

HeadStart ✓

Primary

Year 3

**Activity Sheets &
Assessments**

Book 2



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HeadStart ✓

Primary

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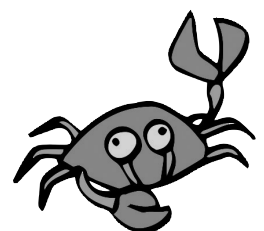
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Year 3

V3

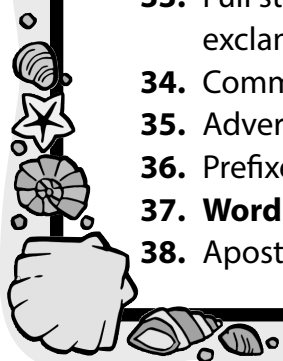
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Teachers' Notes




Book 2

English Grammar & Punctuation Teachers' Notes Year 3

Activity sheets

Book 2 contains a further set of activity sheets which follow the pirate theme. They include fun facts, stories, poems, jokes and a variety of activities that will keep the children motivated and inspired. These activity sheets are designed to be used in a variety of ways at the discretion of the teacher. They may be used for whole-class sessions, group work or even as homework practice.

There are two types of additional activity sheets; those that match the objectives of Book 1, and those which introduce new concepts – some of which need to be taught in order to cover the statutory requirements for that year group. (The coverage tables at the back of this book show where the objectives have come from.) The additional activity sheets (that include objectives not covered within the main section) are clearly identified with an anchor symbol . They are arranged in the same order as Book 1, for easy reference. However, they can be taught in whatever order the teacher feels is appropriate for the class.

End-of-Term Assessments and Optional Tests

To help the teacher assess the children's progress against the age-related expectations, there are three End-of-Term Assessments and three Optional Tests.

The inclusion of this variety of assessment and testing options is intended to provide schools with greater flexibility, in order to meet their curriculum needs.



Some possible approaches to testing are outlined below.

End-of-Term Assessments

The Autumn, Spring and Summer Assessments are designed to be administered at the end of each term or when the content for each section has been delivered. These assessments will only assess the children on the concepts taught for that particular term. Analysis of the results will indicate which concepts have been understood and which will require further teaching. Information gleaned from this formative approach would constitute an integral part of any assessment for learning strategy or policy.

Optional Tests

The Optional Tests feature concepts (objectives) from the whole Year 3 curriculum. Concepts from previous years which underpin the learning for Year 3 are also included. These tests are designed to be used at any time during the school year to provide a 'snapshot' of progress against curriculum objectives. The content of each Optional Test is purposely very similar, thus enabling assessment and tracking of progress on a like-for-like basis. Individual schools will choose to use the Optional Tests in a way that suits their curriculum design with regards to assessment.

One possible model is as follows:

One of the Optional Tests is administered at the very beginning of the school year as soon as the children have 'settled in'. This will provide a 'baseline' benchmark. The second Optional Test is administered halfway through the Spring Term and the third Optional Test is administered at the end of the school year to provide a summative judgement. In this way, progress can be tracked and valuable assessment data can be passed to the teacher in the next year group.

There are several other models which could be used but it is important to remember that this data should always be used to complement (and not replace) the ongoing assessment strategies and professional judgement of the teacher.

At HeadStart, we have intentionally chosen not to include too many multiple-choice questions in our assessments. Although multiple-choice questions have the advantage of being quicker and easier to mark, they do not help a teacher understand where pupils' misconceptions lie or to know when a pupil has simply guessed the correct answer. Questions that allow children to demonstrate their writing skills help teachers identify the areas where pupils are struggling and address their problems immediately.

Terminology

Terminology, which is introduced in the activity pages, is often included for the benefit of the teacher. Children need to understand the concepts, but do not always need to know the terminology until a later age group. Therefore, children will not be tested on their understanding of the terminology in the Optional Tests until the appropriate age group.

Marking and administration

The End-of-Term Assessments are marked out of 25 and it is recommended that they are completed in approximately 25 minutes. The Optional Tests are scored out of 50 and it is recommended that they are completed in approximately 50 minutes. When a tracking judgement is required, test scores should be converted to a percentage, as shown below.

Percentage score for End-of-Term Assessment = $\frac{\text{assessment mark}}{25} \times 100$ (or score $\times 4$)

or

Percentage score for Optional Test = $\frac{\text{test mark}}{50} \times 100$ (or score $\times 2$)

The table below can then be used to identify progress against one of the six stages.

Percentage Score	Stage	
0 - 25	Emerging	Below average range
26 - 50	Developing	
51 - 63	Progressing	Average range
64 - 75	Secure	
76 - 88	Mastering	Above average range
89 - 100	Exceeding	

0 – 50%	Below
51 – 75%	Average
76 – 100%	Above

This data should always be used in conjunction with the ongoing assessment and professional judgement of the teacher.



Answers

A complete set of answers is provided, both for the activity sheets and the tests.

Assessment and Analysis Record Sheets

Assessment/Test Record Sheet:

This sheet can be used to record pupils' scores for all the End-of-Term Assessments and the Optional Tests.

End-of-Term Assessment Analysis Grids (Autumn, Spring and Summer):

These grids can be used to record pupils' scores for the End-of-Term Assessments. The completed grids will clearly identify strengths and weaknesses.

Optional Test Analysis Grid (Tests 1, 2 and 3):

This grid can be used to record pupils' scores for the Optional Tests. The completed grid will also clearly identify strengths and weaknesses.

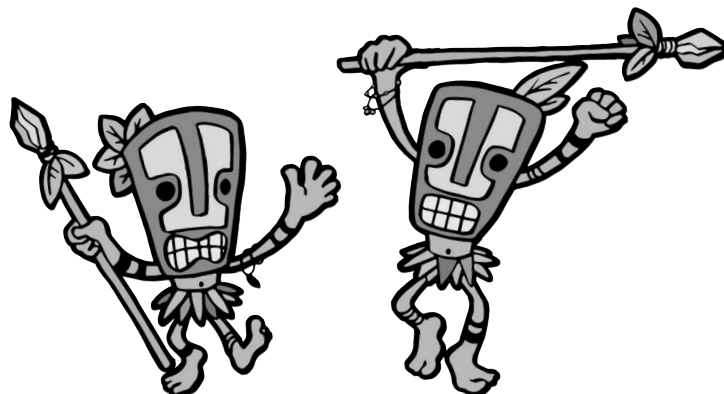
National Curriculum Statutory Requirements Record Sheet:

This sheet can be used to measure progress against the objectives which are National Curriculum statutory requirements. A variety of recording methods could be used on this sheet, depending on schools' or teachers' preferences.

Using the CD-ROM

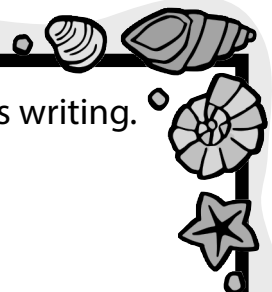
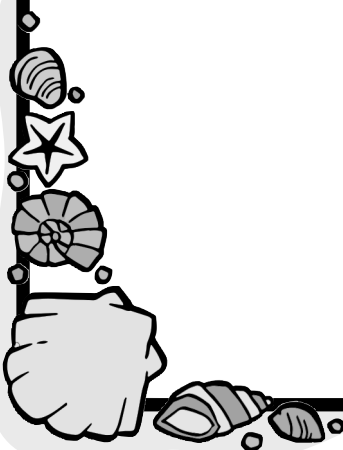
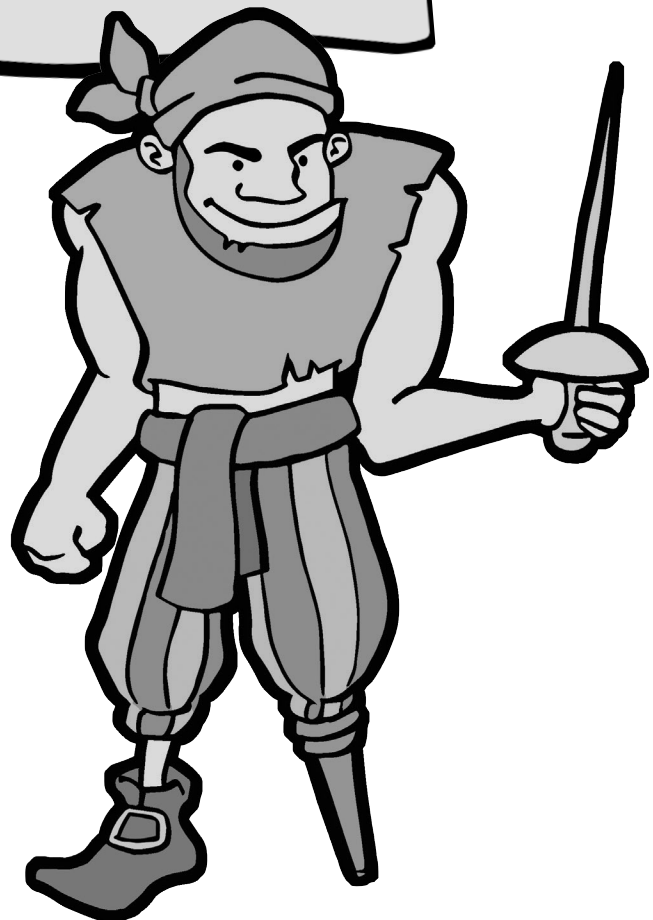
The CD-ROM follows the structure of the book and contains all of the photocopiable pages, both in full colour for displaying on an interactive whiteboard and in black and white for copying or printing. It also contains all the answer pages and marking schemes for the tests.

The colour pages have been designed in landscape format so that they can be easily displayed on the interactive whiteboard. The black and white pages have been formatted in portrait for printing.



Consider enlarging activity sheets to A3 to increase the space for children's writing.

Activity sheets



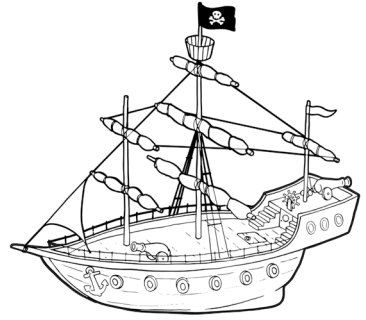
I can use capital letters for proper nouns.



Proper nouns are the names of people, places or things. They are written with a capital letter at the beginning.

Underline the proper nouns which should have capital letters.

- 1 The ship sailed from france to the west indies.
- 2 He named his ship morning star.
- 3 The ship left port on monday and arrived on thursday.
- 4 Famous ports in england are bristol, southampton and portsmouth.
- 5 We spent all of july on the caribbean sea.
- 6 Captain jack sparrow is a famous fictional pirate.



Now write your own proper nouns to complete these sentences:

- 7 I am the ship's captain and you will call me
- 8 My first mate is called
- 9 I named my pirate ship
- 10 I have a monkey called and a ship's cat called
- 11 We sailed from to (*countries*)
- 12 We boarded on a and left port on a (*days*)
- 13 The voyage took several months from to (*months*)
- 14 The most treacherous seas are and (*seas*)

Name: _____

I can use full stops and capital letters.



Draw a picture of yourself as a pirate.

Give yourself a pirate name.

Choose three of your friends.

Their names

Their pirate names

1

.....

2

.....

3

.....

Now write some sentences about yourself and your crew of pirates.

(Don't forget capital letters for proper nouns.)

.....

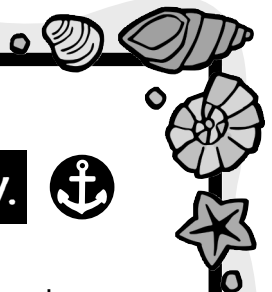
.....

.....

.....

.....

.....



I can use capital letters for new lines in poetry.



Robert Louis Stevenson wrote the chorus "Fifteen Men on the Dead Man's Chest" for his novel "Treasure Island". He didn't write the verses, leaving it to the reader's imagination. We are going to write some verses for his famous poem. Note how each new line starts with a capital letter.

Complete the poem by following the structure and rhyming pattern of the chorus.

Fifteen men on the dead man's chest,
Yo-ho-ho, and a bottle of rum!
Drink and the devil had done for the rest,
Yo-ho-ho, and a bottle of rum!

Seventy men were left to die,
Yo-ho-ho, and a bottle of rum,

.....
.....

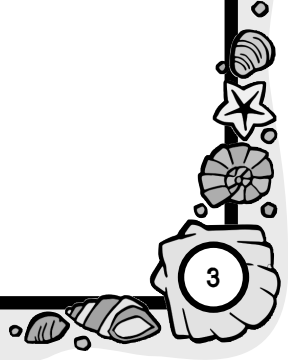
This is a story that must be told
Yo-ho-ho,.....

.....
.....

.....
.....

They were buried in the deep blue sea
.....

Fifteen men on the dead man's chest,
Yo-ho-ho, and a bottle of rum!
Drink and the devil had done for the rest,
Yo-ho-ho, and a bottle of rum!



I can use the correct article before a word.

Use **an** before a word that starts with a vowel sound.

Use **a** before a word that does not start with a vowel sound.

For example: The pirate wore an earring and a hat.

Sometimes people get confused when a word that starts with a vowel has **a** before it or a word that begins with a consonant has **an** before it.

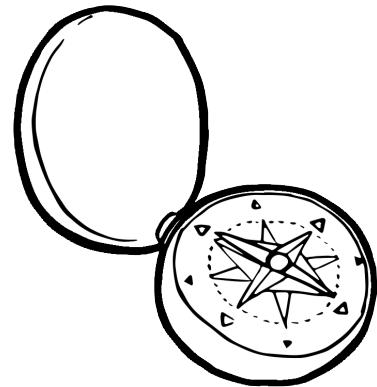
For example: In an hour the pirate will play a ukulele.

Although **hour** starts with a consonant it sounds like a vowel sound.

Ukulele starts with a vowel but it sounds like a consonant.

Write the correct article before these words. Remember it is the sound of the first letter that you go by.

- 1 I'm feeling bit sick on this rocking boat.
- 2 Who has got compass to show us the way?
- 3 Anyone for extra swig of grog?
- 4 Did you see that? parrot laid egg!
- 5 The ship has anchor and sail.
- 6 It's amazing view from the crow's nest.
- 7 The sailor was given orange to stop him getting scurvy.
- 8 The ship will be leaving port in hour.
- 9 He is honest man even if he is pirate.
- 10 He rowed boat to island in the Pacific.
- 11 The pirates were united crew to be reckoned with.
- 12 The captain wore uniform with brass buttons.



I can use conjunctions to extend sentences. 1

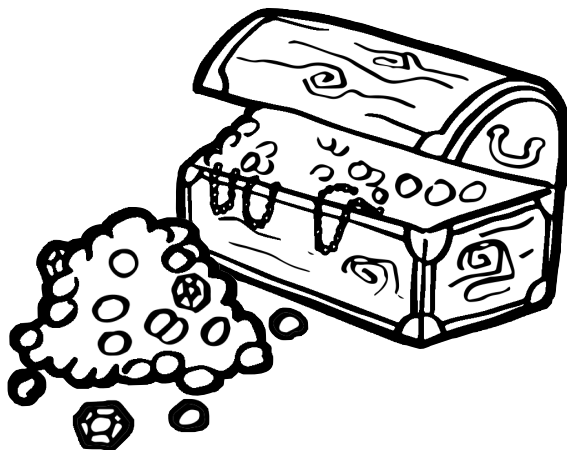
Conjunctions are words that join phrases or clauses to extend sentences.

Join the sentences with **and**, **but** or **because**.

- 1 Pirates like drinking rum stealing treasure.
- 2 Captain Hook has an eyepatch he hasn't got a peg leg.
- 3 Some pirates wear bandanas some wear gold earrings.
- 4 The pirate made him walk the plank he had stolen his gold.
- 5 They found a buried chest there was no treasure inside.
- 6 The captain knew they must sail north he had a treasure map.

Pirate Facts

- 7 Edward Teach was known as Blackbeard he had a large black beard.
- 8 Blackbeard was a famous pirate so was Captain Kidd.
- 9 Blackbeard had a terrible reputation he didn't kill any of his prisoners.
- 10 Most pirates wouldn't have women aboard it was thought to bring bad luck.
- 11 Pirates wore earrings they thought it improved their eyesight.
- 12 Most pirates didn't use the Jolly Roger flew a black flag instead.



I can use conjunctions to extend sentences. 2

Conjunctions are words that join phrases or clauses to extend sentences.

The ship's biscuits were full of worms. I didn't eat them.

The ship's biscuits were full of worms so I didn't eat them.

I was seasick. The ship was hit by a terrible storm.

I was seasick when the ship was hit by a terrible storm.

You must learn to drink rum. You want to become a pirate.

You must learn to drink rum if you want to become a pirate.

Identify the conjunctions in the sentences below by underlining them.

Famous Elizabethan Pirates

- 1 A number of privateers became famous when Queen Elizabeth I reigned.
- 2 She knighted several of them although they were no better than pirates.
- 3 She knighted Sir Walter Raleigh before she locked him up in the Tower of London.
- 4 She made Sir Francis Drake a knight after he returned from sailing round the world.
- 5 John Hawkins was given a knighthood for his part in defeating the Spanish Armada.
- 6 But all three men would raid ports and plunder ships if the opportunity arose.
- 7 Queen Elizabeth allowed them to steal treasure because she wanted to make England rich.
- 8 England became a rich and powerful country while Elizabeth was on the throne.

Use these conjunctions above to make sentences of your own.

.....

.....

.....

.....

.....

I can punctuate sentences correctly with question marks.

Rewrite these sentences using the correct punctuation:

An Interview with Blackbeard



1 what is your real name

.....

2 me real name is edward teach

.....

3 what was your pirate ship called

.....

4 i named me ship queen anne s revenge

.....

5 how did you scare your victims

.....

6 i put slow burning fuses in me hair and me beard

.....

7 do you have any famous pirate friends

.....

8 captain hornigold was me friend but captain kidd wasn't

.....

9 i have heard that you have buried your treasure is this true

.....

10 now why would I be telling you that you lily-livered scurvy dog

.....

Name: _____

I can use adjectives.

Adjectives are describing words that make the sentences more interesting.

Look at the pictures and text below. Think of an adjective that could tell us more about the noun.



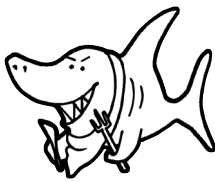
the pirate



the parrot



the plank



the shark



the rat



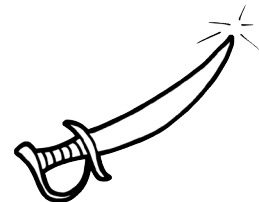
the storm



the island



the star



the cutlass



the eyepatch



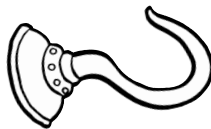
the leg



the bottle



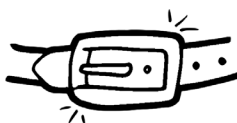
the map



the hook



the flag



the buckle



the treasure



the pirate

I can use words to replace nouns (pronouns).

Pronouns take the place of nouns so that you don't have to repeat the noun over and over again.

I	me	my	myself
you	you	your	yourself
he	him	his	himself
she	her	her	herself
it	it	its	itself
we	us	our	ourselves
they	them	their	themselves

Some of the nouns in these sentences don't need to be there. Replace the underlined nouns with pronouns. Write the pronouns above the underlined words.

- 1 Egg forgot Egg's bandana.
- 2 Jackie asked Jackie's mum, "Can Jackie be a pirate?"
- 3 Barnaby bought Barnaby a mug of rum and drank a mug of rum in one gulp.
- 4 Stragglebeard got Stragglebeard's cutlass and Stragglebeard boarded the ship.
- 5 Egg asked Captain Starling if Captain Starling had forgotten Captain Starling's hat.
- 6 Egg climbed to the top of the crow's nest and said, "Look at Egg!"
- 7 Barnaby and Stragglebeard told Egg, "Egg can help Barnaby and Stragglebeard clean the deck."
- 8 Captain Starling told Barnaby, "Barnaby can clean Captain Starling's pistol!"
- 9 Captain Starling called for Barnaby and Stragglebeard and asked Barnaby and Stragglebeard to help Captain Starling splice the mainsail.
- 10 Barnaby and Stragglebeard told Egg that Egg was not allowed to drink Barnaby's and Stragglebeard's grog.
- 11 "Get out! This is Barnaby's and Stragglebeard's cabin!" said Barnaby and Stragglebeard.

