



National Curriculum 2014

Planning Document

Appendix 2

Year 3 Vocabulary, Grammar and
Punctuation

This document contains the Year 3 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)

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</i> rock, <i>an</i> open box]</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>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>

Longthorpe's Grammar Scheme of Work

	Reading / editing writing for quality
	Progression in Punctuation
	Grammar / parts of speech
	Progression in writing / sentence structure

Start to reread written work for editing purposes. Use success criteria to check work.

To use the term "verb" appropriately and to understand the function of verbs in sentences through:

- Noticing that sentences cannot make sense without the verb through experimenting with deleting words in sentences to see which are essential to retain meaning and which are not.

Collecting and classifying examples of verbs from own reading and own knowledge e.g. *run*, *chase*, *sprint*; *eat*, *consume*, *gobble*

To use the term "adjective" appropriately and to understand the function of adjectives in sentences through:

- Identifying adjectives in shared reading
- Discussing and defining what they have in common i.e. words which qualify nouns
- Experimenting with deleting and substituting adjectives and noting the effects on meaning
- Collecting and classifying adjectives, e.g. for colours, sizes, moods
- Experimenting with the impact of different adjectives through shared writing

To use the term “pronoun” appropriately and to understand the function of pronouns in sentences through:

- distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers;
- distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. I, me, we; you; she, her, them investigating the contexts and purposes for using pronouns in different persons, linked to previous term’s work on 1st and 3rd person;
- investigating how pronouns are used to mark gender: he, she, they, etc.,

To ensure grammatical agreement in speech and writing of pronouns and verbs
, e.g. I am, we are, in standard English

To understand the differences between verbs in the 1st, 2nd, and 3rd person
, e.g. I/we do, you do, he/she/does, they do, through;

- Collecting and categorising examples and noting the differences between the singular and plural persons
- Discussing the purposes for which each can be used
- Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts
- Experimenting with transforming sentences and noting which words need to be changed

To secure knowledge of question marks and exclamation marks and use appropriately in own writing

To use the term “comma” appropriately and to understand the function of commas in sentences through:

- noting where commas occur in reading and discussing their functions in helping the reader
- to become aware of the use of commas in marking grammatical boundaries within sentences – use ‘2AD sentences’, ‘BOYS’ and ‘BIT’ sentences, ‘3Ed sentences’, ‘Ad, same ad’, ‘emotion word, (action)’, ‘verb, person’, ‘noun, who/which/where’

To understand the basic conventions of speech punctuation through:

- using capital letters to mark the start of direct speech
- to use the term “speech marks”
- beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence

To use similes to give the reader a more vivid picture – use ...like a... as a .. terms

Introduction to paragraphs as a way to group related material – information text, headings and subheadings. Start to think about where they could be within own stories/writing.

To use boxing clever technique to develop story writing, verbally and written as a group or individually.

To express time, place and cause using conjunctions, (eg. when , before) adverbs (eg. next, soon), prepositions (eg. after, before)

Terminology & sentence types

Word family, connective, adverb, preposition, direct speech (speech marks), prefix, consonant, vowel, pronoun, ellipses

2AD sentences’, ‘BOYS’ and ‘BIT’ sentences, ‘3Ed sentences’, ‘Ad, same ad’, ‘emotion word, (action)’, ‘verb, person’, ‘noun, who/which/where’, ‘...like a..’, ‘..as a ..’, ‘double ly ending’, ‘de:de sentences’, ‘the more, the more’, ‘short sentences’, ‘-ing, -ed’, ‘personification of weather’, ‘P.C’