Grammar and Punctuation – Year 3

The following table presents the requirements for Grammar and Punctuation 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 terminology through discussion and practice. All other terms in **bold**, although not required to learn, should be understood with the meanings set out in the glossary.

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for pupils to learn
Formation of **nouns** using a range of **prefixes**, such as *super–*, *anti–*, *auto–* Use of the **determiners** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (e.g. *<u>a</u> rock*, *<u>an</u> open box*) **Word families** based on common **words**	Expressing time and cause using **conjunctions** (e.g. *when*, *so*, *before*, *after*, *while*, *because*), **adverbs** (e.g. *then*, *next*, *soon*, *therefore*, or **prepositions** (e.g. *before*, *after*, *during*, *in*, *because of*) Understand the words can be either conjunctions or prepositions dependent upon their use. E.g. after. You can play after tea (preposition). After the argument, we made friends (conjunction).	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. *I have written it down so we can check what he said.*)	Introduction to inverted commas to **punctuate** direct speech	**word family** **conjunction** **adverb** **preposition** **direct speech inverted commas prefix** **consonant** **vowel** **consonant letter vowel letter** **clause** **subordinate clause** **subordinating conjunction** **co-ordinating conjunction**

It is expected that children will understand the stated terminology 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 terminology from previous years should also be recapped and learnt. Children should understand the terminology below.	
Year 1	**word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.**
Year 2	**verb, tense, past, present, future, adjective, noun, suffix, apostrophes for omission (contractions), comma, sentences**: -statement, command, question, exclamation

Year 3 Glossary of Grammar, Punctuation and Spelling terms

The following glossary is to aid the teaching of spelling, grammar and punctuation in Year 3. It is not the complete glossary of terminology. The words and explanations below do not need to be learnt by pupils and is for the benefit of teachers, staff or parents. The terminology for pupils to learn in Year 3 is highlighted on the previous page.

adverb	The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, or even another adverb. Put another way, adverbs can make the meanings of these other words more specific. Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes, because prepositions, nouns and subordinate clauses can also do this.	*Usha went upstairs to play on her computer.* [adverb modifying the verb *went*] *That match was really exciting!* [adverb modifying the adjective *exciting*] *We don't get to play games very often.* [adverb modifying the other adverb, *often*] Not adverbs: *Usha went up the stairs.* [preposition] *She finished her work this evening.* [noun] *She finished when the teacher got cross.* [subordinate clause]
#clause	A clause is a special type of phrase, whose main word (or "head") is a verb that describes an event or state of affairs. Clauses can sometimes be complete sentences. Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.	*Eleni's mother was out so Eleni was left in charge.* *Eleni's mother went out so Eleni was left in charge.* *Usha went upstairs to play on her computer.* [non-finite clause]
conjunction	A conjunction links two words or phrases together. There are two main types of conjunctions: • co-ordinating conjunctions (e.g. *and*) link two words or phrases together as an equal pair • subordinating conjunctions (e.g. *when*) introduce a subordinate clause.	*James bought a top and gloves.* [links the words *top* and *gloves* as an equal pair] *Ali is strong but he is also very fast*. [links two clauses as an equal pair] *Everyone watches when Kyle does back-flips*. [introduces a subordinate clause] *Joe can't practise kicking because he's injured*. [introduces a subordinate clause]