Name: _____

Activity Sheet

I can use words to express time.

Words to express time are usually used at the start of a sentence and tell the reader the order of events. (Ordinal numbers first, second, third etc, are also called determiners.) These words can be conjunctions, adverbs or prepositions so you will sometimes see these words under different headings.

These instructions for “stealing and burying treasure” are jumbled up. Cut out the scrolls and try putting the instructions in sequence.

Once you have found an island look for a good place to bury the treasure.

Finally, don't forget to draw a map so you can find your treasure when you need it!

While you are making the crew walk the plank, take all their barrels of rum.

Next, you need to capture the ship and steal all their treasure.

Then you need to fly the Jolly Roger to show them you mean business.

When you are far enough away, look out for a desert island.




First, you need to find a Spanish galleon to attack.

After their booty is all aboard, sail off into the distance.

I can use the past tense of regular verbs. 1

We use the **simple past tense** when we want to talk about the past. We nearly always use it for telling stories and for historical information. There are four ways to change from the present tense to the past tense for regular verbs.

Write the past tense of the verbs underneath the present tense.

Just add – ed (for most verbs) 	Just add – d (for verbs that end in e) 	Double the consonant and add – ed (for verbs that end in one vowel and one consonant. There are some exceptions to the rule - e.g. fixed!)	Change the y to i and add – ed (for verbs that end in y) 
add	joke	stop	fry
brush	juggle	trip	hurry
count	glue	grab	try
dress	move	grin	carry
help	poke	hug	cry
knock	snore	beg	copy

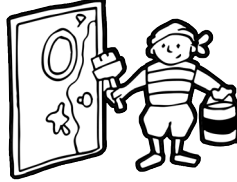
Name: _____

I can use the past tense of regular verbs. 2

Write the past tense under these pictures of pirates working.



The pirate mopped.



I can use prepositions.

Prepositions of place tell you where something happens.

Write the correct preposition from the boxes under the picture of the pirate.

under

in

behind

below

on

above

by

beside



.....



.....



.....



.....



.....



.....



.....



.....

I can understand the difference between Standard English and Non-Standard English.



Sometimes we use words when we are speaking that we wouldn't use when we write things down. These words are sometimes special to our family, or the area in which we live or to certain groups of people.

You have probably already realised that pirates have their own way of speaking. This is called Non-Standard English. It is fine to use it in dialogue when you are creating characters, but it is important to know when to use it and when not to use it.

Here are some pirate phrases. Write the sentence in Standard English underneath the pirate version. The first one has been done for you.

How are ye today, matey?
How are you today, friend?



- 1 I be goin' fer a drink in th' tavern.

.....

- 2 Where's me booty, ye scoundrel?

.....

- 3 I be talkin' t' ye, ye scurvy dog!

.....

- 4 If ye dern't do as I tell ye, ye'll be walking th' plank!

.....

- 5 That be a merry yarn ye be tellin'!

.....

- 6 Now ye be tellin' me where th' booty be buried. Savvy?

.....

- 7 Ahoy there, me hearties! Welcome aboard me ship!

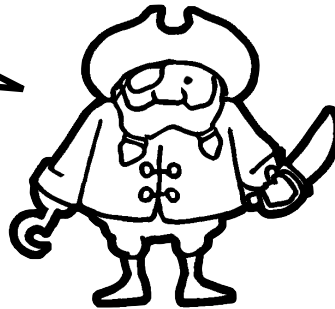
.....

I can use speech marks. 1

Speech marks show when someone is speaking. They go at the start and end of the speech. They are also called inverted commas.

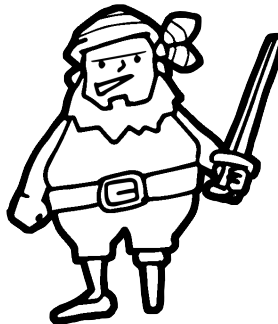
Write what the pirates are saying using speech marks.

Ahoy there,
matey!



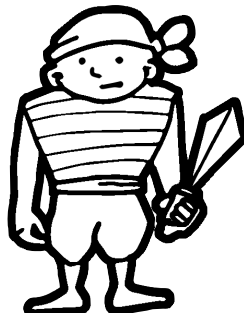
Heave to, me
hearties!

Shiver me
timbers!



Yo-ho-ho,
and a bottle
of rum!

We be
searchin' the
high seas for
treasure.

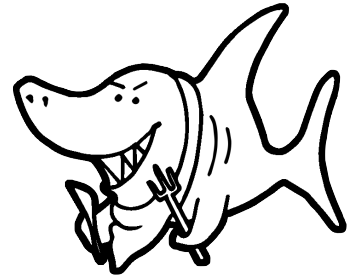


What 'ave ye
done with me
treasure?

I can use speech marks. 2

Add the speech marks where they are needed in these sentences below. Don't forget there's always a punctuation mark before the final speech marks. It can be a comma, a question mark or an exclamation mark.

- 1 Where's me grog? asked the sailor.
- 2 Pieces of eight! Pieces of eight! squawked the parrot.
- 3 Walk the plank, you scurvy dog! yelled the pirate.
- 4 These land lubbers can't come on me ship, said the captain.
- 5 Where's Captain Morgan? asked the first mate.
- 6 Arrr! We be searchin' the Seven Seas, replied the pirate.



Add speech marks and other punctuation to these sentences:

- 7 batten down the hatches ordered captain roberts

.....

- 8 throw him overboard for shark bait said the pirate

.....

- 9 where s me booty yelled long john silver

.....

- 10 dead men tell no tales sneered captain barbarossa

.....

- 11 captain blackbeard is the most feared pirate in the caribbean whispered the cabin boy

.....

- 12 what do you want me old salt asked the captain

.....

I can recognise verbs.

You need **verbs** in a sentence or it is not a sentence at all. Verbs tell you what is happening in a sentence.

Underline the verbs in this passage.

Blackbeard was a real pirate who was born in Bristol, England. He joined a pirate ship and sailed to the Caribbean. He captured a French ship and renamed her Queen Anne's Revenge. He armed the ship with forty cannons. He grew a thick black beard to make himself look fierce. He scared his enemy by tying lit fuses under his hat and placing them in his beard. His pirate ships attacked many merchant ships over a number of years. He became a rich man from all the treasure he stole, but he died in a sword fight aged just thirty-eight.

Each of these sentences has a verb missing. Can you guess what it is and mark where it should go?

The pirate the lost treasure.

The parrot to the top of the tree.

The Red Pirates the Black Pirates.

The cabin boy the deck.

The sailors the anchor.

The captain an eyepatch and a hook.




The galleon to the desert island.

The crew the cannon with gunpowder.

I can use adjectives to compare.

Adjectives can be used to compare two things. They can also be used to compare three or more things. There are four ways to change the base form of the adjective so that it can be used to compare.

Write the two forms of these adjectives.

Just add – er/est (for most adjectives) 	Just add – r/st (for adjectives that end in e) 	Double the consonant and add – er/est (for adjectives that end in one vowel and one consonant. There are some exceptions to the rule - e.g. lower!) 	Change the y to i and add – er/est (for adjectives that end in y)
tall	large	big	easy
strong	late	hot	early
cold	fine	mad	happy
hard	close	red	angry

I can use regular plural nouns.

A **plural** means more than one.

Write the regular plural form of these nouns.

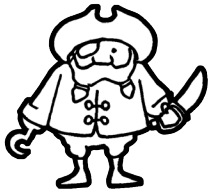
Just add – s (for most nouns)	Add – es (for nouns that end in s, x, z, ch, sh)	Change the f to a v and add – s or es (for nouns that end in f or fe. There are some exceptions to the rule - e.g. dwarfs!)	Change the y to i and add – es (for nouns that end in y)
chest	box	knife	baby
tree	branch	elf	penny
monkey	kiss	thief	puppy
pirate	wish	leaf	diary
ship	quiz	life	fairy



I can use irregular plural nouns.

There are many **irregular noun plurals**. These nouns change the vowel sound when they form plurals. Here are some of the most common ones. Can you match them up?

1



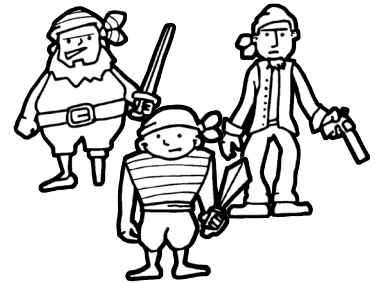
Singular

man
woman
child
person
tooth
foot
mouse
goose
potato
tomato
fungus
sheep
fish

Plural

children
geese
potatoes
fish
fungi
women
teeth
people
mice
feet
men
tomatoes
sheep

2+



Complete the sentence with the plural form of the noun in brackets.

- 1 Most pirate ships didn't allow on board. (*woman*)
- 2 The pirate caught some for his supper. (*fish*)
- 3 Sometimes rats and got on board the ship. (*mouse*)
- 4 Rich pirates often had gold (*tooth*)
- 5 Long John Silver didn't have two (*foot*)
- 6 The captain kept chickens, ducks and on board his ship. (*goose*)
- 7 Write some sentences of your own that include irregular plurals.

.....

.....

I can use collective nouns.

Collective nouns are the names we use for collections of things.

Captain Starling and the pirates would need to know many of these when they sailed the Seven Seas. Colour in the boxes with the collective nouns that you think the pirates will need to know.

a herd of seals

a school of dolphins

a pack of wolves

a swarm of bees

a fleet of ships

a bunch of grapes

a flock of seagulls

a litter of puppies

a deck of cards

a crew of sailors

a choir of singers

a team of footballers

a stack of hay

a shoal of fish

a shiver of sharks

a colony of rats

a brood of jellyfish

a pride of lions

a gaggle of geese

a staff of teachers

a flotilla of boats

a hand of bananas

a forest of trees

a band of pirates

a crowd of people

a flock of sheep

a brace of pistols

I can use adverbs of manner.

Adverbs describe the verb. They add (ad) something to the verb. They can go before or after the verb.

Choose an adverb of manner from the box to make up a sentence about each picture.

nervously

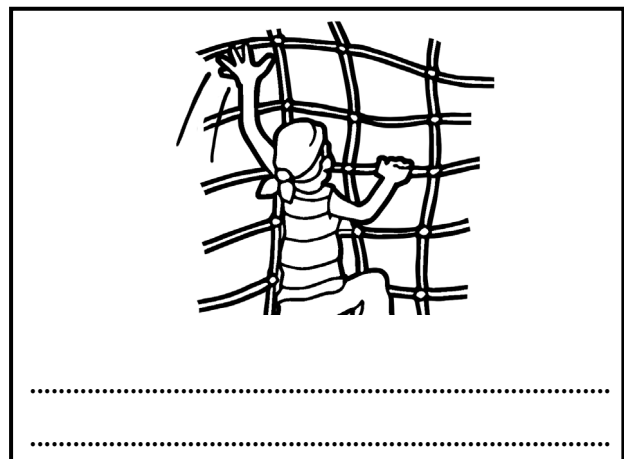
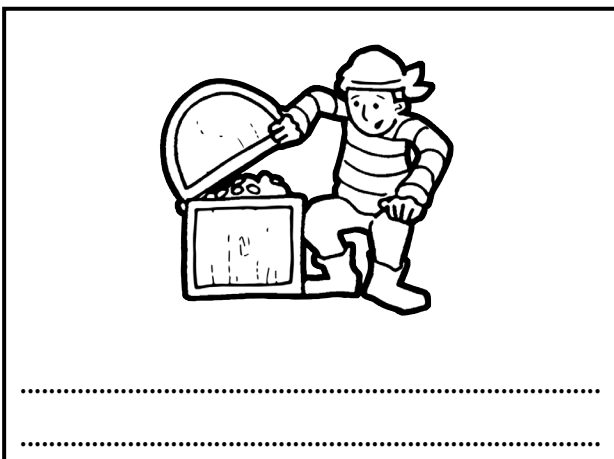
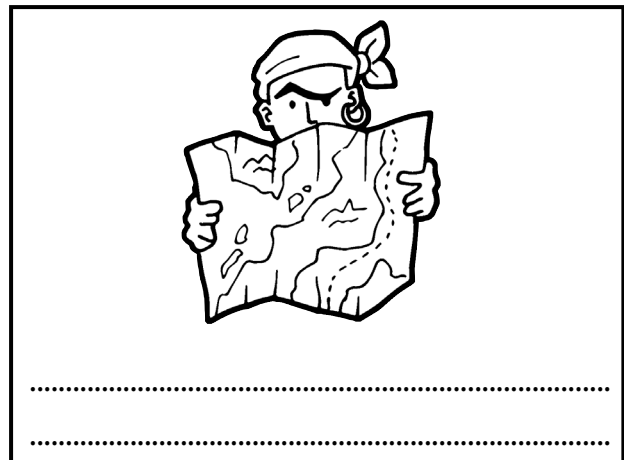
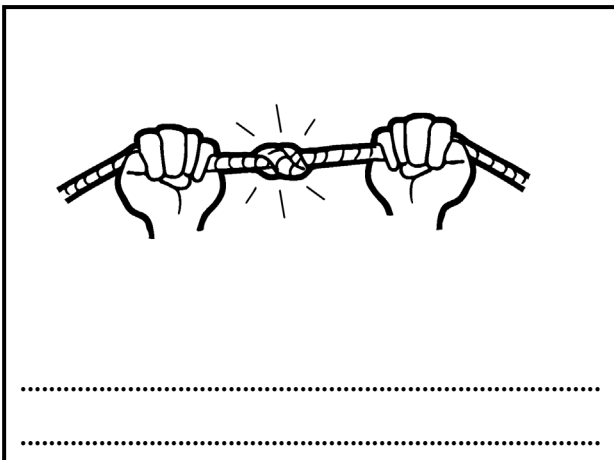
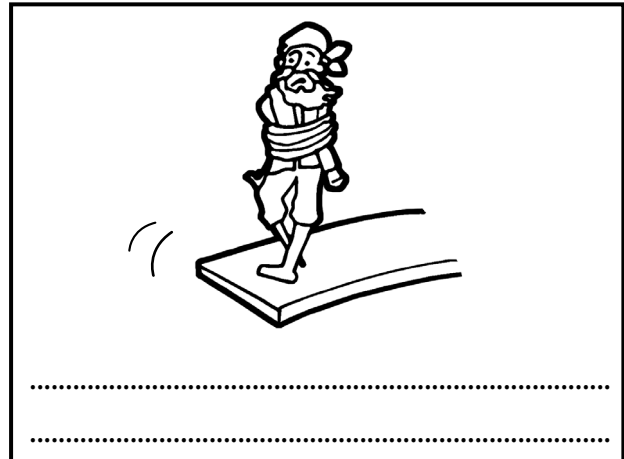
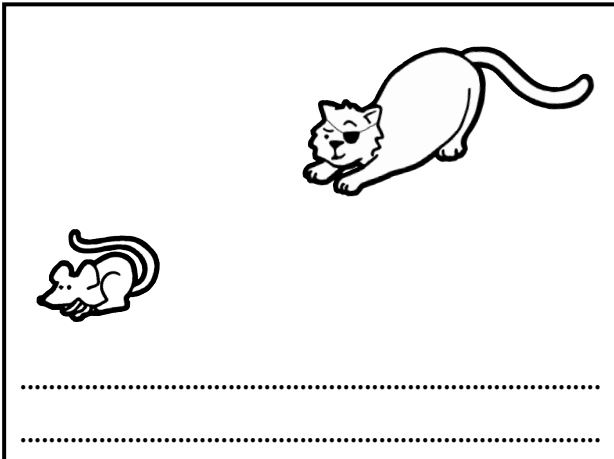
carefully

swiftly

silently

excitedly

tightly



I can use adverbs of time and place.



We have seen how **adverbs of manner** show how something happened.

Adverbs of time show when something happened.

Adverbs of place show where something happened.

Choose a time adverb from the boxes to replace the underlined words in the sentences.

yesterday

tomorrow

often

soon

later

now

- 1 The captain will board the ship in a short time.
- 2 The captain ordered us to fire the cannon straight away.
- 3 The first mate visits the inn a lot of times.
- 4 You can finish painting the figurehead in the future.
- 5 We will set sail the day after today.
- 6 We arrived in port the day before today.

Choose a place adverb from the box to complete each sentence.

somewhere

anywhere

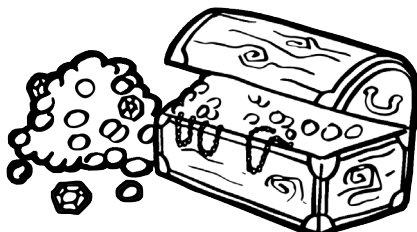
everywhere

nowhere

here

there

- 7 I can't find the captain's monkey
- 8 The pirate captain was shot right
- 9 When he dropped the chest the gold coins fell
- 10 The captain said to put his bottle of rum
- 11 I'm sure I buried the treasure on this beach
- 12 Honestly, that cheeky monkey is to be found.



I can use alternative verbs to improve sentences.

Find the verbs in the sentences below and replace them with more interesting ones. You can make up your own or you can use the ones on the pieces of wood.

swigged

scrambled

guffawed

slithered

dashed

swooped

- 1 The pirates laughed at the first mate's joke.
- 2 The snake moved through the long grass.
- 3 The pirate drank his grog in one gulp.
- 4 The parrot flew down from the crow's nest.
- 5 The sailor climbed up the rigging of the ship.
- 6 The bo'sun ran across the slippery deck.



Here are some different words for **seeing**, **holding** and **walking**.

Colour each verb family in a different colour.

glimpsed

grasped

noticed

marched

strolled

grabbed

spied

tugged

hiked

trudged

observed

spotted

gripped

gazed

stared

tramped

clutched

strode

peered

sauntered

peeped

ambled

seized

I can use a range of prepositions.

As we have seen, **prepositions** tell you where something happens in relation to something else. Prepositions are usually followed by a noun.

Read the story below and circle the prepositions.

The pirates rowed across the bay and landed at the beach. Then they walked between the palm trees that led to the dark forest. They followed the path that led through the forest until they came to a clearing. Then they had to climb up a mountain until they reached the top. From there they had to head towards a cave and then follow a stream down to a lake. They dived off the rocks into the water.

Make sentences by combining groups of words in the boxes.

The stowaway is hiding
The bo'sun is looking
The ship's cat is lying
The sailors are waiting
The monkey is running
The treasure is buried

outside
between
beneath
through
inside
around

the telescope.
the cabin.
the deck .
two barrels.
the palm tree.
the tavern.

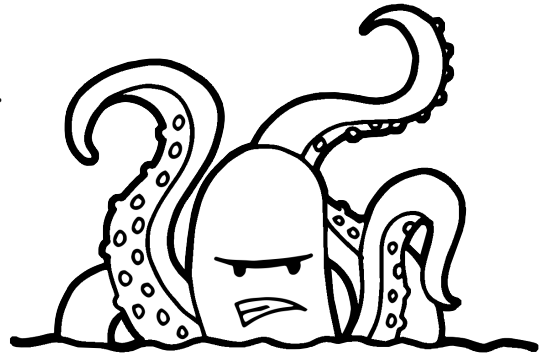
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

I can match the parts of a sentence.

The **subject** of a sentence tells us who or what the sentence is about.

Underline the subject in the following sentences. The first one has been done for you.

- 1 A large lobster nipped the sailor's bottom.
- 2 A grey dolphin followed the ship to the island.
- 3 An enormous crocodile swallowed the pirate whole.
- 4 A hungry shark attacked the little raft.
- 5 A giant octopus lay at the bottom of the ocean.
- 6 The blue whale capsized the pirate galleon.



