



Year 3 – Autumn Term 1

Week 1	Week 2	Week 3
<p>Objectives: (Revision) To learn how to use both familiar and new punctuation correctly, including: full stops, capital letters, exclamation marks and question marks. To learn how to use sentences with different forms: statement, question, exclamation and command.</p>	<p>Objectives: (Revision) To understand the terminology 'noun', 'adjective', 'adverb' and 'verb'. To identify nouns, adjectives, adverbs and verbs. To use nouns, adjectives, adverbs and verbs appropriately in writing.</p>	<p>Objective: To express time, place and cause using conjunctions.</p>
<p>Success criteria: I can use a capital letter at the beginning of a sentence. I can use a full stop at the end of a sentence. I can use exclamation marks and question marks correctly. I can recognise and use the sentence types: statement, question, exclamation and command.</p>	<p>Success criteria: I can explain what nouns, adjectives, adverbs and verbs are. I can identify nouns, adjectives, adverbs and verbs. I can choose the most effective nouns, adjectives, adverbs and verbs to use in my own writing.</p>	<p>Success criteria: I can identify a range of conjunctions. I can use a range of conjunctions appropriately in my own writing, eg, <i>when, before, after, while, so, because</i>.</p>
<p>Teacher's Guide: Unit 1 p6–7</p>	<p>Teacher's Guide: Unit 2 p8–9</p>	<p>Teacher's Guide: Unit 4 p12–13</p>
<p>Grammar and Punctuation Pupil Book: Unit 1 p4 Units 7–8 p12–15</p>	<p>Grammar and Punctuation Pupil Book: Unit 4 p8–9 Spelling and Vocabulary Pupil Book: Unit 2 p5</p>	<p>Grammar and Punctuation Pupil Book: Units 9–10 p16–18 Unit 18 p30</p>
<p>Interactive activity: Punctuation marks/Interactive activity: Types of sentences</p>	<p>Interactive activity: Word classes</p>	



Year 3 – Autumn Term 1

Week 4	Week 5	Week 6
<p>1) Objective: (Revision) To use commas to separate items in a list.</p> <p>2) Objective: (Revision) To spell words ending in <i>-dge</i> and <i>-ge</i>.</p>	<p>1) Objective: To understand which letters are vowels and which are consonants. To use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel.</p> <p>2) Objective: To spell words with <i>g</i> before <i>e</i>, <i>i</i> and <i>y</i>.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 3'</p> <p>Content: Co-ordinating conjunctions, capital letters, commands, subject-verb agreement, suffixes, subordinating conjunctions, tense agreement, commas in lists, determiners, inverted commas, adjectives, questions, apostrophes, exclamation marks.</p>
<p>1) Success criteria: I can use commas to separate items in a list.</p> <p>2) Success criteria: I can use the rules to spell words ending in <i>-dge</i> and <i>-ge</i>.</p>	<p>1) Success criteria: I can identify which letters of the alphabet are vowels and which letters are consonants. I can use <i>a</i> and <i>an</i> correctly before a noun.</p> <p>2) Success criteria: I can spell words with <i>g</i> before <i>e</i>, <i>i</i> and <i>y</i>.</p>	
<p>1) Teacher's Guide: Unit 12 p28–29 2) Teacher's Guide: n/a</p>	<p>1) Teacher's Guide: Units 17–18 p38–41 2) Teacher's Guide: n/a</p>	<p>Grammar, Punctuation and Spelling Progress Tests – Year 3: Autumn test 1 p9</p>
<p>1) Grammar and Punctuation Pupil Book: Unit 2 p5–6 2) Spelling and Vocabulary Pupil Book: Unit 3 p6</p>	<p>1) Grammar and Punctuation Pupil Book: Unit 17 p28–29 Spelling and Vocabulary Pupil Book: Unit 1 p4 Unit 20 p30 2) Spelling and Vocabulary Pupil Book: Unit 4 p7</p>	



1) Interactive activity: Commas	1) Interactive activity: Consonants and vowels/ Interactive activity: Determiners – a and an	
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Year 3 – Autumn Term 2

