

# National Curriculum Year 3

Mathematics								
Ma3/2.1: Number & Place Value	Ma3/2.2: Addition & Subtraction	Ma3/2.3: Multiplication & Division	Ma3/2.4: Fractions	Ma3/3.1: Measurement	Ma3/3.2: Properties of Shapes	Ma3/4.1: Statistics		
<p><b>Ma3/2.1a</b> count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number</p> <p><b>Ma3/2.1b</b> recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)</p> <p><b>Ma3/2.1c</b> compare and order numbers up to 1,000</p> <p><b>Ma3/2.1d</b> identify, represent and estimate numbers using different representations</p> <p><b>Ma3/2.1e</b> read and write numbers up to 1,000 in numerals and in words</p> <p><b>Ma3/2.1f</b> solve number problems and practical problems involving these ideas.</p>	<p><b>Ma3/2.2a</b> add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> <li>i. a three-digit number and 1s</li> <li>ii. a three-digit number and 10s</li> <li>iii. a three-digit number and 100s</li> </ul> <p><b>Ma3/2.2b</b> add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction</p> <p><b>Ma3/2.2c</b> estimate the answer to a calculation and use inverse operations to check answers</p> <p><b>Ma3/2.2e</b> solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p><b>Ma3/2.3a</b> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p><b>Ma3/2.3b</b> write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p><b>Ma3/2.3c</b> solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p><b>Ma3/2.4a</b> count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</p> <p><b>Ma3/2.4b</b> recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</p> <p><b>Ma3/2.4c</b> recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p><b>Ma3/2.4d</b> recognise and show, using diagrams, equivalent fractions with small denominators</p> <p><b>Ma3/2.4e</b> <b>add and subtract fractions with the same denominator within one whole</b></p> <p><b>Ma3/2.4f</b> compare and order unit fractions, and fractions with the same denominators</p> <p><b>Ma3/2.4g</b> solve problems that involve all of the above.</p>	<p><b>Ma3/3.1a</b> measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</p> <p><b>Ma3/3.1b</b> measure the perimeter of simple 2-D shapes</p> <p><b>Ma3/3.1c</b> add and subtract amounts of money to give change, using both £ and p in practical contexts</p> <p><b>Ma3/3.1d</b> tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks</p> <p><b>Ma3/3.1e</b> estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight</p> <p><b>Ma3/3.1f</b> know the number of seconds in a minute and the number of days in each month, year and leap year</p> <p><b>Ma3/3.1g</b> <b>compare durations of events</b></p>	<p><b>Ma3/3.2a</b> draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p> <p><b>Ma3/3.2b</b> recognise angles as a property of shape or a description of a turn</p> <p><b>Ma3/3.2c</b> identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle</p> <p><b>Ma3/3.2d</b> identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>	<p><b>Ma3/4.1a</b> interpret and present data using bar charts, pictograms and tables</p> <p><b>Ma3/4.1b</b> solve <b>one-step and two-step questions</b> using information presented in scaled bar charts and pictograms and tables.</p>		
Science								
Sc3/1: Working Scientifically	Sc3/2.1: Plants	Sc3/2.2: Animals Including Humans	Sc3/3.1: Rocks	Sc3/4.1: Light	Sc3/4.2: Forces and Magnets			
<p><b>Sc4/1.1</b> asking relevant questions and using different types of scientific enquiries to answer them</p> <p><b>Sc4/1.2</b> setting up simple practical enquiries, comparative and fair tests</p> <p><b>Sc4/1.3</b> making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p><b>Sc4/1.4</b> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p><b>Sc4/1.5</b> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p><b>Sc4/1.6</b> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p><b>Sc4/1.7</b> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p><b>Sc4/1.8</b> identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p><b>Sc4/1.9</b> using straightforward scientific evidence to answer questions or to support their findings.</p>	<p><b>Sc3/2.1a</b> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p><b>Sc3/2.1b</b> explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p><b>Sc3/2.1c</b> investigate the way in which water is transported within plants</p> <p><b>Sc3/2.1d</b> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>Sc3/2.2a</b> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p><b>Sc3/2.2b</b> identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Sc3/3.1a</b> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p><b>Sc3/3.1b</b> describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p><b>Sc3/3.1c</b> recognise that soils are made from rocks and organic matter.</p>	<p><b>Sc3/4.1a</b> recognise that they need light in order to see things and that dark is the absence of light</p> <p><b>Sc3/4.1b</b> notice that light is reflected from surfaces</p> <p><b>Sc3/4.1c</b> recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p><b>Sc3/4.1d</b> recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p><b>Sc3/4.1e</b> find patterns in the way that the size of shadows change.</p>	<p><b>Sc3/4.2a</b> compare how things move on different surfaces</p> <p><b>Sc3/4.2b</b> notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p><b>Sc3/4.2c</b> observe how magnets attract or repel each other and attract some materials and not others</p> <p><b>Sc3/4.2d</b> compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p><b>Sc3/4.2e</b> describe magnets as having 2 poles</p> <p><b>Sc3/4.2f</b> predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>			
Geography	History			Art & Design	Computing	Physical Education		
