



# Welcome to Year Three

Bishop's Waltham Junior School, 2023



Welcome to Year Three, your child's first year at Junior School! We're looking forward to a fun and exciting year as we start children on the next stage of their education and continue the learning journey they began at infant school.

## Year Group Staff

The teachers in Year Three are Miss Pearmain (Willow Class), Mrs Peach (Gingko Class, Monday - Wednesday), Mrs Milne (Gingko Class, Thursday – Friday) and Miss Denyer (Maple Class). We are joined in the year group by our TAs, Mrs White, Mrs Shuker and Mrs Collier.



*Mrs White, Mrs Collier, Mrs Shuker, Mrs Milne, Miss Pearmain, Mrs Peach, Miss Denyer*

Children will be taught in their classes for most subjects, though there will be some mixing into different groups for phonics.

# Communication Between Home and School

The best way to get in touch with your child's teacher this year will be by email.

[Miss.Pearmain@bwjsapps.co.uk](mailto:Miss.Pearmain@bwjsapps.co.uk)

[Mrs.Peach@bwjsapps.co.uk](mailto:Mrs.Peach@bwjsapps.co.uk)

[Miss.Denyer@bwjsapps.co.uk](mailto:Miss.Denyer@bwjsapps.co.uk)

[Mrs.Milne@bwjsapps.co.uk](mailto:Mrs.Milne@bwjsapps.co.uk)

If your child is in Gingko class, you can also use the following email address:

[Gingkoteachers@bwjsapps.co.uk](mailto:Gingkoteachers@bwjsapps.co.uk)

This will ensure that both teachers receive your message.

If you need to speak to your child's class teacher, we will be able to phone home on request. If you need to see your child's class teacher in person, we will be able to arrange appointments at mutually convenient times. There will be formal parents' evenings in October and March. In February, you will receive a mid-year report for your child which sets out strengths and targets for the core subjects of Reading, Writing and Maths. In July, you will receive a formal report of your child's progress over the year.

## Timetabling / Outline of the Day

Our PE lessons will be on a Tuesday this year; our swimming lessons are scheduled to be a Wednesday. We will alternate our swimming sessions between classes to make the most of the available time.

We ask that children come to school on Tuesday in their PE kit so that they do not need to change. We will do PE outside whenever possible, so please ensure children are dressed warmly enough and wearing appropriate shoes.

Children will be expected to have a reading book in school every day: we will be keeping a library book in the classroom for this purpose.

The timetable for a normal day will run as follows:

**8:45** – Gates open

**8:55** – Registration, guided reading, English and spellings

**10:35** – Break

**10:50** – Maths

**12:00** – Lunch

**12:55** – Afternoon session

**2:50** – Assembly (Monday, Wednesday, Friday)

**3:15** – Home time

## Homework

Children in Year 3 will be expected to complete the following homework.

**Reading:** children will be expected to read at home independently every day for at least ten minutes. This might be reading out loud to an adult, or it might be reading quietly on their own. This reading doesn't need to be formally recorded.

**Time Table Rockstars:** children will be expected to play 10 games on Times Table Rockstars each week. This will improve their fluency, accuracy and speed in times tables recall.

Mrs Daniels will run a homework club on a Thursday lunchtime for children who would like to do their Times Table Rockstars learning in school.

### Reading

Reading is our top homework priority at BWJS – it is the thing that makes the biggest difference to children's progress across the curriculum. Children should be reading at home, ideally every day. During our library sessions, children will have the chance to talk about books that they have been enjoying.

### Spelling and Phonics

Spelling will be taught within school, and children will not bring home lists of words to learn. We use the Little Wandle phonics programme for children who need this – this should provide a direct continuation of their work at the infant school. We will aim to make this transition as fast and smooth as possible.

Children who are working through the Little Wandle phonics programme will bring home two additional books at a time. The first of these will be matched to the specific phonic areas they are working on; children should be able to read this book fluently with a success rate of approximately 90% of the words. The second will be a book to share at home; this book will be a more challenging read for them to enjoy

with an adult. In addition to this, children will bring home a reading log to keep track of their progress.

