

Spelling, Punctuation and Grammar at
Muskham Primary School

Year 3

Mar 5-17:02

Year 2:



- Secure understanding of full stops and capital letters
- Writing a list of nouns and adjectives. Using comma and 'and' correctly
- Understanding of ? and !
- Past and present tense (-ed)
- Contractions using an apostrophe - can't, you'll and we've

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Expanded Noun Phrases

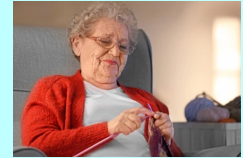


Introduced in Year 2 but reinforced in Year 3.

The girl enjoyed her delicious, cold ice cream.



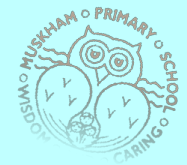
The old lady had knitted a long, fluffy scarf.



The ancient, broken clock had stopped working.

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Lists



Introduced in Year 2 but used for verbs in Year 3.

The dog licked his owners hand, jumped off her knee and ran towards his toy.

The football dodged his opponents, sprinted down the pitch and shot at the goal.



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Direct Speech

The use of inverted commas/speech marks.

Capital letter

"Shall we go to the cinema?" asked Ben.

Reporting verb
to replace 'said'

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Paragraphs

In Year 3, we introduce more structure to our writing.



Title or Heading

Introduction Paragraphs

Sub-headings

Main Information Paragraphs

Non-chronological reports have a clear layout. They are organised into sections.

The Welsh Green dragon has skin which is a blend of different greens to allow it to camouflage itself with the lush green grass of its homeland. Its eyes are blazing green and its claws are razor sharp. The tail of a Welsh Green is covered in dangerous spines which it whips about crazily to defend itself.

This type of dragon likes to prey on sheep and cattle. It wouldn't eat a human unless it was provoked. It will also feed on creatures found in the water and enjoys munching on birds' eggs.

You will find the Welsh Green in mountainous areas which are rocky and cold. It doesn't like company so tends to nest in remote areas so it's not bothered. The nest will be somewhere sheltered and is usually made of twigs, leaves and bones. It will be padded with sheep wool.

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Conjunctions

In Year 3, conjunctions are separated into two types.

Co-ordinating



Equal importance.
Cannot start a sentence.

I like chocolate but I don't like chocolate cake.

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Conjunctions



Subordinating



Please let me know if you find out.

If you find out, please let me know.

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Adverbs and Prepositions



Tells us where,
when or why.

I will eat porridge
in the morning.

Preposition	Adverbial Phrase
across	across the park
along	along the street
around	around the pond
down	down the hill
from	from Hull
into	into the bathroom
onto	onto the wall
over	over the fence
past	past the station
through	through the bush
to	to the supermarket
up	up the stairs

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Fronted adverbials



Words or phrases added to the start of a sentence to add more detail to the main clause.

Before sunrise, he went out for a run.

Hungrily, she gobbled up her dinner.

Under the clock, he stood and waited.

Being brave, he marched across the playground

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A/An

When the next word starts with a
CONSONANT SOUND

A

a book

a frog

a car

a lemon

a dog

a truck

When the next word starts with a
VOWEL SOUND

AN

an apple

an orange

an egg

an umbrella

an insect

an actor



hour and unicorn

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Ordinal determiners

You will go second on the ride.

It is his fifth birthday today.

He is sixth in the queue.



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Apostrophes

Introduced for singular nouns in Year 2 and plural nouns in Year 3.

My dad's car has broken down again.



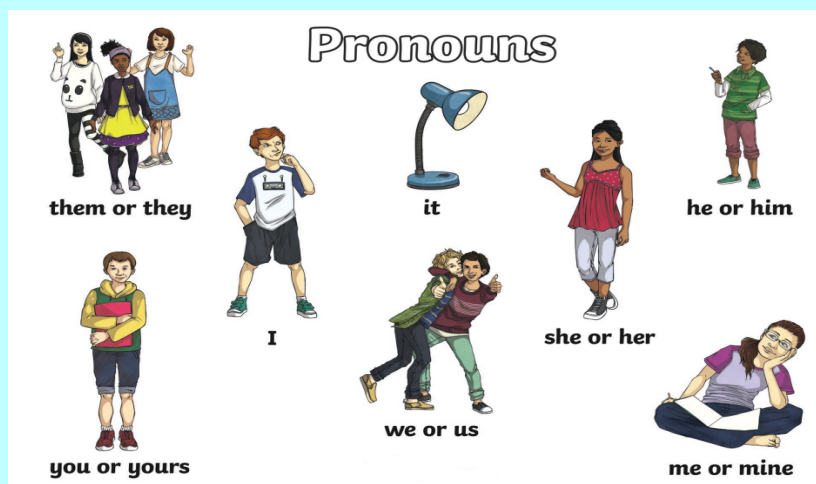
We discovered three suspects' finger prints in the room.

Charles' teddy was well loved and worn out.

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Pronouns

Used to avoid repetition.



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Tense

Future tense and present perfect tense.

Auxillary verb- 'helper verbs' to help express tense.

The football players will win their match.

The mice have crept into the restaurant.

The alien has won the hide and seek competition.



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Rainbow Grammar

Muskham Primary School



We use colours to help children learn the structure of a sentence.

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What is Rainbow Grammar?



Rainbow Grammar breaks sentences down into coloured sections; the colours are used to expose the underlying structure of sentences so that children can understand how they work, imitate their patterns and apply the patterns to new contexts.

Our grammar curriculum is designed to teach sentence structures in stages and build on previous knowledge. As children build their knowledge, they learn how to structure more complex sentences.

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Foundation



Subject verb stop
The moon shone.

Subject verb prepositional phrase stop
The moon shone in the sky.

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Year 1



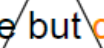
Using fronted adverbials (time and place)

Fronted adverbial **subject verb stop**

One night **the moon shone.**

In the sky **the moon shone.**

Subject verb stop

The boy **pushed** the gate  **but couldn't** open them.

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Year 2



Using fronted -ly adverbs (manner)

Fronted adverbial **subject verb prepositional phrase stop**

Silently **the bat flew** across the sky.

Subordinate clause **subject verb stop**

When the pale moon shone brightly **soft light covered** everything.

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Year 3



Building on Year 2: using fronted adverbials (time, place and manner):

Fronted adverbial, **subject verb stop**

In the inky sky, **the moon shone**.

Using connectives

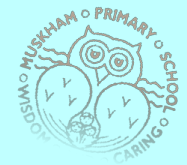
Connective, **subject verb adverb stop**

Meanwhile, **the moon shone brightly**.

"Speech" **subject verb stop**

"It's dark tonight" **James said**.

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