Supporting Your Child at Home

Punctuation and Grammar

Years 3 and 4

Newton Poppleford Primary

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/

Sentences

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

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. <u>Later that day,</u> *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…
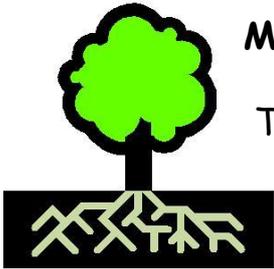
Make as many as you can… root words

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).

3. When we see this punctuation, we know to take a little pause. These also make longer sentences easier to read (commas).
4. This punctuation shows <u>exactly</u> what a character has said (speech marks).
5. Without this bit of punctuation, we would not recognise whether someone was surprised, excited or shouting! (exclamation mark).
6. We always find these at the end of a sentence (full stops).

Punctuation bingo!		
Capital letter ABCDEFG	Full stop .	Comma ,
Exclamation mark !	Question mark ?	Speech mark " "

Punctuation bingo!		
Exclamation mark !	Capital letter ABCDEFG	Full stop .
Comma ,	Question mark ?	Paragraph onekfdjlskldjksfldjksljafkldjaskl;jfkdas;jkldsjaklfjkdsljkafldjskaldfjklsjfk jdklfsjakld fs jkldsjkalf dj jkldsj aklf d jkljklf djskalfds kdflsajfklds ajkfdl fdkjsalfjkdsl jkladsfjlkd jfdksl jdksajdl fjdkslajlkdlsajkldjskal jdfkslajfkds dskjalfsjd. This is paragraph two.fjdksljfkdlsjl jfdklsjfkls kldjsfkld dsjkljfkdlsjkfdl fdkjslfjkdlsjfkls dsjklfjdkl fdsjfkldjflk jdsklfj k ifdskfjdsljf.

Punctuation bingo!

Full stop	Comma	Capital letter
.	**,**	**ABCDEFG**
Question mark	**Paragraph**	**Apostrophe**
?	onekfdjiskldjksfldjksljafkldjaskl;jfkdas;jkldsjaklfjkdsljkafldjskaldfjklsjfk jdklfsjakld fs jkldsjkalf dj jkldsj aklf d jkfjklf djskalfds kdflsajfkids ajkfdl fdkjsalfjkdsl jkladsjfkd jfdksl jdksajdl fjdkslajfkdlsajkldjskal jdfkslajfkdls dskjaflsjd. This is paragraph two.fjdksljfkdlajf jfdklsjfkls kldjsfkld dsjkljfkdlsjkfdl fdkjslfjkdlsjfkls dsjklfjdkl fdsjfkldjflk jdsklfj k ifdskfljdsljf.	**,**

Punctuation bingo!

Capital letter	Full stop	Comma
ABCDEFG	**.**	**,**
Paragraph	**Apostrophe**	**Speech mark**
onekfdjiskldjksfldjksljafkldjaskl;jfkdas;jkldsjaklfjkdsljkafldjskaldfjklsjfk jdklfsjakld fs jkldsjkalf dj jkldsj aklf d jkfjklf djskalfds kdflsajfkids ajkfdl fdkjsalfjkdsl jkladsjfkd jfdksl jdksajdl fjdkslajfkdlsajkldjskal jdfkslajfkdls dskjaflsjd. This is paragraph two.fjdksljfkdlajf jfdklsjfkls kldjsfkld dsjkljfkdlsjkfdl fdkjslfjkdlsjfkls dsjklfjdkl fdsjfkldjflk jdsklfj k ifdskfljdsljf.	**,**	**" "**

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

Punctuation bingo!		
Commas **,**	Speech marks **" "**	Full stop **.**
Brackets **(…..)**	Capital letter **ABCDEFG**	Exclamation mark **!**

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

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

Let's eat grandma!

Let's eat, grandma!

PUNCTUATION SAVES LIVES!