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| English | Focus: Grammar/Punctuation/Spelling | Year 3 |

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| Spellings I need to learn | | | | |
| accident | consider | grammar | notice | regular |
| accidentally | continue | group | occasion | reign |
| actual | decide | guard | occasionally | remember |
| actually | describe | guide | often | sentence |
| address | different | heard | opposite | separate |
| answer | difficult | height | ordinary | special |
| appear | disappear | history | particular | straight |
| arrive | early | imagine | peculiar | strange |
| believe | earth | increase | perhaps | strength |
| bicycle | eight | important | popular | suppose |
| breath | eighth | interest | position | surprise |
| breathe | enough | island | possess | therefore |
| build | exercise | knowledge | possession | though |
| busy | experience | learn | possible | although |
| business | experiment | length | potatoes | thought |
| calendar | extreme | library | pressure | through |
| caught | famous | material | probably | various |
| centre | favourite | medicine | promise | weight |
| century | February | mention | purpose | woman |
| certain | forward | minute | quarter | women |
| circle | forwards | natural | question |  |
| complex | fruit | naughty | recent |  |

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| **Expanded noun phrases** Try to paint a clear picture in your reader’s head:  *She always wore a long black dress, with lace around the bottom…* |

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| Place the possessive apostrophe in words with regular and irregular plurals The cat's tail was fluffy. The brothers' feet were muddy. The children's toys were broken. |



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| **Vocabulary** | |
| Adjective | A word that adds more information about a noun.  *He opened the large, wooden door.* |
| Adverb | A word that adds more information about verbs, adjectives or other adverbs.  *Slowly, he opened the door.* |
| Command | Tells you to do something. Often urgent and short. *Get in the car. Stand up.* |
| Exclamation | Usually begin with ‘How’ or ‘What. Ends with an exclamation mark. *How* *exciting!* *What a lovely day!* |
| Paragraph | A group of sentences about one idea or theme. |
| Past tense | Verb form used to describe things that happened in the past*. I completed my homework last night.* |
| Present tense | Verb form used to describe things happening right now. *I work hard on my homework.* |
| Question | Sentences that ask something or show doubts.  *Is that your bag?* Usually ends with question mark. |
| Inverted commas | Punctuation used to show what has been spoken or said*. “How can I help you?” asked the doctor.* |
| Statement | A sentence that claims something as truth.  *My bag is blue.* Ends with full stop. |

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| Punctuation Reminders: | |
| **A** | Capital letters for sentences, initials and proper nouns |
| **.** | Full stops |
| **!** | Exclamation marks for exclamations or surprise |
| **?** | Question marks at the end of a question |
| **‘** | Apostrophes for possession and missing letters in contracted words (omission) |
| **,** | Commas in lists, and to mark parenthesis, after fronted adverbials and clauses to make meaning clear |
| **“”** | Inverted commas for speech/dialogue (don’t forget other punctuation too!) |

Spell word families based on common words, eg: solve/solution/solver

Direct speech opens with inverted commas which are placed around what is being spoken. “I don’t like the zoo!” exclaimed Alfred.

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| *Adverbs* | *Conjunctions* | *Prepositions* |
| *Then*  *Next*  *Yesterday*  *Soon*  *Lately*  *Now* | *If… Since*  *As … When*  *Although…*  *While… After*  *Before… Until*  *Because…* | *Before*  *After*  *During*  *Above*  *Below*  *Besides* |

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| Prefixes **super-** *supersonic*  **anti -** *anti-bacterial*  **auto** - *automatic* |