

National Curriculum 2014 Planning Document

Y3

Vocabulary, Grammar and Punctuation Appendix

This document contains the Y3 Vocabulary, Grammar and Punctuation appendix and should be used to support the planning, teaching and learning of Spelling in Year 3.

| Year 3: Detail of content to be introduced (statutory requirement) |
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| **Word** | Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*]Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*]**Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] |
| **Sentence** | Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*],**adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*] |
| **Text** | Introduction to paragraphs as a way to group related materialHeadings and sub-headings to aid presentationUse of the **present** **perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*] |
| **Punctuation** | Introduction to inverted commas to **punctuate** direct speech |
| **Terminology for pupils** | preposition conjunctionword family, prefixclause, subordinate clausedirect speechconsonant, consonant letter vowel, vowel letterinverted commas (or ‘speech marks’) |