

# Detail of content to be introduced in Year 3

(Appendix 1 and 2 of the National Curriculum)

Content (statutory)	Terminology for pupils (Statutory)	
<p><b>Exposure</b></p> <p>*Pupils should have opportunities to write effectively and coherently for different purposes drawing on their reading to inform the grammar and vocab of their writing.</p> <p>*Pupils should be exposed to sentences with more than one clause which have used conjunctions in high quality literature to guide them as they begin to write more than one clause sentences themselves.</p>		
<p><b>Sentence</b></p> <p>*Using expanded noun phrases for description (the blue butterfly, plain flour) and specification (the man in the moon)</p> <p>* Use conjunctions to show time and cause (when, after, before, because, so)</p> <p>*Use adverbs to show time and cause (then, next, soon, therefore)</p> <p>*Use prepositions to show time and cause (on, under, below, above)</p>	<p><b>adverb</b></p>	<p>Words that describe how, when or where something happened</p> <p><i>Misconception: adverbs do not always end in 'ly' and does not always immediately follow the verb.</i></p>
	<p><b>preposition</b></p>	<p>Words which tell you where or when something is/was compared to something else</p> <p><i>Misconception: they are not where words.</i></p>
	<p><b>conjunction</b></p>	<p>Words that join together phrases or clauses</p>
	<p><b>Word family</b></p>	<p>Word families are groups of words that have a common feature, pattern or meaning. They usually share a common base or root word, to which different prefixes and suffixes are added</p>
	<p><b>prefix</b></p>	<p>Letters added to the beginning of a root word to modify its meaning</p>
<p><b>Text</b></p> <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 progressive form of verbs in the present and past tense to mark actions in progress (eg I have left the tap on. We have started to plan our work.)</p>	<p><b>clause</b></p>	<p>A group of related words containing a subject and a verb</p>
	<p><b>Subordinate clause</b></p>	<p>A clause that is dependent of a main clause and begins with a subordinating conjunction. This clause does not make sense on its own</p>
	<p><b>Direct speech</b></p>	<p>What a character is saying in a piece of writing, indicated by indirect speech</p>
<p><b>Punctuation</b></p> <p>* Introduction to inverted commas to punctuate direct speech (eg "Sit down" shouted the conductor.)</p>	<p><b>consonant</b></p>	<p>Letters which are not vowels</p>
	<p><b>Consonant letter vowel</b></p>	<p>The letter y</p>

	<b>Vowel letter</b>	a, e, I, o, u
<b>Handwriting</b> * Use diagonal and horizontal strokes needed to join letters	<b>Inverted commas (or 'speech marks')</b>	Used to show direct speech  <i>Full Speech Punctuation</i> 1) Change in speaker = new line. 2) Begin speech with " 3) Begin each sentence of speech with a capital letter. 4) End the speech with a . , ! or ? 5) Include a reporting clause

## Word level and Spelling

<b>See also National Curriculum Appendix 1 document for spelling when planning</b>	use further prefixes and suffixes and understand how to add them (English Appendix 1)
	spell further homophones
	spell words that are often misspelt (English Appendix 1)
	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
	Formation of nouns using a range of prefixes (super-, anti-, auto-)
	Use of a or an according to whether the next word begins with a consonant or a vowel (a rock, an open box)
	Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)
	use the first 2 or 3 letters of a word to check its spelling in a dictionary