

Teacher notes

Year 3 Grammar: School Report

To use synonyms for said when using direct speech

In this lesson, pupils will learn what we mean by the perfect present tense, how to use it in their own writing and how to extend this to using the present perfect progressive tense.

This pack includes:

- › Teacher slides
- › Sentence sorting activity
- › Writer's craft activity sheet

Revisit

The tense of a piece of writing lets us know when the action is taking place – past, present or future (*slide 3*). Explain that there are different forms of each tense (*slide 4*) and that it is the verbs (such as 'to write') that indicate which tense is being used.

Teach

Say that, today, we are only interested in the present tense and, in particular, the present perfect tense and the present perfect progressive tense (*slide 5*). The present perfect tense is for actions that started in the past but are still true (but not ongoing). If necessary, compare it with the past perfect tense which concerns things that were started and completed in the past ('I had written a letter'). Explain that the 'perfect' part means completed, not ideal.

The present perfect tense consists of the present tense of the verb 'to have' plus the past form of the main verb (which often, but not always, ends with the suffix '-ed'). See [slide 6](#). Note how if you're using the first person, second person or third person plural, you use 'have' (I have, you have, they have) but if you're using the third person singular, you use 'has' (it has, he has, she has, etc.)

Explain how the present perfect progressive tense is for actions that started in the past but are still happening. Show how it uses the present tense of the verb 'to have', followed by 'been' (the past participle of the verb 'to be') plus the progressive (-ing) form of the main verb ([slide 7](#)).

Look at the short paragraph on [slide 8](#) and see if the pupils can identify all the examples of the present perfect tense (answers on [slide 9](#)).

Apply

Activity	Teaching points	Notes
1) Fill in the gaps (shown on slide 10)	<ul style="list-style-type: none"> Pupils to cut up then sort the sentences into those which use the present perfect tense, those that use the present perfect progressive and those that use neither. 	
2) Writer's craft activity (shown on slide 11)	<ul style="list-style-type: none"> Pupils to write a paragraph or two about their day so far, describing what they have been doing. Challenge them to use the present perfect and present perfect progressive forms at least five times altogether and underline it each time they do. 	
Further tasks:	<ul style="list-style-type: none"> Pupils think about different verbs they can put in simple present tense sentences, such as 'I eat my lunch'. Can they rewrite each one in both the present perfect and the present perfect progressive tenses? 	