Choose a phrase from the boxes below to complete the sentences.

is the Greek god of the sea.
 are seals in the sea and human on land.
 have tails like a fish.

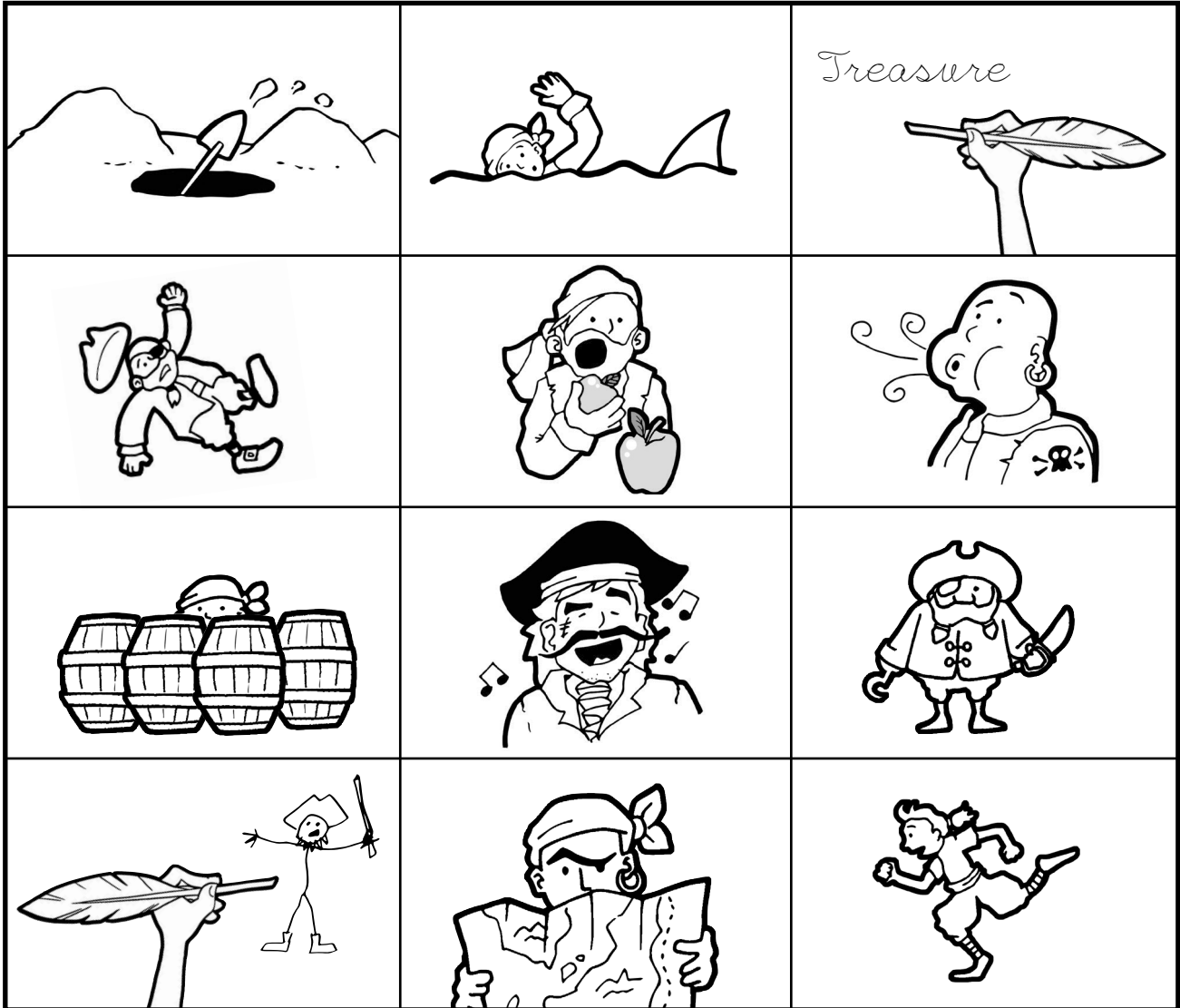
pulled the ship to its watery grave.
 lure the sailors to their death.
 is the son of Poseidon.

- 7 The Kraken
- 8 Merpeople
- 9 Poseidon
- 10 The Sirens
- 11 Triton
- 12 Selkies

I can identify and use the irregular past tense.

Not all past tense verbs follow the rule and add **ed**. These are called **irregular past tense** verbs.

Cut out and match these pictures of pirates in action to the past tense of the verb.



hid	read	swam
fell	wrote	ran
dug	drew	sang
ate	stood	blew

I can use a range of conjunctions. 3

Conjunctions link sentences or clauses.

Join each pair of sentences using the word in the brackets.

- 1 The cabin boy could not lift the chest. It was too heavy. (*because*)

.....

- 2 He dived into the sea. The sharks had swum away. (*when*)

.....

- 3 He had the treasure map. He lost the key to the chest. (*but*)

.....

- 4 The pirates captured the ship. There were only eight of them. (*although*)

.....

- 5 The sailor knew he would surely die. The pirates came aboard. (*if*)

.....

- 6 The merchant ship waited to fire her cannons. The pirate ship drew up alongside. (*until*)

.....

Use the words in the boxes to complete the sentences.

if

when

because

but

although

until

- 7 He took his pistol he forgot his cutlass.

- 8 The ship was blown off course there was a terrible storm.

- 9 He was the captain of the ship the pirate crew mutinied.

- 10 He would be able to navigate using the stars it was a clear night.

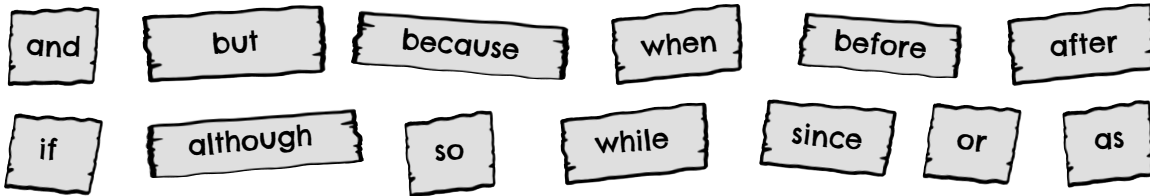
- 11 He was up in the crow's nest the lightning struck the ship.

- 12 He was able to move quickly he had a wooden leg.

I can use a range of conjunctions. 4

Conjunctions link phrases or clauses together to make extended sentences.

There is a range of conjunctions to use and learn. Here are some of them:



Find these conjunctions in the sentences below by underlining them.

Francis Drake went to work for a sea captain when he was still a young lad.

He wanted fame and fortune so he joined John Hawkins' expedition to the New World.

The fleet was attacked by the Spanish while they were trading in Mexico.

His ship managed to sail away before it was destroyed with the rest of the fleet.

He escaped unharmed but he never forgave the Spanish.

He took up the life of a privateer after he returned to England.

As a privateer he would attack Spanish ships and steal their cargo.

To the English he was a hero although the Spanish considered him to be a pirate.

Queen Elizabeth I gave him a fleet of his own because she wanted him to plunder more Spanish ships.

He sailed around the world in 1577 and returned in 1580 a very rich man.

He came home with a lot of plundered treasure and gave it to the queen.

The queen was pleased with Drake so she knighted him Sir Francis Drake.

King Philip II of Spain finally had had enough of Queen Elizabeth and her English privateers.

In 1588 he sent a fleet of warships called the Spanish Armada to Britain because he wanted to destroy England once and for all.

Queen Elizabeth made Drake vice-admiral of the English Navy since he had proved himself a skilled sailor.

Many thought the English had little chance because the Spanish ships were so large and well-armed.

Drake knew that he could beat the Spanish if he had a bit of luck on his side.

He waited until the middle of the night before he attacked the Spanish fleet.

Then they were hit by a terrible storm as the Spanish tried to escape.

The English ships were quick and light, and they sailed away to safety.

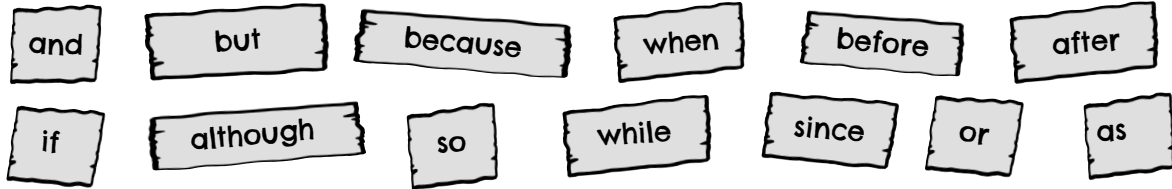
Many of the Spanish ships were sunk in the storm or broke up on the rocks of the English coast.

The English had defeated the Spanish and were now the most powerful navy in the world.

I can use a range of conjunctions. 5

Conjunctions link phrases or clauses together to make extended sentences.

There is a range of conjunctions to use and learn. Here are some of them:



Fill in the spaces below with a conjunction from the list above.

- 1 Francis Drake went to work for a sea captain he was still a young lad. He wanted fame and fortune he joined John Hawkins's expedition to the New World. The fleet was attacked by the Spanish they were trading in Mexico. His ship managed to sail away it was destroyed with the rest of the fleet. He escaped unharmed he never forgave the Spanish. He took up the life of a privateer he returned to England. As a privateer he would attack Spanish ships steal their cargo. To the English he was a hero the Spanish considered him to be a pirate. Queen Elizabeth I gave him a fleet of his own she wanted him to plunder more Spanish ships. He sailed around the world in 1577 returned in 1580 a very rich man. He came home with a lot of plundered treasure gave it to the queen. The queen was pleased with Drake she knighted him Sir Francis Drake. King Philip II of Spain finally had had enough of Queen Elizabeth her English privateers. In 1588 he sent a fleet of warships called the Spanish Armada to Britain he wanted to destroy England once and for all. Queen Elizabeth made Drake vice-admiral of the English Navy he had proved himself a skilled sailor. Many thought the English had little chance the Spanish ships were so large and well-armed. Drake knew that he could beat the Spanish he had a bit of luck on his side. He waited until the middle of the night he attacked the Spanish fleet. Then they were hit by a terrible storm the Spanish tried to escape. The English ships were small and fast, they sailed away to safety. Many of the Spanish ships were sunk in the storm broke up on the rocks of the English coast. The English had defeated the Spanish were now the most powerful navy in the world.

I can use an apostrophe for contraction.

There are many examples of verbs that have been contracted using an **apostrophe**. Here is a list of some of the most common contractions.

	BE	WILL	HAVE
I	I'm <i>(I am)</i>	I'll <i>(I will)</i>	I've <i>(I have)</i>
you	you're <i>(you are)</i>	you'll <i>(you will)</i>	you've <i>(you have)</i>
he	he's <i>(he is)</i>	he'll <i>(he will)</i>	he's <i>(he has)</i>
she	she's <i>(she is)</i>	she'll <i>(she will)</i>	she's <i>(she has)</i>
it	it's <i>(it is)</i>	it'll <i>(it will)</i>	it's <i>(it has)</i>
we	we're <i>(we are)</i>	we'll <i>(we will)</i>	we've <i>(we have)</i>
they	they're <i>(they are)</i>	they'll <i>(they will)</i>	they've <i>(they have)</i>

WORDS <i>(negative form)</i>	CONTRACTION
is not	isn't
are not	aren't
was not	wasn't
were not	weren't
have not	haven't
has not	hasn't
will not	won't
do not	don't
does not	doesn't
did not	didn't
cannot	can't

Write the correct contraction in the speech bubbles below.

1
(I am)..... Captain Blood
 and *(you will)*
 give up yer gold or walk the plank!

2
 I *(have not)* got any
 gold and I *(do not)*
 want to walk the plank.

3
 I *(have not)* got all
 day. Give up yer gold or *(it will)*
 be the sharks for you!

4
 It *(is not)* fair. *(We are)*
 on a Caribbean cruise!
(I will) be contacting my
 travel company!



I can write direct speech with speech marks.

Sometimes speech comes before the other words in the sentence:

"Give me that treasure map now!" shouted Captain Cutthroat.



Sometimes speech comes after the other words:

Captain Cutthroat shouted, "Give me that treasure map now!"

We are going to practise using speech at the end of the sentence.

Rewrite these sentences putting the speech at the end of the sentence:

- 1 "Here's your dinner, you mangy cockroach!" said the pirate's mum.

.....

- 2 "Stop waving that hook around or you'll have me eye out," said Captain Hook's dad.

.....

- 3 "I crossed a cat with me parrot and got meself a carrot," laughed Long John Silver.

.....

- 4 "I spent years at C," said the pirate who couldn't learn the alphabet.

.....

- 5 "The pirates wouldn't let me play cards," the cabin boy told his friends.

.....

- 6 "Why not?" asked his friends.

.....

- 7 "Because I was standing on the deck," replied the cabin boy.

.....

I can punctuate correctly using full stops, question marks and exclamation marks.

Exclamation marks are often used instead of a full stop to show when someone is shouting, or to show surprise or anger.

In each line there are two sentences. Punctuate them correctly with capital letters, full stops, question marks and exclamation marks.

- 1 i'm captain kidd would you like to join me pirate crew

.....

- 2 where have ya travelled i have sailed the Seven Seas

.....

- 3 port royal is a famous pirate port in the caribbean have you been there

.....

- 4 i've got some pieces of eight what have you got

.....

- 5 have you read treasure island i have read it twice

.....

- 6 why are pirates so mean they just arrrrgh

.....

What might you call out if these things happened to you? Write an exclamation from the box.

Wow!

Ouch!

Eek!

Look out!

Yuk!

- 7 A rat nibbles your toes.

- 8 The ship's biscuits have maggots in.

- 9 There's a pirate creeping up behind you.

- 10 There are sharks surrounding the boat.

- 11 You have discovered a cave full of treasure.

I can use commas in lists.

One use for **commas** is to separate items in a list.

Add commas where they are needed.

- 1 The pirate crew are made up of Captain Starling Bo'sun Barnaby Stragglebeard and Egg.
- 2 The Black Pirates include Captain Blackheart Tooth Skull and Helmsman Horace.
- 3 There are many famous pirates including Blackbeard Captain Kidd Captain Roberts and Anne Bonny.
- 4 From books and films you may know about Captain Hook Long John Silver Captain Pugwash and Captain Jack Sparrow.
- 5 Places where you would have found pirates are Port Royal St. Mary's Island Clew Bay and Baratavia Bay.
- 6 Pirates were known to have kept dogs cats monkeys and parrots aboard a ship.

Complete these sentences in your own words using commas where they are needed:

- 7 My pirate crew are
- 8 The clothes I would take on board my pirate ship are
- 9 The things I would eat on board my pirate ship are
- 10 Creatures that live in the sea are

I can use fronted adverbials.

Fronting is when part of a sentence is moved from its normal position to the beginning of a sentence. Writers do this for variety, dramatic effect and emphasis.

Underline the fronted adverbials in these sentences.

- 1 Loudly, they sang "Fifteen Men on the Dead Man's Chest" over and over again.
- 2 Secretly, the mutinous crew took over the ship.
- 3 Suddenly, he began to feel very seasick.
- 4 Quickly, he scaled the ship's mast.
- 5 Greedily, he ate all the ship's biscuits.
- 6 Cautiously, he went down into the hold of the ghost ship.



Identify the adverb and rewrite the sentence placing the adverb at the beginning.

- 7 The fierce pirates easily won the battle.
.....
- 8 The pirate with the peg leg walked slowly down the cobbled path.
.....
- 9 The soldier boldly fought the evil pirate captain.
.....
- 10 The first mate swiftly climbed up the rigging.
.....

Write your own sentence starting with an adverb.

- 11 Bravely,
- 12 Quickly,
- 13 Silently,

I can use prefixes to change the meaning of words.

A **prefix** is a group of letters placed before the root of a word.

super as a prefix means *over* or *beyond*.

Examples are **superstar**, **superhero**, **superpowers**, **supermarket**.

anti as a prefix means *against* or *opposite*.

Examples are **antihero**, **antibody**, **antisocial**, **antifreeze**.

auto as a prefix means *self*.

Examples are **automatic**, **automobile**, **autobiography**, **autograph**.

re as a prefix means *again* or *back*.

Examples are **reappear**, **retold**, **reuse**, **recharge**.

There are a number of prefixes that, when added to the root word, give the word the opposite meaning (**un**, **dis**, **im**, **in**, **mis**).

Examples are **unhappy**, **dislike**, **impatient**, **invisible**, **misspell**.

Complete these sentences by adding the correct prefix.

- 1 That pirate is so strong it is as if he has got powers.
- 2 He liked the teacher telling the story of Captain Blackbeard.
- 3 The captain never came out of his cabin because he was social.
- 4 There are many biographies about famous pirates, but since very few could write there are hardly any biographies.
- 5 I spelt many of the difficult pirate words.
- 6 Pirates never got dressed, but stayed in the same clothes.
- 7 It must have been a ghost pirate because he went onto the poop deck and appeared.
- 8 To escape with your life after walking the plank was virtually possible.
- 9 It is correct to say that all pirate ships flew the Jolly Roger.

I can generate word families based on common words.



A **word family** is a set of words with the same root.

A **root word** is a word that can have prefixes and suffixes added to it.

A **prefix** is a group of letters added to the beginning of a word.

A **suffix** is a group of letters added to the end of a word.

For example: happy, happiness, happily, happiest, unhappy.

Here is a list of prefixes that can be added to the root words below:

un re dis be

Here is a list of suffixes that can be added to the root words below:

ly er est ness less ful ment ance ship ing

Make word families for these root words:



- 1 love
- 2 care
- 3 friend
- 4 excite
- 5 kind
- 6 fair
- 7 appear
- 8 help
- 9 agree
- 10 play

I can use the apostrophe for possession.

An apostrophe is used to show possession (that something belongs to somebody or something).

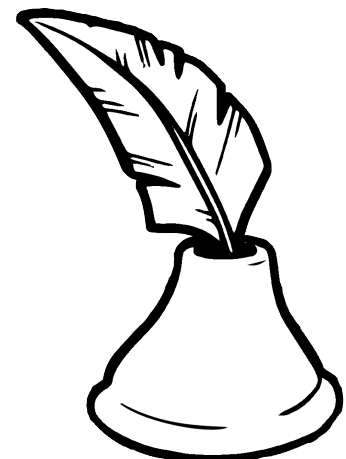
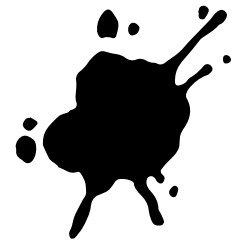
To show possession of a singular noun you add an apostrophe and an *s* at the end of the word. For example: the parrot's wings.

To show possession of a plural noun you either:

- add an *apostrophe* if the word ends in *s*. For example: *the rats' tails*.
- or add an *apostrophe* and then an *s* if the word does not end in *s*. For example: *the men's swords*.

Underline the correct form of the possessive noun:

- 1 Look at this! It is Egg's / Eggs' frying pan.
- 2 Don't lie there! It is Barnaby's / Barnabys' hammock.
- 3 All the rat's / rats' eyes were glowing red in the dark.
- 4 The buccaneers took the ladie's / ladies' jewellery.
- 5 The pirate's / pirates' boots were too big for me.
- 6 The captain stole the people's / peoples' gold.
- 7 The parrot's / parrots' beaks were bright red.
- 8 The parrot's / parrots' tail was green.
- 9 The children's / childrens' books were all about pirates.
- 10 The ship's / ships' cat lay asleep on the deck.



I can use words to show possession (possessive pronouns).

Possessive pronouns show ownership.

Sometimes pronouns are used before nouns and sometimes they are used alone.

When they are used before nouns they actually function as adjectives and are sometimes called **possessive adjectives** (or **possesive determiners**).

For example: Those are **my** earrings.

In this sentence **my** tells us more information about the earrings.

