



Parents' Support Guide to Spelling, Punctuation and Grammar in Year 3.

Writing

By the end of Year 3 most children should know...

- How to express time, place and cause using conjunctions – (e.g. when, before after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in).
- To use single clause sentences and multi-clause sentences (using coordinating conjunctions: for, and, nor, but, or, yet, so) mostly accurately.
- To use multi-clause sentences (using subordinating conjunctions: although, after, because, when, that, if, while, unless etc.) accurately.
- The basics of using paragraphs as a way of grouping related material.
- How to use headings and subheadings to aid presentation.
- How to use the present perfect form of verbs instead of the simple past (e.g. 'He has gone out to play' contrasted with 'He went out to play').
- How to use inverted commas to punctuate direct speech.
- How to use figurative language including similes (e.g. he ran as fast as a cheetah).
- How to use first and third person consistently.
- To proof read for spellings and punctuation errors.
- To propose changes and edits own and others' writing for vocabulary, punctuation, spelling and grammar.

Useful Activities

Read! Read! Read!

Take a page of writing (fiction or non-fiction). Put it under the microscope.

How many sentences are there? What type of sentences can you see? What sort of sentence does the author use first? How does that make you feel? What is the page about?

What types of words are used?

Punctuation police

Look at a selection of magazines, advertisements, newspapers or leaflets. Highlight the punctuation marks you can see. How many of each type can you see? Why are they there? Can you think of a rule? Can you find any exclamation marks? Why are they where they are? What emotion are they showing – surprise, anger, fear or anything else?

Scriptwriter

Look at a short piece of film with the sound turned down (not too many characters). Look at the action and discuss what the characters might be saying to each other.

What sort of mood are they in? How would they be talking? – shouting, whispering, grunting etc.? Write out the dialogue using speech marks and the correct punctuation. Try to avoid using 'said' all of the time.

"I want to be the top man!" bellowed the Godfather.

"Why is that?" enquired his son.

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
accident(ally)				disappear			
actual(ly)				early			
address				earth			
answer				eight/eighth			
appear				enough			
arrive				exercise			
believe				experience			
bicycle				experiment			
breath				extreme			
breathe				famous			
build				favourite			
busy/business				February			
calendar				forward(s)			
caught				fruit			
centre				grammar			
century				group			
certain				guard			
circle				guide			
complete				heard			
consider				heart			
continue				height			
decide				history			
describe				imagine			
different				increase			
difficult				important			

Word	Tick each time your child demonstrates they can spell correctly			Word	Tick each time your child demonstrates they can spell correctly		
interest				pressure			
island				probably			
knowledge				promise			
learn				purpose			
length				quarter			
library				question			
material				recent			
medicine				regular			
mention				reign			
minute				remember			
natural				sentence			
naughty				separate			
notice				special			
occasion(ally)				straight			
often				strange			
opposite				strength			
ordinary				suppose			
particular				surprise			
peculiar				therefore			
perhaps				though/although			
popular				thought			
position				through			
possess(ion)				various			
possible				weight			
potatoes				woman/women			

Spelling activities to support your child:

<p><u>Scrambled words</u></p> <p>Fold a piece of paper into 3 columns. Write the words in the first column, then write each word again in the second column with the letters all jumbled up. Fold the correct answers behind the page and see if a partner can unscramble the words correctly.</p>	<p><u>Air and back spelling</u></p> <p>Write the word in the air, really big, then really small, saying each letter as it is written. If the word can be sounded out, use the phonemes, if not, use the letter names. Try writing words on each other's backs and see if your partner can say what word you're writing.</p>	<p><u>Acrostic</u></p> <p>Use your target word to make an acrostic poem with each line beginning with the next letter to spell out the word- it's easier to remember if the poem makes sense! e.g. what: While Sam was walking down the path, He saw a cat that stared, then laughed. A cat that laughs is quite a feature, Tell me, have you seen such a creature?</p>	<p><u>Write a story</u></p> <p>Write a paragraph / story containing as many words as possible that follow the spelling rule / pattern you are focusing on.</p>
<p><u>Letter Writing</u></p> <p>Write a letter to a friend, family member, teacher or super hero. Underline the spelling rules that you have focused on in your letter.</p>	<p><u>Colourful words</u></p> <p>Use two different colours to write your words- one for vowels another for consonants then write them all in one colour.</p>	<p><u>Rainbow writing</u></p> <p>Write your words over and over, each time on top of the last but in a different colour- create a rainbow word.</p>	<p><u>Graffiti wall</u></p> <p>Create a graffiti wall, inspired by graffiti artists, draw your target words again and again across a page to create the artwork.</p>
<p><u>Ambidextrous</u></p> <p>Swap your pen into the hand that you don't usually write with. Now try writing your spellings with that hand.</p>	<p><u>Words within words</u></p> <p>Write down target words and then see how many other words you can make from the same letters.</p>	<p><u>Words without vowels</u></p> <p>Write spelling words in a list, replace all the vowels with a line. Can your partner fill in the gaps? (Also could be done without consonants instead, which is easiest?)</p>	<p><u>Make Some Music</u></p> <p>Write a song or rap that includes your words. Share with a friend or family member.</p>

<p><u>Pyramid power</u></p> <p>Sort a given group of words into a list from easiest to hardest. Write the easiest once in the middle at the top of the page, the next easiest twice underneath, third easiest three times below that etc so forming a pyramid.</p>	<p><u>Hangman</u></p> <p>Write dashes for the letters of the word. Your partner needs to say letters and guess the word before you complete the stick man.</p>	<p><u>ABC Order</u></p> <p>Write a list of your spellings in alphabetical order. For even greater challenge, can you write them in reverse alphabetical order first?</p>	<p><u>Squiggly / Bubble spelling words</u></p> <p>Write a list of your spelling words twice – once in your regular writing, then in squiggly or bubble letters.</p>
<p><u>Consonant circle</u></p> <p>Write a list of examples of your spellings. Circle all the consonants.</p>	<p><u>Sign your words</u></p> <p>Use sign language finger spelling to sign your words.</p> <p>http://www.unitykid.com/signlanguage.html</p> <p>http://www.british-sign.co.uk/bsl-british-sign-language/fingerspelling-alphabet-charts/</p>	<p><u>UPPER and lower</u></p> <p>Write a list of your spelling words, firstly in UPPERCASE and then in lowercase.</p>	<p><u>Across and down</u></p> <p>Write all of your spelling words across and then down starting with the first letter.</p> <p style="text-align: center;">W h e n h e n</p>
<p><u>Back Writing</u></p> <p>Use your finger to spell your words, one letter at a time on your partners back. Partner has to guess the word.</p>	<p><u>Find your words</u></p> <p>Using your reading book, list as many spellings that follow the rule as possible.</p>	<p><u>Choo- Choo words</u></p> <p>Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.</p> <p>Eg hopmopstopdrop</p>	<p><u>Connect the dots</u></p> <p>Write your spelling words in dots. Then connect the dots by tracing over them with a coloured pencil. Can you do this with joined up writing?</p>
<p><u>Rhyming words</u></p> <p>Write a list of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern).</p>	<p><u>Adding my words</u></p> <p>Each letter has a value.</p> <p>Consonants are worth 10</p> <p>Vowels are worth 5</p> <p>Find as many spellings that follow the rule / pattern and add up your score.</p>	<p><u>Spelling poem</u></p> <p>Write a poem using several of your spelling words. Underline the words that you use. You can write any style of poem.</p>	<p><u>X words</u></p> <p>Find two target words with the same letter in and then write them so they criss cross.</p>

Year 3 Grammar

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>Word families based on common words, 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>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<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 present perfect form of verbs 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>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>