## **Maths**

During their time in Year Three, your child will be taught a variety of methods to support their understanding in mathematics. Our Calculation Progression Document outlines the different methods for the four operations. It ensures pupils have a deep understanding before being moved onto the compact methods we use as adults. The document can be found on the Curriculum / Mathematics page of our website and we have created videos to support your understanding of the methods. This will hopefully help you to support your child with homework should any questions arise.

## **Behaviour**

Children in Year Three are expected to demonstrate good behaviour at all times based on the school's system of values. We will track their behaviour, good and bad, using our TrackIt system which will generate certificates as they receive team merits.

## **Safeguarding**

The school's number one priority is to ensure the safety and well-being of the children. Located on the front page of the school website is a link for parents directing them to information regarding the school's safeguarding procedures, a list of the key safeguarding documents and access to a wealth of valuable resources, including elements of online safety.

## **Website**




The school website ([www.bwjunior.hants.sch.uk](http://www.bwjunior.hants.sch.uk)) provides parents (and children) with a wealth of information concerning all aspects of school life. As well as keeping up to date with the school blog, parents can view information about their child's year group, including curriculum topics, etc., and access information regarding




school staff, absence requests, school clubs, governors, key statutory policies, and much more.

**You can also follow the school on Facebook, Instagram and Twitter.**

## Must-have apps

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| <p><b>Arbor</b></p> <p>Arbor is our main system for communicating directly with parents. It allows us to send emails directly, and manage real-time pupil data / attendance information. It is also the system we used for managing payments for trips, lunches, etc.</p>   |    |
| <p><b>School Jotter</b></p> <p>School Jotter contains links to the school website, the school blog, BWJS facebook page, PTA (FoBS) facebook page and BWJS twitter feed.</p> <p>As the app is directly linked to the school website, it will notify you when a letter is uploaded.</p> <p>The app also:</p> <ul style="list-style-type: none"><li>- hosts the school calendar</li><li>- displays latest news/achievements/notices</li><li>- has a photo gallery</li><li>- provides email contact links for each class teacher</li></ul> <p>Each time the school uploads news, notices, letters etc. – a notification will be sent to the device.</p> |   |
| <p><b>Times Table Rockstars</b></p> <p>Speed AND accuracy are very important when children are doing times tables work – the more facts your child remembers, the easier it is for them to do more challenging calculations.</p> <p>Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables! The game can be played on any smart phone/tablet/PC.</p> <p>Every child in the school has a unique account for TTR.</p>  |  |

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| <p><b>Gooseberry Parent</b></p> <p>Gooseberry Planet is a website we use in our computing curriculum to teach aspects of e-safety. It explores a wide range of e-safety scenarios and it includes a selection of games which reinforce the learning points.</p> <p>'Gooseberry Parent' works alongside Gooseberry Student and allows the parent to see how their child reacts to the game. The resource area is full of tips and advice for the carer to learn about key aspects of online safety and be part of their child's learning journey.</p> <p>Every child in the school has a unique account for Gooseberry Planet.</p> |  |
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## School Uniform

At Bishop's Waltham Junior School, we believe that the wearing of a school uniform encourages pride in the school, helps children to feel they belong to the school community and makes them look ready to work.

We expect everyone in Year Three to wear the correct school uniform every day, and we ask parents / carers to support us in ensuring that children come to school dressed appropriately.

School uniform should be selected from the following items:

- Red sweatshirt or cardigan (school logo optional)
- White shirt
- White or red polo shirt (school logo optional)
- Black or grey school trousers or shorts.
- Black or grey skirt or pinafore dress.
- Red gingham dress
- Black 'school' shoes. (No open toed sandals)

PE/Games/swimming:

- School team colour T shirt (with logo – this needs to be purchased from skoolkit)
- Plain black or navy hoodie

- Plain black or navy shorts
- Plain black or navy joggers or leggings
- Trainers
- Swimming trunks/jammers/costume (one piece)
- Swimming hat

School uniforms can be purchased directly from the 'Skoolkit' store in Fareham, or orders can be placed online at [www.skoolkit.co.uk](http://www.skoolkit.co.uk) Items of uniform can also be purchased from Asda/Tesco/Sainsbury's/Primark/Matalan etc.

