

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