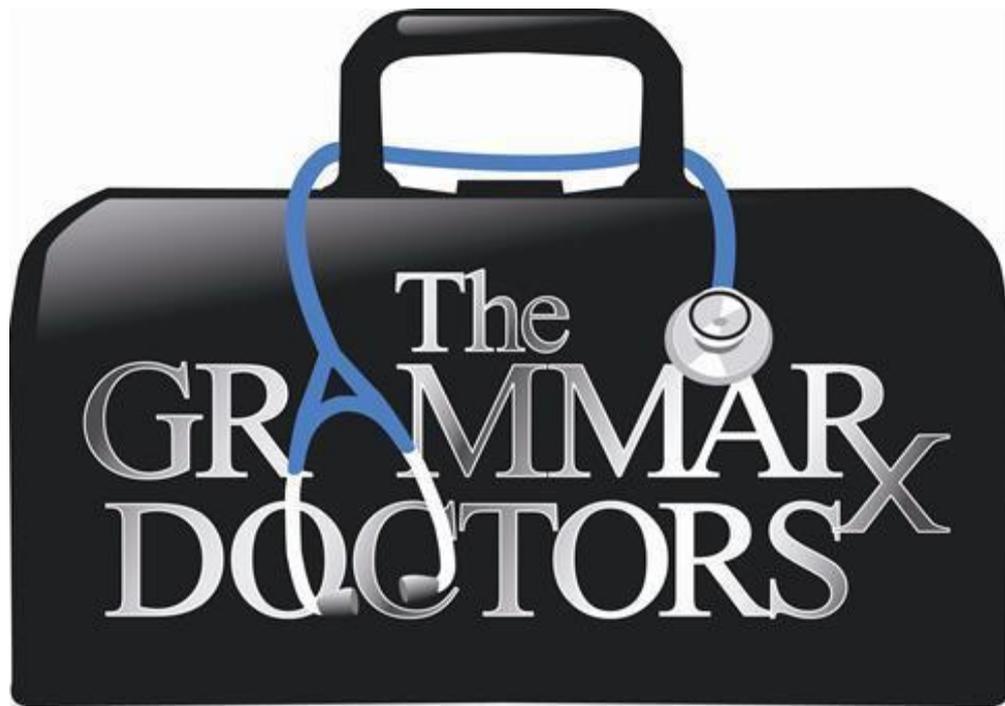




Westbury Park School

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.

Punctuation Slap...

Make three cards with punctuation marks and lay them on the table eg . Read out sentences and your child has to slap the correct one. Or - Make a larger set of cards and shuffle. The child chooses a card and has to orally or write a sentence using the correct punctuation mark. You could introduce a point/lose a life system.

Punctuation Bingo ...

Make a 3x3 grid and your child writes in a 'full stop', 'exclamation mark' or 'question mark' in random order in the 9 squares. Cross them off as each sentence is read out.

Stretchy sentences... Can you stretch these sentences?

To make them longer, you need to add more information.
Ask questions using the question hand to elicit more information.



e.g. The boy went to the park.

The *happy, young* boy went to *play with his friends at* the *huge, exciting* park. or...

The *tall, brown haired* boy *was fed up so he* went to the park *to play with his friends on the fantastic, big climbing frame.*

1	The fox had a tail.
2	The sea was calm.
3	The bat was squeaking.
4	We went on the slide.
5	The hedgehog has spikes.
6	I had an ice-cream.
7	An owl was flying.

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 subordinating conjunctions (because, when, as, until, in order to, before, while, although, even though) or coordinating conjunctions (and, but, so, or) to make pairs of 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.



Word Classes ...

Nouns, Adjectives, Verbs, Adjectives, Pronouns, Determiners, Connectives, Adverbs

Take a piece of text and highlight all the nouns in one colour, the adjectives in another and so on or focus on just one word class at a time.

Word Tennis ...