Please ensure you purchase the correct coloured PE top based on your child's house team.

## Pencil Cases

Your child does not need to bring a pencil case to school: we will provide all the equipment they will need during the school day (*and they will be expected to use a school handwriting pen if they are writing in pen*). If your child would like to bring in a pencil case containing their own colouring pencils, etc., they will need to bring in something small which will fit in their tray. We cannot take responsibility for lost or broken stationery from home.

## Water Bottles

Your child should have a water bottle in school - which they can use during the day. We would be grateful if this bottle could incorporate a sports cap to avoid spillages in the classroom.

## School Lunches

Children at BWJS have a choice of three school lunches each day at a cost of £2.60. They are also welcome to bring in a packed lunch from home. Our school menu works on a three-week rolling cycle and can be viewed online

<https://www.hants.gov.uk/educationandlearning/hc3s/primaryschools/menu>

Payments for school lunches will be made via the Parentmail (IRIS) App and then via ARBOR)

### Free School Meals



A child is eligible for free school meals if their parent or carer receives one or more of the following benefits:

- Income Support
- income-based Job Seekers' Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs (Parents who are made redundant or start working less than 16 hours per week, may find their children are entitled to free meals for a limited period.)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)

### **Check eligibility for pupil premium and free school meals**

If you believe you might qualify/be eligible for 'Free School Meals please complete the 'Hub application' (*link is below*). Even if you do not wish for your child to receive the free lunch, if they are eligible, the school will receive vital funds through the Pupil Premium, which can be used to support their learning – help subsidise trips, music tuition etc.

<https://www.gov.uk/apply-free-school-meals/hampshire>

To complete a check, you need the following information for yourself or the person you are checking on behalf of:

- your name, date of birth, and contact details
- National Insurance number or National Asylum Seekers Number
- child's name and date of birth
- school your child is attending or will attend

# Drop off / Collection

Children can enter the school site from **8.45 am**. Please do not arrive before this time. Children will proceed directly to their classes for registration.

Only pupils attending the Early Bird Club or cross country/swim squad clubs can be onsite before 8.45am. Parents are asked to park on the lower school playground if dropping their children off for a before school club.

At the end of the day, the Year Three staff will walk the children down to the large playground, where they will wait with their teacher until collected by a specified adult. This will be the arrangement for the entire school year. If a child is not collected, we will take them back to wait in reception. If you are going to be late for collection, or if arrangements change, please let the school office know as soon as possible.

## Early Bird and ActiveMe360

An Early Bird Club operates at the school daily, providing child care before the start of the school day – costing **£4.00** per session. The club will take place in the school hall between **7.45 – 8.45 am**. Pre-booking **is** required for this facility.

Booking and payments for Early Bird Club are to be made via the Arbor App.

Other costs:

- Free School Meals/Pupil Premium = **£2.00** per session
- Sibling discount = **£2.50**

For those parents requiring after school care for their children (**3.15-6.00 pm**), a third-party provider called 'ActiveMe360' offers this service. Details of this facility, including costs and application details, are accessible via the link below:

- <https://bookings.activeme360.co.uk/project/38461>

## Clubs

We offer a range of school clubs which changes every term. At the beginning of each term, children will be asked to select the clubs they would like to join. When numbers are limited, places will be allocated at random. Many of our school clubs are offered free of charge. We also host a range of clubs offered by external providers – these clubs are paid for by the term.

# Important Dates for 2023 – 2024

## **Inset Days**

- Friday 1st September 2023
- Monday 4th September 2023
- Tuesday 2nd January 2024
- Monday 19th February 2024
- Monday 3<sup>rd</sup> June 2024

## Curriculum Map

The following pages show the outline of our curriculum throughout the year.

(Please note: the curriculum is subject to change as the year progresses.)