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consonant	A sound which is produced when the speaker closes off or obstructs the flow of air through the vocal tract, usually using lips, tongue or teeth. Most of the letters of the alphabet represent consonants. Only the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowel sounds.	/p/ [flow of air stopped by the lips, then released] /t/ [flow of air stopped by the tongue touching the roof of the mouth, then released] /f/ [flow of air obstructed by the top teeth touching the bottom lip] /s/ [flow of air obstructed by the tip of the tongue touching the gum line]
co-ordinate, co-ordination	Words or phrases are co-ordinated if they are linked as an equal pair by a co-ordinating conjunction (e.g. *and*). In the examples on the right, the co-ordinated elements are shown in the same colour, and the conjunction is underlined. The difference between co-ordination and subordination is that, in subordination, the two linked elements are not equal.	***Susan*** *and* ***Amra*** *met in a café*. [links the words *Susan* and *Amra* as an equal pair] ***They talked*** *and* ***drank tea*** *for an hour*. [links two clauses as an equal pair] ***Susan got a bus*** *but* ***Amra walked***. [links two clauses as an equal pair] Not co-ordination: *They ate before they met*. [*before* introduces a subordinate clause]
direct speech	Direct speech uses inverted commas or speech marks. It differs from reported speech, which does not use inverted commas	*Direct speech: "What time is it?" the lady asked.* *Reported speech: The lady asked what time it was.*
etymology	A word's etymology is its history: its origins in earlier forms of English or other languages, and how its form and meaning have changed.	The word *school* was borrowed from a Greek word *σχολή* (*skholé*) meaning "leisure".
finite verb	Finite verbs can stand on their own as the only verb in a sentence. They can be in the present tense, the past tense, or imperatives. Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they depend on another verb in the sentence.	*Lizzie does the dishes every day.* [present tense] *Even Hana did the dishes yesterday.* [past tense] *Do the dishes, Naser!* [imperative] Not finite verbs: *I have done them.* [depends on the finite verb *have*] *I will do them.* [depends on the finite verb *will*] *I want to do them!* [depends on the finite verb *want*]

inverted commas (or "speech marks")	See direct speech.	
perfect	The perfect form of a verb generally calls attention to the consequences of a prior situation. It is formed by: • taking the past participle of the verb (e.g. *thrown, taken, helped*) • adding the verb *have* before it (e.g. *she has helped*). It can also be combined with the continuous (*e.g. he has been reading*).	*She has downloaded some songs.* [present perfect; now we have some songs] *I had eaten lunch when you came.* [past perfect; I wasn't hungry when you came]
prefix	A prefix is added at the beginning of a word in order to turn it into another word. Contrast suffix.	*overnight* *disappear*
preposition	A preposition links a noun or pronoun to some other word in the sentence. Prepositions often describe locations or directions, but can describe other things, such as relations of time. Words like *before* or *since* act as prepositions when they link a noun, but conjunctions when they link clauses.	*Tom waved goodbye to Cristy. She'll be back from Australia in two weeks.* *I haven't seen my dog since this morning.* Contrast: *I'm going, since no-one wants me here!* [conjunction: links two clauses]
root word	A root word is a word which is not made up of any smaller root words, or prefixes or suffixes. When looking in a dictionary, we sometimes have to look for the root word of the word we are interested in.	*played* [the root word is *play*] *unfair* [the root word is *fair*]
Standard English	Standard English is the variety of the English language that is generally used for formal purposes in speech and writing. It is not the English of any particular region and it can be spoken with any accent.	

stressed	A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.	about visit
subordinate, subordination	A subordinate word or phrase tells us more about the meaning of the word it is subordinate to. Subordination can be thought of as an unequal relationship between a subordinate word and a main word. For example: • an adjective is subordinate to the noun it modifies • subjects and objects are subordinate to their verbs. Subordination is much more common that the equal relationship of co-ordination. See also subordinate clause.	*big dogs* [*big* is subordinate to *dogs*] *Big dogs need long walks.* [*big dogs* and *long walks* are subordinate to *need*] *We can watch TV when we've finished.* [*when we've finished* is subordinate to *watch*]
subordinate clause	A subordinate clause is subordinate to some word outside itself: • it may modify this word (e.g. as a relative clause or as an adverbial), or • it may be used as a verb's subject or object. However, clauses that are directly quoted as direct speech are not subordinate clauses.	*That's the street where Ben lives.* [relative clause; modifies *street*] *He watched her as she disappeared.* [adverbial; modifies *watched*] *What you said was very nice.* [acts as subject of *was*] *She noticed an hour had passed.* [acts as object of *noticed*]
syllable	A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.	*Cat* has one syllable. *Fairy* has two syllables. *Hippopotamus* has five syllables.
unstressed	See stressed.	
vowel	A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract. Vowels can form syllables by themselves, or they may combine with consonants. In the English writing system, the letters *a*, *e*, *i*, *o*, *u* and *y* can represent vowels.	

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word family	The words in a word family are normally related to each other by a combination of form, grammar and meaning.	*teacher* – *teach* *extensive* – *extend* – *extent*