

## Topic Vocabulary, Skills and Knowledge

Subject: English Year: 3 Curriculum lead: T.Richardson

### Vocabulary

I understand and can use these words:

prefix	suffix	noun	noun phrase	adjective	phrase
adverb	present tense	past tense	capital letter	full stop	preposition
question mark	exclamation mark	verb	comma	apostrophe	word families
singular possession	statement	question	exclamation	command	paragraph
compound word	tense	lower-case letter	sentence	expanded noun phrase	heading
punctuation	contraction	homophone	near-homophone	predict	subheading
infer	syllable	vowel	consonant	conjunction	present perfect
direct speech	inverted commas/speech marks	clause	subordinate clause	fronted adverbial	pronouns
narrative	setting	character	plot	fiction	non-fiction
plural	possessive plural	determiner	adverbial	genre	argument
fact	opinion				
Year 3 & 4 Common Exception Words - See attached sheet					

### Skills

I can:

use further prefixes and understand how to add them	plan and draft my work effectively	use pronouns and nouns so that I avoid repetition
spell further homophones	evaluate and edit my work	use conjunctions, adverbs and prepositions to show time and cause
spell words that are often misspelt	proofread for spelling and punctuation errors	use and punctuate direct speech
place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	extend sentences using <i>if, because, although when</i>	use the possessive apostrophe for singular and plural nouns
use the first 2 or 3 letters of a word to check its spelling in a dictionary	use the perfect form of verbs	read further exception words
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	use fronted adverbials in my writing followed by a comma	retrieve and record information from non-fiction

### Knowledge

I know:

the meaning of new words using my understanding of root words, prefixes and suffixes	when to use a or an according to whether the next word begins with a vowel or a consonant	a range of poetry
how to develop a positive attitude to reading and understand what I have read independently	that paragraphs are used to group related ideas	how to write for a purpose
different word families	a range of different text types and the differences and similarities between them	How to engage and interest a reader