

Spelling,  
Punctuation and  
Grammar

Year 3 Writing Booklet

Brookvale Primary School



## What we are expected to know in Year 3

Openers:

**Time connectives:**

**Lastly, Finally, Immediately, After a while, However, Although**

1. Finally the sun is shining after a whole week of rain.
2. Immediately the car stopped and the driver got out.
3. After a while the sea calmed and the wind dropped.
4. However, the rain continued to fall.
5. Although at the beginning they were happy they quickly realised all was not well.

**(ly) Adverb openers – to show emotional description**

Bravely, carefully passionately, stealthily, emotionally

1. Bravely, Daniel fought the lion.
2. Carefully, Max walked slowly through the old, rusty fence.
3. Stealthily, Jane crept silently past the sleeping dragon.
4. Emotionally they waved their family goodbye.

**Where**

**Across, Over, Inside**

1. Across the field he spotted his mum.
2. Over the top of the fence was a secret garden.
3. Inside the chest there was more than just treasure.



## Conjunctions

Who, until, because, then, that, while, when, where, or, so that, if to, or after, as well, although, however.

1. It is good to use conjunctions in your sentences **because** they link your ideas together.
2. Daniel opened his present **however** he was surprised at how wonderful the gift was.
3. It has been sunny today **although** it may rain later on.
4. I put on sun cream **so** that I would not burn whilst playing out.

## Prepositions

next, before, after, then, when, throughout, between, during, towards, by, to through

1. Butter your bread **before** adding the filling.
2. Wash your hands **after** you have been to the toilet.
3. **Throughout** school Jennie has always enjoyed art.
4. **During** half time Jennie and Johnny enjoyed a hot pie and a cold drink.



## Understanding the Language

### Alliteration - same sound at the start of the word - repeated

1. Seven sizzling sausages.
2. Horrid Henry hates Moody Margaret.

### Similies – using like, ...as... as...

1. There was something wrong with the television it was buzzing like a bee.
2. It was as dark as night in the cave.

### Adjectives /adverbs – use these to add more detail and description to your sentences.

1. **Silently**, it edged its way towards the door.
  2. **Carefully**, Angela opened the box.
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1. The **fat, hairy** man went down the **long, winding** road.
  2. The **tired, lonely** man shuffled down the **dusty** road.

### Powerful verbs

E.g.: **Stormed, demanded, explained, stomped, questioned, argued**

**Crept, groaned, replied**

1. The angry boy **stomped** down the street.
2. The cat **crept** silently past the neighbour's dog.
3. 'When do I get my turn?' **Questioned** the young lady.

Use present perfect form of verbs in contrast to the past tense eg.

Look – Looked, Pull –Pulled, Brake – Braked, Damage -Damaged

## What Writers do

### Use and understand grammatical terminology in discussing writing:

Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark, verb, tense (past and present) adjective, noun, suffix, apostrophe, comma

- You should write for a variety of purposes
- Plan by talking about ideas and making notes
- Use some of the features associated with the type of writing/genre
- Write, review and improve
- Organise writing in line with its purpose
- Write so that other people can understand the meaning of the sentences
- Convey ideas sentence by sentence
- Re-read writing to check it makes sense

### New learning:

- Assess the effectiveness of their own writing and others writing and suggest improvements
- Propose changes to grammar and vocabulary to improve consistency (use pronouns accurately)
- Compose and rehearse sentences orally and build a varied and rich vocabulary and an increasing range of sentence structures
- In narratives create characters, setting and plot
- Plan write, edit and improve
- Use organisational devices like headings and sub headings
- Organise paragraphs around a theme and group related sentences together

### Tell it in a sentence

#### Complex sentences – embedded clause e.g.

**The boy who I knew, had dark brown eyes.**

## Sentence of description:

The house was almost invisible, as the dark clouds hovered above.

'ing' clauses as starters e.g.

Smiling, she skipped along the road.

Choose nouns and pronouns appropriately for clarity and cohesion to avoid repetition

Jane was looking through her books with Anne, when Anne decided to go home.

## My Punctuation

Master previous learning

Full stops, Capital letters, Question marks, Commas in a list, Exclamation marks.

## New learning

Inverted comma (also known as speech marks)

Double for speech e.g.

“Hi my name is Suzy.”

Josh said, “You have no right to be here.”

Apostrophe for contractions and omissions e.g.

Isn't

I'll

Shouldn't

Haven't

They're

We've

Can't

I'd



Today I met my friends. In fact **they're** my best friends. I **hadn't** seen them for a while and we had lots to catch up on. **We've** been friends for year. **I'll** never forget the day we all got stuck in a lift. **I'd** never been so scared.

## My Spelling

### Add suffixes to verbs

#### Add 'ing'

Jump - Jumping (just add ing)

Run - Running (double consonant – short vowel sound)

Ride – Riding (ends in 'e' – drop the 'e' and add 'ing')

#### Add suffixes

ment - punishment, enjoyment

ness – happiness, darkness, sadness

ful – beautiful, careful, playful

less – loveless, meaningless

ly – lovely, quickly, badly

The 'i' sound spelt 'y'

Myth, gym

#### Prefixes

In – invisible

Un – unbelievable

Dis – distrust

Mis – misunderstand

#### Root words and generate new words adding prefixes

Re- return

Anti – antiseptic

Inter – international

Super – supermassive

Auto- automatic



## Understand how adjectives change when suffixes 'ly' is added

Sad – sadly

Complete –completely

Final - Finally

## Possessive apostrophes

Girls' Boys'

Girl's Boy's

Megan's

Children's

## Words with a 'k' sound spelt 'ch'

Chemist

Scheme

Echo

Chorus

Use 'a' or 'an' whether the next words starts with a vowel or consonant. E.g.

**An angry** elephant rampaged through the reserve.

**A friend** came over and asked me to join them in their game.

Spell words with the 'a' sound spelt e.g.

'ei' reign, abseil

'eigh' eight, freight, neighbour

'ey' obey, convey, prey

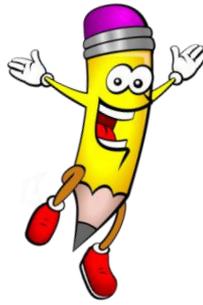
## Contractions

**Can't, hasn't, shouldn't, couldn't wouldn't**

## Homophones and near homophones

There/ their/ they're

## My presentation – Handwriting



- Join letters and decide which letters are best left unjoined.
- Make sure writing is spaced and down strokes of letters are parallel
- Read aloud to a group or class using appropriate intonation