## YEAR 3

### AUTUMN TERM OVERVIEW

#### English

##### Sentence work

Building and refining sentences

##### Non-Chronological Reports

River creatures

##### Performance Poetry

Based on Christmas

#### DT

##### Moving Pictures

Understand how to make a model move.

Make a model with at least one moving part.

**Outcome:** Send home moving picture when completed.

#### RE

##### Making choices

Learning about how Christians respond to temptation?

##### Angels in the Birth Narratives

What different descriptions of angels tell us about how angels are represented in art.

**Outcome:** Create angels for display and send them home.

#### PE

##### Tag Rugby, Netball & Swimming

Playing competitive games, applying basic principles.

Developing stroke technique in swimming.

#### Maths

Refining methods of addition, subtraction, multiplication and division.

Properties of shapes.

Time and measure.

Problem solving, fractions and place value work.

#### Computing

##### Working & Communicating online

Navigating the BWJS network and BWJS apps and Sending and receiving emails.

Communicating safely online.

##### Making a Car Programme

Analysing how a programme works.

Creating simple programming blocks that link input to output.

Planning, testing and refining algorithms to make a car move around a track.

#### Science

##### Longitudinal Study: Plants

Revise parts of the plant.

The roles of each part of the plant.

How water and nutrients travel through the plant.

#### Music

##### Painting with sound

##### Dragon Scales

Creating and performing musical paintings from given starting points using layers of contracting timbres.

Identifying composers' intent.

#### Science

##### Rocks and Soils

To describe and compare different types of rocks.

To explore how and why rocks change over time.

To investigate permeability.

To understand what fossils are and how they are formed.

To investigate soils.

**Hook:** Visit to Bishop's Waltham.

## A Blast from the Past – Stone Age to Iron Age

#### History

##### Pre-History

What life was like in the Stone Age?

Similarities and differences between the Stone, Bronze and Iron ages.

Finding out about events, people and changes.

Visit from Paul Nolan (local author)

**Hook:** Artefacts and pictures.

#### Geography

##### Bishop's Waltham: Locality Study

Where is Bishop's Waltham?

Map reading skills.

Getting around.

How has Bishop's Waltham changed?

Including a walk around Bishop's Waltham.

## Our Settlement

#### SMSC Links

Becoming part of a school community

School rules and expectations

Getting to know myself – making the right choices.

Learning about different cultures (French)

#### Art

##### Autumn Art

Drawing, colour mixing and artist study.

#### PSHE

##### Friendship

##### Healthy Life Choices

#### Guided Reading

##### Walk With A Wolf

#### French

Develop appropriate pronunciation of simple French greetings and conversational language.

## YEAR 3

### SPRING TERM OVERVIEW

#### Art

##### The Iron Man

To explore drawing techniques.  
To analyse the artwork of Eduardo Paolozzi.  
To practise clay joining techniques and create a relief tile.

**Outcome:** Iron Man display and book.

#### Science

##### Forces & Magnets

Understand that a force is a push or a pull.  
Explain what is meant by the words magnetic and non-magnetic.  
Explain the scientific meaning of words attract and repel.

**Hook:** Book cover pictures, questioning, prediction.

#### English

##### Book Study – Iron Man

We will be learning how to plan, write and improve these pieces of writing.

- Wanted Poster
- Newspaper
- Letter of persuasion
- Book review
- Instructions

### Iron Man

#### Music

##### The Iron Man

To investigate different rhythm patterns in songs using junk percussion.

**Outcome:** Record outcome to present to others.

#### Computing

##### Making a Piece of Digital Art

We will learn:  
How to take a photograph using a digital camera.  
Selecting a good image, cropping, editing and compressing the image.  
Using a range of painting tools in a selection of graphics programmes.

#### SMSC Links

Working in pairs.  
Reflecting on our learning.  
Understanding emotions & knowing right from wrong.

#### DT

##### Photo frame

To analyse a range of photo frames.  
To safely use a saw.  
To join our wood frame together.  
To decorate our frame to a high standard.  
To evaluate our work.