Used before nouns	my	your	his	her	its	our	your	their
Used alone	mine	yours	his	hers	its	ours	yours	theirs

Write the correct possessive pronoun to match the sentence.

- 1 That galleon belongs to the pirates. It is
- 2 That boat belongs to me. It is
- 3 The parrot belongs to Captain Starling. It is
- 4 That frying pan belongs to Egg. It is
- 5 They took the maps that belong to Ash, Jodie and me. The maps are
- 6 You can have the quill back. It is
- 7 The captain's cabin is for Captain Morgan. It is
- 8 "You have been brave and loyal pirates. The gold is all"



Now make up some sentences of your own using possessive pronouns.

.....

.....

.....

I can use the present perfect.

The **simple past** tense is used for things that have happened in the past and have finished.

For example: He *made* a lot of money as a pirate. (This tells us that he is not making money as a pirate any more.)

The **present perfect** tense is used for things that have happened in the past but are still happening now.

For example: He has made a lot of money as a pirate. (This tells us that he was and he is still making money as a pirate now.)

Here are two passages that demonstrate how the simple past and the present perfect tense work.

You will need to choose verbs from the **simple past** box to complete the sentences in the first paragraph.

Then you will need to choose verbs from the **present perfect** box to complete the sentences in the second paragraph.

Simple Past

broke led drank had
ran mutinied lost
spent joined

Present Perfect

has married has bought has been
has pulled have found has earned
has taught have built has recruited

Pirate Pete a bad year last year. First the mast of his ship in a terrible storm. Then his ship aground and he all his treasure in the sea. His pirate crew and another band of pirates by Captain Cutlass. With little money and no ship he his days in the tavern where he too much rum!

This year a much better year. He himself together and some money. With the money he himself another ship and another band of pirates. They treasure on a desert island and they themselves a large pirate fortress at Port Royal. He and he his pirate son his sneaky pirate ways.

I can use subordinate clauses.

A clause is a group of words that contains a verb and its subject.

A main clause contains the main thought of the sentence and makes sense on its own.

A subordinate clause does not make sense on its own. It adds information to the main clause.

Draw lines between the matching main clause and subordinate clause.

- | | |
|---|--|
| 1 I have got a chest | before he had a wooden leg. |
| 2 He hasn't found his sea legs yet | while he was in jail. |
| 3 He was an honest man | because she wanted to become a pirate. |
| 4 He could climb to the top of the mast | though there's no treasure in it. |
| 5 She dressed up in mens' clothes | until he became a buccaneer. |
| 6 He lost a lot of weight | because he is still being sick. |

These subordinate clauses do not make sense on their own.

Write a main clause so that these subordinate clauses make sense.

- 7 when he was drinking in the tavern.
- 8 because he lost his eye in a fight.
- 9 until they fell asleep on the deck.
- 10 if you don't want to walk the plank.
- 11 even though the cat o' nine tails was worse.
- 12 while he was in the crow's nest.

On a separate piece of paper try writing the sentences with the subordinate clause first. Do they work just as well with the main clause at the end? Do they all make sense?

Name: _____

I can use alternatives for said.

There are lots of alternatives for said. Here are some of the most common ones and when to use them.

When you are telling:

announced declared remarked reported stated

When you are questioning:

asked begged demanded inquired questioned

When you are answering:

added continued replied responded retorted

When you are shouting:

bellowed boomed cried hollered shrieked

When you are cross:

barked nagged scolded snapped snarled

When you are upset:

sniffed sobbed wept whimpered whined

Now write a list of alternatives for *said*. You may want to use a thesaurus. The first one has been done for you. Imagine the pirate

happy;

laughed

having trouble speaking;

stammered

fed up;

moaned

answering back;

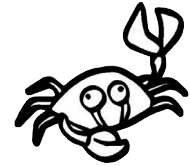
argued

I can use irregular adjectives to compare (Standard English).

Here are the most common irregular adjectives used to compare.

Singular	Comparing two things	Comparing three or more
good	better	best
bad	worse	worst
well	better	best
ill	worse	worst
little (<i>amount</i>)	less	least
many	more	most
much	more	most
far	further/ farther	furthest/ farthest

Generally, when an adjective has three syllables or more then you use **more** and **most**. (There are some exceptions to this rule!)



Complete using adjectives to compare.

Singular	Comparing two things	Comparing three or more
beautiful colourful delicious disappointing generous important	more beautiful	most beautiful

Complete the sentences below. (They are examples of the exceptions to the rule.)

Blackbeard is the famous of all the pirates.

I was worried about walking the plank than being marooned on an island.

Receiving the cat o' nine tails is one of the painful punishments a pirate can have. Becalmed in the middle of the ocean is one of the boring things that can happen at sea. A featherless parrot is useless than a chocolate teapot.

I can group related material into paragraphs.

A paragraph is a group of sentences about one main topic or idea. When you go onto another idea or topic you start a new line.

Indicate where the new paragraphs should begin with //.
(Hint: There are six paragraphs in the passage.)

The Legend of Anne Bonny and Mary Read

Anne Bonny and Mary Read were both real-life women pirates. Anne came from Ireland and Mary came from England, but both ended up leading a life of piracy in the Caribbean. They were both known for their violent tempers and ferocious fighting. Anne Bonny was born in County Cork, Ireland, but her family emigrated to America when she was just a young girl. When she was older she ran away to sea and fell in love with a swaggering pirate called Captain Jack Rackham. She disguised herself as a man and joined his crew of pirates sailing on his ship Revenge. Mary Read was born in Plymouth, England, and was brought up as a boy by her poor mother. She served as a footboy and a soldier before later trying her hand as a sailor. She joined a merchant ship, but one day it was attacked by pirates. She liked the pirate life and became a pirate herself. Anne and Mary first met when Mary's ship was taken over by Captain Jack Rackham. There were now two women pirates aboard the same ship. They plundered together and fought side-by-side for a number of years becoming close friends. Then, one day a British Navy sloop surprised them when they were all drunk celebrating a victory. All the pirates were captured and taken prisoner. The men were all found guilty of their crimes and were sentenced to hang. Anne and Mary were also tried, but because they were both pregnant they escaped the death penalty. Mary later died in prison, though legends says they both managed to escape to Louisiana where they raised their children together and were friends to the end of their lives!



I can use headings and subheadings to aid presentation.



Headings and subheadings make a text clearer and easier to read.

Read the text below. Then write your own title, headings and subheadings for this information about pirates.

.....

.....

.....
Captain Kidd was from Scotland. He was elected pirate captain by his crew. He attacked a ship and buried some of the treasure on an island. When he was caught he was sent to England for trial where he was hanged. His body was hung in chains over the River Thames for all to see.

.....
Blackbeard is one of the most well-known pirates. His real name was Edward Teach. He had a pirate army of over three hundred. He went into battle with two swords and pistols and knives at the ready. After a fierce battle he was wounded, captured by the Royal Navy and beheaded.

.....
Anne Bonny was born in Ireland but travelled to America where she joined a pirate ship. She acted and dressed like a man and soon became a fearsome pirate. She was captured and sentenced to death, but claimed she was pregnant and the sentence was never carried out.

.....

.....
The cutlass was about two feet long and was slightly curved. It was a very effective fighting tool in the confined area of a ship.

.....
Pirates used muskets to kill their enemy at long range before boarding the ship. They were one of the very first types of guns.

.....
Cannons were usually filled with gravel, nails and musket shot rather than actual cannonballs. This was because they wanted to damage the sails and the rigging rather than sink the ship.

.....

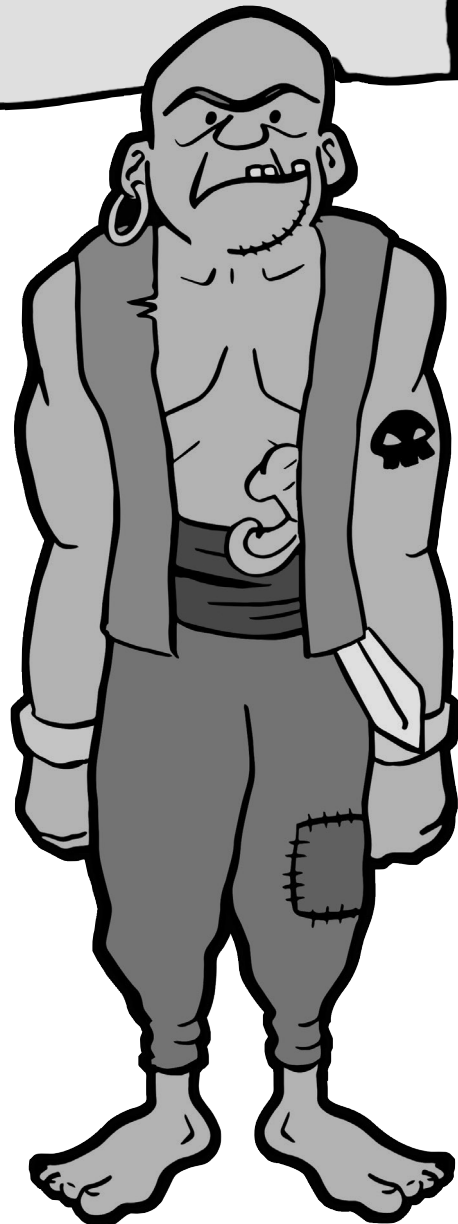
.....
One of the most common punishments was to maroon victims on a desert island where they had little chance of escape.

.....
The cat o' nine tails was a rope whip of nine strands with which the victim was flogged.

.....
Walking the plank was actually rarely used. Pirates usually preferred to simply throw their victims overboard.



End-of-Term Assessments and Optional Tests



Year 3 Grammar & Punctuation

Autumn Assessment

Name Class Date

1 Rewrite this sentence and put in any missing **full stops** and **capital letters**.

tom and rosie met at the park

.....

1 mark

2 In the following line there are **two** sentences. **Punctuate** them correctly.

we went swimming it was busy

.....

2 marks

3 Which **two** sentences need a **question mark**? Tick the appropriate boxes.

I've lost my pumps

Have you seen my pumps

Where is my PE kit

You have the same kit as me

2 marks

4 Circle the **three proper nouns** that need **capital letters**.

monday

today

mrs smith

joe

1 mark

5 Add **a** or **an** before the following words.

..... elephant

..... shoe

..... hour

..... house

2 marks

Year 3 Grammar & Punctuation

Autumn Assessment

6 Use the **conjunctions** in the boxes to complete the sentences below.

before

but

after

I went to bed I did my homework.

Our team warmed up playing the match.

We went to the library it was closed.

1 mark

7 Complete the sentences below in your own words.

We had to stay in at playtime because

I have got a mobile phone but

2 marks

8 Underline the **adjectives** in the sentences below.

She wore a pink top to the party.

Lee took his large dog for a walk.

1 mark

9 Write appropriate **adjectives** to complete the sentences.

I had hands so I washed them with soap.

The dog chased the neighbour's cat.

The star shone in the night sky.

1 mark

Year 3 Grammar & Punctuation

Autumn Assessment

10 Circle the word which could replace the underlined **noun** in each sentence.

I saw the boy fall off his bicycle. **him / them**

Sadaf gave Holly a sweet. **it / her**

The teacher couldn't get the whiteboard to work. **she / it**

2 marks

11 Rewrite the **verbs** from the sentences in the **past tense**. (Just write the verbs.)

He walks home on his own.

.....

She hugs her pet cat.

.....

I look at books during playtime.

.....

2 marks

12 Put a circle around the **prepositions** in the sentences below.

Rashid hid behind the curtain.

Ellie jumped into the dustbin.

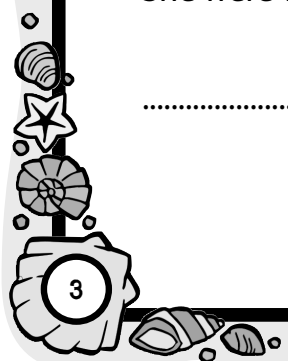
2 marks

13 Correct the following sentence so that it is written in **Standard English**.

She were walking home when it began to rain.

.....

2 marks



Year 3 Grammar & Punctuation

Autumn Assessment

- 14 Put **speech marks (inverted commas)** into the sentence below.

Everybody help to tidy the classroom, said the teacher.

2 marks

- 15 Underline all the **verbs** in the sentences below.

The girl scored a goal in the football match.

In art we drew pictures of our family.

We went into assembly.

2 marks

End of Autumn Assessment

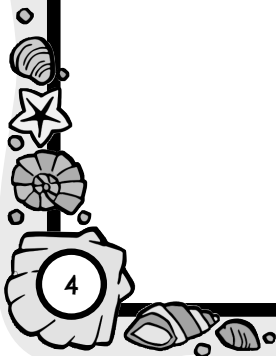
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PERCENTAGE SCORE

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Year 3 Grammar & Punctuation

Spring Assessment

Name Class Date

1 Circle the correct words to complete the sentences below.

Playtime is **shortest** / **shorter** than lunchtime.

She is the **fastest** / **faster** swimmer in the school.



2 marks

2 Write the **plural** form of these **nouns**.

cat

table

penny



2 marks

3 Underline the **adverbs** in the sentences below.

She cheerfully gave a box of chocolates to her favourite teacher.

The children made their way quietly onto the playground.



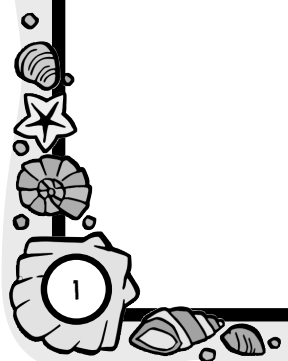
2 marks

4 Circle the **two prepositions** in the sentence below.

The car drove across the busy junction and crashed into another car.



2 marks



Year 3 Grammar & Punctuation

Spring Assessment

5 Complete the sentence below.

Nathan and Yun



1 mark

6 Rewrite the **verbs** from the sentences in the **past tense**. (Just write the verbs.)

She swims five lengths of the swimming pool.

.....

He stands outside the headteacher's office.

.....



2 marks

7 Join the sentences with the appropriate **conjunctions** from the boxes.

although

when

if

My brother gets very cross you interrupt his programme.

She went back for her umbrella it wasn't raining.

Elias was smiling he was given the certificate in assembly.



2 marks

8 Write **contractions** for the underlined words.
(The first one has been done for you.)

I will not be able to come to your party.

won't
.....

I have got to go to my nan's house.

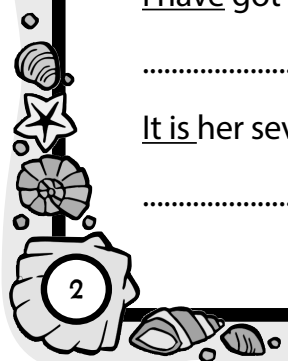
.....

It is her seventieth birthday.

.....



1 mark



Year 3 Grammar & Punctuation

Spring Assessment

9 Write the **contractions** in full. (The first one has been done for you.)

don't **do not** they're doesn't

1 mark

10 Put **speech marks (inverted commas)** into the sentence below.

Where have you put the television remote? asked Dad.

2 marks

11 Match the **verbs** with a similar verb. (The first one has been done for you.)

ran	chuckled
laughed	strolled
ate	wept
cried	dashed
walked	gobbled

2 marks

12 Match the **nouns** to the group they name.

footballers

grapes

people

sheep

a crowd of

a bunch of

a team of

a flock of

2 marks

Year 3 Grammar & Punctuation

Spring Assessment

13 Rewrite the sentences below with the correct **punctuation** including **capital letters**.

she got top marks for her test on friday

.....

what did you get for your test

.....

3 marks

14 Complete the sentence below.

We stayed in class until

1 mark

End of Spring Assessment

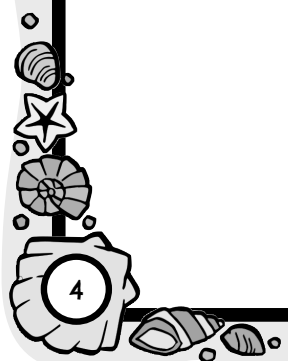
Page Total

TOTAL

25

PERCENTAGE SCORE

%



Year 3 Grammar & Punctuation

Summer Assessment

Name Class Date

1 Complete the sentences with the correct **punctuation**.

Calm down

Is this the way to the train station

She works at the sweet factory



2 marks

2 Tick **one** box to show which sentence has been punctuated correctly.

We saw lions tigers elephants and monkeys at the zoo.

We saw lions, tigers, elephants and monkeys at the zoo.

We saw, lions, tigers, elephants, and monkeys, at the zoo.



1 mark

3 Rewrite the sentence placing the **adverb** at the beginning.

The boy sensibly crossed the road.

.....



2 marks

4 Tick the **two** words which have the correct **prefixes**.

unable

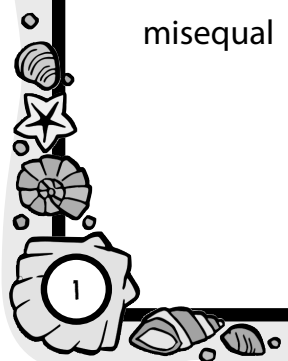
unbehave

misequal

dislike



2 marks



Year 3 Grammar & Punctuation

Summer Assessment

5 Tick the **two** boxes that use the **apostrophe for possession** correctly.

April's desk is always tidy.

The teachers glasse's are broken.

Mohammed's pumps have gone missing.

2 marks

6 Circle the correct words to complete the sentences below.

Those felt tips belong to me. They are **me** / **mine**.

You can have the rubber back. It is **yours** / **your**.

2 marks

7 Correct the following sentence so that it is written in **Standard English**.

This is me new bike.

.....

1 mark

8 Underline the **two** sentences below that use the **present perfect tense**.

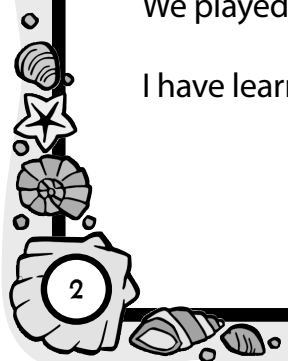
Rebecca cycled into town.

The teacher has explained what to do.

We played basketball at playtime.

I have learnt my six times tables.

2 marks



Year 3 Grammar & Punctuation

Summer Assessment

9 Underline the **subordinate clause** in the sentence below.

He enjoys action films which he watches at the cinema.

1 mark

10 Write other words instead of '**said**' to complete the sentences below.

"Where shall I put the completed worksheets?" Sadiyah.

"I fell and cut my knee," Bethany.

2 marks

11 Circle the correct form of the **adjective** in the sentences below.

I'm feeling **weller** / **better** (well) than I did yesterday.

Jacob is the **faster** / **fastest** (fast) runner in the school.

2 marks

12 Complete the words in the sentences by using the most appropriate **suffix** from the box.

-ness

-ful

-less

The caretaker mopped the hall floor and now it is spot

Turn up the bright on the monitor.

Jayden made himself very help by collecting all the books.

2 marks

Year 3 Grammar & Punctuation

Summer Assessment

- 13 Put a tick next to the **two** statements that are true about **headings** and **subheadings**.

Headings and subheadings make a text clearer and easier to read.

Headings and subheadings are only found in fiction books.

Subheadings break up the text into smaller sections.

1 mark

- 14 Put all the correct **punctuation** into the sentence below.

Did you eat the biscuit and the cake asked Lok

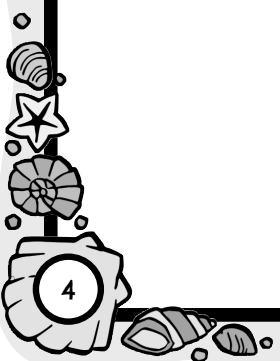
3 marks

End of Summer Assessment

Page Total

TOTAL

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Year 3 Grammar & Punctuation

Optional Test 1

Name Class Date

- 1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

have you seen the latest james bond film

.....

3 marks

- 2 Circle the **four proper nouns** that need **capital letters**.

thursday

today

mrs smith

table

robert

germany

school

2 marks

- 3 Add **a** or **an** before the following words.

