



**Grammar, Punctuation and Spelling**

**Year 3**

**Summer Block 4**

# Yearly Overview for Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write				2. Determiners			3. Conjunctions				Assessments
Spring	1. Adverbs			2. Prepositions			3. Speech			4. Tenses		Assessments
Summer	1. Nouns		2. Paragraphs				3. Word Families		4. Prefixes			Assessments

## Teaching Information

This scheme of work has been designed to be used in conjunction with your English writing curriculum. We recommend spreading the small steps out over the number of weeks suggested on the yearly overview. It is important to develop and build pupils' grammar, punctuation and spelling knowledge alongside reading and writing as this is the foundation of the English language. Understanding these elements of the English language enables pupils to not only enjoy English as a subject in its own right, but also to access the rest of the subjects within the whole curriculum.

Each block will develop English language fluency as well as application and reasoning to allow children to use these skills across all subject areas. We have provided some notes and guidance for each small step which breaks down the expectations for each pupil, as well as focused questions to help support your teaching.

Every step within each block has corresponding resources available on our website. These resources include a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions. The resources for each first step in every block are available to download for free.

# Summer Block 4 – Prefixes

## National Curriculum Objectives:

English Year 3: (3G6.2) Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

Spelling: Spell more prefixes

Terminology for pupils:

- (3G6.2) prefix

## Small Steps

1. What is a prefix?
2. Adding 'super-', 'anti-' and 'auto-'
3. Adding 'sub-', 'inter-'
4. Creating Word Families

## Step 1 – What is a Prefix?

### Notes and Guidance

- This step is optional as it is primarily a recap of a previous step covered in Year 1.
- The prefix 'un-' was studied in Year 1, so children should be familiar with prefixes and their function.
- Children should recap that prefixes are added to the start of words, which changes the meaning of the word it belongs to.
- When a prefix is added to a root word, the root word stays the same and only the meaning is changed, for example, 'kind' takes on the opposite meaning when the prefix 'un-' (meaning "not") is added, creating the word 'unkind'.
- This step should provide the opportunity to recap and revise the addition of the prefix 'un' to root words and children should be able to recognise that this prefix changes the meaning from a positive to a negative meaning. Children should be able to use words with this prefix in their writing.

### Focused Questions

- Rewrite the following words adding the prefix 'un'.
- Complete the sentence by removing 'un-' from the given word.
- What happens to the meaning of the word in the following sentence when the prefix 'un-' is added/removed?
- Which words could or could not have their meaning changed by adding the prefix 'un-'?

You can find the [free resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 2 – Adding ‘super-’, ‘anti-’ and ‘auto-’

### Notes and Guidance

- In the previous step, children were reminded how the addition of a prefix to a root word changes the meaning of the word it belongs to without making any changes to the spelling of the root word itself.
- In this step, children will use the prefixes ‘super-’, ‘anti-’ and ‘auto-’ and add these to root words to change their meaning.
- ‘Super-’ means *above*; ‘anti-’ means *against* and ‘auto-’ means *self* or *own*.
- Children should be able to recognise how the prefix changes the meaning of the root word they add it to and be able to use these in their writing accurately.

### Focused Questions

- Add the prefix ‘super-’/ ‘anti-’/‘auto-’ to these words.
- Why has the prefix ‘super-’/ ‘anti-’/‘auto-’ been added to this word? How does it change the meaning?
- Which of these prefixes cannot be added to this word?
- Complete the sentence using the correct prefix for the given word.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 3 – Adding ‘sub-’, ‘inter-’

### Notes and Guidance

- In the previous step, children used the prefixes ‘super-’, ‘anti-’ and ‘auto-’ and added these to root words to change the meaning.
- In this step, children will recognise and use the prefixes ‘sub-’, ‘inter-’ and add these to words to create nouns.
- ‘Sub-’ means under; ‘inter-’ means among.
- Children should be able to identify how the prefix changes the meaning of the root word they add it to and be able to use words with these prefixes accurately in their writing.

### Focused Questions

- Add the prefix ‘sub-’ or ‘inter-’ to these words.
- Why has the prefix ‘sub-’ or ‘inter-’ been added to this word? How does it change the meaning?
- Which of these prefixes cannot be added to this word?
- Complete the sentence using the correct prefix for the given word.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.

## Step 4 – Creating Word Families

### Notes and Guidance

- Throughout this block, children learnt that the addition of prefixes to words changes their meaning. They should now be confident using these accurately in their writing.
- In this step, children will continue to recognise and use these new prefixes and other known prefixes, to create lists of word families, by relating each word to its original root word.
- Children should understand the relationship between each set of word families, increasing their knowledge to allow a wider range of vocabulary to be used in their writing.

### Focused Questions

- List words that have 'form' as their root word.
- Which of these words does not belong to this word family?
- Complete the sentence below using a word which belongs to this word family with the root 'nation', for example.

You can find the [resources for this step](#) on our website. Each pack includes a Teaching PowerPoint, Varied Fluency questions, and Application and Reasoning questions.