### Photo Frames

**Outcome:** Mothering Sunday present (photo frame with artwork inside).

#### Maths

Progressing with our methods in the four operations.  
Problem solving.  
Beginning to work with 2 step word problems.  
Telling the time to the nearest minute.

#### RE

##### Stories of Jesus

Key messages found in Christianity.  
Looking at how Christians respond to these key messages.

##### The Key Events of Easter Week

Looking at how the emotions of the Disciples changed during Easter Week.  
Thinking about how we feel when our emotions change.

#### PE

##### Gymnastics & Dance

To learn different ways to travel.  
To be able to link movements together.  
Swimming  
Improve stroke technique and stamina.

#### Geography

##### Mountains and Earthquakes

Know the location of the main continents and oceans of the world.  
Know the location of Asia and the country of Nepal.  
Know the location of Nepal in relation to the UK and the locality of the school.  
Know the location of mountain ranges.  
Know the location of fault lines in the world – noting equator and N/S poles.  
To locate selected places, environments and features within Asia and Nepal.  
To understand how mountains are formed and earthquakes occur.

#### Science

##### Animals Including Humans

How muscles work.  
Functions of the skeleton.  
Balanced diets and nutrition.

#### Music

##### Play It Again

Keeping a steady beat (pulse).  
How rhythmic patterns fit into a steady beat.  
Copy and match rhythm patterns.

#### PSHE

What to do in an Emergency  
Heartstart

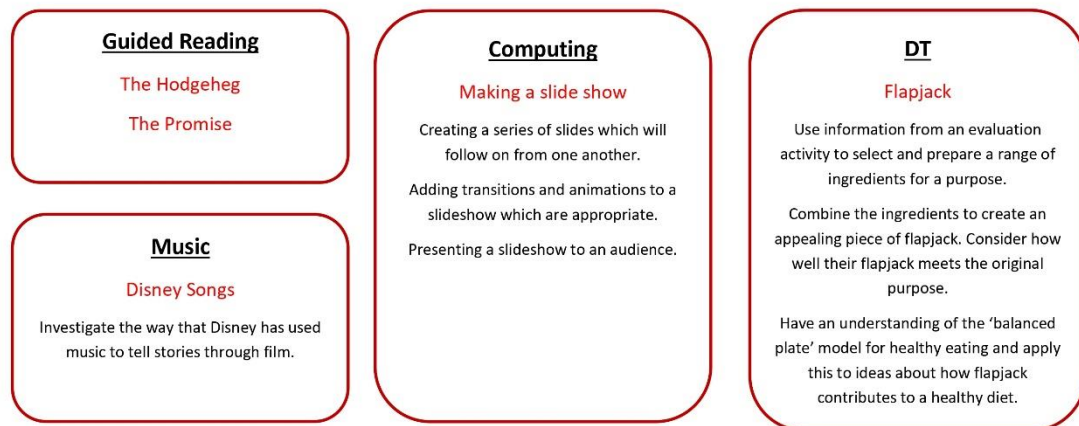
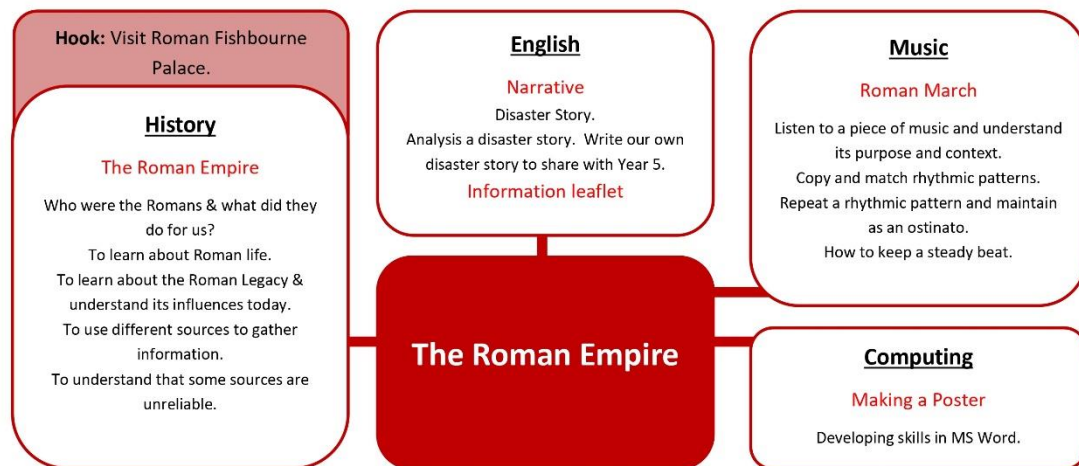
#### Guided Reading

