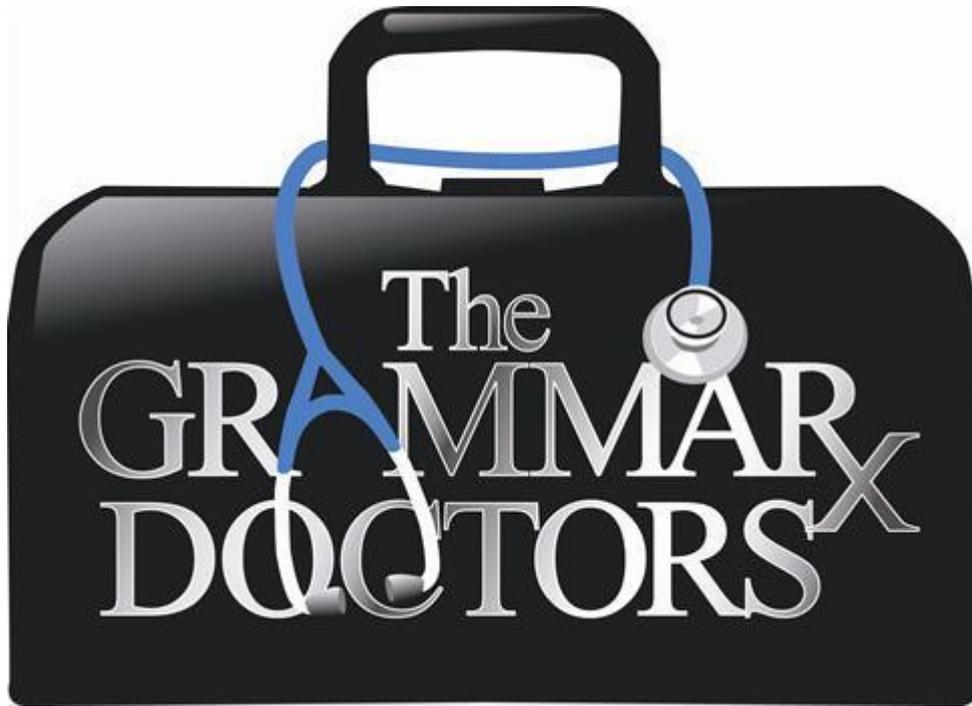


*Supporting Your Child at Home*



*Punctuation and Grammar*

*Years 3 and 4*

## 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, because of*).
- 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.

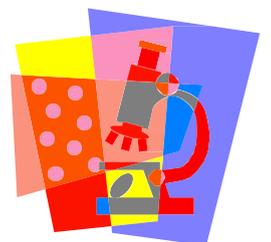
**Words for pupils:** *adverb, preposition, conjunction, word family, prefix, clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')*.

## Useful activities for year 3...

### 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.*

## Try these...Can you spot the conjunctions in these sentences?

### Underline them:

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.

### Use conjunctions to make these sentences more interesting.

7. I can't go swimming. I have forgotten my swimming trunks.
- 

8. I'd like to go to the park. My mum won't let me.
- 

9. The old woman wanted to feed her dog. There was nothing in the cupboard.
- 

10. I bought some sweets. I ate them on the way home.
- 

11. The teacher was cross. She was late.
- 

12. I went to the pictures. I really wanted to stay at home.
- 

13. I couldn't go out. My dad came home.
- 



Try some of these online activities to support 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

[https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/sentence\\_detectives/eng/Introduction/default.htm](https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vtc/sentence_detectives/eng/Introduction/default.htm)

## Punctuation marks

<http://www.funenglishgames.com/punctuation.swf>

## Adjectives etc.

[http://www.sheppardsoftware.com/grammar/grammar\\_tutorial.htm](http://www.sheppardsoftware.com/grammar/grammar_tutorial.htm)

By the end of Year 4 most children should know...

- How to expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict teacher with curly red hair*),
- About **fronted adverbials** (e.g. Later that day, *I heard the bad news*).
- Use of commas after **fronted adverbials**.
- How to use paragraphs to organise ideas around a theme.
- How to choose the correct **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition;
- How to use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*).
- **Apostrophes** to mark singular and plural possession (e.g. *the girl's name*, *the girls' names*).

**Words for pupils:** *determiner, pronoun, possessive pronoun, adverbial;*

## Useful activities for year 4...



Make as many as you can... root words

The challenge is to find as many words as you can from one root  
...e.g. **wind** - windy, windier, windfall, windpipe, windscreen,  
window etc.

📖 rain...

📖 heavy...

📖 happy... and so on and so on.

### Poetry please...

Work together to write fantastic descriptive poetry...

📖 Select a topic ... the sea.

📖 Player 1 - thinks of three adjectives to describe the sea - *raging, crashing, sparkling*... write them on pieces of card.

📖 Player 2 - collects three more words - encourage use of thesaurus (online or otherwise)

📖 Carry taking it in turns to collect words and record on card.

📖 When you have enough - arrange and rearrange them to build your poems;

📖 Try this with other types of topic

Punctuation Games - punctuation cards

Copy on to coloured card. There is 1 set on this sheet - one set goes in one envelope, one envelope for 4 students.

**Punctuation Bingo... play this with friends and family.** There should only be 1 winner (if everything goes according to plan!) *A paragraph is not a piece of punctuation and just thrown in there as a 'dummy'.*

Read these statements.

1. This represents the beginning of a sentence. We use these to spell the first letters of places, things and people (capital letters).
2. This piece of punctuation shows us a question has been asked (question mark).





Punctuation bingo!

Commas <b>,</b>	Speech marks <b>“ ”</b>	Full stop <b>.</b>
Brackets <b>(.....)</b>	Capital letter <b>ABCDEFGG</b>	Question mark <b>?</b>

Punctuation bingo!

Commas <b>,</b>	Speech marks <b>“ ”</b>	Full stop <b>.</b>
Brackets <b>(.....)</b>	Capital letter <b>ABCDEFGG</b>	Exclamation mark <b>!</b>

.	?	!	.
?	!	.	?
!	.	?	!
.	?	!	.
?	!	.	?

Copy these onto coloured card. Cut up and put in an envelope.

**Game 1...** Open the envelope and take out the punctuation cards. Pile them face down and take it in turns to turn over the top card. You have to say a sentence which would use the punctuation mark you have on your card.

e.g  "Where is my coat?"

Try some of these online activities to support learning...

Contractions in apostrophes...

<http://www.oswego.org/ocsd-web/match/matchgeneric.asp?filename=jwildecontractions>

Sentences...

<http://www.topmarks.co.uk/Flash.aspx?e=spelling-grammar03>

Punctuation

<http://www.sheppardsoftware.com/grammar/punctuation.htm>

More sentences

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

