emotions When grasped introduce The less, the less sentence	The more upset she was, the more her tears flowed The less happy he became, the less likely he was to smile	Adverbial starter
2 pairs sentences Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction and	Exhausted and worried , cold and hungry , they did not	Varying sentence openers Expressing place and cause when using conjunctions



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	know how much further they could go.	
Double ly ending sentences Ends with two adverbs of manner. First part of this sentence type ends in a verb . Two adverbs of manner are then added to add precision to the sentence.	The worried people ran quickly and purposefully He swam slowly and falteringly .	Swapping adverbs and clauses