



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
<p>Formation of nouns using a range of prefixes, such as <i>super-</i>, <i>anti-</i>, <i>auto-</i></p> <p>Use of the determiners <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock</i>, <i>an open box</i>)</p> <p>Word families based on common words</p>	<p>Expressing time and cause using conjunctions (e.g. <i>when, so, before, after, while, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>, or prepositions (e.g. <i>before, after, during, in, because of</i>)</p> <p>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).</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 perfect form of verbs to mark relationships of time and cause (e.g. <i>I have written it down so we can check what he said.</i>)</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>word family conjunction adverb preposition direct speech inverted commas prefix consonant vowel consonant letter vowel letter clause subordinate clause subordinating conjunction co-ordinating conjunction</p>

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.

<p>adverb</p>	<p>The surest way to identify adverbs is by the ways they can be used: they can <u>modify</u> a <u>verb</u>, an <u>adjective</u>, or even another adverb. Put another way, adverbs can make the meanings of these other words more specific.</p> <p>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 <u>prepositions</u>, <u>nouns</u> and <u>subordinate clauses</u> can also do this.</p>	<p><i>Usha went <u>upstairs</u> to play on her computer.</i> [adverb modifying the verb <i>went</i>]</p> <p><i>That match was <u>really</u> exciting!</i> [adverb modifying the adjective <i>exciting</i>]</p> <p><i>We don't get to play games <u>very</u> often.</i> [adverb modifying the other adverb, <i>often</i>]</p> <p>Not adverbs:</p> <p><i>Usha went <u>up</u> the stairs.</i> [preposition] <i>She finished her work <u>this evening</u>.</i> [noun] <i>She finished <u>when the teacher got cross</u>.</i> [subordinate clause]</p>
<p>#clause</p>	<p>A clause is a special type of <u>phrase</u>, whose main word (or "head") is a <u>verb</u> that describes an event or state of affairs. Clauses can sometimes be complete sentences.</p> <p>Traditionally, a clause had to have a <u>finite verb</u>, but most modern grammarians also recognise non-finite clauses.</p>	<p><i>Eleni's mother was <u>out</u> so Eleni was left in charge.</i></p> <p><i>Eleni's mother went out so <u>Eleni was left in charge</u>.</i></p> <p><i>Usha went upstairs <u>to play on her computer</u>.</i> [non-finite clause]</p>
<p>conjunction</p>	<p>A conjunction links two words or phrases together.</p> <p>There are two main types of conjunctions:</p> <ul style="list-style-type: none"> • <u>co-ordinating</u> conjunctions (e.g. <i>and</i>) link two words or phrases together as an equal pair • <u>subordinating</u> conjunctions (e.g. <i>when</i>) introduce a <u>subordinate clause</u>. 	<p><i>James bought a top <u>and</u> gloves.</i> [[links the words <i>top</i> and <i>gloves</i> as an equal pair]</p> <p><i>Ali is strong <u>but</u> he is also very fast.</i> [[links two clauses as an equal pair]</p> <p><i>Everyone watches <u>when</u> Kyle does back-flips.</i> [introduces a subordinate clause]</p> <p><i>Joe can't practise kicking <u>because</u> he's injured.</i> [introduces a subordinate clause]</p>



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



<p>inverted commas (or “speech marks”)</p>	<p>See direct speech.</p>	
<p>perfect</p>	<p>The perfect form of a verb generally calls attention to the consequences of a prior situation. It is formed by:</p> <ul style="list-style-type: none"> • taking the past participle of the verb (e.g. <i>thrown, taken, helped</i>) • adding the verb <i>have</i> before it (e.g. <i>she has helped</i>). <p>It can also be combined with the continuous (e.g. <i>he has been reading</i>).</p>	<p><i>She <u>has downloaded</u> some songs.</i> [present perfect; now we have some songs]</p> <p><i>I <u>had eaten</u> lunch when you came.</i> [past perfect; I wasn't hungry when you came]</p>
<p>prefix</p>	<p>A prefix is added at the beginning of a word in order to turn it into another word.</p> <p>Contrast suffix.</p>	<p><i><u>overnight</u></i></p> <p><i><u>disappear</u></i></p>
<p>preposition</p>	<p>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.</p> <p>Words like <i>before</i> or <i>since</i> act as prepositions when they link a noun, but conjunctions when they link clauses.</p>	<p><i>Tom waved goodbye <u>to</u> Cristy. She'll be back from Australia <u>in</u> two weeks.</i></p> <p><i>I haven't seen my dog <u>since</u> this morning.</i></p> <p>Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]</p>
<p>root word</p>	<p>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.</p>	<p><i><u>played</u></i> [the root word is <i>play</i>]</p> <p><i><u>unfair</u></i> [the root word is <i>fair</i>]</p>
<p>Standard English</p>	<p>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.</p>	



<p>stressed</p>	<p>A syllable is stressed if it is pronounced more forcefully than the syllables next to it. The other syllables are unstressed.</p>	<p><u>about</u> <u>visit</u></p>
<p>subordinate, subordination</p>	<p>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:</p> <ul style="list-style-type: none"> • an adjective is subordinate to the noun it modifies • subjects and objects are subordinate to their verbs. <p>Subordination is much more common than the equal relationship of co-ordination.</p> <p>See also subordinate clause.</p>	<p><i><u>big dogs</u></i> [<i>big</i> is subordinate to <i>dogs</i>] <i><u>Big dogs</u> need <u>long walks</u></i>. [<i>big dogs</i> and <i>long walks</i> are subordinate to <i>need</i>] <i>We can watch TV <u>when we've finished</u></i>. [<i>when we've finished</i> is subordinate to <i>watch</i>]</p>
<p>subordinate clause</p>	<p>A subordinate clause is subordinate to some word outside itself:</p> <ul style="list-style-type: none"> • 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. <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p><i>That's the street <u>where Ben lives</u></i>. [relative clause; modifies <i>street</i>] <i>He watched her <u>as she disappeared</u></i>. [adverbial; modifies <i>watched</i>] <i><u>What you said</u> was very nice</i>. [acts as subject of <i>was</i>] <i>She noticed <u>an hour had passed</u></i>. [acts as object of <i>noticed</i>]</p>
<p>syllable</p>	<p>A syllable sounds like a beat in a word. Syllables consist of at least one vowel, and possibly one or more consonants.</p>	<p><i>Cat</i> has one syllable. <i>Fairy</i> has two syllables. <i>Hippopotamus</i> has five syllables.</p>
<p>unstressed</p>	<p>See stressed.</p>	
<p>vowel</p>	<p>A vowel is a speech sound which is produced without any closure or obstruction of the vocal tract.</p> <p>Vowels can form syllables by themselves, or they may combine with consonants.</p> <p>In the English writing system, the letters <i>a, e, i, o, u</i> and <i>y</i> can represent vowels.</p>	



Year 3 Grammar and Punctuation including glossary

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