



Supporting Your Child at Home Punctuation and Grammar Years 3 and 4

Grammar



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.

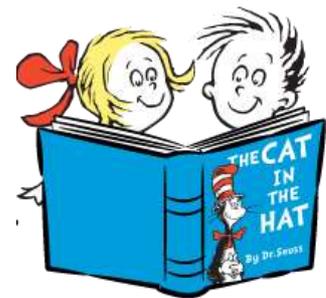
Words for pupils: *adverb, preposition, conjunction, word family, prefix, clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')*.

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?



Nouns/verbs/adjectives/adverbs /prepositions

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/advert 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. (see below for a list)

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/

Sentences



[https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vt c/sentence detectives/eng/Introduction/default.htm](https://hwb.wales.gov.uk/cms/hwbcontent/Shared%20Documents/vt%20c/sentence%20detectives/eng/Introduction/default.htm)

Punctuation marks

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

Adjectives etc.

http://www.sheppardsoftware.com/grammar/grammar_tutorial.htm

E-safety - Whilst we do our best to ensure all recommended sites are appropriate, it is still vital that you check them and ensure children are supervised whilst using them.

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*;

Activities to support learning for year 4 pupils (use the Year 3 ideas as well).

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 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>

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