Week 1	Week 2	Week 3
<p>Objectives: (Revision) To know the term ‘adverb’. To use the suffix <i>-ly</i> to turn adjectives into adverbs. To understand the rules for adding <i>-ly</i>.</p>	<p>Objective: I can express time, place and cause using adverbs.</p>	<p>Objectives: (Revision) To understand that apostrophes are used to mark where letters are missing in spelling (contraction). To use apostrophes to mark singular possession in nouns.</p>
<p>Success criteria: I can use the suffix <i>-ly</i> to turn adjectives into adverbs, using the rules I have learned. I know how to use an adverb in a sentence.</p>	<p>Success criteria: I can identify a range of adverbs. I can use a range of adverbs appropriately in my own writing, eg, <i>then, next, soon, therefore</i>.</p>	<p>Success criteria: I can identify where an apostrophe has been used to show that letters are missing. I can identify where an apostrophe has been used to show singular possession. I can use apostrophes correctly in my writing.</p>

Teacher's Guide: Unit 23 p50–51	Teacher's Guide: Unit 5 p14–15	Teacher's Guide: Unit 13 p30–31
Spelling and Vocabulary Pupil Book: Unit 16 p24–25	Grammar and Punctuation Pupil Book: Units 20–21 p33–35	Grammar and Punctuation Pupil Book: Unit 3 p7 Spelling and Vocabulary Pupil Book: Units 22–23 p33–35
		Interactive activity: Apostrophes



Year 3 – Autumn Term 2

Week 4	Week 5	Week 6
<p>Objectives: To understand the terminology ‘inverted commas’, ‘speech marks’ and ‘direct speech’. To use inverted commas to punctuate direct speech.</p>	<p>Objectives: To understand how to add a prefix at the beginning of a word in order to turn it into another word, eg, <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>in-</i>, <i>il-</i>, <i>im-</i>, <i>ir-</i>.</p>	<p>Assessment Task: Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 3’</p> <p>Content: Nouns, prepositions, apostrophes, adjectives, subordinating conjunctions, full stops, questions, adverbs, inverted commas, exclamation marks, capital letters, prefixes, determiners, commas in lists, verbs, statements/capital letters, suffixes.</p>
<p>Success criteria: I can explain what ‘inverted commas’, ‘speech marks’ and ‘direct speech’ are and how they are used. I can identify inverted commas in direct speech. I can use inverted commas to show where direct speech begins and ends.</p>	<p>Success criteria: I can choose the correct prefix to add to the beginning of a word to turn it into another word. I can use the prefixes <i>un-</i>, <i>dis-</i>, <i>mis-</i>. I can use the prefix <i>re-</i>. I can use the prefixes <i>in-</i>, <i>il-</i>, <i>im-</i>, <i>ir-</i>.</p>	

Teacher's Guide: Unit 14 p32–33	Teacher's Guide: Unit 15 p34–35	Grammar, Punctuation and Spelling Progress Tests – Year 3: Autumn test 2 p18
Grammar and Punctuation Pupil Book: Units 26–27 p42–45	Spelling and Vocabulary Pupil Book: Unit 9 p13–14 Unit 12 p17	
Interactive activity: Inverted commas	Interactive activity: Prefixes	



Year 3 – Spring Term 1

Week 1	Week 2	Week 3
<p>Objectives: To use a range of prefixes to form nouns, eg, <i>super-, anti-, auto-</i>. To extend the range of prefixes known and understand their meaning, eg, <i>sub-, inter-</i>.</p> <p>(Focus for Week 1 and Week 2 – use the Teacher's Guide for possible teaching steps, followed by Spelling and Vocabulary activities for each set of prefixes, with Teacher's Guide photocopiable p37 to consolidate.)</p>	<p>Objectives: To use a range of prefixes to form nouns, eg, <i>super-, anti-, auto-</i>. To extend the range of prefixes known and understand their meaning, eg, <i>sub-, inter-</i>.</p>	<p>Objective: I can express time, place and cause using prepositions.</p>
<p>Success criteria: I can choose the correct prefix to add to the beginning of a word to turn it into another word.</p>	<p>Success criteria: I can choose the correct prefix to add to the beginning of a word to turn it into another word.</p>	<p>Success criteria: I can identify a range of prepositions. I can use a range of prepositions in my own writing, eg, <i>before, after, during, in, because of</i>.</p>

