



**National Curriculum Objectives (Statutory Requirements):**

Detail of content to be introduced in Year 3:

**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 material
- Headings and sub-headings to aid presentation
- Use 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

**Key Vocabulary:**

**Preposition:** A linking word in a sentence, used to show where things are in time or space. For example, 'under', 'after', 'next', 'behind'

**Conjunction:** A type of connective that joins clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include 'because', 'if' and 'until'.

**Word family:** A group of words which may share a common root word or morphology. For example, 'happy', 'unhappy', 'happiness', 'happily', 'unhappiness', 'unhappily'.

**Prefix:** Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/ react)

**Clause:** Clauses are the building blocks of a sentence. They are groups of words that contain a subject and a verb. They can be 'main' or 'subordinate'.

**Subordinate clause:** A clause that cannot stand alone as a complete sentence, but is linked to a main clause using a subordinating conjunction. It does not express a complete thought, and if read on its own it requires additional information. For example, 'I take my dog to the park every day, even though sometimes it is raining'. Subordinate clauses contain a subject noun and a verb.

**Direct speech:** A sentence where the exact words spoken are represented, and shown in speech marks (also known as inverted commas). ("Tidy your room, please," said Mum).

**Consonant:** Any letter of the alphabet other than the vowels (a, e, i, o, u).

**Vowel letter:** The letters a, e, i, o and u.

**Inverted commas:** Punctuation marks used to demarcate direct speech in a sentence.

**Ambitious Knowledge:**

**Present perfect:** The tense which describes actions that are completed at an unspecified time before this moment. For example, 'I have cycled two miles already.'



	<p><b>Pronoun:</b> Any word which can be used to replace a noun.</p>
<p><b>Prior Knowledge (Statutory Requirements):</b> Detail of content pupils should be able to recall from Year 2:</p> <p><b>Word:</b></p> <ul style="list-style-type: none"> <li>• Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</li> <li>• Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></li> </ul> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <ul style="list-style-type: none"> <li>• Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></li> </ul> <p><b>Sentence:</b></p> <ul style="list-style-type: none"> <li>• <b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</li> <li>• Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</li> <li>• <b>How the grammatical patterns in a sentence indicate its function as a</b> statement, question, exclamation or command</li> </ul> <p><b>Text:</b></p> <ul style="list-style-type: none"> <li>• Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>• Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>• Commas to separate items in a list</li> <li>• <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</li> </ul>	<p><b>Key Vocabulary:</b></p> <p>Preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel letter inverted commas</p>