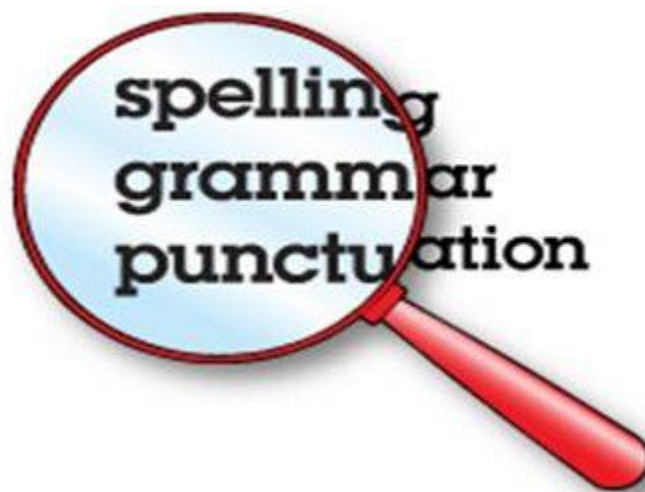


# **SPaG Buster!**

## **How to help your child with spelling, punctuation and grammar in Year 3.**

This leaflet will explain the key aspects of spelling, punctuation and grammar that are taught in Year 3. We hope the suggested activities will be useful when supporting your child with spelling or writing activities at home.



### Year 3 Grammar and Punctuation

These are the key aspects of grammar and punctuation learning in Year 3:

Key term	Definition	Example
Standard English	Standard English is the English taught in schools, it is used in most books, newspapers and formal documents. Most written work needs to in Standard English.	<b>'We were'</b> instead of <b>'we was'</b> , or <b>'I did'</b> instead of <b>'I done'</b>
Noun Phrases expanded by adjectives	A group of words that has a noun at its head, or key word and has been improved by the use of adjectives	<i>'The teacher' expanded to: the strict maths teacher with curly hair.</i>
Fronted adverbial	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows.	<b>Smiling happily</b> , she skipped into the room. This fronted adverbial tells you how the girl skipped into the room.
Personal pronoun	A word that replaces the name of a person, place or thing.	For example, 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
Inverted commas	Punctuation marks used to demarcate direct speech in a sentence. Also known as speech marks.	<i>"We are going to the park," said Mum.</i> Inverted commas demarcate the direct speech in this sentence.
Possessive apostrophe (singular)	An apostrophe is used to show ownership. If the noun in the sentence is singular, the apostrophe goes before the 's'.	<i>The <b>cat's</b> bowl was empty.</i> <i><b>Katie's</b> scarf fell off the hook.</i> In these sentences the subject is singular (just one).
Possessive apostrophe (plural)	An apostrophe used to show ownership. If the noun in the sentence is plural (more than one), the apostrophe goes after the 's'.	<i>The <b>boys'</b> football game was cancelled.</i> In this sentence the subject is plural (more than one boy)

### Activities to try at home:

- Encourage your child to start sentences in different ways when writing stories or completing homework.
- Look out for where apostrophes have been used incorrectly!

### Year 3 Spelling

In Year 3 we learn a range of spelling patterns and rules. We focus particularly on word endings:

Spelling Pattern/Rule	Example Words
Revise rules for adding suffixes from Year 2	enjoyment, sadness, careful, playful, hopeless, plainness, badly, merriment, happiness, plentiful, penniless, happily
Prefixes: dis-, mis-, re-	dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) re-: redo, refresh, return, reappear, redecorate
Words with the /e / sound spelt ei, eigh, or ey	they, obey, vein, weigh, neighbour, eight, straight,
The /i / sound spelt y elsewhere than at the end of words	myth, gym, Egypt
Words ending with the /g/ sound spelt – gue	league, tongue
Words ending with the /k/ sound spelt –que (French in origin)	antique, unique
Homophones	brake/break, grate/great, eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, missed/mist, heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign, heard/herd, through/threw,
Revise use of apostrophe from Year 2	Contractions – I've = I have, don't = do not
Suffix –ly with a consonant before it	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
Words with the /sh/ sound spelt ch (mostly French in origin)	chef, chalet, machine, brochure
Words with the /k/ sound spelt ch (Greek in origin)	scheme, chorus, chemist, echo, character
The / / sound spelt ou	young, touch, double, trouble, country
Prefixes: sub-, auto-, super-	sub-: subdivide, subheading, submarine, submerge auto-: autobiography, autograph super-: supermarket, superman, superstar

## Spelling activities

Playing word games such as Scrabble or Boggle and completing word puzzles such as crosswords and word searches can really help children's confidence in spelling.

Every week your child will bring home a short list of new spellings to learn. Here are some fun ways of practicing and learning spellings:

### ***Pyramids***

Write each word letter by letter, gradually building up the word.

Example:       C  
                  Ca  
                 Cam  
                 Came  
                 Camel

### **Bubble letters**

Write the word 10 times in bubble writing

e.g. 

### **Hangman**

Play hangman with a partner, using the words you are learning.

### **Word shape**

Draw around the shape of the word and try to remember the shape of the word.

### **Spell jumps**

Jump up and down on a trampoline, bounce a ball or skip whilst saying each letter of your word you  
...

### **Find the tricky part**

Focus on the bit that is tricky e.g. *beautiful*, make a memory jogger:

*'eggs are ugly'*