The Grateful Dragon  
Black Dog

#### French

Further vocabulary building and pronunciation work.







# Key End of Year Expectations for Year Three

This booklet provides information for parents and carers on the key end of year expectations for children in our school.

The National Curriculum outlines these expectations as being the requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching and homework. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your children please talk to your child's teacher.

# Year Three Reading

## Key End of Year Expectations

### **Word Reading**

- Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### **Themes and Conventions**

- Develops positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books.

### **Comprehension - Clarify**

- Develops positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words they have read.

### **Comprehension - Monitor and Summarise**

- Identifies main ideas drawn from more than one paragraph and summarises these.

### **Comprehension - Select and Retrieve**

- Retrieves and records information from non-fiction.

### **Comprehension - Respond and Explain**

- Develops positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

### **Inference**

- Understands what they have read independently by (1) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;
- Understands what they have read independently by (2) predicting what might happen from details stated and implied.

## **Language for Effect**

- Identify specific language which contributes to the development of meaning.

## **Performance standard**

By the end of Year 3 a child should be able to justify their views about books written at an age-appropriate interest level.

A child is able to read the book accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words

A child can:

- decode most new words outside the spoken vocabulary;
- read longer words with support and test out different pronunciations;
- recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;
- listen attentively and discuss books and authors that they might not choose themselves;
- read, reread and rehearse a variety of texts;
- use contents pages and indexes to locate information; and
- respond to guidance about the kinds of explanations and questions that are expected from them.

# Year Three Writing

## Key End of Year Expectations

### **Transcription**

- Explores and accurately uses word families based on common words e.g. fear, feared, fearful, fears, fearfully.

### **Handwriting**

- Uses the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

### **Composition and Effect**

- In narratives, creates settings, characters and plot.

### **Composition: Text Structure and Organisation**

- Organises paragraphs around a theme.
- Uses headings and sub-headings to aid presentation.

### **Composition: Sentence Structure**

- Some sentence variation through sentence type (statement, question, exclamation, command), length and structure (simple, compound).

### **Vocabulary, grammar and punctuation**

- Introduces inverted commas to punctuate direct speech.
- Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg. a rock, an open box.
- Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'.
- Proof-reads for spelling and punctuation errors.
- Expresses time, place and cause using conjunctions.



## **Performance standard**

By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation

A child can:

- spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);
- spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;
- monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;
- write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and
- understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.

A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document).

A child is beginning to use joined handwriting throughout independent writing.

A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear.

A child is beginning to understand how writing can be different from speech.



# Year Three Mathematics

## Key End of Year Expectations

### **Number and place value**

- Counts from 0 in multiples of four, eight, 50 and 100.
- Can work out if a given number is greater or less than 10 or 100.
- Recognises the place value of each digit in a three digit number (hundreds, tens and ones)
- Solves number problems and practical problems involving these ideas

### **Addition and subtraction (inc statistics)**

- Adds and subtracts numbers mentally including:
  - a three digit number and ones
  - a three digit number and tens and
  - a three digit number and hundreds

### **Statistics:**

- Interprets and presents data using bar charts, pictograms and tables

### **Multiplication and division**

- Recalls and uses multiplication and division facts for the multiplication tables: (Three, four, and eight)
- Writes and calculates mathematical statements for multiplication and division using the multiplication tables that are known including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods

### **Fractions (including decimals)**

- Counts up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.
- Recognises, finds and writes fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators.
- Recognises and shows, using diagrams, equivalent fractions with small denominators.



