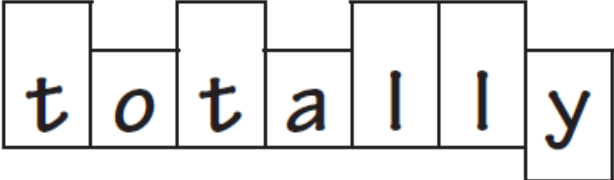





*Parents' Guide to
Vocabulary, Grammar
and Punctuation at
The Bythams Primary
School*

Year 3

These are a range of spelling strategies to support the learning of spellings at home.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quickwrite</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _____ ld</p>
<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • <i>Rainbow writing.</i> Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • <i>Making up memorable 'silly sentences'</i> containing the word • <i>Saying the word in a funny way</i> – for example, pronouncing the 'silent' letters in a word • <i>Clapping and counting to identify the syllables in a word.</i>

Year 3

Vocabulary, Grammar and Punctuation Terminology

Clause

A clause is a phrase of two or more words. It has a verb as the key word.

- It's raining.
- Samira has four pets because she likes animals.

Direct Speech

Direct speech is the words which actually come out of someone's mouth, like the speech bubbles in a cartoon.

Consonant letter

A consonant is a letter sound made when you use your teeth, lips and/or tongue to change how the air comes through your mouth. Most letters are consonants, like these:

- The sounds /p/ and /b/ are made when you close your lips then open them quickly.
- The sound /t/ is made when you press your tongue behind your top teeth.

Word family

Words in a word family are related by meaning, grammar or spelling.

- Teach, teacher, teaching.
- Child, children, childish(ly).

Conjunction

A conjunction links two words, phrases or clauses together as part of a sentence.

There are two main types of conjunction:

Words such as **and**, **but** and **so** link two words or phrases which are equally important.

- Words such as **because**, **if** or **when** introduce a subordinate clause.
- I got a bike and a football for my birthday.
- If you like, we can have chips for tea.
- There's no tennis today because it's raining.

Vowel letter

A vowel letter is one that you make by just changing the shape of your open mouth.

You don't use your teeth, tongue or lips.

- The letters **a**, **e**, **i**, **o** and **u** are vowels. They can be spoken or written.
- Letter **y** can also be used to represent a vowel sound.

Preposition

A preposition links a noun or noun phrase to another word. They often mark direction or locations, but can also make time links.

- Please put your pens in the tub.
- We went to the USA on holiday.
- I haven't seen her since playtime.

Subordinate clause

A subordinate clause adds to another clause. It can't be a sentence by itself.

- Here's the book that I promised you.
- When I grow up, I want to be a pilot.

Prefix

A prefix is added to the beginning of a word to turn it into a different word.

- submerge, disappear, return

Inverted commas

Inverted commas (speech marks) go around the speaker's words only. Use them in stories to show when a character is speaking.

- "Why didn't anyone tell me I had my underpants on the outside?" asked Flashman.

Speech marks

See **inverted commas**

