

Year 3

Vocabulary, Grammar and Punctuation

Word

I can

make nouns using prefixes
use a or an appropriately by looking
at the first letter of a word
recognise word families

Sentence

I can

express time, place and cause using
conjunctions
express time, place and cause using
adverbs
express time, place and cause using
prepositions

Text

I can

use paragraphs to group information
use headings and sub-headings
use the present perfect form of verbs

Punctuation

I can

recognise direct speech
use inverted commas to punctuate direct speech

I can talk about my work using these words

preposition conjunction word family
clause subordinate clause
consonant consonant letter vowel
vowel letter prefix
inverted commas/speech marks



Year 3: Detail of content to be introduced (statutory requirement)

Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>adverb, preposition conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Statutory National Curriculum Spellings

Year 3 Autumn 1 st half	Year 3 Autumn 2 nd half	Year 3 Spring 1 st half	Year 3 Spring 2 nd half	Year 3 Summer 1 st half	Year 3 Summer 2 nd half
actual learn group heard arrive circle often build	eight caught centre century heart breath busy early	continue decide island minute difficult earth consider enough	perhaps address guard material recent guide forward fruit	though notice quarter length library famous describe mention answer appear	actually extreme February certain height history imagine increase interest important

52 words that the children learn over the course of the year.

They learn these for homework and apply these words in their writing in class.

Which is the correct prefix for the underlined word?

The sonic jet named the Concorde was designed and built in Bristol.

super-

anti-

auto-



Some of the prefixes we have covered are:

sub (subsoil, subterranean)

tele (telegraph, telephone)

dis (disappoint, disagree)

un (untidy, undo)

mis (mistake, misread)

re (redo, retake)

We discuss how these prefixes change the meaning of the words.

Within our spelling programme in Year 3 children learn nouns as part of what we call word families.

We write nouns made up of prefixes and suffixes.

Which is the correct prefix for the underlined word?

My teenage brother was told off for being social.

super-

anti-

auto-



We practice suffixes from Year 2:

Adding s, es, er, ed and ing.

We look at the rules relating to when a core word ends with a vowel and a suffix begins with a vowel.

Words ending in *e* are a bit more tricky !

make + ing

mak *e*

ing

take + ing

tak *e*

ing

Can you see what is happening ?

If a word ends in an *e* you must drop the *e* before adding 'ing'.



We also need to recap what is a vowel and what is a consonant.

Here are some more words that need
a double letter before adding 'ing'.



clap

clap**ping**

knit

knit**ting**

chat

chat**ting**

swim

swim**ming**

hop

hop**ping**

plan

plan**ning**

Can you think of any more ?

We look at when we need to double the consonant because there is a short vowel with a consonant next to it. Before adding "ing" we double the consonant then add "ing".

What is a **suffix**?

A suffix is something that we add to the end of a word that changes its meaning.

Here are some familiar suffixes:



Kindness

Slowly

Enjoyment

Restless

From Year 2 we recap the different ways to make the ai phoneme in words and add to that knowledge with:

aigh

eigh

ei/ey

The children know the sound that the letter "i" makes as a short "i" sound. They will develop upon this knowledge and now know that the letter "y" can also make the short "i" sound as in **gym, myth, syllable**.

In Year 3 we teach that homophones are words that have the same pronunciation but have different spellings and different meanings. Children are explicitly taught this and learn it for spelling homework:

break/brake

grate/great

weight/wait

there, their, they're

here/hear

flour/flower

new/knew

through/threw



a

Use 'a' when the next word begins
with a consonant sound:
a house
a school
a friend
a teacher



an

Use 'an' when the next word
begins with a vowel sound:
an umbrella
an elephant
an apple
an itch
an orange

Sentences

In Year 3 children understand the difference between a phrase and a clause

A phrase is a group of words that can be understood as a unit. It is not a sentence.

For example : A shark (A noun phrase)

A clause is phrase which has a verb and a subject.

For example:

A shark arrived on the scene.

An expanded noun phrase

A large stripy tiger shark arrived on the scene. (This describes the shark and tells us what type of shark it is).

In Year 3 children learn that:

A sentence conveys a complete idea and must contain at least one clause. A clause that stands alone as a sentence is called an independent clause. A clause that does not make sense on its own is called a subordinate clause.

Clauses



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graph TD; A[Clauses] --> B[subordinate clause]; A --> C[Independent clause];
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subordinate
clause

Independent
clause

A complex sentence is an independent clause supported by a **subordinate conjunction** then the dependent clause.

Subordination

- Subordination gives **less attention** to **one** idea so that the **other** has emphasis.
- Use subordinate conjunctions, such as **because**, **even though**, and **when**.

Since Marvin tried to clean his suit, he was late to the interview.

I'm **sorry**.



Coordination

- Coordination gives **equal attention** to **two** items.
- Use coordinating conjunctions: **and**, **but**, **for**, **or**, **nor**, **yet**, and **so**.

The dog ate Marvin's favorite tie, **and** the cat rubbed white hair on Marvin's black suit.

Both clauses **could** stand **alone**. When **joined** with **and**, they get **equal attention**.



Conjunctions: time

For some children, their targets are to use time conjunctions in their writing. You may be asking what are time conjunctions?