I can use the prefixes <i>super-</i> , <i>anti-</i> , <i>auto-</i> to form nouns. I can use a range of prefixes, eg, <i>sub-</i> , <i>inter-</i> , and I understand what they mean.	I can use the prefixes <i>super-</i> , <i>anti-</i> , <i>auto-</i> to form nouns. I can use a range of prefixes, eg, <i>sub-</i> , <i>inter-</i> , and I understand what they mean.	
Teacher's Guide: Unit 16 p36–37	Teacher's Guide: Unit 16 p36–37	Teacher's Guide: Unit 6 p16–17
Spelling and Vocabulary Pupil Book: Unit 10 p15 (<i>super-</i> , <i>anti-</i> , <i>auto-</i>) Unit 11 p16 (<i>sub-</i> , <i>inter-</i>)	Spelling and Vocabulary Pupil Book: Unit 10 p15 (<i>super-</i> , <i>anti-</i> , <i>auto-</i>) Unit 11 p16 (<i>sub-</i> , <i>inter-</i>)	Grammar and Punctuation Pupil Book: Unit 22 p36



Year 3 – Spring Term 1

Week 4	Week 5	Week 6
Objectives: To know the term 'subordinate clause'. To identify a subordinate clause and explain how they know. To recognise the conjunctions that can be used to make a subordinate clause.	Objective: To understand how to spell words with the /i/ (as in pin) sound, spelled 'y', other than at the end of words.	Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 3' Content: Verbs, inverted commas, prepositions, subject-verb agreement, suffixes, tense agreement, capital letters, adjectives, co-ordinating conjunctions, subordinating conjunctions, commas in lists, nouns/adjectives, question marks/exclamation marks, questions, apostrophes.

Success criteria: I can explain what a subordinate clause is. I can identify the subordinate clause in a sentence. I know which conjunctions can be used to make a subordinate clause.	Success criteria: I can spell words which have 'y' somewhere other than at the end of a word, which makes the 'i' (as in 'pin') sound.	
Teacher's Guide: Unit 7 p18–19	Teacher's Guide: Unit 24 p52–53	Grammar, Punctuation and Spelling Progress Tests – Year 3: Spring test 1 p27
Grammar and Punctuation Pupil Book: Unit 19 p31–32	Spelling and Vocabulary Pupil Book: Unit 6 p10	



Year 3 – Spring Term 2

Week 1	Week 2	Week 3
Objectives: To know the term 'word family'. To identify and use words which belong to the same family.	Objective: (Revision) To use expanded noun phrases for description and specification.	1) Objective: (Revision) To make the correct choice of present or past tense and use it consistently in writing. 2) Objective: (Revision) To spell words with the endings <i>-le, -el, -al</i> and <i>-il</i> .
Success criteria:	Success criteria:	1) Success criteria:

I can identify the root word of words which belong to the same family. I can make new words by adding prefixes and suffixes to a root word.	I can identify which information has been added to the noun to make an expanded noun phrase. I can add appropriate adjectives to a noun. I can give more information to explain <i>which</i> noun I am writing about.	I can identify verbs in the present and past tense. I can choose the correct verb form to put into a sentence. 2) Success criteria: I can spell words with the endings <i>-le, -el, -al</i> and <i>-il</i> .
Teacher's Guide: Unit 19 p42–43	Teacher's Guide: Unit 3 p10–11	1) Teacher's Guide: Unit 10 p24–25 2) Teacher's Guide: n/a
Spelling and Vocabulary Pupil Book: Unit 19 p28–29 Grammar and Punctuation Pupil Book: Unit 15 p24–25	Grammar and Punctuation Pupil Book: Unit 6 p11	1) Grammar and Punctuation Pupil Book: Unit 11 p19–20 2) Spelling and Vocabulary Pupil Book: Unit 5 p8–9
		Interactive activity: Verb tenses