..... house

..... happy child

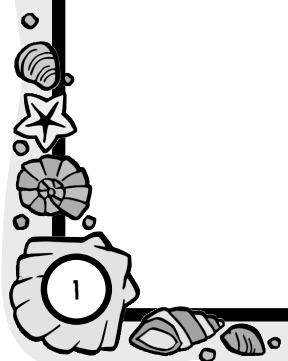
..... tower

..... artist

..... eagle

..... hour

2 marks



Year 3 Grammar & Punctuation

Optional Test 1

4 Use the **conjunctions** in the boxes to complete the sentences below.

while

after

because

when

I was still hungry I had my packed lunch.

I watched a programme on television I got home.

Tom was awarded a merit certificate he had tried so hard in class.

Zara was doing her homework she was watching television.

2 marks

5 Underline the **three adjectives** in the sentences below.

She wore black jeans to the party.

The old man crossed the busy road.

1 mark

6 Circle the word which could replace the underlined **noun** in each sentence.

The footballer scored from the penalty spot. **He / They**

Ellie and Sam wanted to be at the front of the line. **They / It**

Mrs White told Anita to go into lunch first. **She / He**

2 marks

Year 3 Grammar & Punctuation

Optional Test 1

- 7 Rewrite the the **verbs** from the sentences below in the **past tense**.
(Just write the verbs.)

He runs to school in the morning.

.....

She eats all the sandwiches in her packed lunch.

.....

He buys two chocolate bars from the shop.

.....



3 marks

- 8 Put a circle around the **preposition** in the sentence below.

Sophia hid under the bed when they played hide and seek.



1 mark

- 9 Correct the following sentences so that they are written in **Standard English**.

She were going the wrong way.

.....

The children was waiting for the teacher.

.....



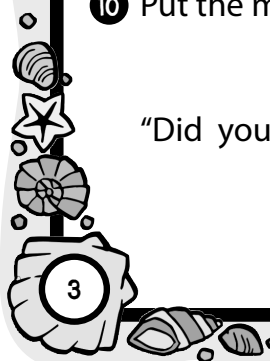
2 marks

- 10 Put the missing **speech marks (inverted commas)** into the sentence below.

“Did you hand in your homework? Mum asked.



1 mark



Year 3 Grammar & Punctuation

Optional Test 1

11 Underline all **three verbs** in the sentences below.

We hung our coats on the pegs in the cloakroom.

We put on our hats and scarves and ran outside.

2 marks

12 Circle the correct words to complete the sentences below.

You are much **tallest** / **taller** than me.

That clown is the **silliest** / **sillyest** of all the clowns.

2 marks

13 Write the **plural** form of these **nouns**.

kitchen

pencil

baby

2 marks

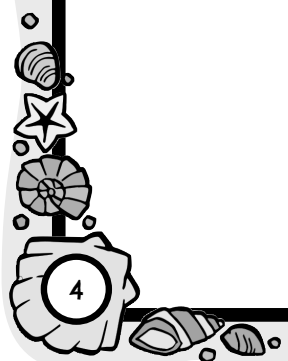
14 Underline all the **adverbs** in the following sentences.

She slowly hobbled across the finishing line.

He greedily ate five jam doughnuts.

Quietly, he crept into class hoping that the teacher wouldn't notice.

2 marks



Year 3 Grammar & Punctuation

Optional Test 1

15 Complete the sentence below.

Tina and Josh



1 mark

16 Write **contractions** for the underlined words.
(The first one has been done for you.)

I did not finish my maths homework.

didn't
.....

I will have to do it tonight.

.....

I have been very busy lately.

.....



1 mark

17 Write the **contractions** in full. (The first one has been done for you.)

don't **do not** you're we've



1 mark

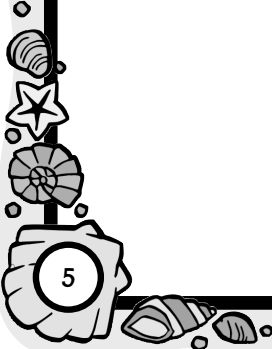
18 Add a **subordinate clause** to the following sentence.

All the team were very happy

.....



1 mark



Year 3 Grammar & Punctuation

Optional Test 1

19 Put **commas** in the correct place in the sentence below.

Apples bananas oranges grapes and kiwis are all types of fruit.



2 marks

20 Rewrite the sentence placing the **adverb** at the beginning.

He quickly ran home.

.....



1 mark

21 Add **prefixes** to make these words have the opposite meaning.

..... safe

..... obey

..... visible

..... sure



2 marks

22 Tick the box that uses the **apostrophe for possession** correctly.

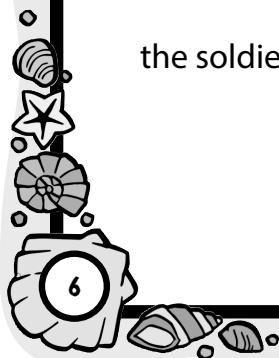
the monkeys' tail

the girls arm's

the soldier's gun



1 mark



Year 3 Grammar & Punctuation

Optional Test 1

23 Circle the correct words to complete the sentences below.

These are my shoes. They belong to **me** / **mine**.

The game belongs to Ruby and Aman. Give it back to **those** / **them**.



2 marks

24 Change the tense from the **simple past** to the **present perfect tense**.
(The first one has been done for you.)

She walked to town and back.

She has walked to town and back.

Tanya ate the last slice of the pizza.

.....

They went to Spain for their holidays.

.....



3 marks

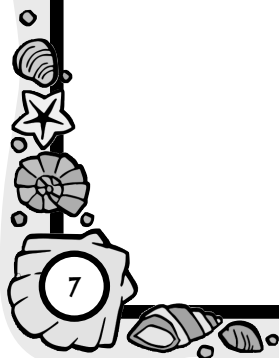
25 Underline the **subordinate clauses** in the sentences below.

Tao helped his dad choose the paint which was for the kitchen.

They went to Joe's house for tea after school had finished.



2 marks



Year 3 Grammar & Punctuation

Optional Test 1

26 Add **prefixes** or **suffixes** to make **three** new words that belong to the same **word family**.

kind
.....

2 marks

27 Complete the words in the sentences by using the most appropriate **suffix** from the box.

-ness

-ful

-less

He was very help laying the table for dinner.

She acted with great kind donating her toys to charity.

Zack was very care when he knocked over the paint pot.

2 marks

28 Put **speech marks (inverted commas)** into the sentence below.

Have you wiped your feet on the mat? asked Mrs Green.

2 marks

End of Test Optional Test 1

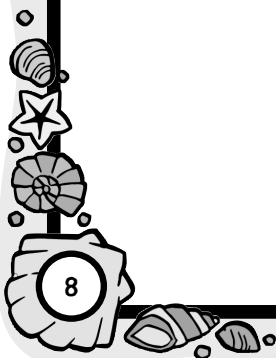
Page Total

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50

PERCENTAGE SCORE

%



Year 3 Grammar & Punctuation

Optional Test 2

Name Class Date

- 1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

did you see where sarah and alex hid my bag

.....



3 marks

- 2 Circle the **four proper nouns** that need **capital letters**.

september

mrs whittle

term

france

city

olivia

tower



2 marks

- 3 Add **a** or **an** before the following words.

..... apple

..... eyelid

..... hospital

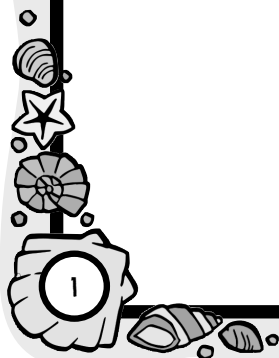
..... bicycle

..... country

..... hot oven



2 marks



Year 3 Grammar & Punctuation

Optional Test 2

4 Use the **conjunctions** in the boxes to complete the sentences below.

although

if

because

when

We will play benchball we finish our science investigation.

I finished reading my book I got home.

Our team won the cup we didn't win the league.

Leon gave out sweets at the end of the day it was his birthday.

2 marks

5 Underline the **three adjectives** in the sentences below.

The leaves on the trees had turned brown.

The book on the shelf was old and dusty.

1 mark

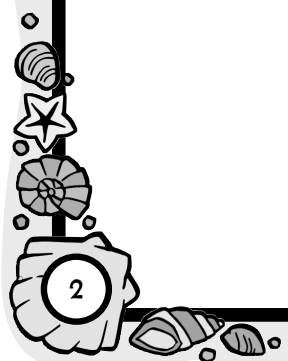
6 Circle the word which could replace the underlined **noun** in each sentence.

The book fell off the shelf. **It / They**

The children all ran down the corridor. **They / It**

Melanie had sweets in her pocket. **She / They**

2 marks



Year 3 Grammar & Punctuation

Optional Test 2

7 Rewrite **verbs** from the sentences below in the **past tense**.
(Just write the verbs.)

He plays football five times a week.

.....

She reads every evening after school.

.....

He sends an email to his best friend.

.....



3 marks

8 Put a circle around the **preposition** in the sentence below.

The dog jumped over the fence and chased the cat.



1 mark

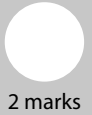
9 Correct the following sentences so that they are written in **Standard English**.

I done all the washing-up for my mum.

.....

It were raining when we came to school.

.....



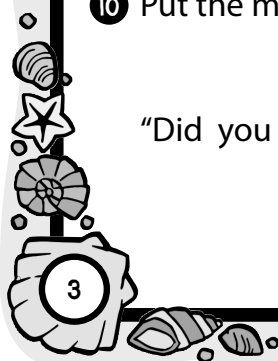
2 marks

10 Put the missing **speech marks (inverted commas)** into the sentence below.

"Did you wash your hands before eating? asked Dad.



1 mark



Year 3 Grammar & Punctuation

Optional Test 2

11 Underline all **three verbs** in the sentences below.

We listened carefully while the teacher told a story.

The policeman talked to us about road safety.

2 marks

12 Circle the correct words to complete the sentences below.

I can run **faster** / **fastest** than you.

It was the **angrier** / **angriest** bull in the field.

2 marks

13 Write the **plural** form of these **nouns**.

stapler

machine

tooth

2 marks

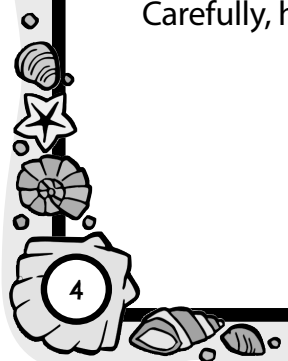
14 Underline the **adverbs** in the following sentences.

She spoke her lines clearly in the class assembly.

He cautiously went inside the haunted house.

Carefully, he undid the Christmas wrapping paper.

2 marks



Year 3 Grammar & Punctuation

Optional Test 2

15 Complete the sentence below.

The lion



1 mark

16 Write **contractions** for the underlined words.
(The first one has been done for you.)

I will not be going swimming tonight.

won't
.....

I have got a bad cold.

.....

You will have to go on your own.

.....



1 mark

17 Write the **contractions** in full. (The first one has been done for you.)

doesn't **does not** can't they'll



1 mark

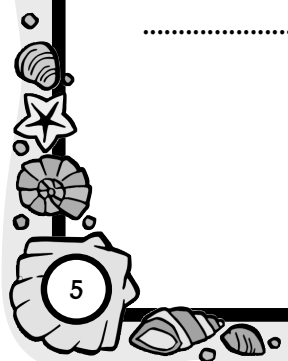
18 Add a **subordinate clause** to the following sentence.

Fatima was crying

.....



1 mark



Year 3 Grammar & Punctuation

Optional Test 2

19 Put **commas** in the correct place in the sentence below.

There were pens pencils books a ruler and an eraser in her desk.

2 marks

20 Rewrite the sentence placing the **adverb** at the beginning.

He suddenly began to feel nervous.

.....

1 mark

21 Add **prefixes** to make these words have the opposite meaning.

..... dressed correct

..... popular agree

2 marks

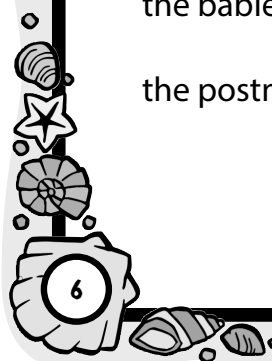
22 Tick the box that uses the **apostrophe for possession** correctly.

the girl's football

the babie's dummy

the postmans letter's

1 mark



Year 3 Grammar & Punctuation

Optional Test 2

23 Circle the correct words to complete the sentences below.

These boots belong to George. Give them back to **them** / **him**.

Those bags belong to Maarya and Zaina. Give the bags to **hers** / **them**.

2 marks

24 Change the tense from the **simple past** to the **present perfect tense**.
(The first one has been done for you.)

She locked the front door.

She has locked the front door.
.....

They read every Harry Potter book.

.....

He walked to the swimming pool.

.....

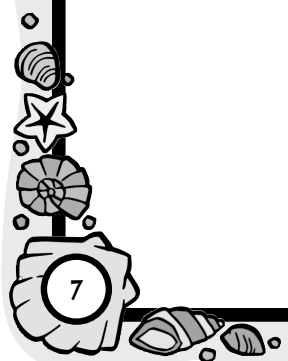
3 marks

25 Underline the **subordinate clauses** in the sentences below.

We picked up the rubbish which had blown across the playground.

We all went back inside when it started to rain.

2 marks

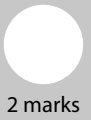


Year 3 Grammar & Punctuation

Optional Test 2

26 Add **prefixes** or **suffixes** to make **three** new words that belong to the same **word family**.

care
.....



2 marks

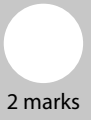
27 Complete the words in the sentences by using the most appropriate **suffix** from the box.

-ful **-ness** **-less**

The superhero was fear when he fought the villain.

She was hope that she would do well in the test.

He showed great kind when he helped the upset child.



2 marks

28 Put **speech marks (inverted commas)** into the sentence below.

Who has finished the test? asked Miss Davenport.



2 marks

End of Optional Test 2

Page Total

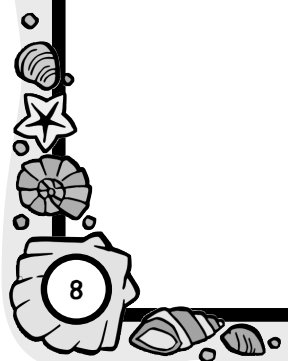


TOTAL

50

PERCENTAGE SCORE

%



Year 3 Grammar & Punctuation

Optional Test 3

Name Class Date

- 1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

have you ever been to liverpool or london

.....



3 marks

- 2 Circle the **four proper nouns** that need **capital letters**.

friday

tomorrow

november

mr brown

amelia

kangaroo

tunnel



2 marks

- 3 Add **a** or **an** before the following words.

..... horse

..... desert island

..... amazing view

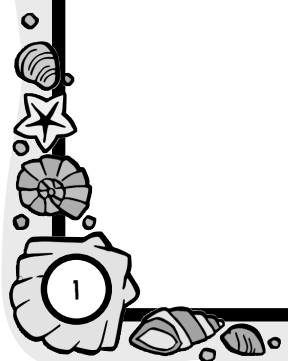
..... egg

..... lorry

..... united country



2 marks



Year 3 Grammar & Punctuation

Optional Test 3

4 Use the **conjunctions** in the boxes to complete the sentences below.

and

but

because

when

I had some crisps I was hungry.

I changed into my tracksuit I got home.

Demi got a distinction Faiza got a merit in the dance exam.

Josh ran as fast as he could he still came last.

2 marks

5 Underline the **three adjectives** in the sentences below.

He wore a red football top with white shorts.

A young horse is called a foal.

1 mark

6 Circle the word which could replace the underlined **noun** in each sentence.

The robber ran down the street. **He / It**

Scarlett pushed Eva in the line. **She / They**

The teachers were singing in the staffroom. **Those / They**

2 marks

Year 3 Grammar & Punctuation

Optional Test 3

7 Rewrite the **verbs** from the sentences below in the **past tense**.
(Just write the verbs.)

She swims twenty lengths of the swimming baths.

.....

He reads his book every night before going to bed.

.....

He rides his bike to school every day.

.....



3 marks

8 Put a circle around the **preposition** in the sentence below.

Maisie ran behind the bush and hid.



1 mark

9 Correct the following sentences so that they are written in **Standard English**.

She were skipping in the playground.

.....

The children was relaxing in the shade.

.....



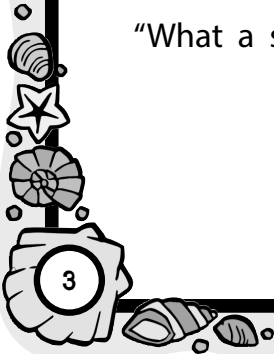
2 marks

10 Put the missing **speech marks (inverted commas)** into the sentence below.

“What a super effort! said the teacher.



1 mark



Year 3 Grammar & Punctuation

Optional Test 3

11 Underline all **three verbs** in the sentences below.

We took off our sweatshirts and put on T-shirts.

We ran over a mile in the cross-country competition.



2 marks

12 Circle the correct words to complete the sentences below.

A mouse is **smallest** / **smaller** than a cat.

She is the **funnier** / **funniest** person I know.



2 marks

13 Write the **plural** form of these **nouns**.

tree

ruler

mouse



2 marks

14 Underline all the **adverbs** in the following sentences.

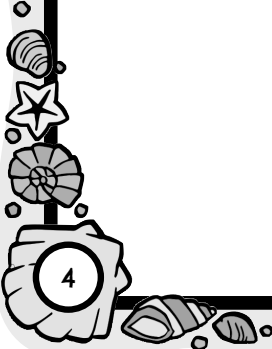
The athlete ran swiftly around the track.

She happily skipped all the way back to school.

Silently, he crept up the stairs so as not to wake anyone.



2 marks



Year 3 Grammar & Punctuation

Optional Test 3

15 Complete the sentence below.

The train



1 mark

16 Write **contractions** for the underlined words.
(The first one has been done for you.)

I do not have the money for the bus fare.

don't

I will have to walk into town.

.....

It is quite a long way.

.....



1 mark

17 Write the **contractions** in full. (The first one has been done for you.)

won't **will not** they're I've



1 mark

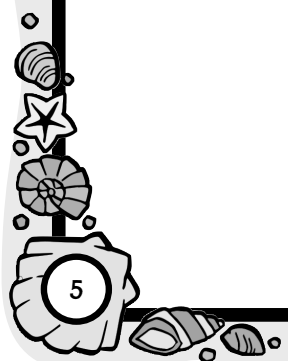
18 Add a **subordinate clause** to the following sentence.

We had to stay in class

.....



1 mark



Year 3 Grammar & Punctuation

Optional Test 3

19 Put **commas** in the correct place in the sentence below.

Potatoes carrots onions broccoli and peas are all vegetables.



2 marks

20 Rewrite the sentence placing the **adverb** at the beginning.

She sang softly to the crying child.

.....



1 mark

21 Add **prefixes** to make these words have the opposite meaning.

..... possible

..... agree

..... friendly

..... appear



2 marks

22 Tick the box that uses the **apostrophe for possession** correctly.

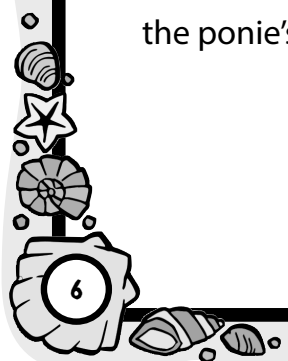
the elephants trunk's

the lion's tail

the ponie's ears



1 mark



Year 3 Grammar & Punctuation

Optional Test 3

23 Circle the correct words to complete the sentences below.

The football boots are Roy's. They belong to **him** / **those**.

We have got the books back. They belong to **ours** / **us**.



2 marks

24 Change the tense from the **simple past** to the **present perfect tense**.
(The first one has been done for you.)

He presented the flowers to the actress.

He has presented the flowers to the actress.

Grace scored in the last minute of the match.

.....

They sent the letters to their pen pals.

.....