To practise understanding of nouns, adjectives or adverbs 'bat' a word back and forth between two people. This is something you and your child could do in the car on a long journey. Make up your own rules: if there is a delay, you lose a life. The words could be random or you could choose a letter of the alphabet or a topic area eg vegetables/animals and see how many nouns you can think of in one minute. How many adjectives can you think of beginning with the letter 'c'? crazy – cautious – careful – cunning

Something more challenging: The last letter of the previous word becomes the beginning of the next eg gorilla – antelope – elephant – tiger and so on. Try combining adjectives and nouns. These could be random or alliterative where the adjective and noun begin with the same sound. Eg bouncy balloon, clever cat, dark dungeon etc

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

Paragraphs

www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/paragraphs/play

Sentences

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

<http://www.sentenceplay.co.uk/SentenceDoctor.html>

<http://www.funenglishgames.com/grammargames/conjunction.html>

Punctuation marks

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

Adjectives , nouns, verbs:

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

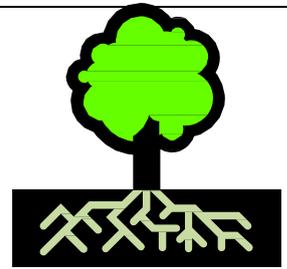
http://resources.hwb.wales.gov.uk/VTC/ngfl/english/bridgend/verbs_nouns_adjectives.swf

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, adverbials*

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*,

help – *helper* – *helpful* – *helpfulness* – *helping*

Can you say which word class they belong to? Eg noun, verb, adjective, adverb

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Something more challenging: The last letter of the previous word becomes the beginning of the next eg gorilla – antelope – elephant – tiger and so on. Try combining adjectives and nouns. These could be random or alliterative where the adjective and noun begin with the same sound. Eg bouncy balloon, clever cat, dark dungeon etc

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

Read these statements.

-  This represents the beginning of a sentence. We use these to spell the first letters of places, things and people (capital letters).
-  This piece of punctuation shows us something has been asked (question mark).
-  When we see this punctuation, we know to take a little pause. These also make longer sentences easier to read (commas).
-  This punctuation shows exactly what a character has said (speech marks).
-  Without this bit of punctuation, we would not recognise whether someone was surprised, excited or shouting! (exclamation mark).
-  We always find these at the end of a sentence (full stops).
-  We use this to show that something belongs to someone or something.(apostrophe)
-  We use these to show that extra information has been added but is separated from the main clause. (brackets)

Punctuation bingo!		
Capital letter ABCDEFGG	Full stop .	Comma ,
Exclamation mark !	Question mark ?	Speech mark “ ”

Punctuation bingo!		
Exclamation mark !	Capital letter ABCDEFGG	Full stop .
Com ma ,	Question mark ?	Paragraph

Punctuation bingo!		
Full stop .	Comma ,	Capital letter ABCDEFGG
Question mark	Paragraph	Apostrophe ,

Punctuation bingo!

Punctuation bingo!		
Capital letter ABCDEFGG	Full stop .	Comma ,
Paragraph	Apostrophe '	Speech mark " "

Punctuation bingo!

Punctuation bingo!		
Commas ,	Speech marks " "	Full stop .
Brackets (.....)	Capital letter ABCDEFGG	Question mark ?

Punctuation bingo!

Commas ,	Speech marks “ ”	Full stop .
Brackets (.....)	Capital letter ABCDEFG	Exclamation mark !

Let's eat grandma!



Let's eat, grandma!

**PUNCTUATION
SAVES LIVES!**

Punctuation Games - punctuation cards

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

Copy these onto card. Cut up and lay face down on the table.

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. You could include speech marks or apostrophes.

e.g



"Where is my coat?"

Compound and Complex Sentences...

Use subordinating conjunctions (because, when, as, until, in order to, before, while, although, even though, since, whenever) or coordinating conjunctions (FANBOYS) (for, and, nor, but, or, yet and so)) to make pairs of simple sentences more interesting.

See suggestions under Year 3.

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

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

Punctuation/Word classes:

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

Sentences/Word Classes:

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

<http://www.sentenceplay.co.uk/SentenceDoctor.html>

<http://www.bbc.co.uk/skillswise/game/en28conn-game-is-this-a-compound-sentence>

<http://www.funenglishgames.com/grammargames/conjunction.html>