Year 3 – Spring Term 2

Week 4	Week 5	Week 6
Objectives: To understand how to spell words with the /ai/ sound spelled <i>ei, eigh</i> or <i>ey</i> .	Objective: (Revision) To use the progressive form of verbs in the present and past tense to make actions in progress.	Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 3' Content: Word families, prefixes, apostrophes, co-ordinating conjunctions, prepositions, question marks, subordinating conjunctions, nouns, question marks, present and past progressive continuous, possessive pronouns, determiners, adjectives, adverbs, commas in

		lists, inverted commas, tense agreement, capital letters.
Success criteria: I recognise that the spellings <i>ei</i> , <i>eigh</i> and <i>ey</i> all make the 'ay' sound. I can spell words with the spelling patterns <i>ei</i> , <i>eigh</i> and <i>ey</i> .	Success criteria: I can use the progressive form of verbs to show whether actions are happening now or whether they have happened in the past.	
Teacher's Guide: Unit 26 p56–57	Teacher's Guide: n/a	Grammar, Punctuation and Spelling Progress Tests – Year 3: Spring test 2 p36
Spelling and Vocabulary Pupil Book: Unit 8 p12	Grammar and Punctuation Pupil Book: Unit 12 p21	
Interactive activity: Spelling pattern ei, eigh, ey		



Year 3 – Summer Term 1

Week 1	Week 2	Week 3
Objective: To use the present perfect form of verbs instead of the simple past.	Objective: To spell words with the /u/ sound spelled 'ou'.	Objectives: (Revision) To understand and use the rules for adding the suffixes <i>-ing</i> , <i>-ed</i> , <i>-er</i> and <i>-est</i> . To extend to adding suffixes beginning with vowel letters to words of more than one syllable.
Success criteria: I can use 'have' and 'has' to form the present perfect form of a verb.	Success criteria: I can spell words with the /u/ sound spelled 'ou'.	Success criteria: I can use the rules for adding the suffixes <i>-ing</i> , <i>-ed</i> , <i>-er</i> and <i>-est</i> .

I know that this shows that an action has happened at some point in the past, but when is not specified.		
Teacher's Guide: Unit 11 p26–27	Teacher's Guide: Unit 25 p54–55	Teacher's Guide: Unit 21 p46–47
Grammar and Punctuation Pupil Book: Unit 13 p22	Spelling and Vocabulary Pupil Book: Unit 7 p11	Spelling and Vocabulary Pupil Book: Units 13–14 p18–21 and Unit 18 and p27



Year 3 – Summer Term 1

Week 4	Week 5	Week 6
<p>1) Objectives: To use a thesaurus to extend vocabulary. To use synonyms found in a thesaurus as part of the editing and improving process in writing.</p> <p>(This objective will have been ongoing throughout the year, but the Skills Builders units can be used to consolidate this work.)</p> <p>2) Objective: (Revision)</p>	<p>Objective: (Revision) To know the rules for changing singular nouns to plural.</p>	<p>Assessment Task: Rising Stars 'Grammar, Punctuation and Spelling Progress Tests – Year 3'</p> <p>Content: Capital letters, adjectives, synonyms and antonyms, commas in lists, subordinating conjunctions, questions/commands, prepositions, apostrophes, verbs, question marks, present and past progressive continuous, determiners, tense agreement, word families,</p>

To understand and use the rules for adding the suffixes <i>-ment, -ness, -ful and -less</i> .		commas after fronted adverbials, suffixes, inverted commas.
1) Success criteria: I can use a thesaurus to find new words to use in my writing. 2) Success criteria: I can use the rules for adding the suffixes <i>-ment, -ness, -ful and -less</i> .	Success criteria: I can use the rules for changing singular nouns to plural.	
1) Teacher's Guide: n/a 2) Teacher's Guide: Unit 22 p48–49	Teacher's Guide: Unit 20 p44–45	Grammar, Punctuation and Spelling Progress Tests – Year 3: Summer test 1 p45
1) Spelling and Vocabulary Pupil Book: Unit 27 p42 2) Spelling and Vocabulary Pupil Book: Unit 15 p22–23	Spelling and Vocabulary Pupil Book: Unit 21 p31–32	