<p><b>Location Knowledge</b></p> <p><b>Ge2/1.1a</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Ge2/1.1b</b> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Ge2/1.1c</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><b>Place knowledge</b></p> <p><b>Ge2/1.2a</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p><b>Human and physical geography</b></p> <p><b>Ge2/1.3a</b> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p><b>Ge2/1.3b</b> describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <p><b>Ge2/1.4a</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Ge2/1.4b</b> use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Ge2/1.4c</b> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><b>Hi2/1.1 Pre-Roman Britain</b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age <i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i></li> <li>b. <i>Bronze Age religion, technology &amp; travel, for example, Stonehenge</i></li> <li>c. <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></li> </ul> <p><b>Hi2/1.2 Roman Britain</b> Pupils should be taught about the Roman empire &amp; its impact on Britain <i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. <i>Julius Caesar's attempted invasion in 55-54 BC</i></li> <li>b. <i>the Roman Empire by AD 42 and the power of its army</i></li> <li>c. <i>successful invasion by Claudius &amp; conquest, including Hadrian's Wall</i></li> <li>d. <i>British resistance, for example, Boudica</i></li> <li>e. <i>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></li> </ul> <p><b>Hi2/1.3 Anglo-Saxons &amp; Scots</b> Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots <i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></li> <li>b. <i>Scots invasions from Ireland to north Britain (now Scotland)</i></li> <li>c. <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></li> <li>d. <i>Anglo-Saxon art and culture</i></li> <li>e. <i>Christian conversion – Canterbury, Iona and Lindisfarne</i></li> </ul> <p><b>Hi2/1.4 Anglo-Saxons &amp; Vikings</b> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include:</i></p> <ul style="list-style-type: none"> <li>a. <i>Viking raids and invasion</i></li> <li>b. <i>resistance by Alfred the Great and Athelstan, first king of England</i></li> <li>c. <i>further Viking invasions and Danegeld</i></li> <li>d. <i>Anglo-Saxon laws and justice</i></li> <li>e. <i>Edward the Confessor and his death in 1066</i></li> </ul> <p><b>Hi2/2.1 Local History</b> Pupils should be taught about an aspect of local history</p>			<p><i>For example:</i></p> <ul style="list-style-type: none"> <li>a. <i>a depth study linked to one of the British areas of study listed above</i></li> <li>b. <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></li> <li>c. <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></li> </ul> <p><b>Hi2/2.2 Extended chronological study</b> Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <i>For example:</i></p> <ul style="list-style-type: none"> <li>a. <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i></li> <li>b. <i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i></li> <li>c. <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i></li> <li>d. <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></li> </ul> <p><b>Hi2/2.3 Ancient Civilizations</b> Pupils should be taught about the achievements of the earliest civilizations – an overview of where &amp; when the first civilizations appeared &amp; a depth study of one of the following:</p> <ul style="list-style-type: none"> <li>a. Ancient Sumer;</li> <li>b. The Indus Valley;</li> <li>c. Ancient Egypt; or</li> <li>d. The Shang Dynasty of Ancient China</li> </ul> <p><b>Hi2/2.4 Ancient Greece</b> Pupils should be taught a study of Greek life and achievements and their influence on the western world</p> <p><b>Hi2/2.5 Non-European Study</b> Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ul style="list-style-type: none"> <li>a. early Islamic civilization, including a study of Baghdad c. AD 900;</li> <li>b. Mayan civilization c. AD 900; or</li> <li>c. Benin (West Africa) c. AD 900-1300</li> </ul>	<p>Pupils should be taught:</p> <p><b>Ar2/1.1</b> to create sketch books to record their observations and use them to review and revisit ideas</p> <p><b>Ar2/1.2</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a <b>range of materials</b></p> <p><b>Ar2/1.3</b> about great artists, architects and designers in history.</p>	<p>Pupils should be taught to:</p> <p><b>Mu2/1.1</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><b>Mu2/1.2</b> improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p><b>Mu2/1.3</b> listen with attention to detail and recall sounds with increasing aural memory</p> <p><b>Mu2/1.4</b> use and understand staff and other musical notations</p> <p><b>Mu2/1.5</b> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><b>Mu2/1.6</b> develop an understanding of the history of music.</p>	<p>Pupils should be taught to:</p> <p><b>Co2/1.1</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p><b>Co2/1.2</b> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p><b>Co2/1.3</b> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p><b>Co2/1.4</b> understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</p> <p><b>Co2/1.5</b> use search technologies effectively, appreciate how results are selected and ranked, &amp; be discerning in evaluating digital content</p> <p><b>Co2/1.6</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><b>Co2/1.7</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p><b>PE2/1.1 Sport &amp; Games</b></p> <p><b>PE2/1.1a</b> use running, jumping, throwing &amp; catching in isolation and in combination</p> <p><b>PE2/1.1b</b> play <b>competitive games</b>, modified where appropriate, &amp; apply basic principles suitable for attacking &amp; defending</p> <p><b>PE2/1.1c</b> <b>develop flexibility, strength, technique, control and balance</b></p> <p><b>PE2/1.1d</b> perform dances using a range of movement patterns</p> <p><b>PE2/1.1e</b> take part in outdoor and adventurous activity challenges both individually and within a team</p> <p><b>PE2/1.1f</b> compare their performances with previous ones &amp; demonstrate improvement to achieve their personal best.</p> <p><b>PE2/1.2 Swimming and water safety</b> <i>All schools must provide swimming instruction either in key stage 1 or key stage 2.</i> In particular, pupils should be taught to:</p> <p><b>PE2/1.2a</b> swim competently, confidently &amp; proficiently over a distance of at least 25 metres</p> <p><b>PE2/1.2b</b> use <b>a range of strokes</b> effectively</p> <p><b>PE2/1.2c</b> perform safe self-rescue in different water-based situations.</p>

