



High Meadow
Community School

Year 3 SPaG
Parents Workshop
17th September 2019

Growing together, every day, in every way

SPaG



The difference between:

Let's eat, Grandma.

and

Lets eat Grandma.

CURRICULUM – Year 3



Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Word



Prior knowledge

Prepositions: behind, above, along, before, between, after

Alliteration e.g. wicked witch slimy slugs Similes using...like... e.g. ... like sizzling sausages ...hot like a fire

Two adjectives to describe the noun e.g. The scary, old woman... Squirrels have long, bushy tails.

Adverbs for description e.g. Snow fell gently and covered the cottage in the wood.

Adverbs for information e.g. Lift the pot carefully onto the tray

Generalisers for information e.g. Most dogs.... Some cats....

Formation of nouns using suffixes such as -ness, -er

Formation of adjectives using suffixes such as -ful, -less

Use of the suffixes -er and -est to form comparisons

Year 3 word



Year 3

Prepositions Next to by the side of In front of during through throughout because of

Powerful verbs e.g. stare, tremble, slither

Boastful Language e.g. magnificent, unbelievable, exciting!

More specific / technical vocabulary to add detail e.g. A **few** dragons of this **variety** can breathe on any **creature** and turn it to stone **immediately**. **Drops** of rain **pounded** on the **corrugated**, tin roof.

Nouns formed from prefixes e.g. auto... super...anti...

Word Families based on common words e.g. teacher –teach, beauty – beautiful,

Solve - solution, solver, dissolve, insoluble

Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open



Sentence

Prior Knowledge

- Types of sentences:

Statements – The dog is barking at the postman.

Questions – Can you see the shop?

Exclamations – It was gigantic!

Commands – Run to the end of the road.

- Secure use of compound sentences (Coordination) using connectives: and/ or / but / so (coordinating conjunctions)
- Complex sentences (Subordination) using: when/ if/ that/ because
- Expanded noun phrases e.g. lots of people, plenty of food, the blue butterfly



Year 3 sentence

Year 3

- Develop complex sentences (Subordination) with range of subordinating conjunctions: even though, although, while, as

Even though it was raining, it was still warm.

- Express **time**, **place** or **cause** using:

Conjunctions – before, when, as, when, so, whilst, while

Adverbs – soon, therefore, next

Prepositions - before, after, during, in, because of

In the midnight hour, I stepped into the dark shadows only to hear footsteps behind me.

Whilst the thunder roared, I cowered under my bed.

When I entered the time machine, I wondered if I would ever return to this life.

We had one last dance in the meadow before the sun rose.

During the winter months, many birds migrate to warmer countries.

Text



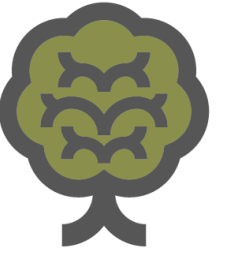
Prior knowledge

Fiction

- Plan opening around character(s), setting, time of day and type of weather
- Understanding 5 parts to a story with more complex vocabulary
- Opening e.g. In a land far away.... One cold but bright morning.....
- Build-up e.g. Later that day
- Problem / Dilemma e.g. To his amazement
- Resolution e.g. As soon as Ending e.g. Luckily, Fortunately
- Ending should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.

- Correct choice and consistent use of present tense (**-ing -s/-es**) and past tense (**-ed**) throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she **is** drumming, he **was** shouting]

YEAR 3 text



Fiction

- Plan opening around character(s), setting, time of day and type of weather
- Paragraphs to organise ideas into each story part
- Extended vocabulary to introduce 5 story parts:
- Introduction – should include detailed description of setting or characters
- Build-up – build in some suspense towards the problem or dilemma
- Problem / Dilemma – include detail of actions / dialogue
- Resolution – should link with the problem
- Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.

Text



Prior knowledge

Non-Fiction

- Introduction: Heading with hook to engage reader could include factual statement / definition
- Opening question
- Middle section(s) group related ideas / facts into sections
- Sub headings to introduce sentences / sections
- Use of lists – what is needed / lists of steps to be taken
- Bullet points for facts
- Diagrams
- Ending – make final comment to reader using *Extra tips!* / *Did-you-know? facts* / *True or false?*



YEAR 3 text

Non-Fiction

- Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....? Middle Section(s)
- Group related ideas /facts into paragraphs
- Sub headings to introduce sections / paragraphs
- Topic sentences to introduce paragraphs
- Lists of steps to be taken
- Bullet points for facts
- Flow diagrams
- Develop ending with personal response
- Extra information / reminders e.g. Information boxes/ Five Amazing Facts /Wow comment



YEAR 3 text

Prior knowledge

- Correct choice and consistent use of present tense (**-ing -s/-es**) and past tense (**-ed**) throughout writing
- Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she **is** drumming, he **was** shouting]

Year 3

- Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.
- Use of present perfect instead of simple past. He has left his hat behind, as opposed to He left his hat behind.



Punctuation

Prior knowledge

- Demarcate sentences: Capital letters Full stops Question marks Exclamation marks
- Commas to separate items in a list
- Speech bubbles
- Apostrophes to mark contracted forms in spelling e.g. don't, can't

Year 3 punctuation



Year 3

- Colon before a list e.g. What you need:
- Ellipses to keep the reader hanging on
- Comma after -ly opener e.g. Fortunately,....Slowly,....
- Secure use of inverted commas for direct speech
- Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)
- Apostrophes for possession

Any questions?



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