



## Year 3 Grammar and Punctuation Objectives

The following table presents the requirements for Spelling, Punctuation and Grammar in Year 3. The grammatical terms that pupils should learn are set out in the final column. They should learn to recognise and use the grammatical vocabulary through discussion and practice. All other terms in **bold** should be understood with the meanings set out in the glossary.

| WORD STRUCTURE<br>Year 3  | SENTENCE STRUCTURE<br>Year 3  | TEXT STRUCTURE<br>Year 3   | PUNCTUATION<br>Year 3  | GRAMMATICAL<br>VOCABULARY FOR<br>PUPILS TO LEARN<br>Year 3  |
|---|---|--|--|---|
| <ul style="list-style-type: none"><li>Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></li><li>Use of the <b>determiners</b> '<u>a</u>' or '<u>an</u>' according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <u>a</u> rock, <u>an</u> open box)</li><li><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning (e.g. <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>)</li></ul> | Expressing time, place and cause using <ul style="list-style-type: none"><li><b>conjunctions</b> (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>)</li><li><b>adverbs</b> (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>)</li><li><b>prepositions</b> (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>)</li></ul> | <ul style="list-style-type: none"><li>Introduction to paragraphs as a way to group related material</li><li>Headings and sub-headings to aid presentation</li><li>Use of the present <b>perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <u>He has gone out to play</u> contrasted with <u>He went out to play</u>)</li></ul> | Introduction to <b>inverted commas</b> to punctuate <b>direct speech</b> | <b>word family</b><br><b>conjunction</b><br><b>adverb</b><br><b>preposition</b><br><b>direct speech</b><br><b>inverted commas</b><br>(or 'speech marks')<br><b>prefix</b><br><b>consonant</b><br><b>vowel</b><br><b>consonant letter</b><br><b>vowel letter</b><br><b>clause</b><br><b>subordinate clause</b> |



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It is expected that children will understand the stated grammatical vocabulary in the right hand column and will be able to provide examples when asked.

E.g. 'Could you underline a **subordinate clause** in the story?'

The following grammatical vocabulary from previous years should also be recapped and learnt. Children should understand the vocabulary below.

|        |  |
|--------|--|
| Year 1 | <b>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</b>  |
| Year 2 | <b>verb, tense, past, present, future, adjective, noun, suffix, apostrophes for omission [contractions], comma, sentences:</b> statement, command, question, exclamation |



## Year 3 Grammar and Punctuation Objectives

The following objectives is to aid the teaching of grammar in Year 3.

| Year | GRAMMAR Objectives   | Example  | Grammatical Vocabulary |
|------|--|--|------------------------|
| 3    | Recognise simple sentences and begin to recognise compound and complex sentences | Encourage children to extend their sentences using joining words ( <b>conjunctions</b> ). They can join simple sentences ( <b>clauses</b> )<br><i>The boat arrived late <u>and</u> the man walked down the gangway.</i><br>They can add a <b>subordinate clause</b> to a sentence<br><i><u>When the rain stopped</u>, the girls went back to the playground.</i> | Sentence Conjunction   |
| 3    | Use and recognise nouns, adjectives and adjectival phrases                       | Explain what a <b>noun</b> is, and how an <b>adjective</b> or <b>adjectival phrase</b> can modify the <b>noun</b> :<br><i>Mrs Coles' house was <u>noisy, loud and messy</u>.</i><br><i>Peter and Poppy, <u>who were my age</u>, looked after me very nicely.</i>   | Noun<br>Adjective      |
| 3    | Use powerful verbs<br>Introduce the idea of a verb                               | Explain the concept of a <b>verb</b> and encourage children to use powerful <b>verbs</b> in their writing<br>Not: <i><u>I went out of the room</u></i> but <i><u>I stormed out of the room</u> ...</i> or<br><i><u>I plodded out of the room</u></i> <i><u>I crept out of the room...</u></i>  | Verb                   |



## Year 3 Grammar and Punctuation Objectives

| Year | GRAMMAR Objectives  | Example  | Grammatical Vocabulary                           |
|------|---|--|--|
| 3    | Introduce the idea of tense in verbs  | Explain the concept of a <b>verb</b> and help children to recognise these. They also relate the <b>tense of verbs</b> used to the type of writing. For example, narrative is usually <b>past tense</b> , description can be <b>present tense</b> .<br><i>She <u>ran</u> along the road and <u>saw</u> the robber <u>vanishing</u> down a trapdoor.</i><br><i>My friend has red hair, blue eyes and is always <u>telling</u> jokes.</i> | Verb<br>Past tense<br>Present tense              |
| 3    | Use dialogue in narrative or in drama   | Start by relating speech bubbles to <b>inverted commas / speech marks</b> . Make sure what is inside the speech bubble (marks) is what we or the characters SAY.<br><i><u>"I'm hungry!"</u> yelled the big, bad wolf. <u>"Give me some FOOD!"</u></i>  | Inverted commas or speech marks<br>Direct speech |
| 3    | Extend the range of sentences with more than one clause.<br>Co-ordination: using 'and', 'or' and 'but' (compound)<br>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 <b>subordinate clause</b> .<br>Use joining words ( <b>conjunctions</b> ) such as:<br><i><u>and, or, but, if, when, where, because, so, although, etc.</u></i>   | Conjunction<br>Clause                            |