## En3/1 Spoken Language

<p><b>En3/1a</b> listen and respond appropriately to adults and their peers</p> <p><b>En3/1b</b> ask relevant questions to extend their understanding and knowledge</p> <p><b>En3/1c</b> use relevant strategies to build their vocabulary</p> <p><b>En3/1d</b> articulate and justify answers, arguments and opinions</p> <p><b>En3/1e</b> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p><b>En3/1f</b> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p><b>En3/1g</b> use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p><b>En3/1h</b> speak audibly and fluently with an increasing command of Standard English</p> <p><b>En3/1i</b> participate in discussions, presentations, performances, roleplay/improvisations and debates</p> <p><b>En3/1j</b> gain, maintain and monitor the interest of the listener(s)</p> <p><b>En3/1k</b> consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p><b>En3/1l</b> select and use appropriate registers for effective communication</p>
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### En3/2.1 Word Reading

**En3/2.1a** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

**En3/2.1b** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**En3/2.2a** develop positive attitudes to reading, and an understanding of what they read, by:

- i. listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ii. reading books that are structured in different ways and reading for a range of purposes
- iii. using dictionaries to check the meaning of words that they have read
- iv. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- v. identifying themes and conventions in a wide range of books
- vi. preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- vii. discussing words and phrases that capture the reader's interest and imagination
- viii. recognising some **different forms of poetry**

### En3/2.2 Comprehension

**En3/2.2b** understand what they read, in books they can read independently, by

- i. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ii. asking questions to improve their understanding of a text
- iii. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- iv. predicting what might happen from details stated and implied
- v. identifying main ideas drawn from more than 1 paragraph and summarising these
- vi. identifying how language, structure, and presentation contribute to meaning

