

Ashburnham Primary School – Grammar Curriculum Overview

Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas

Year 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma

Year 1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

NB: At the start of Autumn 1, spend two weeks of Literacy lessons explicitly introducing main clause and subordinate clause subject knowledge (including Batman and Robin cartoon) and comma rules associated with subordinate clause first in a complex sentence use.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Sentence Structure and Punctuation</p> <p>a) Revise/learn definition of and identify a:</p> <ul style="list-style-type: none"> simple sentence (NB: knowledge from Years 1 and 2: a simple sentence makes sense by itself); clause (new terminology: a group of words that contains a verb); main clause (new terminology: a clause that makes sense by itself). <p>b) Revise that two joined main clauses (NB: learnt in Year 2 as two joined simple sentences!) by any coordinating conjunction (<i>and / but / or</i>) is called:</p> <ul style="list-style-type: none"> a compound sentence. <p>c) Learn definition of and identify a:</p> <ul style="list-style-type: none"> coordinating conjunction (<i>and ,but ,or</i>) to join two main clauses. 	<p>Word Class</p> <p>a) Revise definition of and identify a(n):</p> <ul style="list-style-type: none"> noun (singular common, plural common (NB: revise that plural nouns do not need an ‘ and proper); verb (doing only); adjective; 	<p>Sentence Structure and Punctuation</p> <p>a) Revise definition of, identify and write a:</p> <ul style="list-style-type: none"> clause; main clause/simple sentence; compound sentence; complex sentence (<i>using only the following subordinating conjunctions: because/so /when/if/as</i>). 	<p>Tense</p> <p>a) Learn a regular verb (e.g. to sing) fully conjugated (I, you (s), he/she/it, we, you (pl), they) in the:</p> <ul style="list-style-type: none"> simple present tense; simple past tense; simple future tense. <p>b) Write a sentence in the:</p> <ul style="list-style-type: none"> simple present 	<p>Apostrophes</p> <p>a) Revise meaning of the verbs:</p> <ul style="list-style-type: none"> contract; possess. <p>b) Revise function of an apostrophe to show:</p> <ul style="list-style-type: none"> contraction; singular possession. <p>c) Learn function of an apostrophe to show:</p> <ul style="list-style-type: none"> plural possession. 	<p>Prefixes and Suffixes</p> <p>a) Revise definition of and identify a:</p> <ul style="list-style-type: none"> prefix; suffix. <p>b) Match a prefix to root words:</p> <ul style="list-style-type: none"> un-; dis-; de-. <p>c) Match suffixes to root words:</p> <ul style="list-style-type: none"> -ful; -less;

<p>d) Learn comma rule around coordinating conjunctions:</p> <ul style="list-style-type: none"> • no comma before and; • comma before but; • comma before or. <p>NB: This is new punctuation learning to use a , before but / or.</p> <p>e) Write a range of:</p> <ul style="list-style-type: none"> • compound sentences, using all three coordinating conjunctions. <p>f) Revise the learning in Year 2 of building on from a simple sentence with a subordinate clause, using only these subordinating conjunctions:</p> <ul style="list-style-type: none"> • because; • so; • when • if. <p>NB: Year 2 only taught the subordinate clause (with the above subordinating conjunctions only) coming <u>second</u> in a sentence with <u>no comma</u>, e.g. Aladdin felt frightened because he saw the ominous fellow. / Aladdin felt frightened so he took refuge under the blanket. / Aladdin felt frightened when he saw the strange sight. / Aladdin felt frightened if he really thought about it. Year 2 did <u>not</u> teach how to move the subordinate clause <u>first</u> in a sentence.</p> <p>g) Learn definition of these words (<i>because so when if</i>) as:</p> <ul style="list-style-type: none"> • subordinating conjunctions (<i>starts a subordinate clause</i>). <p>h) Introduce ‘as’ as another subordinating conjunction to use.</p> <p>i) Learn that the subordinate clause can come first, but that if</p>	<ul style="list-style-type: none"> • adverb. <p>b) Revise definition of and write an:</p> <ul style="list-style-type: none"> • ENP 1 (<i>adjective, adjective noun</i>) • ENP 2 (<i>adjective, adjective noun that ...</i>) <p>c) Learn definition of and write a:</p> <ul style="list-style-type: none"> • being verb. <p>d) Learn definition of and identify a:</p> <ul style="list-style-type: none"> • preposition (<i>a word that tells us the position of a noun</i>); • conjunction (<i>any word that joins</i>). 	<p>b) Revise definition of and identify a:</p> <ul style="list-style-type: none"> • coordinating conjunction; • subordinating conjunction. <p>c) Separate the main clause from its subordinate clause (because/so/when/if/as clause) to recognise similarities and differences between main and subordinate clauses:</p> <ul style="list-style-type: none"> • main clause makes sense by itself; • subordinate clause does not make sense by itself. <p>d) Identify the difference between compound and complex sentences.</p>	<p>tense;</p> <ul style="list-style-type: none"> • simple past tense; • simple future tense. <p>c) Learn a regular verb (e.g. to play) fully conjugated in the:</p> <ul style="list-style-type: none"> • present progressive tense; • past progressive tense; • future progressive tense. <p>d) Write a sentence in the:</p> <ul style="list-style-type: none"> • present progressive tense; • past progressive tense; • future progressive tense. <p>e) Identify whether a sentence is in the present or past tense.</p>	<p>NB: To achieve secure in Year 3, pupils do <u>not</u> need to consistently accurately punctuate plural possession.</p> <p>d) Identify function of an apostrophe in three contexts (showing contraction, singular possession or plural possession).</p>	<ul style="list-style-type: none"> • -ly; • -s; • -es; • -ness; • -ment. <p>d) Investigate how a prefix changes the meaning of a verb or adjective.</p> <p>e) Learn definition of and explore:</p> <ul style="list-style-type: none"> • word families.
--	--	--	---	--	--

it does, it needs a comma after it to signal it ending and the main clause beginning.

NB: This is key new learning.

j) Learn definition of a:

- subordinate clause (*starting with the following subordinating conjunctions: because so as when if*).

NB: Do not give any more options for subordinating conjunctions.

j) Learn that one main clause joined by a subordinating conjunction to a subordinate clause is called:

- a complex sentence.

k) Introduce and learn the following speech rules:

- “ “ to indicate direct speech;
- CL at start of speech sentence.

NB: To achieve secure in Year 3, pupils do not need to use a comma at the end of their speech sentence.

<p>it does, it needs a comma after it to signal it ending and the main clause beginning.</p> <p>NB: This is key new learning.</p> <p>j) Learn definition of a:</p> <ul style="list-style-type: none">• subordinate clause (<i>starting with the following subordinating conjunctions: because so as when if</i>). <p>NB: Do not give any more options for subordinating conjunctions.</p> <p>j) Learn that one main clause joined by a subordinating conjunction to a subordinate clause is called:</p> <ul style="list-style-type: none">• a complex sentence. <p>k) Introduce and learn the following speech rules:</p> <ul style="list-style-type: none">• “ “ to indicate direct speech;• CL at start of speech sentence. <p>NB: To achieve secure in Year 3, pupils do <u>not</u> need to use a comma at the end of their speech sentence.</p>					
---	--	--	--	--	--