

Yr3	Pedagogical Notes	Consolidate the learning from Year 2	
Grammar/Language	<p>Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play').</p> <p>Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of).</p> <p>Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore).</p> <p>Prepositions Next to by the side of In front of during through throughout because of</p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>Boastful Language e.g. magnificent, unbelievable, exciting!</p> <p>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.</p> <p>Drops of rain pounded on the corrugated, tin roof.</p> <p>Nouns formed from prefixes e.g. auto... super...anti...</p> <p>Word Families based on common words e.g. teacher –teach, beauty – beautiful</p> <p>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</p>	Punctuation	<p>Limited use of inverted commas to punctuate direct speech.</p> <p>Colon before a list e.g. What you need:</p> <p>Ellipses to keep the reader hanging on</p> <p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p>
Spelling	<p>Shows knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble).</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).</p> <p>Shows understanding of formation of nouns, using a range of prefixes (e.g. super-, anti-, auto-).</p>	Sentence Structure	<p>Vary long and short sentences: Long sentences to add description/information. Short sentences for emphasis/making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p>Embellished simple sentences:</p> <p>Adverb starters to add detail e.g. Carefully, she crawled along the floor of the cave...Amazingly, small insects can...</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</p> <p>A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he...</p> <p>Prepositional phrases to place the action: on the mat; behind the tree, in the air</p> <p>Compound sentences (Coordination) using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination) with range of subordinating conjunctions</p> <p>- 'ing' clauses as starters e.g. Sighing, the boy finished his homework.</p> <p>Grunting, the pig lay down to sleep.</p> <p>Drop in a relative clause using: who/whom/which/whose/ that e.g. The boy, whose name is George, thinks he is very brave.</p>

			<p>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p> <p>Sentence of 3 for description e.g. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p>Pattern of 3 for persuasion e.g. Visit, Swim, Enjoy!</p> <p>Topic sentences to introduce non-fiction paragraphs e.g. Dragons are found across the world.</p> <p>Dialogue –powerful speech verb e.g. “Hello,” she whispered</p>
Vocabulary to use with the children	Word family, Conjunction, Coordinating conjunction, Subordinating conjunction, Clause, Subordinate clause, Adverb, Preposition, Direct speech, Inverted commas, Prefix, Consonant/Vowel, Determiner, Synonyms, Relative clause, Relative pronoun, Imperative, Colon for instructions	Handwriting	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Text Structure - Fiction	<p>Attempts to use paragraphs as a way to group related material. In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).</p> <p>Discusses and records ideas.</p> <p>Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p> <p>Extended vocabulary to introduce 5 story parts:</p> <p>Introduction –should include detailed description of setting or characters</p> <p>Build-up –build in some suspense towards the problem or dilemma</p> <p>Problem / Dilemma –include detail of actions / dialogue</p> <p>Resolution - should link with the problem</p> <p>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.</p>	Text Structure - Non Fiction	<p>Shows awareness of headings and sub-headings to aid presentation.</p> <p>Attempts to use paragraphs as a way to group related material. In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).</p> <p>Discusses and records ideas.</p> <p>Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p> <p>Paragraphs to organise ideas around a theme</p> <p>Introduction: Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p>Middle Section(s): Group related ideas /facts into paragraphs</p> <p>Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts</p> <p>Flow diagram</p> <p>Develop Ending: Personal response/Extra information / reminders e.g. Information boxes/ Five Amazing Facts/Wow comment</p>
Fiction Exemplars		NonFiction Exemplars	