**En3/2.2c** retrieve and record information from non-fiction

**En3/2.2d** participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## Writing

En3/3.1 Spelling	En3/3.2 Handwriting & Presentation	En3/3.3 Composition	En3/3.4 Vocabulary, grammar & punctuation
<p><b>En3/3.1a</b> use further prefixes and suffixes and understand how to add them (English <a href="#">Appendix 1</a>)</p> <p><b>En3/3.1b</b> spell further homophones</p> <p><b>En3/3.1c</b> spell words that are often misspelt (English <a href="#">Appendix 1</a>)</p> <p><b>En3/3.1d</b> place the possessive apostrophe accurately in words with <b>regular plurals</b> and in words with <b>irregular plurals</b></p> <p><b>En3/3.1e</b> use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p><b>En3/3.1f</b> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><b>En3/3.2a</b> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><b>En3/3.2b</b> <b>increase the legibility, consistency and quality of their handwriting</b></p>	<p><b>En3/3.3a</b> Plan their writing by:</p> <ol style="list-style-type: none"> <li>i. discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>ii. discussing and recording ideas</li> </ol> <p><b>En3/3.3b</b> Draft and write by:</p> <ol style="list-style-type: none"> <li>i. composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English <a href="#">Appendix 2</a>)</li> <li>ii. organising paragraphs around a theme</li> <li>iii. in narratives, creating settings, characters and plot</li> <li>iv. in non-narrative material, using <b>simple organisational devices</b></li> </ol> <p><b>En3/3.3c</b> Evaluate and edit by:</p> <ol style="list-style-type: none"> <li>i. assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>ii. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ol> <p><b>En3/3.3d</b> proofread for spelling and punctuation errors</p> <p><b>En3/3.3e</b> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><b>En3/3.4a</b> develop their understanding of the concepts set out in <a href="#">Appendix 2</a> by:</p> <ol style="list-style-type: none"> <li>i. extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>ii. using the present perfect form of verbs in contrast to the past tense</li> <li>iii. choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>iv. using conjunctions, adverbs and prepositions to express time and cause</li> <li>v. using fronted adverbials</li> <li>vi. learning the grammar for years 3 and 4 in <a href="#">Appendix 2</a></li> </ol> <p><b>En3/3.4b</b> indicate grammatical and other features by:</p> <ol style="list-style-type: none"> <li>i. using commas after fronted adverbials</li> <li>ii. indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>iii. using and punctuating direct speech</li> </ol> <p><b>En3/3.4c</b> use and understand the grammatical terminology in <a href="#">Appendix 2</a> accurately and appropriately in discussing their writing and reading.</p>

### GPS Appendix 2 - Year 3: Detail of content to be introduced (statutory requirement)

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

## Spelling (Appendix 1) [Revision of work from years 1 & 2 (pay special attention to the rules for adding suffixes)]

<p><b>Adding suffixes beginning with vowel letters to words of more than one syllable</b> - 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</p>	<p><b>The /ɪ/ sound spelt y elsewhere than at the end of words</b> - These words should be learnt as needed.</p>	<p><b>The /ʌ/ sound spelt ou</b> - These words should be learnt as needed.</p>	<p><b>More prefixes</b> - Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below. Like un-, the prefixes dis- and mis- have negative meanings.</p> <p>The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with l, in- becomes il.</p> <p>Before a root word starting with m or p, in- becomes im-.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>re- means 'again' or 'back'.</p> <p>sub- means 'under'</p> <p>inter- means 'between' or 'among'.</p> <p>super- means 'above'.</p> <p>anti- means 'against'.</p> <p>auto- means 'self' or 'own'.</p>	<p><b>The suffix -ation</b> - The suffix -ation is added to verbs to form nouns. The rules already learnt still apply</p>	<p><b>The suffix -ly</b> - The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply. The suffix -ly starts with a consonant letter, so it is added straight on to most root words.</p> <p>Exceptions: (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 publicly.</p> <p>(4) The words truly, duly, wholly.</p>	<p><b>Words with endings sounding like /ʒə/ or /tʃə/</b> - The ending sounding like /ʒə/ is always spelt -sure. 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. teacher, catcher, richer, stretcher</p>	<p><b>Endings which sound like /ʒən/</b> - If the ending sounds like /ʒən/, it is spelt as -sion.</p>		
<p><b>The suffix -ous</b> - Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</p>	<p><b>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b> - 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. -tion is the most common spelling. It is used if the root word ends in t or te. -ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se. Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs.</p>	<p><b>Words with the /k/ sound spelt ch (Greek in origin)</b></p>	<p><b>Words with the /j/ sound spelt ch (mostly French in origin)</b></p>	<p><b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</b></p>	<p><b>Words with the /s/ sound spelt sc (Latin in origin)</b> - 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/.</p>	<p><b>Words with the /ex/ sound spelt ei, eigh, or ey</b></p>	<p><b>Possessive apostrophe with plural words</b> - The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural - e.g. children's).</p>	<p><b>Homophones and near-homophones</b></p>	<p><b>Year 3 and 4 word list</b></p> <p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>