

## Vocabulary

Children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Parents should help to develop vocabulary actively, building on children's current knowledge. Parents should help increase their child's store of words in general by talking about what has been learnt at school, through their own child interests, discussing current affairs and by completing the home learning termly tasks together.

In this way, children expand the vocabulary choices that are available to them when they complete independent writing. It is vital for children's comprehension that they understand the meanings of words they meet in their conversations and in reading materials.

Parents can further support in enriching their child's vocabulary by regularly listening to them read and then asking their children how the author has used the vocabulary and punctuation within the text- whether this has impacted the story or your child as the reader?

Discussing the reading, vocabulary, punctuation and context with your child will enable them to further understand the correct use of EGPS.

**"London has fine museums, the British Library is one of the greatest library institutions in the world... It's got everything you want, really."**

**Sir David Attenborough**

## Year 3/4 Word List

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



**Woodland Academy Trust**

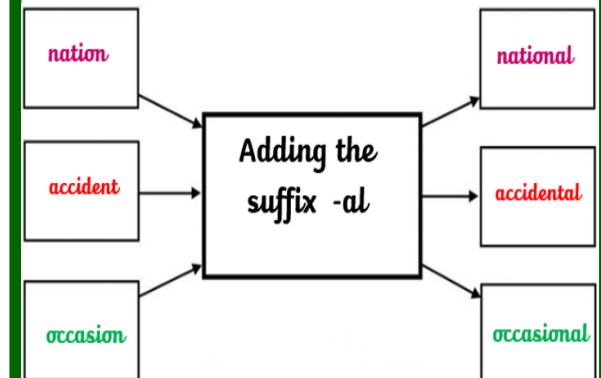
Revealing the Champion Within

## Parental Guidance English, Grammar, Punctuation and Spelling Year 3

This guide has been created to support parents and carers in understanding the expectations of English, grammar, punctuation and spelling (EGPS) being taught across Year 3.

There is a list of all the spellings patterns and words that year 3/4 children should be able to both spell correctly and apply independently into their writing.

### Flow Map



### **Terminology:**

In year 3 your child should become familiar with the following terminology and be able to both use and apply the terminology to their reading and also to create engaging writing:

- Prepositions
- Conjunctions
- Prefix
- Clause/Subordinate clause
- Consonant
- Inverted commas

**Preposition:** A preposition is a word or set of words that indicates location (**in, near, beside, on top of**) or some other relationship between a noun or pronoun and other parts of the sentence (**about, after, besides, instead of, in accordance with**).

A preposition isn't a preposition unless it goes with a related noun or pronoun, called the object of the preposition.

E.g. The birthday candles were placed **on top of** the strawberry flavoured icing.

The flowers in the vase bloomed brightly **beside** my Nan's rocking chair.

**Conjunction:** A conjunction is a word, or words, used to connect two clauses together

**Prefixes:** Using a range of prefixes

**Word Families :** How words are related

E.g. **extend – extant – extensive**

**solve, solution, solver, dissolve, insoluble**

### **Punctuation :**

In year 3, your child should be able to correctly use the following punctuation and independently apply this in their writing:

- Inverted commas to show direct speech
- Articles -use the articles 'a' and 'an'
- Paragraphs-group related materials
- Headings and Sub-headings

**Inverted commas** to show direct speech

E.g. **"Hello, I'm so excited to be invited here to your lovely school,"** said Timmy.

**Articles:** To be able to use the articles 'a' and 'an' correctly

E.g. **a** banana, **an** orange.

**Prefixes:** Use and apply a range of prefixes

e.g. **anti-, auto-, super-, inter-, sub-, re-**.

The **international** competition was based in the centre of London.

### **Headings and subheadings**

#### **Pandas**

Pandas are the national animal of China. They are related to bears and have black eye patches.

#### **What do pandas look like?**

There are two different types of panda. The giant panda is the most well known but the red panda also lives in the mountains in China. The red panda has a long tail and is the same size as a cat. The giant panda is much bigger and has black and white fur. Both the red and giant pandas are have long, sharp claws that they use to climb trees and strip bamboo.



### **Sentence Structures:**

In year 3 your child should be able to write independently using the following range of sentence structures in addition to those learnt in previous years:

- Conjunctions to express time
- Adverbs to express time
- Prepositions to express time

**Time Conjunctions:** Using conjunctions to express time

E.g. **after, before, while, when, because.**

Tina ate her lunch **before** she went to her drama class.

Tommy didn't want to go to the hall

**because** he didn't enjoy gymnastics.

**Time Adverbs:** Using adverbs to express time

E.g. **then, next, soon, therefore.**

David continued to wait patiently knowing that **soon** the cake would be baked and ready to decorate.

It was raining heavily, **therefore** it was indoor play at lunchtime.

Tilly was looking forward to the **next** season, the autumnal colours were her favourite time of the year.

**Time prepositions:** Using prepositions to express time

E.g. **before, during, in, after, because of**

She walked slowly **because of** her injured leg.

Freddie rushed home to place the ice-cream in the freezer **before** it melted.

During the intermission, Stanley rushed to purchase some popcorn and a drink, not wanting to miss a single moment of the film!