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.
<table>
<thead>
<tr>
<th><strong>Year 3: Detail of content to be introduced (statutory requirement)</strong></th>
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</table>
| **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 |
| **Terminology for pupils** | preposition conjunction  
word family, prefix  
clause, subordinate clause  
direct speech  
consonant, consonant letter vowel, vowel letter  
inverted commas (or ‘speech marks’) |