3 marks

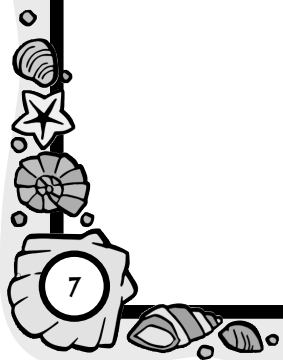
25 Underline the **subordinate clauses** in the sentences below.

Yasir helps his mother when she is washing up.

They went to the park after they had eaten dinner.



2 marks



Year 3 Grammar & Punctuation

Optional Test 3

26 Add **prefixes** or **suffixes** to make **three** new words that belong to the same **word family**.

help
.....



2 marks

27 Complete the words in the sentences by using the most appropriate **suffix** from the box.

-able **-fully** **-ment**

Walk care on the wet floor.

There was agree among the class as to who should be house captain.

The wedding was a very enjoy occasion.



2 marks

28 Put **speech marks (inverted commas)** into the sentence below.

Have you seen the box of pencils? asked Mrs Bates.



2 marks

End of Optional Test 3

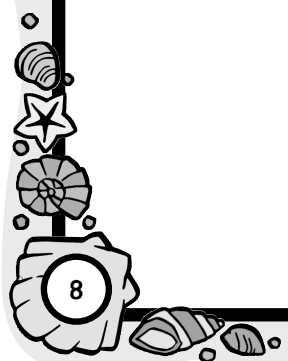
Page Total

TOTAL

50

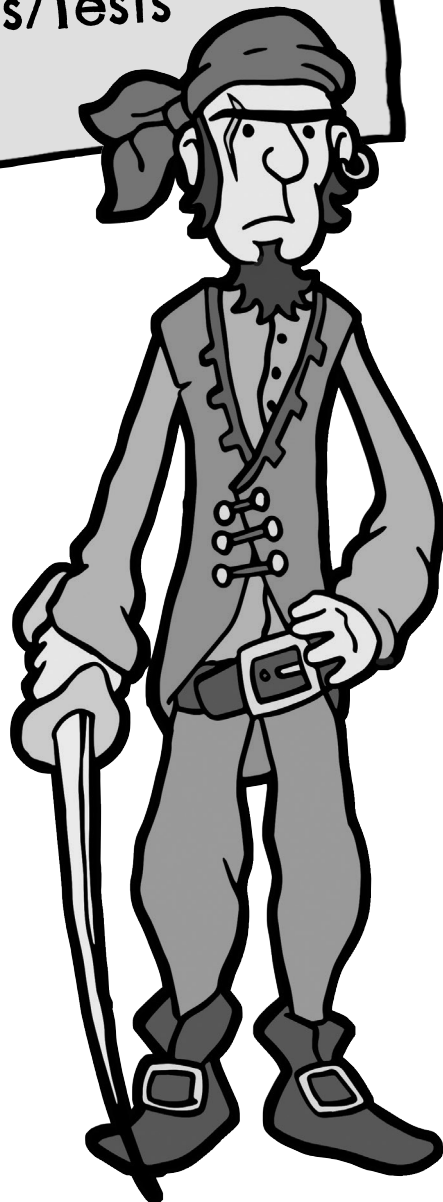
PERCENTAGE SCORE

%



Answers

Activity Sheets
& Assessments/Tests



I can use capital letters for proper nouns.

Page 1

The ship sailed from France to the West Indies.
He named his ship Morning Star.
The ship left port on Monday and arrived on Thursday.
Famous ports in England are Bristol, Southampton and Portsmouth.
We spent all of July on the Caribbean Sea.
Captain Jack Sparrow is a famous fictional pirate.

I can use full stops and capital letters.

Page 2

Ensure that children's sentences are punctuated correctly.

I can use capital letters for new lines in poetry.

Page 3

Ensure that each new line begins with a capital letter.

I can use the correct article before a word.

Page 4

I'm feeling **a** bit sick on this rocking boat.
Who has got **a** compass to show us the way?
Anyone for **an** extra swig of grog?
Did you see that? **A** parrot laid **an** egg!
The ship has **an** anchor and **a** sail.
It's **an** amazing view from the crow's nest.
The sailor was given **an** orange to stop him from getting scurvy.
The ship will be leaving port in **an** hour.
He is **an** honest man even if he is **a** pirate.
He rowed **a** boat to **an** island in the Pacific.
The pirates were **a** united crew to be reckoned with.
The captain wore **a** uniform with brass buttons.

I can use conjunctions to extend sentences. (1)

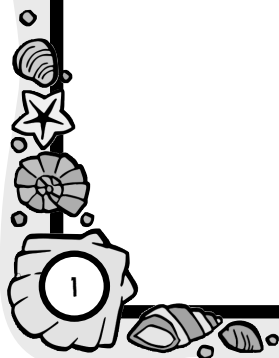
Page 5

Pirates like drinking rum **and** stealing treasure.
Captain Hook has an eyepatch **but** he hasn't got a peg leg.
Some pirates wear bandanas **and** some wear gold earrings.
The pirate made him walk the plank **because** he had stolen his gold.
They found a buried chest **but** there was no treasure inside.
The captain knew they must sail north **because** he had a treasure map.
Edward Teach was known as Blackbeard **because** he had a large black beard.
Blackbeard was a famous pirate **and** so was Captain Kidd.
Blackbeard had a terrible reputation **but** he didn't kill any of his prisoners.
Most pirates wouldn't have women aboard **because** it was thought to bring bad luck.
Pirates wore earrings **because** they thought it improved their eyesight.
Most pirates didn't use the Jolly Roger **but** flew a black flag instead.

I can use conjunctions to extend sentences. (2)

Page 6

A number of privateers became famous when Queen Elizabeth I reigned.
She knighted several of them although they were no better than pirates.
She knighted Sir Walter Raleigh before she locked him up in the Tower of London.
She made Sir Francis Drake a knight after he returned from sailing round the world.
John Hawkins was given a knighthood for his part in defeating the Spanish Armada.
But all three men would raid ports and plunder ships if the opportunity arose.
Queen Elizabeth allowed them to steal treasure because she wanted to make England rich.
England became a rich and powerful country while Elizabeth was on the throne.



I can punctuate sentences correctly with question marks.

Page 7

What is your real name?

Me real name is Edward Teach.

What was your pirate ship called?

I named me ship Queen Anne's Revenge.

How did you scare your victims?

I put slow burning fuses in me hair and me beard.

Do you have any famous pirate friends?

Captain Hornigold was me friend but Captain Kidd wasn't.

I have heard that you have buried your treasure.

Is this true?

Now why would I be telling you that, you lily-livered scurvy dog?

I can use adjectives.

Page 8

(The children's adjectives may vary.)

the <u>angry</u> pirate	the <u>noisy</u> parrot
the <u>long</u> plank	the <u>hungry</u> shark
the <u>large</u> rat	the <u>terrible</u> storm
the <u>tropical</u> island	the <u>bright</u> star
the <u>sharp</u> cutlass	the <u>black</u> eyepatch
the <u>wooden</u> leg	the <u>broken</u> bottle
the <u>torn</u> map	the <u>metal</u> hook
the <u>ripped</u> flag	the <u>shiny</u> buckle
the <u>buried</u> treasure	the <u>dirty</u> pirate

I can use words to replace nouns (pronouns).

Page 9

Egg forgot his bandana.

Jackie asked her mum, "Can I be a pirate?"

Barnaby bought himself a mug of rum and drank it in one gulp.

Stragglebeard got his cutlass and he boarded the ship.

Egg asked Captain Starling if she had forgotten her hat.

Egg climbed to the top of the crow's nest and said, "Look at me!"

Barnaby and Stragglebeard told Egg, "You can help us clean the deck."

Captain Starling told Barnaby, "You can clean my pistol."

Captain Starling called for Barnaby and Stragglebeard and asked them to help her splice the mainsail.

Barnaby and Stragglebeard told Egg that he was not allowed to drink their grog.

"Get out! This is our cabin!" said Barnaby and Stragglebeard.

I can use words to express time.

Page 10

First, you need to find a Spanish galleon to attack.

Then you need to fly the Jolly Roger to show them you mean business.

Next, you need to capture the ship and steal all their treasure.

While you are making the crew walk the plank, take all their barrels of rum.

After their booty is all aboard, sail off into the distance.

When you are far enough away, look out for a desert island.

Once you have found an island look for a good place to bury the treasure.

Finally, don't forget to draw a map so you can find your treasure when you need it!

I can use the past tense of regular verbs. (1)

Page 11

added	joked	stopped	fried
brushed	juggled	tripped	hurried
counted	glued	grabbed	tried
dressed	moved	grinned	carried
helped	poked	hugged	cried
knocked	snored	begged	copied

I can use the past tense of regular verbs. (2)

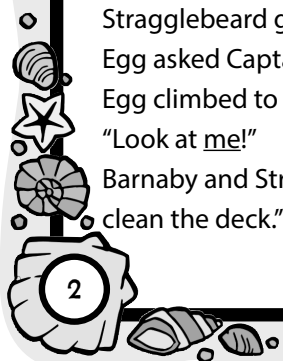
Page 12

(The children's verbs may vary.)

The pirate mopped. The pirate painted.

The pirate climbed. The pirate washed.

The pirate scrubbed. The pirate cooked.



The pirate carried. The pirate pulled.
 The pirate cleaned. The pirate fixed.
 The pirate rowed. The pirate hurried.
 The pirate tidied. The pirate steered.
 The pirate mended.

I can use prepositions.

Page 13

behind	by
on	under
below	above
beside	in

I can understand the difference between Standard English and Non-Standard English.

Page 14

(Answers may vary.)

I be goin' fer a drink in th' tavern.

I am going for a drink in the pub.

Where's me booty, ye scoundrel?

Where's my treasure, you rascal?

I be talkin' t' ye, ye scurvy dog!

I'm talking to you, diseased dog!

If ye dern't do as I tell ye, ye'll be walking th' plank!

If you don't do as I ask, you will have to walk the plank!

That be a merry yarn ye be tellin'!

That's a tall tale (a lie) that you have told me!

Now ye be tellin' me where th' booty be buried. Savvy?

Now you need to tell me where the treasure is buried. Understand?

Ahoy there, me hearties! Welcome aboard me ship!

Hello, my friends. Welcome aboard my ship!

I can use speech marks. (1)

Page 15

"Ahoy there, matey!"

"Heave to, me hearties!"

"Shiver me timbers!"

"Yo-ho-ho, and a bottle of rum!"

"We be searchin' the high seas for treasure."

"What 'ave ye done with me treasure?"

I can use speech marks. (2)

Page 16

"Where's me grog?" asked the sailor.

"Pieces of eight! Pieces of eight!" squawked the parrot.

"Walk the plank, you scurvy dog!" yelled the pirate.

"These land lubbers can't come on me ship," said the captain.

"Where's Captain Morgan?" asked the first mate.

"Arrr! We be searchin' the Seven Seas," replied the pirate.

"Batten down the hatches!" ordered Captain Roberts.

"Throw him overboard for shark bait," said the pirate.

"Where's me booty?" yelled Long John Silver.

"Dead men tell no tales", sneered Captain Barbarossa.

"Captain Blackbeard is the most feared pirate in the Caribbean," whispered the cabin boy.

"What do you want, me old salt?" asked the captain.

I can recognise verbs.

Page 17

Blackbeard was a real pirate who was born in Bristol, England. He joined a pirate ship and sailed to the Caribbean. He captured a French ship and renamed her Queen Anne's Revenge. He armed the ship with forty cannons. He grew a thick black beard to make himself look fierce. He scared his enemy by tying lit fuses under his hat and placing them in his beard. His pirate ships attacked many merchant ships over a number of years. He became a rich man from all the treasure he stole, but he died in a sword fight aged just thirty-eight.

(The children's verbs may vary.)

The pirate **found** the lost treasure.

The parrot **flew** to the top of the tree.

The Red Pirates **fought** the Black Pirates.

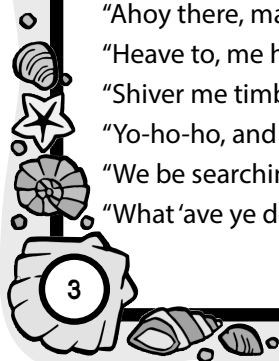
The cabin boy **mopped** the deck.

The sailors **dropped** the anchor.

The captain **had** an eyepatch and a hook.

The galleon **sailed** to the desert island.

The crew **filled** the cannon with gunpowder.



I can use adjectives to compare.

Page 18

tall	large	big	easy
taller	larger	bigger	easier
tallest	largest	biggest	easiest
strong	late	hot	early
stronger	later	hotter	earlier
strongest	latest	hottest	earliest
cold	fine	mad	happy
colder	finer	madder	happier
coldest	finest	maddest	happiest
hard	close	red	angry
harder	closer	redder	angrier
hardest	closest	reddest	angriest

I can use regular plural nouns.

Page 19

chest	box	knife	baby
chests	boxes	knives	babies
tree	branch	elf	penny
trees	branches	elves	pennies
monkey	kiss	thief	puppy
monkeys	kisses	thieves	puppies
pirate	wish	leaf	diary
pirates	wishes	leaves	diaries
ship	quiz	life	fairy
ships	quizzes	lives	fairies

I can use irregular plural nouns.

Page 20

man	men
woman	women
child	children
person	people
tooth	teeth
foot	feet
mouse	mice
goose	geese

potato	potatoes
tomato	tomatoes
fungus	fungi
sheep	sheep
fish	fish

Most pirate ships didn't allow women on board.

The pirate caught some fish for his supper.

Sometimes rats and mice got on board the ship.

Rich pirates often had gold teeth.

Long John Silver didn't have two feet.

The captain kept chickens, ducks and geese on board his ship.

I can use collective nouns.

Page 21

(The children's answers may vary.)

a herd of seals	a school of dolphins
a pack of wolves	a swarm of bees
a fleet of ships	a bunch of grapes
a flock of seagulls	a litter of puppies
a deck of cards	a crew of sailors
a choir of singers	a team of footballers
a stack of hay	a shoal of fish
a shiver of sharks	a colony of rats
a brood of jellyfish	a pride of lions
a gaggle of geese	a staff of teachers
a flotilla of boats	a hand of bananas
a forest of trees	a band of pirates
a crowd of people	a flock of sheep
a brace of pistols	

I can use adverbs of manner.

Page 22

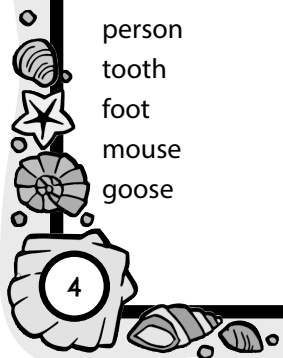
silently	nervously
tightly	carefully
excitedly	swiftly

I can use adverbs of time and place.

Page 23

The captain will board the ship in a short time. **soon**

The captain ordered us to fire the cannon straight away. **now**



The first mate visits the inn a lot of times. **often**
 You can finish painting the figurehead in the future.
later

We will set sail the day after today. **tomorrow**
 We arrived in port the day before today. **yesterday**

I can't find the captain's monkey **anywhere**.
 The pirate captain was shot right **there**.
 When he dropped the chest the gold coins fell **everywhere**.
 The captain said to put his bottle of rum **here**.
 I'm sure I buried the treasure on this beach **somewhere**.
 Honestly, that cheeky monkey is **nowhere** to be found.

I can use alternative verbs to improve sentences. Page 24

The pirates laughed at the first mate's joke. **guffawed**
 The snake moved through the long grass. **slithered**
 The pirate drank his grog in one gulp. **swigged**
 The parrot flew down from the crow's nest. **swooped**
 The sailor climbed up the rigging of the ship. **scrambled**
 The bo'sun ran across the slippery deck. **dashed**

- | | | |
|---------------|----------------|----------------|
| <u>seeing</u> | <u>holding</u> | <u>walking</u> |
| glimpsed | grasped | marched |
| noticed | grabbed | strolled |
| spied | tugged | hiked |
| observed | gripped | trudged |
| spotted | clutched | tramped |
| gazed | seized | strode |
| stared | | sauntered |
| peered | | ambled |
| peeped | | |

I can use a range of prepositions. Page 25

The pirates rowed across the bay and landed at the beach. Then they walked between the palm trees that led to the dark forest. They followed the path that led through the forest until they came to a clearing. Then they had to climb up a mountain until they reached the top. From there they had to head towards a cave and then follow a stream down to a lake. They dived off the rocks into the water.

The stowaway is hiding **between** two barrels.
 The bo'sun is looking **through** the telescope.
 The ship's cat is lying **inside** the cabin.
 The sailors are waiting **outside** the tavern.
 The monkey is running **around** the deck.
 The treasure is buried **beneath** the palm tree.

I can match the parts of a sentence. Page 26

A large lobster nipped the sailor's bottom.
A grey dolphin followed the ship to the island.
An enormous crocodile swallowed the pirate whole.
A hungry shark attacked the little raft.
A giant octopus lay at the bottom of the ocean.
The blue whale capsized the pirate galleon.

The Kraken pulled the ship to its watery grave.
 Merpeople have tails like a fish.
 Poseidon is the Greek god of the sea.
 The Sirens lure the sailors to their death.
 Triton is the son of Poseidon.
 Selkies are seals in the sea and human on land.

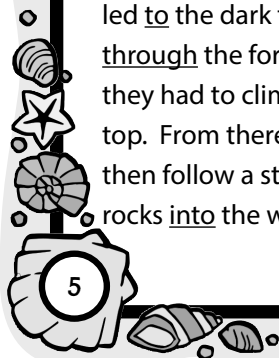
I can identify and use the irregular past tense. Page 27

The following words need to be correctly matched to the pictures:

- hid, read, swam, fell, wrote, ran, dug, drew, sang, ate, stood, blew

I can use a range of conjunctions. (3) Page 28

The cabin boy could not lift the chest **because** it was too heavy.
 He dived into the sea **when** the sharks had swum away.
 He had the treasure map **but** he lost the key to the chest.
 The pirates captured the ship **although** there were only eight of them.



The sailor knew he would surely die **if** the pirates came aboard.

The merchant ship waited to fire her cannons **until** the pirate ship drew up alongside.

He took his pistol **but** he forgot his cutlass.

The ship was blown off course **because** there was a terrible storm.

He was the captain of the ship **until** the pirate crew mutinied.

He would be able to navigate using the stars **if** it was a clear night.

He was up in the crow's nest **when** the lightning struck the ship.

He was able to move quickly **although** he had a wooden leg.

I can use a range of conjunctions. (4 & 5) Pages 29 & 30

(Answers may vary.)

Francis Drake went to work for a sea captain when he was still a young lad.

He wanted fame and fortune so he joined John Hawkins' expedition to the New World.

The fleet was attacked by the Spanish while they were trading in Mexico.

His ship managed to sail away before it was destroyed with the rest of the fleet.

He escaped unharmed but he never forgave the Spanish.

He took up the life of a privateer after he returned to England.

As a privateer he would attack Spanish ships and steal their cargo.

To the English he was a hero although the Spanish considered him to be a pirate.

Queen Elizabeth I gave him a fleet of his own because she wanted him to plunder more Spanish ships.

He sailed around the world in 1577 and returned in 1580 a very rich man.

He came home with a lot of plundered treasure and gave it to the queen.

The queen was pleased with Drake so she knighted him Sir Francis Drake.

King Philip II of Spain finally had had enough of Queen Elizabeth and her English privateers.

In 1588 he sent a fleet of warships called the Spanish Armada to Britain because he wanted to destroy England once and for all.

Queen Elizabeth made Drake vice-admiral of the English Navy since he had proved himself a skilled sailor.

Many thought the English had little chance because the Spanish ships were so large and well-armed.

Drake knew that he could beat the Spanish if he had a bit of luck on his side.

He waited until the middle of the night before he attacked the Spanish fleet.

They were hit by a terrible storm as the Spanish tried to escape.

The English ships were quick and light, and they sailed away to safety.

Many of the Spanish ships were sunk in the storm or broke up on the rocks of the English coast.