## **Measurement**

- Measures, compares, adds and subtracts lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Adds and subtracts amounts of money to give change, using both £ and p in practical contexts. Tells and writes the time from an analogue clock and 12 hour and 24 hour clocks.

## **Geometry**

- Identifies right angles, recognises that two right angles make a half turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle.

## **Performance Standard**

By the end of Y3 a child will be developing written and mental methods using the four operations including number facts and the concept of place value, and performing calculations with whole numbers.

A child can:

- solve a range of number and place value problems
- compare different shapes with reference to its angles
- use measuring instruments, making reference to their units of measure
- tell the time accurately
- recall the majority of the multiplication tables; and
- read and spell mathematical vocabulary correctly and confidently, using growing word reading knowledge and knowledge of spelling

A child is able to read and write simple fractions and decimals.

# Age Related Spelling Expectations

To be working at age related expectation, your child should be able to spell these words by the end of Year 4. They will begin learning them during Year 3. Some of the listed words below may be thought of as quite challenging, but the 100 words in each list are split up and integrated amongst spelling rules, patterns and topic words throughout the four years of Key Stage 2.

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

# Year Three SPAG Terminology

|   |  |
|---|--|
| <b>Adverb / adverbial</b>                               | <p>A word or group of words that give extra information about a verb or clause. It usually answers the following questions:</p> <ul style="list-style-type: none"> <li>- When something happens or how often?</li> <li>- Where something happens?</li> <li>- How something happens?</li> </ul> <p>E.g. She ran <b>confidently</b> during the race.<br/> <b>Last night</b>, we went to the cinema.<br/> We <b>sometimes</b> share our cake.</p> |
| <b>Clause</b>   | <p>A group of words which contains a <u>verb</u>; it is part of a sentence. There are two kinds of clauses: a <u>main clause</u> &amp; a <u>subordinate clause</u>.</p> <p>E.g. The figure <u>drifted</u> past the lake.</p>   |
| <b>Conjunction (also known as a type of connective)</b> | <p>Words that link ideas within sentences.<br/> There are two types:</p> <p><b>Coordinating</b>, e.g. for, and, nor, but, or, yet, so.<br/> <b>Subordinating</b>, e.g. because, when, while, until, although...</p>  |
| <b>Consonant</b>  | <p>Any letter from the alphabet that is not a vowel (a,e,i,o,u).</p>   |
| <b>Inverted Comma / Direct Speech / Speech Marks.</b>   | <p>Punctuation marks used in pairs ( " ") to indicate:</p> <p><b>Quotes (evidence).</b><br/> The man claimed that he was "shocked to hear the news".</p> <p><b>Direct speech.</b><br/> Janet asked, "Why can't we go today?"</p>   |
| <b>Prefix</b>   | <p>Added to the beginning of an existing word in order to create a new word with a different meaning.</p> <p>E.g. <b>undo</b><br/> un- means 'not'.</p>  |

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| <b>Preposition</b>        | <p>Words that show the relationship of one thing to another.</p> <p><u>E.g.</u> Tom jumped <b>over</b> the cat. The monkey is <b>in</b> the tree.</p> <p>Other examples of these include the following:</p> <p><b>up, across, into, past, under, below, above ...</b></p>           |
| <b>Subordinate Clause</b> | <p>A clause that does not make sense on its own; it depends on the main clause for its meaning.</p> <p><u>E.g.</u> Sue bought a new dress <b>when she went shopping.</b></p> <p>‘when she went shopping’ would not make sense without the main clause (Sue bought a new dress).</p> |
| <b>Vowel</b>              | <p>Any of the following letters: <b>a, e, i, o, u.</b></p>  |
| <b>Word Family</b>        | <p>Groups of words that have a common feature or pattern. They have some of the same combinations of letters in them and a similar sound. <u>E.g.</u> <b>Mike, like, bike.</b></p>  |