Year 3 – Summer Term 2

Week 1	Week 2	Week 3
<p>1) Objective: To understand how to add the suffix <i>-ation</i> to a verb to form a noun.</p> <p>2) Objectives: To spell words on the Year 3 and 4 word list and understand what they mean. To use the rules that they have been learning to help to spell unfamiliar words. (This objective will have been ongoing throughout the year, and the Skills Builders units can be used to consolidate this work.)</p>	<p>1) Objectives: To use a dictionary to check the spelling and meanings of words. To use the first two or three letters of a word to locate it in a dictionary. (This objective will have been ongoing throughout the year, and the Skills Builders units can be used to consolidate this work.)</p> <p>2) Objective: To spell and know the meaning of homophones.</p>	<p>1) Objective: To understand and begin to use paragraphs as a way of grouping related material.</p> <p>2) Objectives: To use nouns, adjectives, verbs and adverbs effectively to describe a character. To write a descriptive paragraph.</p>
<p>1) Success criteria: I can use the rules for adding the suffix <i>-ation</i> to a verb to form a noun.</p> <p>2) Success criteria: I can spell some words on the Year 3 and 4 word list and can explain what they mean. I can spell most words on the Year 3 and 4 word list and can explain what they mean. I can use the rules that I have been learning to help me to spell unfamiliar words.</p>	<p>1) Success criteria: I can use a dictionary to check the spelling and meanings of words. I can use the first two or three letters of a word to locate it in a dictionary.</p> <p>2) Success criteria: I can explain what a homophone is. I can spell pairs of homophones and give their meanings.</p>	<p>1) Success criteria: I can use paragraphs to organise my writing by grouping related ideas together.</p> <p>2) Success criteria: I can choose the most appropriate nouns, adjectives, verbs and adverbs to describe a character. I can put my ideas together to write a descriptive paragraph.</p>
<p>1) Teacher's Guide: Unit 27 p58–59 2) Teacher's Guide: Unit 28 p60–61</p>	<p>1) Teacher's Guide: Unit 30 p64–65 2) Teacher's Guide: Unit 29 p62–63</p>	<p>1) Teacher's Guide: Unit 8 p20–21 2) Teacher's Guide: n/a</p>
<p>1) Spelling and Vocabulary Pupil Book: Unit 17 p26 2) Spelling and Vocabulary Pupil Book: Unit 25 p38–39</p>	<p>1) Spelling and Vocabulary Pupil Book: Unit 26 p40–41</p>	<p>1) Grammar and Punctuation Pupil Book: Units 24–25 p39–41</p>



	2) Spelling and Vocabulary Pupil Book: Unit 24 p36–37	2) Spelling and Vocabulary Pupil Book: Unit 28 p43–45
2) Interactive activity: Double letters		1) Interactive activity: Paragraphs

Year 3 – Summer Term 2

Week 4	Week 5	Week 6
<p>1) Objective: To use headings and subheadings to aid presentation.</p> <p>2) Objective: To identify and use the vocabulary used in instructions.</p>	<p>Objective: To recognise and understand the terminology learned in Years 2 and 3.</p>	<p>Assessment Task: Rising Stars ‘Grammar, Punctuation and Spelling Progress Tests – Year 3’</p> <p>Content: Suffixes, apostrophes, adverbs, co-ordinating conjunctions, full stops, subordinating conjunctions, present and past progressive continuous, nouns, exclamation marks, adjectives, capital letters, pronouns, commas in lists, prefixes, determiners, inverted commas, word families.</p>
<p>1) Success criteria: I can recognise the importance of headings and subheadings when reading non-fiction. I can use headings and subheadings to help to organise non-fiction writing.</p> <p>2) Success criteria:</p>	<p>Success criteria: I know the meanings of the words I have been learning about related to grammar and punctuation. I can identify examples. I can give my own examples.</p>	

I can identify the vocabulary used in instructions. I can use the appropriate vocabulary for instructions.		
1) Teacher's Guide: Unit 9 p22–23 2) Teacher's Guide: n/a	Teacher's Guide: n/a	Grammar, Punctuation and Spelling Progress Tests – Year 3: Summer test 2 p54
1) Grammar and Punctuation Pupil Book: Unit 23 p37–38 2) Spelling and Vocabulary Pupil Book: Unit 29 p46–48	Grammar and Punctuation Pupil Book: Unit 28 p46–48	