



**Year 3 and 4**



**Spelling, Punctuation  
and Grammar**

**Workshop**



# Grammar Expectations

Expectations are across Year 3 AND 4

Terminology is very different to our own educational experiences

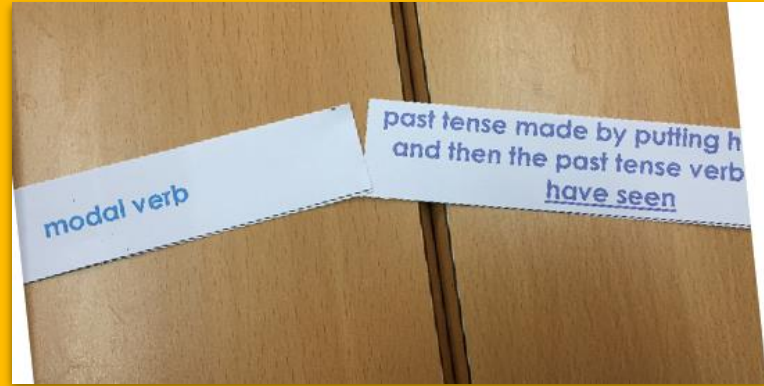
## Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in [[English appendix 2](#)]/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf)
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading

# Your turn!

Match the grammatical  
term to the correct  
explanation!



<b>prefix/suffix</b>	letters added to the beginning/end of a word to change the meaning E.g. comfortable/ <u>un</u> comfortable pain/pain <u>less</u>
<b>determiner</b>	a word that determines the reference of the noun (e.g. the, a)
<b>conjunction</b>	used to connect two sentences. E.g. I like oranges <u>because</u> they are juicy
<b>adverbial</b>	gives information as to how, when or where something happened. E.g. <u>As the sun set</u> , the boy went to sleep.
<b>preposition</b>	describes the position of something, e.g. above, below, under



possessive pronoun

pronoun indicating possession (e.g. mine, yours, hers)

prepositional noun phrases

describes the noun using directional language – e.g. the bird perched on top of the brown fence.

present perfect tense

formed of have/has +ing suffix on the verb. E.g. She has been watching TV all day

## Year 3 and 4 Spellings

fair	complete	guard	ordinary	suppose
fare	consider	guide	particular	surprise
grate	continue	heard	peculiar	therefore
great	decide	heart	perhaps	thought
brake	describe	height	popular	through
brake	different	History	position	various
here	difficult	holiday	possession	weight
hear	disappear	imagine	possible	
meat	early	increase	pressure	
meet	earth	important	probably	
accidentally	eight	interest	promise	
actually	eight	island	quarter	
address	enough	knowledge	question	
answer	except	learn	recent	
appear	exercise	length	regular	
arrive	experience	lemonade	reign	
believe	experiment	library	remember	
bicycle	extreme	material	sentence	
breathe	famous	mention	separate	
build	favourite	minute	similar	
business	February	natural	special	
calendar	forward(s)	naughty	straight	
caught	fruit	notice	strange	
centre	Geography	occasion	strength	
certain	grammar	often	suppose	
circle	group	opposite	surprise	

# Spelling - Year 3 and 4 word list

## Writing - transcription

### Spelling - see [English appendix 1](#)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### Notes and guidance (non-statutory)

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure - see [English appendix 2](#).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.



**Let's get working!**





# Double Consonants

Which ones do you notice we double?

1 syllable sound

1 consonant at the end of the word

1 vowel next to the consonant





# -ly rules

Just add -ly

If the root word ends in a y, change to i then add -ly

If the root word ends -le, -le changes to -ly

If the root word ends -ic, change to -ially

The words wholly, duly, truly





# Thanks!

Any questions?

