



# **Supporting your child at home**

## **Punctuation and Grammar Year 3**

By the end of year, most children should know:

- How to express time, place and cause using **conjunctions** (e.g. *when, before, after, while, so, because*), **adverbs** (e.g. *soon, next*), or **prepositions** (e.g. *before, after, during, in*).
- The basics of using paragraphs as a way of grouping related material
- How to use headings and sub-headings 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

Words for pupils: *adverb, preposition, conjunction, word family, prefix, clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')*.

### Activities to do with your child:

#### Read, read, read!

Take a page of writing (fiction or non-fiction) and 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 this page about?
- What types of words are used?

#### Punctuation police:

Look at a selection of magazines, adverts, 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 something 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 best!" bellowed the old man.

"Why?" enquired his son.

#### Conjunction spotter:

Can you spot the conjunctions in these sentences?

- 1) I put on my shoes and I went out to play.
- 2) I can't eat my sweets until after dinner.
- 3) I can't go out tonight because I have to stay in and do my homework.
- 4) It had been a long time since I had last played football.
- 5) I was going to eat the sweets but I saved them for my sister.
- 6) She was nice to me although she wouldn't let me play with the Lego.

Can you use conjunctions to make these sentences more interesting?

- 1) I can't go swimming. I have forgotten my swimming trunks.
- 2) I'd like to go to the park. My mum won't let me.
- 3) The old woman wanted me to feed her dog. There was no food in the cupboard.
- 4) I bought some sweets. I ate them on the way home.
- 5) The teacher was cross. I was late.
- 6) I went to the cinema. I really wanted to stay at home.
- 7) I couldn't go out. My dad came home.

Try some of these online activities to support your child's learning:

- Paragraphs: [http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/paragraphs/play/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/paragraphs/play/)
- Sentences: [http://resources.hwb.wales.gov.uk/VTC/sentence\\_detectives/eng/Introduction/default.htm](http://resources.hwb.wales.gov.uk/VTC/sentence_detectives/eng/Introduction/default.htm)
- Punctuation marks: <http://www.funenglishgames.com/grammargames/punctuation.html>
- Adjectives, etc.: [http://www.sheppardsoftware.com/grammar/grammar\\_tutorial.htm](http://www.sheppardsoftware.com/grammar/grammar_tutorial.htm)