Year 3 Grammar Terminology

preposition	<p>A preposition links a following noun, pronoun or noun phrase 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> can act either as prepositions or as conjunctions.</p>	<p><i>Tom waved goodbye <u>to</u> Christy.</i> <i>She'll be back <u>from</u> Australia <u>in</u> two weeks.</i> <i>I haven't seen my dog <u>since</u> this morning.</i> Contrast: <i>I'm going, <u>since</u> no-one wants me here!</i> [conjunction: links two clauses]</p>
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conjunction	<p>A conjunction links two words or phrases together. There are two main types of conjunctions:</p> <ul style="list-style-type: none"> - co-ordinating conjunctions (e.g. and) link two words or phrases together as an equal pair - subordinating conjunctions (e.g. when) introduce a subordinate clause. 	<p>James bought a bat <u>and</u> ball. [links the words bat and ball as an equal pair]</p> <p>Kylie is young <u>but</u> she can kick the ball hard. [links two clauses as an equal pair]</p> <p>Everyone watches <u>when</u> Kyle does back-flips. [introduces a subordinate clause]</p> <p>Joe can't practise kicking <u>because</u> he's injured. [introduces a subordinate clause]</p>
word family	The words in a word family are normally related to each other by a combination of morphology, grammar and meaning.	<p>teach – teacher extend – extent – extensive grammar – grammatical – grammarian</p>
prefix	A prefix is added at the beginning of a word in order to turn it into another word.	<u>o</u> vertake, <u>dis</u> appear
clause	<p>A clause is a group of words or phrase that includes a subject and a verb. Clauses can sometimes be complete sentences. Clauses may be main or subordinate.</p> <p>Traditionally, a clause had to have a finite verb, but most modern grammarians also recognise non-finite clauses.</p>	<p>It was raining. [single-clause sentence]</p> <p><u>It was raining</u> <u>but we were indoors</u>. [two finite clauses]</p> <p><u>If you are coming to the party, please let us know</u>. [finite subordinate clause inside a finite main clause]</p> <p><u>Usha went upstairs to play on her computer</u>. [non-finite clause]</p>
subordinate clause	<p>A subordinate clause is a clause that cannot stand alone as a complete sentence because it does not express a complete thought.</p> <p>Like all clauses, a subordinate clause has a subject and verb.</p> <p>However, clauses that are directly quoted as direct speech are not subordinate clauses.</p>	<p>That's the street <u>where Ben lives</u>. [relative clause; modifies street]</p> <p>He watched her <u>as she disappeared</u>. [adverbial; modifies watched]</p> <p><u>She noticed</u> an hour had passed. [acts as object of noticed]</p> <p>Not subordinate: He shouted, "Look out!"</p>
direct speech	<p>Direct speech repeats, or quotes, the exact words spoken.</p> <p>When we use direct speech in writing, we place the words spoken between inverted commas (speech marks) (" ").</p>	<p>Anne asked: "Are you really going to see 'Phantom of the Opera'?"</p> <p>"There's a fly in my soup!" screamed Simone.</p>

consonant	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/ [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 bottom lip touching the top teeth]</p> <p>/s/ [flow of air obstructed by the tip of the tongue touching the gum line]</p>
consonant letter	Most of the letters of the alphabet represent consonants. Only the letters a, e, i, o, u and y can represent vowel sounds.	
Vowel	<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>	
vowel letter	In the English writing system, the letters a, e, i, o, u and y can represent vowels.	
inverted commas (or 'speech marks')	<p>Inverted commas for direct speech:</p> <ul style="list-style-type: none"> - to mark the beginning and end of direct speech (i.e. a speaker's words written spoken) 	<p><i>"What time will he arrive?" she asked.</i></p> <p><i>"You're right," he said. "It feels strange."</i></p> <p><i>"No!" he cried. "You can't leave now!"</i></p>

Websites for Grammar

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar01>

<http://www.funbrain.com/grammar/>

<http://learnenglishkids.britishcouncil.org/en/grammar>

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

<http://www.crickweb.co.uk/ks2literacy.html>

<http://www.grammar-monster.com/>