



Grammar, Punctuation and Spelling

Year 3

Spring Block 1

Yearly Overview for Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write				2. Determiners			3. Conjunctions				Assessments
Spring	1. Adverbs			2. Prepositions			3. Speech			4. Tenses	Assessments	
Summer	1. Nouns	2. Paragraphs				3. Word Families		4. Prefixes			Assessments	

Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

Spring Block 1 – Word Classes 3 – Adverbs

National Curriculum Objectives:

- (3G1.6) [Using adverbs to express time and cause](#)
- (3G1.6) [Express time, place and cause using adverbs \[for example, then, next, soon, therefore\]](#)

Small Steps

1. [What is an Adverb?](#)
2. [Using Adverbs to Express Time](#)
3. [Using Adverbs to Express Place](#)
4. [Using Adverbs to Express Cause](#)
5. [Using Adverbs to Express Time, Place and Cause](#)

Step 1 – What is an Adverb?

Notes and Guidance

- From KS1, children may already know that an *adverb* is a word that describes more about a verb.
- Children need to know that an adverb can be formed by adding -ly to words, but there are exceptions to this rule, e.g. *fastly*.
- This step focuses specifically on identifying adverbs and how they are used to describe a verb and modify a sentence.
- Children need to know that adverbs describe verbs in different ways. They describe *how*, *how often*, *when* or *where* a verb is done.
- Children should be able to use their knowledge of word classes to recognise adverbs in sentences and explain how they have been used.
- Children should know that adverbs can move location within a sentence.

Focused Questions

- Identify the verb in this sentence. What adverb can be added to the verb to give extra detail?
- Identify the adverb in this sentence. Is the adverb telling us *how* or *when* the verb is done? Is the adverb telling us *how often* or *where* the verb is done?
- Which adverb tells us *where* a verb is done?

You can find the [free resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 2 – Using Adverbs to Express Time

Notes and Guidance

- Once children can recognise adverbs, they need to move on to using adverbs in their sentences.
- This step focuses specifically on adverbs to express time, for example: *then, next, soon*.
- An adverb of time provides more information about when a verb takes place, for example: We always travel by train.
- Adverbs of time are usually positioned at the start or end of a sentence; using it at the start of the sentence usually indicates that this is of particular importance.
- Children should be able to use adverbs of time in their writing and explain why they have chosen a specific adverb to describe the verb in that sentence.

Focused Questions

- What adverbs can be used to describe time?
- Which word is the adverb of time in this sentence?
- Explain how moving the adverb to the start of the sentence affects the meaning.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 3 – Using Adverbs to Express Place

Notes and Guidance

- This step focuses specifically on adverbs to express place, for example: *here, there, nowhere, everywhere*.
- An adverb of place provides more information about where a verb takes place, for example: *The children jumped into the swimming pool.*
- Adverbs of place are usually positioned after the main verb or object; or can sometimes be positioned at the end of a sentence.
- Children should be able to use adverbs of place in their writing and explain why they have chosen a specific adverb to describe the verb in that sentence.

Focused Questions

- What adverbs can be used to describe place?
- Which word is the adverb of place in this sentence?
- What type of adverb has been used in this sentence? (examples of time or place adverbs only)

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 4 – Using Adverbs to Express Cause

Notes and Guidance

- This step focuses on adverbs to express cause, for example: *therefore, as a result, consequently*.
- An adverb to express cause provides more information about what happens as a result of the verb in the sentence, for example: *The rain came, however the garden party still went ahead.*
- Adverbs to express cause can be positioned either at the start of a sentence or in the middle of the sentence. It is used to explain more about the main clause.
- Children should be able to use adverbs of cause in their writing and explain why they have chosen a specific adverb to describe the verb in that sentence.

Focused Questions

- What words can be adverbs of cause?
- Identify the adverb in the sentence(s) below.
- What type of adverb has been used in this sentence? (examples of time, place and causal adverbs)

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

Step 5 – Using Adverbs to Express Time, Place and Cause

Notes and Guidance

- Now that children can use adverbs to express time, place and cause, they will practise using all three types together.
- Children should be able to use adverbs of time, place and cause in their writing and explain why they have chosen a specific adverb to describe a verb in a specific sentence.
- Children should know that adverbs can move location within a sentence, depending on their type.

Focused Questions

- Is the adverb in the sentence expressing time, place or cause?
- Identify the two types of adverb in the sentence(s) below.
- What type of adverb has been used in this sentence? (examples of time, place and causal adverbs)

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.