The English had defeated the Spanish and were now the most powerful navy in the world.

I can use an apostrophe for contraction. Page 31

I'm Captain Blood and **you'll** give up yer gold or walk the plank!

I **haven't** got any gold and I **don't** want to walk the plank.

I **haven't** got all day. Give up yer gold or **it'll** be the sharks for you!

It **isn't** fair. **We're** on a Caribbean cruise! **I'll** be contacting my travel company!

I can write direct speech with speech marks. Page 32

The pirate's mum said, "Here's your dinner, you mangy cockroach!"

Captain Hook's dad said, "Stop waving that hook around or you'll have me eye out."

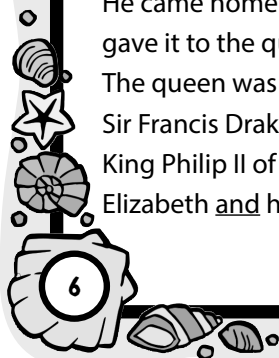
Long John Silver laughed, "I crossed a cat with me parrot and got meself a carrot."

The pirate who couldn't learn the alphabet said, "I spent years at C."

The cabin boy told his friends, "The pirates wouldn't let me play cards."

His friends asked, "Why not?"

The cabin boy replied, "Because I was standing on the deck."



I can punctuate correctly using fullstops, question marks and exclamation marks.

Page 33

I'm Captain Kidd. Would you like to join me pirate crew?
 Where have ya travelled? I have sailed the Seven Seas.
 Port Royal is a famous pirate port in the Caribbean.
 Have you been there?
 I've got some pieces of eight. What have you got?
 Have you read Treasure Island? I have read it twice.
 Why are pirates so mean? They just arrrrgh!
 A rat nibbles your toes. **Ouch!**
 The ship's biscuits have maggots in. **Yuk!**
 There's a pirate creeping up behind you. **Look out!**
 There are sharks surrounding the boat. **Eek!**
 You have discovered a cave full of treasure. **Wow!**

I can use commas in lists.

Page 34

The pirate crew is made up of Captain Starling, Bo'sun Barnaby, Stragglebeard and Egg.
 The Black Pirates include Captain Blackheart, Tooth, Skull and Helmsman Horace.
 There are many famous pirates including Blackbeard, Captain Kidd, Captain Roberts and Anne Bonny.
 From books and films you may know about Captain Hook, Long John Silver, Captain Pugwash and Captain Jack Sparrow.
 Places where you would have found pirates are Port Royal, St. Mary's Island, Clew Bay and Barataria Bay.
 Pirates were known to have kept dogs, cats, monkeys and parrots aboard ship.

(Ensure commas are correctly placed in the children's own lists.)

I can use fronted adverbials.

Page 35

Loudly, they sang "Fifteen Men on the Dead Man's Chest" over and over again.
Secretly, the mutinous crew took over the ship.
Suddenly, he began to feel very seasick.
Quickly, he scaled the ship's mast.
Greedily, he ate all the ship's biscuits.

Cautiously, he went down into the hold of the ghost ship.

Easily, the fierce pirates won the battle.

Slowly, the pirate with the peg leg walked down the cobbled path.

Boldly, the soldier fought the evil pirate captain.

Swiftly, the first mate climbed up the rigging.

I can use prefixes to change the meaning of words.

Page 36

That pirate is so strong it is as if he has got **super**powers.

He liked the teacher **re**telling the story of Captain Blackbeard.

The captain never came out of his cabin because he was **anti**social.

There are many biographies about famous pirates, but since very few could write there are hardly any **auto**biographies.

I **mis**spelt many of the difficult pirate words.

Pirates never got **un**dressed, but stayed in the same clothes.

It must have been a ghost pirate because he went onto the poop deck and **dis**appeared.

To escape with your life after walking the plank was virtually **im**possible.

It is **in**correct to say that all pirate ships flew the Jolly Roger.

I can generate word families based on common words.

Page 37

The words generated could include the following:

love, lovely, unloved, lovelier, loveless

care, careful, careless, caring, uncaring

friend, friendly, friendlier, unfriendly, friendship

excite, excitement, excitedly, exciting, unexciting

kind, unkind, kindly, unkindly, kindness

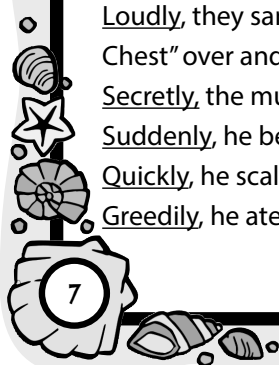
fair, unfair, fairly, unfairly, fairness

appear, reappear, disappear, appearance, appearing

help, helpful, unhelpful, helpless, helping

agree, disagree, agreement, disagreement, disagreeing

play, playful, replay, player, playing



I can use the apostrophe for possession.

Page 38

Look at this! It is Egg's frying pan.
 Don't lie there! It is Barnaby's hammock.
 All the rats' eyes were glowing red in the dark.
 The buccaneers took the ladies' jewellery.
 The pirate's boots were too big for me.
 The captain stole the people's gold.
 The parrots' beaks were bright red.
 The parrot's tail was green.
 The children's books were all about pirates.
 The ship's cat lay asleep on the deck.

I can use words to show possession (possessive pronouns).

Page 39

That galleon belongs to the pirates. It is **theirs**.
 That boat belongs to me. It is **mine**.
 The parrot belongs to Captain Starling. It is **hers**.
 That frying pan belongs to Egg. It is **his**.
 They took the maps that belong to Ash, Jodie and me. The maps are **ours**.
 You can have the quill back. It is **yours**.
 The captain's cabin is for Captain Morgan. It is **his**.
 "You have been brave and loyal pirates. The gold is all **yours**."

I can use the present perfect.

Page 40

Pirate Pete **had** a bad year last year. First the mast of his ship **broke** in a terrible storm. Then his ship **ran** aground and he **lost** all his treasure in the sea. His pirate crew **mutinied** and **joined** another band of pirates **led** by Captain Cutlass. With little money and no ship he **spent** his days in the tavern where he **drank** too much rum!

This year **has been** a much better year. He **has pulled** himself together and **has earned** some money. With the money he **has bought** himself another ship and **has recruited** another band of pirates. They **have found** treasure on a desert island and they **have built** themselves a large pirate fortress at Port Royal. He **has**

married and he **has taught** his pirate son his sneaky pirate ways.

I can use subordinate clauses.

Page 41

I have got a chest **though there's no treasure in it**.
 He hasn't found his sea legs yet ... **because he is still being sick**.
 He was an honest man ... **until he became a buccaneer**.
 He could climb to the top of the mast ... **before he had a wooden leg**.
 She dressed up in men's clothes ... **because she wanted to become a pirate**.
 He lost a lot of weight ... **while he was in jail**.

(Ensure that the children's own sentences combining the main clause with the subordinate clause make sense.)

I can use alternatives for said.

Page 42

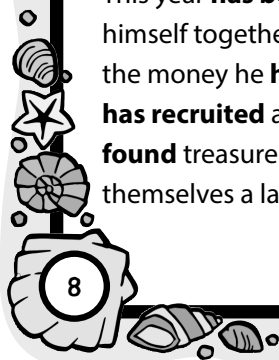
The synonyms could include the following words:
 laughed, giggled, chuckled, sniggered, chortled, stammered, stuttered, stumbled, muttered, mumbled, moaned, groaned, grumbled, complained, sighed, argued, quarrelled, bickered, squabbled, rowed.

I can use irregular adjectives to compare. (Standard English)

Page 43

Positive	Comparative	Superlative
beautiful	more beautiful	most beautiful
colourful	more colourful	most colourful
delicious	more delicious	most delicious
disappointing	more disappointing	most disappointing
generous	more generous	most generous
important	more important	most important

Blackbeard is the **most** famous of all the pirates.
 I was **more** worried about walking the plank than being marooned on an island.
 Receiving the cat o' nine tails is one of the **most** painful punishments a pirate can have.
 Becalmed in the middle of the ocean is one of the **most** boring things that can happen at sea.
 A featherless parrot is **more** useless than a chocolate teapot.



I can group related material into paragraphs.

Page 44

Anne Bonny and Mary Read were both real-life women pirates. Anne came from Ireland and Mary came from England, but both ended up leading a life of piracy in the Caribbean. They were both known for their violent tempers and ferocious fighting.

Anne Bonny was born in County Cork, Ireland, but her family emigrated to America when she was just a young girl. When she was older she ran away to sea and fell in love with a swaggering pirate called Captain Jack Rackham. She disguised herself as a man and joined his crew of pirates sailing on his ship Revenge.

Mary Read was born in Plymouth, England, and was brought up as a boy by her poor mother. She served as a footboy and a soldier before later trying her hand as a sailor. She joined a merchant ship, but one day it was attacked by pirates. She liked the pirate life and became a pirate herself.

Anne and Mary first met when Mary's ship was taken over by Captain Jack Rackham. There were now two women pirates aboard the same ship. They plundered together and fought side-by-side for a number of years becoming close friends.

Then, one day a British Navy sloop surprised them when they were all drunk celebrating a victory. All the pirates were captured and taken prisoner. The men were all found guilty of their crimes and were sentenced to hang. Anne and Mary were also tried, but because they were both pregnant they escaped the death penalty.

Mary later died in prison, though legend says they both managed to escape to Louisiana where they raised their children together and were friends to the end of their lives!

I can use headings and sub-headings to aid presentation.

Page 45

The following titles, headings and sub-headings are suggestions only.

ALL ABOUT PIRATES

FAMOUS PIRATES

Captain Kidd

Captain Kidd was from Scotland. He was elected pirate

captain by his crew. He attacked a ship and buried some of the treasure on an island. When he was caught he was sent to England for trial where he was hanged. His body was hung in chains over the River Thames for all to see.

Edward Teach

Blackbeard is one of the most well-known pirates. His real name was Edward Teach. He had a pirate army of over three hundred. He went into battle with two swords and pistols and knives at the ready. After a fierce battle he was wounded, captured by the Royal Navy and beheaded.

Anne Bonny

Anne Bonny was born in Ireland but travelled to America where she joined a pirate ship. She acted and dressed like a man and soon became a fearsome pirate. She was captured and sentenced to death, but claimed she was pregnant and the sentence was never carried out.

PIRATE WEAPONS

The Cutlass

The cutlass was about two feet long and was slightly curved. It was a very effective fighting tool in the confined area of a ship.

The Musket

Pirates used muskets to kill their enemy at long range before boarding the ship. They were one of the very first types of guns.

The Cannon

Cannons were usually filled with gravel, nails and musket shot rather than actual cannonballs. This was because they wanted to damage the sails and the rigging rather than sink the ship.

PIRATE PUNISHMENTS

Marooning

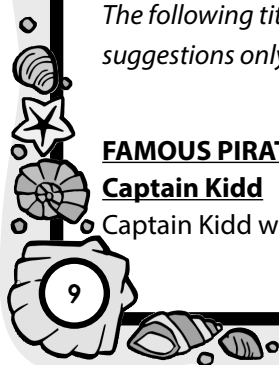
One of the most common punishments was to maroon victims on a desert island where they had little chance of escape.

Flogging

The cat o' nine tails was a rope whip of nine strands with which the victim was flogged.

Walking the Plank

Walking the plank was actually rarely used. Pirates usually preferred to simply throw their victims overboard.



Year 3 Grammar & Punctuation

Autumn Assessment ANSWERS

Name Class Date

1 Rewrite this sentence and put in any missing **full stops** and **capital letters**.

tom and rosie met at the park

Tom and Rosie met at the park.

(Award 1 mark for all correctly identified punctuation.)

1 mark

2 In the following line there are **two** sentences. **Punctuate** them correctly.

we went swimming it was busy

We went swimming. It was busy.

(Award 2 marks for all correctly identified punctuation. Award 1 mark at teacher's discretion.)

2 marks

3 Which **two** sentences need a **question mark**? Tick the appropriate boxes.

- I've lost my pumps
- Have you seen my pumps
- Where is my PE kit
- You have the same kit as me

(Award 2 marks for both questions correctly identified.)

2 marks

4 Circle the **three proper nouns** that need **capital letters**.

monday today mrs smith joe

(Award 1 mark for all proper nouns correctly identified.)

1 mark

5 Add **a** or **an** before the following words.

.....**an**..... elephant **a**..... shoe **an**..... hour **a**..... house

(Award 2 marks for all 4 correct, 1 mark for 3 correct.)

2 marks

Year 3 Grammar & Punctuation

Autumn Assessment ANSWERS

6 Use the **conjunctions** in the boxes to complete the sentences below.

before

but

after

I went to bed **after** I did my homework.

Our team warmed up **before** playing the match.

We went to the library **but** it was closed.

(Award 1 mark for all correct.)

1 mark

7 Complete the sentences below in your own words.

We had to stay in at playtime because **it was raining.**

I have got a mobile phone but **it is broken.**

(suggestions only)

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

8 Underline the **adjectives** in the sentences below.

She wore a pink top to the party.

Lee took his large dog for a walk.

(Award 1 mark for both adjectives correctly identified.)

1 mark

9 Write appropriate **adjectives** to complete the sentences.

I had **dirty** hands so I washed them with soap.

The **ferocious** dog chased the neighbour's cat.

The **bright** star shone in the night sky.

(suggestions only)

(Award 1 mark for 3 appropriate adjectives.)

1 mark

Year 3 Grammar & Punctuation

Autumn Assessment ANSWERS

10 Circle the word which could replace the underlined **noun** in each sentence.

I saw the boy fall off his bicycle. him / them

Sadaf gave Holly a sweet. it / her

The teacher couldn't get the whiteboard to work. she / it

2 marks

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

11 Rewrite the **verbs** from the sentences in the **past tense**. (Just write the verbs.)

He walks home on his own.

walked.....

She hugs her pet cat.

hugged.....

I look at books during playtime.

looked.....

2 marks

(Award 2 marks for all correctly spelt past tense verbs. Award 1 mark for 2 correct.)

12 Put a circle around the **prepositions** in the sentences below.

Rashid hid behind the curtain.

Ellie jumped into the dustbin.

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

13 Correct the following sentence so that it is written in **Standard English**.

She were walking home when it began to rain.

She **was walking** home when it **began** to rain.

2 marks

(Award 2 marks for both verbs corrected. Award 1 mark for 1 corrected.)

Year 3 Grammar & Punctuation

Autumn Assessment ANSWERS

- 14 Put **speech marks (inverted commas)** into the sentence below.

“Everybody help to tidy the classroom,” said the teacher.

(Award 2 marks if speech marks are placed correctly.)

2 marks

- 15 Underline all the **verbs** in the sentences below.

The girl scored a goal in the football match.

In art we drew pictures of our family.

We went into assembly.

(Award 2 marks for all 3 verbs correctly identified. Award 1 mark for 2 verbs identified.)

2 marks

End of Autumn Assessment

Page Total

TOTAL

25

PERCENTAGE SCORE

%

Year 3 Grammar & Punctuation

Spring Assessment ANSWERS

Name Class Date

1 Circle the correct words to complete the sentences below.

Playtime is **shortest** / **shorter** than lunchtime.

She is the **fastest** / **faster** swimmer in the school.



2 marks

(Award 2 marks for both correct, 1 mark for 1 correct)

2 Write the plural form of these nouns.

cat **cats**

table **tables**

penny **pennies**



2 marks

(Award 2 marks for 3 correct spellings, 1 mark for 2 correct.)

3 Underline the **adverbs** in the sentences below.

She cheerfully gave a box of chocolates to her favourite teacher.

The children made their way quietly onto the playground.



2 marks

(Award 2 marks for both adverbs correctly identified. Award 1 mark for 1 adverb identified.)

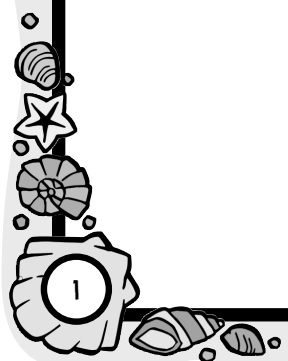
4 Circle the **two prepositions** in the sentence below.

The car drove across the busy junction and crashed into another car.



2 marks

(Award 2 marks for both prepositions correctly identified. Award 1 mark for 1 preposition identified.)



Year 3 Grammar & Punctuation

Spring Assessment ANSWERS

5 Complete the sentence below.

Nathan and Yun ran down the street......

(suggestion only)

(Award 1 mark if a verb has been included.)

1 mark

6 Rewrite the **verbs** from the sentences in the **past tense**. (Just write the verbs.)

She swims five lengths of the swimming pool.

swam.....

He stands outside the headteacher's office.

stood (or was standing)

(Award 2 marks for 2 correct, 1 mark for 1 correct.)

2 marks

7 Join the sentences with the appropriate **conjunctions** from the boxes.

although

when

if

My brother gets very cross if you interrupt his programme.

She went back for her umbrella although it wasn't raining.

Elias was smiling when he was given the certificate in assembly.

(Award 2 marks for 3 correct, 1 mark for 2 correct.)

2 marks

8 Write **contractions** for the underlined words.

(The first one has been done for you.)

I will not be able to come to your party.

won't.....

I have got to go to my nan's house.

I've.....

It is her seventieth birthday.

It's.....

(Award 1 mark for 2 correct contractions.)

1 mark

Year 3 Grammar & Punctuation

Spring Assessment ANSWERS

9 Write the **contractions** in full. (The first one has been done for you.)

don't **do not** they're **they are** doesn't **does not**

(Award 1 mark for both correct.)

1 mark

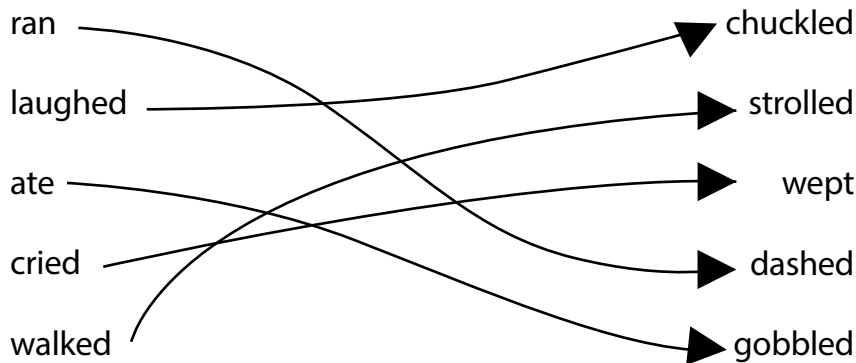
10 Put **speech marks (inverted commas)** into the sentence below.

"Where have you put the television remote?" asked Dad.

(Award 2 marks if speech marks are placed correctly.)

2 marks

11 Match the **verbs** with a similar verb. (The first one has been done for you.)



(Award 2 marks for all 4 correct, 1 mark for 2 or 3 correct.)

2 marks

12 Match the **nouns** to the group they name.

footballers

grapes

people

sheep

a crowd of **people**

a bunch of **grapes**

a team of **footballers**

a flock of **sheep**

(Award 2 marks for all 4 correct, 1 mark for 2 or 3 correct.)

2 marks

Year 3 Grammar & Punctuation

Spring Assessment ANSWERS

- 13 Rewrite the sentences below with the correct **punctuation** including **capital letters**.

she got top marks for her test on friday

She got top marks for her test on Friday.

what did you get for your test

What did you get for your test?

*(Award 1 mark for correct punctuation at the end of the sentences,
1 mark for beginning the sentences with a capital letter,
and 1 mark for the proper noun with a capital letter – 3 marks in total.)*

3 marks

- 14 Complete the sentence below.

We stayed in class until **we had completed our work.**

(suggestion only)

(Award 1 mark for any appropriate subordinate clause. Answers may vary.)

