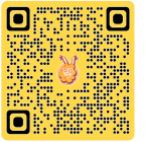




Grammar and punctuation – Year 3

Year 3: Detail of content to be introduced (statutory requirement)		
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>]	Link
	Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]	Link
	Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]	Link Link
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]	Link Link Link
Text	Introduction to paragraphs as a way to group related material	Coming soon
	Headings and sub-headings to aid presentation	Coming soon
	Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Link
Punctuation	Introduction to inverted commas to punctuate direct speech	Link
Terminology for pupils	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	



Spelling – Years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Game links
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation	Link
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery	Link
The /ʌ/ sound spelt as ou	These words should be learnt as needed.	young, touch, double, trouble, country	Link (Level 2)



<p>More prefixes</p>	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.</p> <ul style="list-style-type: none"> • Like un-, the prefixes dis- and mis- have negative meanings. • The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'. • Before a root word starting with l, in- becomes il. • Before a root word starting with m or p, in- becomes im-. • Before a root word starting with r, in- becomes ir-. • re- means 'again' or 'back'. • sub- means 'under'. • inter- means 'between' or 'among'. • super- means 'above'. • anti- means 'against'. • auto- means 'self' or 'own'. 	<ul style="list-style-type: none"> • dis-: disappoint, disagree, disobey • mis-: misbehave, mislead, misspell (mis + spell) • in-: inactive, incorrect, illegal, illegible • immature, immortal, impossible, impatient, imperfect • irregular, irrelevant, irresponsible • re-: redo, refresh, return, reappear, redecorate • sub-: subdivide, subheading, submarine, submerge • inter-: interact, intercity, international, interrelated (inter + related) • super-: supermarket, superman, superstar • anti-: antiseptic, anti-clockwise, antisocial • auto-: autobiography, autograph 	<p>Link</p> <p>Link</p> <p>Link</p> <p>Link</p>
<p>The suffix – ation</p>	<p>The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.</p>	<p>information, adoration, sensation, preparation, admiration</p>	<p>Link (Level 2)</p> <p>Link</p>



<p>The suffix -ly</p>	<p>The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions:</p> <p>(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.</p> <p>(2) If the root word ends with -le, the -le is changed to -ly.</p> <p>(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word <i>publicly</i>.</p> <p>(4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i>.</p>	<p>sadly, completely, usually (usual + ly), finally (final + ly),</p> <p>comically (comical + ly)</p> <p>happily, angrily</p> <p>gently, simply, humbly, nobly</p> <p>basically, frantically, dramatically</p>	<p>Link (Levels 1 and 2)</p> <p>Link</p>
<p>Words with endings sounding like /ʒə/ or /tʃə/</p>	<p>The ending sounding like /ʒə/ is always spelt -sure.</p> <p>The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<p>measure, treasure, pleasure, enclosure</p> <p>creature, furniture, picture, nature, adventure</p>	<p>Link (Level 2)</p>
<p>Endings which sound like /ʒən/</p>	<p>If the ending sounds like /ʒən/, it is spelt as -sion.</p>	<p>division, invasion, confusion, decision, collision, television</p>	<p>Link</p> <p>Link</p>
<p>The suffix -ous</p>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</p>	<p>poisonous, dangerous, mountainous, famous, various</p>	<p>Link</p>



	<p>Sometimes there is no obvious root word.</p> <p>-our is changed to -or before -ous is added.</p> <p>A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.</p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p>tremendous, enormous, jealous</p> <p>humorous, glamorous, vigorous courageous, outrageous</p> <p>serious, obvious, curious</p> <p>hideous, spontaneous, courteous</p>	<p>Link</p>
<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p>	<p>Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.</p> <p>-tion is the most common spelling. It is used if the root word ends in t or te.</p> <p>-ssion is used if the root word ends in ss or -mit.</p> <p>-sion is used if the root word ends in d or se.</p> <p>Exceptions: <i>attend – attention, intend – intention.</i></p> <p>-cian is used if the root word ends in c or cs.</p>	<p>invention, injection, action, hesitation, completion</p> <p>expression, discussion, confession, permission, admission</p> <p>expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p>	<p>Link</p> <p>Link</p>
<p>Words with the /k/ sound spelt ch (Greek in origin)</p>		<p>scheme, chorus, chemist, echo, character</p>	<p>Link</p>



Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef, chalet, machine, brochure	Link
Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –		league, tongue, antique, unique	Link
que (French in origin)			
Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent	Link
Words with the /eɪ/ sound spelt ei, eigh, or ey		vein, weigh, eight, neighbour, they, obey	Link (Level 1)
Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; –s is not added if the plural already ends in –s , but <i>is</i> added if the plural does not end in –s (i.e. is an irregular plural – e.g. <i>children’s</i>).	girls’, boys’, babies’, children’s, men’s, mice’s (Note: singular proper nouns ending in an s use the ‘s suffix e.g. Cyprus’s population)	Link



English National Curriculum Mapping
Grammar, Punctuation and Spelling Key
Stages 1, 2 and 3



Homophones and nearhomophones		accept/except, affect/ effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's	Link Link Link (Level 2) Link Link
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Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)	Game links
Endings which sound like /ʃəs/ spelt – cious or –tious	Not many common words end like this. If the root word ends in -ce , the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	Link Link Link