

WORD Year 3	SENTENCE Year 3	TEXT Year 3	PUNCTUATION Year 3	TERMINOLOGY Year 3
<p>*Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>* 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]</p> <p>* Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Expressing time, place and cause using:</p> <p>*conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore],</p> <p>*prepositions [for example, before, after, during, in, because of]</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 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]</p>	<p>*Introduction to inverted commas to punctuate direct speech</p>	<p>*preposition conjunction word family,</p> <p>*prefix clause,</p> <p>*subordinate clause</p> <p>*direct speech consonant,</p> <p>*consonant letter vowel,</p> <p>*inverted commas (or 'speech marks')</p>

GRAMMAR Objectives	Example
Recognise simple sentences and begin to recognise compound and complex sentences	Encourage children to extend their sentences using joining words (conjunctions). They can join simple sentences (clauses) The boat arrived late and the man walked down the gangway. They can add a subordinate clause to a sentence When the rain stopped, the girls went back to the playground.
Use and recognise nouns, adjectives and adjectival phrases	Explain what a noun is, and how an adjective or adjectival phrase can modify the noun: Mrs Coles' house was noisy, loud and messy. Peter and Poppy, who were my age, looked after me very nicely.
Use powerful verbs Introduce the idea of a verb	Explain the concept of a verb and encourage children to use powerful verbs in their writing Not: I went out of the room but I stormed out of the room ... or I plodded out of the room I crept out of the room...
Introduce the idea of tense in verbs	Explain the concept of a verb and help children to recognise these. They also relate the tense of verbs used to the type of writing. E.g. narrative is usually past tense, description can be present tense. She ran along the road and saw the robber vanishing down a trapdoor. My friend has red hair, blue eyes and is always telling jokes.
Use dialogue in narrative or in drama	Start by relating speech bubbles to speech marks. Make sure what is inside the speech bubble (marks) is what we or the characters SAY. "I'm hungry!" yelled the big, bad wolf. "Give me some FOOD!"
Extend the range of sentences with more than one clause. Co-ordination: using 'and', 'or' and 'but' (compound) Subordination: using a wider range of conjunctions to add subordinate clauses (complex).	Extend children's use of longer sentences in their writing, so they frequently use sentences with at least one subordinate clause. Use joining words (conjunctions) such as: and, or, but, if, when, where, because, so, although, etc.