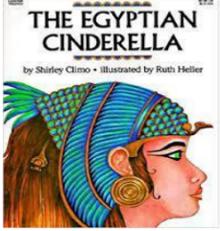
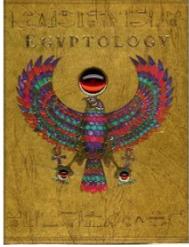
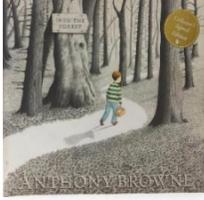




**YEAR 3 SPaG**  
**CURRICULUM PLAN 2022-2023**

	<b>AUTUMN 1/2</b>	<b>AUTUMN 2/SPRING 1</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>English Text For Writing</b>	<p>The Iron Man by Ted Hughes</p> 	<p>Fox by Margaret Wild and Ron Brooks</p> 	<p>Dear Earth by Isabel Otter and Clara Anganuzz</p> 	<p>The Egyptian Cinderella by Shirley Climo</p> 	<p>Egyptology by Duguld Steer</p> 	<p>Into the Forest by Anthony Browne</p> 

	<b>AUTUMN 1/2</b>	<b>AUTUMN 2/SPRING 1</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Punctuation and Grammar elements covered</b>	<p>Revision of Year 2 objectives</p> <p>Formation of nouns using a range of prefixes e.g. auto-super- anti- (un- and re-)</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because, of)</p> <p>Build on previous units &amp; focus on:</p> <p>Present perfect form of verbs</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Any other gaps identified during independent writing</p>	<p>Formation of nouns using a range of prefixes e.g. auto-super- anti- (un- and re-)</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because, of)</p> <p>Present perfect form of verbs</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Any other gaps identified during independent writing</p>	<p>Formation of nouns using a range of prefixes e.g. auto-super- anti- (un- and re-)</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Any other gaps identified during independent writing</p>	<p>Create expanded noun phrases</p> <p>Present perfect form of verbs</p> <p>Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)</p> <p>Identify and use subordinate clauses to give more detail to the main clause</p> <p>Use pronouns to avoid repetition</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because, of)</p> <p>Inverted commas to punctuate direct speech</p> <p>Any other gaps identified during independent writing</p>	<p>Formation of nouns using a range of prefixes e.g. auto-super- anti- (un-)</p> <p>Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Expressing time, place and cause using prepositions e.g. (before, after, during, in, because, of)</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Inverted commas to punctuate direct speech</p> <p>Any other gaps identified during independent writing</p>	<p>Formation of nouns using a range of prefixes e.g. auto-super- anti- (mis-, in-, dis-, un-)</p> <p>Use of the forms a or an when next word starts with a consonant or a vowel</p> <p>Word families based on common words showing how words are related in form and meaning</p> <p>Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</p> <p>Inverted commas to punctuate direct speech</p> <p>Any other gaps identified during independent writing.</p>

## Spellings to be taught

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.'
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.