When, after, before, until, since, while, once, as and as soon as are subordinating conjunctions **which can be used to connect an action or an event to a point in time.**

action/event	conjunction	time
<i>She was in a bad car accident</i>	when	<i>she was young.</i>
<i>We can't play loud music</i>	after	<i>everyone has gone to bed.</i>
<i>Brush your teeth</i>	before	<i>you go to bed!</i>
<i>I'll wait with you</i>	until	<i>the bus comes.</i>
<i>I've been very busy</i>	since	<i>I started my new job.</i>
<i>No one left the cinema</i>	while	<i>the movie was on.</i>
<i>I'll call you</i>	once	<i>I arrive.</i>
<i>We always have an ice cream</i>	as soon as	<i>we get to the beach.</i>
<i>I bumped into her</i>	as	<i>I came out of the bank.</i>

Adverbs

An adverb tells you more about a verb (doing word)

It tells you where, why, or how something happens or is done.

Adverbs can be used to begin a sentences in an interesting way. In Year 3 we encourage children to continue to begin sentences with adverbs where appropriate.

Many **adverbs** end in **-ly**, although not all of them. (slowly, carefully, stupidly, magnificently)

The dog barked. tells you **how** the dog barked (verb).



Loudly the dog barked, because he heard a noise.

How could the dog bark?

What might this mean? (How is the dog feeling?)

Adverbs

How?

angrily
anxiously
cautiously
cheerfully
courageously
crossly
cruelly
defiantly
doubtfully
elegantly
enthusiastically
foolishly
frantically
gently
gladly
gracefully
happily
hungrily
loudly

When?

afterwards
again
beforehand
early
lately
never
now
often
punctually
recently
soon
then
today
tomorrow
yesterday

How often?

always
annually
constantly
daily
hourly
monthly
never
occasionally
often
once
regularly
repeatedly
sometimes
usually
yearly

Where?

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
upstairs
wherever

How much?

almost
completely
entirely
little
much
rather
totally
very

More Useful Adverbs:

additionally	insufficiently	hence	consequently
fittingly	appropriately	suitably	however

Why are these adverbs in this sentence?

Later, a cat crept up a tree as the little green bird **eagerly** pecked the juicy apple **twice** and ate it **noisily**.

Some adverbs make a comment or link ideas.

Fortunately, we won. **However**, the other team played well.

Prepositions

The Pets Have Escaped!



Share your animal sentences with the rest of the class.



You have been using **prepositions** to describe where the animals are.

Prepositions are words / phrases used to describe a place, time or cause.

The Pets Have Escaped!

Prepositions are words / phrases used to describe a **place**, **time** or **cause**.



The dog is **on** the table.

The iguana is **next to** the teacher.

These prepositions tell us about the **place** of the animals.

Preposition relating to place

Preposition relating to time

Preposition relating to cause

The Pets Have Escaped!

Prepositions can also tell us about **time**.



At 6 o'clock the dog was on the floor.

During the lesson, the cat was under the table.

Other prepositions tell us about how something is **caused** by something else.

Due to the barking, she put her hands over her ears.

Text

Children in Year 3 are encouraged to continue the progression from Year 2 by writing in paragraphs as a way to group content within their writing.

A paragraph is a structural unit in which sentences are organised. They have an opening sentence and is then followed by sentences giving more detail. The closing sentence must in some way link to the next paragraph. **Paragraphs must not be too long.**

Paragraphs have a single theme which all sentences contribute towards. It might be spread over three or four sentences.

Within paragraphs sentences must vary in length.

Paragraphs indicate to the reader:

**A passing of time,
a change of scene,
a new event or action,
a change of speaker,
a shift in perspective.**

(Children are being taught - shorter paragraphs and similar content together.

In certain types of presentations such as leaflets children are encouraged to use headings and sub-headings in order to group materials.

What does present perfect or simple past tense mean?

Children are also encouraged to use the present perfect form of verbs instead of the simple past tense form of verbs. For example:

He has gone out to play instead of he went out to play

What's the difference?

Before he **came** to our town,
Kashaan **was** in Birmingham.

His mum **got** a new job so the
family **moved** here.

When I **met** Kashaan, he **spoke**
with a 'Brummie' accent.

My friend Kashaan **has lived** in
this town for five years.

We **have been** best friends all
that time.

His dad says he **has taken** on the
way I speak.



It's all about the timing...

Past tense is used for activities or events that started and finished in the past.

Present perfect tense is used for activities that started in the past but are still true now, or have an effect on what is happening now.

Your turn!

Can you decide which verb form is correct?

1. I **went** to the zoo yesterday.
I **have been** to the zoo yesterday.
Use simple past tense here!
2. When you **have eaten** your dinner, you can go and play.
When you **ate** your tea, you can go and play.
Use simple present perfect tense here!
3. I **have lost** my pencil during the last lesson.
I **lost** my pencil during the last lesson.
Use simple past tense here!
4. Wait for me! I **haven't put** my coat on yet.
Wait for me! I **didn't** put my coat on yet.
Use present perfect tense here!



As a continuation from Year 2 we develop upon using inverted commas to punctuate direct speech with increasing accuracy although this is still a work in progress!!!



Children are taught the punctuation must be inside inverted commas

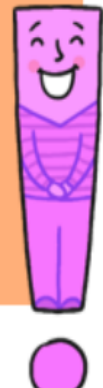
For example:

'That grass looks delicious,' said the smallest Billy Goat Gruff.

'Hey, goat!' shouted the troll. 'You are not allowed to cross my bridge.'

'How can we get to the other side?' asked the Biggest Goat Gruff.

NOT: 'Get off my bridge'! shouted the troll. ❌



By the end of Year 3 most children should know...

- How to express time, place and cause using **conjunctions** - (e.g. *when, before, after, while, so, because*), **adverbs** (e.g. *then, next, soon, therefore*), or **prepositions** (e.g. *before, after, during, in, because of*).
- The basics of using paragraphs as a way of grouping related material;
- How to use headings and sub headings to aid presentation;
- How to use 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*).
- How to use inverted commas to **punctuate** direct speech.

Thank you for listening