1 mark

End of Spring Assessment

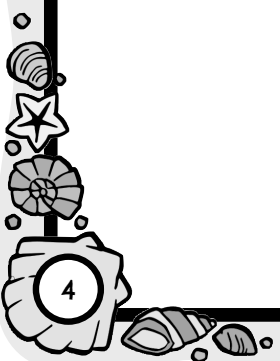
Page Total

TOTAL

25

PERCENTAGE SCORE

%



Year 3 Grammar & Punctuation

Summer Assessment ANSWERS

Name Class Date

1 Complete the sentences with the correct **punctuation**.

Calm down!

Is this the way to the train station?

She works at the sweet factory.



2 marks

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 Tick **one** box to show which sentence has been punctuated correctly.

We saw lions tigers elephants and monkeys at the zoo.

We saw lions, tigers, elephants and monkeys at the zoo.

We saw, lions, tigers, elephants, and monkeys, at the zoo.



1 mark

(Award 1 mark if the correct box has been ticked.)

3 Rewrite the sentence placing the **adverb** at the beginning.

The boy sensibly crossed the road.

Sensibly, the boy crossed the road......



2 marks

(Award 2 marks if the adverb has been placed correctly. Award 1 mark if the comma is missing.)

4 Tick the **two** words which have the correct **prefixes**.

unable

unbehave

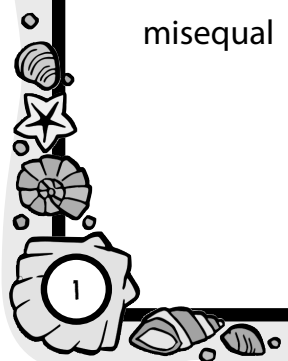
misequal

dislike



2 marks

(Award 2 marks for both correctly identified. Award 1 mark for 1 correct.)



Year 3 Grammar & Punctuation

Summer Assessment ANSWERS

5 Tick the **two** boxes that use the **apostrophe for possession** correctly.

April's desk is always tidy.

The teachers glasse's are broken.

Mohammed's pumps have gone missing.

(Award 2 marks for both correctly identified.)

2 marks

6 Circle the correct words to complete the sentences below.

Those felt tips belong to me. They are **me** / **mine**.

You can have the rubber back. It is **yours** / **your**.

(Award 2 marks for 2 correct, 1 mark for 1 correct.)

2 marks

7 Correct the following sentence so that it is written in **Standard English**.

This is me new bike.

This is my new bike.

(Award 1 mark for correct use of 'my'.)

1 mark

8 Underline the **two** sentences below that use the **present perfect tense**.

Rebecca cycled into town.

The teacher has explained what to do.

We played basketball at playtime.

I have learnt my six times tables.

(Award 2 marks for both sentences correctly underlined, 1 mark for 1 correct.)

2 marks

Year 3 Grammar & Punctuation

Summer Assessment ANSWERS

9 Underline the **subordinate clause** in the sentence below.

He enjoys action films which he watches at the cinema.

(Award 1 mark for a correctly identified subordinate clause.)

1 mark

10 Write other words instead of '**said**' to complete the sentences below.

"Where shall I put the completed worksheets?" **asked** Sadiyah.

"I fell and cut my knee," **sobbed** Bethany. (suggestions only)

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

11 Circle the correct form of the **adjective** in the sentences below.

I'm feeling **weller** / **better** (well) than I did yesterday.

Jacob is the **faster** / **fastest** (fast) runner in the school.

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

12 Complete the words in the sentences by using the most appropriate **suffix** from the box.

-ness

-ful

-less

The caretaker mopped the hall floor and now it is spot **less**

Turn up the bright **ness** on the monitor.

Jayden made himself very help **ful** by collecting all the books.

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

Year 3 Grammar & Punctuation

Summer Assessment ANSWERS

- 13 Put a tick next to the **two** statements that are true about **headings** and **subheadings**.

Headings and subheadings make a text clearer and easier to read.

Headings and subheadings are only found in fiction books.

Subheadings break up the text into smaller sections.

1 mark

(Award 1 mark for both correctly identified.)

- 14 Put all the correct **punctuation** into the sentence below.

“Did you eat the biscuit and the cake?” asked Lok.

3 marks

(Award 3 marks for all punctuation correctly included. Award 2 marks for speech marks placed correctly.)

End of Summer Assessment

Page Total

TOTAL

PERCENTAGE SCORE

Year 3 Grammar & Punctuation

Optional Test 1 ANSWERS

Name Class Date

- 1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

have you seen the latest james bond film

Have you seen the latest James Bond film?

(Award up to 3 marks: 1 mark for correct punctuation at the end of the sentence,
1 mark for a capital letter at the beginning of the sentence,
1 mark for capital letters for proper nouns.)

3 marks

- 2 Circle the **four proper nouns** that need **capital letters**.

thursday today mrs smith
table robert germany school

(Award 2 marks for all 4 circled correctly. Award 1 mark for 3 correct.)

2 marks

- 3 Add **a** or **an** before the following words.

a..... house

a..... happy child

a..... tower

an..... artist

an..... eagle

an..... hour

(Award 2 marks for all 6 correct, 1 mark for 4 or 5 correct.)

2 marks

Year 3 Grammar & Punctuation

Optional Test 1 ANSWERS

4 Use the **conjunctions** in the boxes to complete the sentences below.

while

after

because

when

I was still hungry**after**..... I had my packed lunch.

I watched a programme on television**when**..... I got home.

Tom was awarded a merit certificate**because**..... he had tried so hard in class.

Zara was doing her homework**while**..... she was watching television.

(Award 2 marks for all 4 correct conjunctions. Award 1 mark for 2 or 3 correct.)

2 marks

5 Underline the **three adjectives** in the sentences below.

She wore black jeans to the party.

The old man crossed the busy road.

(Award 1 mark if all 3 adjectives are identified.)

1 mark

6 Circle the word which could replace the underlined **noun** in each sentence.

The footballer scored from the penalty spot. **He** / They

Ellie and Sam wanted to be at the front of the line. **They** / It

Mrs White told Anita to go into lunch first. **She** / He

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

Year 3 Grammar & Punctuation

Optional Test 1 ANSWERS

- 7 Rewrite the the **verbs** from the sentences below in the **past tense**.
(Just write the verbs.)

He runs to school in the morning.

ran
.....

She eats all the sandwiches in her packed lunch.

ate
.....

He buys two chocolate bars from the shop.

bought
.....

(Award up to 3 marks: 1 mark for each past tense verb formed correctly.)

3 marks

- 8 Put a circle around the **preposition** in the sentence below.

Sophia hid under the bed when they played hide and seek.

(Award 1 mark if correctly circled.)

1 mark

- 9 Correct the following sentences so that they are written in **Standard English**.

She were going the wrong way.

She **was going** the wrong way.
.....

The children was waiting for the teacher.

The children **were waiting** for the teacher.
.....

(Award 2 marks if both verbs are formed correctly. Award 1 mark for 1 correct.)

2 marks

- 10 Put the missing **speech marks (inverted commas)** into the sentence below.

"Did you hand in your homework?" Mum asked.

(Award 1 mark if speech marks are placed correctly.)

1 mark

Year 3 Grammar & Punctuation

Optional Test 1 ANSWERS

11 Underline all **three verbs** in the sentences below.

We hung our coats on the pegs in the cloakroom.

We put on our hats and scarves and ran outside.

(Award 2 marks if all 3 verbs are underlined. Award 1 mark if 2 verbs are underlined.)

2 marks

12 Circle the correct words to complete the sentences below.

You are much **tallest** / **taller** than me.

That clown is the **silliest** / **sillyest** of all the clowns.

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

13 Write the **plural** form of these **nouns**.

kitchen **kitchens**

pencil **pencils**

baby **babies**

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

14 Underline all the **adverbs** in the following sentences.

She slowly hobbled across the finishing line.

He greedily ate five jam doughnuts.

Quietly, he crept into class hoping that the teacher wouldn't notice.

(Award 2 marks if all 3 are correctly underlined. Award 1 mark for 2 underlined.)

2 marks

Year 3 Grammar & Punctuation

Optional Test 1 ANSWERS

15 Complete the sentence below.

Tina and Josh played at the park......
(suggestion only)

(Award 1 mark if a verb has been included.)

1 mark

16 Write **contractions** for the underlined words.
(The first one has been done for you.)

I did not finish my maths homework.

didn't
.....

I will have to do it tonight.

I'll
.....

I have been very busy lately.

I've
.....

(Award 1 mark if both contractions are correct.)

1 mark

17 Write the **contractions** in full. (The first one has been done for you.)

don't **do not** you're **you are** we've **we have**

(Award 1 mark for both correct.)

1 mark

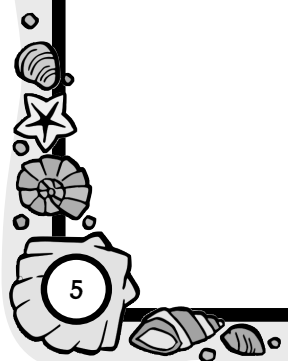
18 Add a **subordinate clause** to the following sentence.

All the team were very happy because they won the match......

.....
(suggestion only)

(Award 1 mark for any appropriate subordinate clause following a subordinating conjunction.)

1 mark



Year 3 Grammar & Punctuation

Optional Test 1 ANSWERS

19 Put **commas** in the correct place in the sentence below.

Apples, bananas, oranges, grapes and kiwis are all types of fruit.

(Award 2 marks for 3 correct commas. Award 1 mark for 2 correct.)

2 marks

20 Rewrite the sentence placing the **adverb** at the beginning.

He quickly ran home.

Quickly, he ran home.

(Award 1 mark if the adverb, followed by a comma, has been placed at the beginning of the sentence.)

1 mark

21 Add **prefixes** to make these words have the opposite meaning.

.....**un**..... safe

.....**dis**..... obey

.....**in**..... visible

.....**un**..... sure

(Award 2 marks for all 4 correct, 1 mark for 2 or 3 correct.)

2 marks

22 Tick the box that uses the **apostrophe for possession** correctly.

the monkeys' tail

the girls arm's

the soldier's gun

(Award 1 mark if correct.)

1 mark

Year 3 Grammar & Punctuation

Optional Test 1 ANSWERS

23 Circle the correct words to complete the sentences below.

These are my shoes. They belong to me / mine.

The game belongs to Ruby and Aman. Give it back to **those** / them.

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

24 Change the tense from the **simple past** to the **present perfect tense**.
(The first one has been done for you.)

She walked to town and back.

She has walked to town and back.

Tanya ate the last slice of the pizza.

Tanya has eaten the last slice of the pizza.

They went to Spain for their holidays.

They have gone to Spain for their holidays.

3 marks

(Award 3 marks for both correct, 2 marks for 1 correct. Award 1 mark at teacher's discretion.)

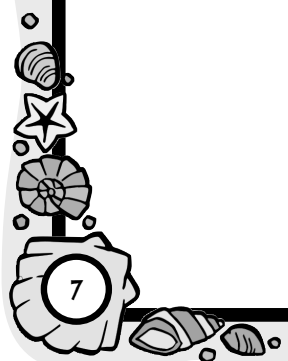
25 Underline the **subordinate clauses** in the sentences below.

Tao helped his dad choose the paint which was for the kitchen.

They went to Joe's house for tea after school had finished.

2 marks

(Award 2 marks for both correctly identified. Award 1 mark for 1 correctly identified.)



Year 3 Grammar & Punctuation

Optional Test 1 ANSWERS

- 26 Add **prefixes** or **suffixes** to make **three** new words that belong to the same **word family**.

kind

.....**unkind**.....

.....**kindly**.....

.....**kindness**.....

(suggestions only)

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

- 27 Complete the words in the sentences by using the most appropriate **suffix** from the box.

-ness

-ful

-less

He was very help**ful**..... laying the table for dinner.

She acted with great kind**ness**.... donating her toys to charity.

Zack was very care**less**..... when he knocked over the paint pot.

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

- 28 Put **speech marks** (**inverted commas**) into the sentence below.

"Have you wiped your feet on the mat?" asked Mrs Green.

(Award 2 marks if speech marks are placed correctly.)

2 marks

End of Test Optional Test 1

Page Total

TOTAL

50

PERCENTAGE SCORE

%

Year 3 Grammar & Punctuation

Optional Test 2 ANSWERS

Name Class Date

- 1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

did you see where sarah and alex hid my bag

Did you see where Sarah and Alex hid my bag?

(Award up to 3 marks: 1 mark for correct punctuation at the end of the sentence,
1 mark for a capital letter at the beginning of the sentence,
1 mark for capital letters for proper nouns.)

3 marks

- 2 Circle the **four proper nouns** that need **capital letters**.

september

mrs whittle

term

france

city

olivia

tower

(Award 2 marks for all 4 circled correctly. Award 1 mark for 3 correct.)

2 marks

- 3 Add **a** or **an** before the following words.

an..... apple

an..... eyelid

a..... hospital

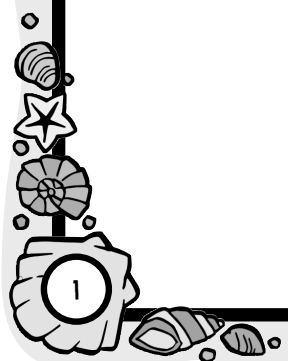
a..... bicycle

a..... country

a..... hot oven

(Award 2 marks for all 6 correct, 1 mark for 4 or 5 correct.)

2 marks



0

Year 3 Grammar & Punctuation

Optional Test 2 ANSWERS

4 Use the **conjunctions** in the boxes to complete the sentences below.

although

if

because

when

We will play benchball**if**..... we finish our science investigation.

I finished reading my book**when**..... I got home.

Our team won the cup**although**..... we didn't win the league.

Leon gave out sweets at the end of the day**because**..... it was his birthday.

(Award 2 marks for all 4 correct conjunctions. Award 1 mark for 2 or 3 correct.)

2 marks

5 Underline the **three adjectives** in the sentences below.

The leaves on the trees had turned brown.

The book on the shelf was old and dusty.

(Award 1 mark if all 3 adjectives are identified.)

1 mark

6 Circle the word which could replace the underlined **noun** in each sentence.

The book fell off the shelf. **It** / **They**

The children all ran down the corridor. **They** / **It**

Melanie had sweets in her pocket. **She** / **They**

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

Year 3 Grammar & Punctuation

Optional Test 2 ANSWERS

- 7 Rewrite **verbs** from the sentences below in the **past tense**.
(Just write the verbs.)

He plays football five times a week.

played.....

She reads every evening after school.

read.....

He sends an email to his best friend.

sent.....



3 marks

(Award up to 3 marks: 1 mark for each past tense verb formed correctly.)

- 8 Put a circle around the **preposition** in the sentence below.

The dog jumped over the fence and chased the cat.



1 mark

(Award 1 mark if correctly circled.)

- 9 Correct the following sentences so that they are written in **Standard English**.

I done all the washing-up for my mum.

I **have done** all the washing-up for my mum. OR I **did** all the all ...

It were raining when we came to school.

It **was raining** when we came to school.



2 marks

(Award 2 marks if both verbs are formed correctly. Award 1 mark for 1 correct.)

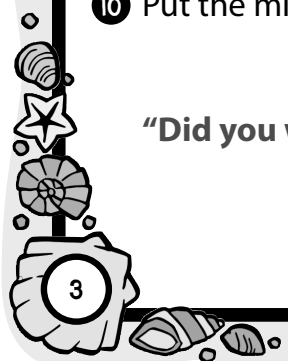
- 10 Put the missing **speech marks (inverted commas)** into the sentence below.

"Did you wash your hands before eating?" asked Dad.



1 mark

(Award 1 mark if speech marks are placed correctly.)



Year 3 Grammar & Punctuation

Optional Test 2 ANSWERS

- 11 Underline all **three verbs** in the sentences below.

We listened carefully while the teacher told a story.

The policeman talked to us about road safety.

2 marks

(Award 2 marks if all 3 verbs are underlined. Award 1 mark if 2 verbs are underlined.)

- 12 Circle the correct words to complete the sentences below.

I can run faster / fastest than you.

It was the angrier / angriest bull in the field.

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

- 13 Write the **plural** form of these **nouns**.

stapler **staplers**

machine **machines**

tooth **teeth**

2 marks

(Award 2 marks for 3 correct, 1 mark for 2 correct.)

- 14 Underline the **adverbs** in the following sentences.

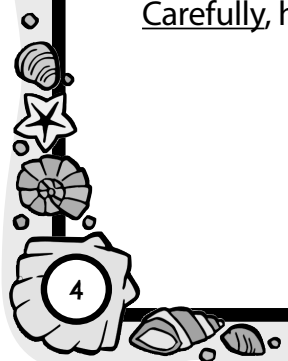
She spoke her lines clearly in the class assembly.

He cautiously went inside the haunted house.

Carefully, he undid the Christmas wrapping paper.

2 marks

(Award 2 marks if all 3 are correctly underlined. Award 1 mark for 2 underlined.)



Year 3 Grammar & Punctuation

Optional Test 2 ANSWERS

15 Complete the sentence below.

The lion **leapt at the antelope.**

(suggestion only)

(Award 1 mark if a verb has been included.)

1 mark

16 Write **contractions** for the underlined words.
(The first one has been done for you.)

I will not be going swimming tonight.

won't
.....

I have got a bad cold.

I've
.....

You will have to go on your own.

You'll
.....

(Award 1 mark if both contractions are correct.)

1 mark

17 Write the **contractions** in full. (The first one has been done for you.)

doesn't **does not** can't **cannot** they'll **they will**

(Award 1 mark for both correct.)

1 mark

18 Add a **subordinate clause** to the following sentence.

Fatima was crying **because she had hurt herself.**

(suggestion only)

(Award 1 mark for any appropriate subordinate clause following a subordinating conjunction.)

1 mark

Year 3 Grammar & Punctuation

Optional Test 2 ANSWERS

19 Put **commas** in the correct place in the sentence below.

There were pens, pencils, books, a ruler and an eraser in her desk.

(Award 2 marks for 3 correct commas. Award 1 mark for 2 correct.)

2 marks

20 Rewrite the sentence placing the **adverb** at the beginning.

He suddenly began to feel nervous.

Suddenly, he began to feel nervous.

(Award 1 mark if the adverb, followed by a comma, has been placed at the beginning of the sentence.)

1 mark

21 Add **prefixes** to make these words have the opposite meaning.

..... **un** dressed

..... **in** correct

..... **un** popular

..... **dis** agree

(Award 2 marks for 4 correct, 1 mark for 2 or 3 correct.)

2 marks

22 Tick the box that uses the **apostrophe for possession** correctly.

the girl's football

the babie's dummy

the postmans letter's

(Award 1 mark if correct.)

1 mark

Year 3 Grammar & Punctuation

Optional Test 2 ANSWERS

23 Circle the correct words to complete the sentences below.

These boots belong to George. Give them back to **them** him.

Those bags belong to Maarya and Zaina. Give the bags to **hers** them.

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

24 Change the tense from the **simple past** to the **present perfect tense**.
(The first one has been done for you.)

She locked the front door.

She has locked the front door.

They read every Harry Potter book.

They have read every Harry Potter book.

He walked to the swimming pool.

He has walked to the swimming pool.

(Award 3 marks for both correct, 2 marks for 1 correct. Award 1 mark at teacher's discretion.)

3 marks

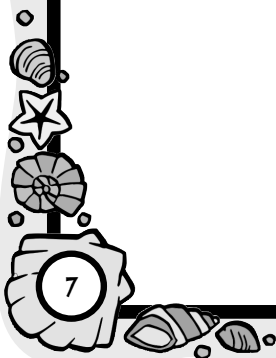
25 Underline the **subordinate clauses** in the sentences below.

We picked up the rubbish which had blown across the playground.

We all went back inside when it started to rain.

(Award 2 marks for both correctly identified. Award 1 mark for 1 correctly identified.)

2 marks



Year 3 Grammar & Punctuation

Optional Test 2 ANSWERS

- 26 Add **prefixes** or **suffixes** to make **three** new words that belong to the same **word family**.

care

..... **careful**

..... **careless**

..... **carelessly**

(suggestions only)

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

- 27 Complete the words in the sentences by using the most appropriate **suffix** from the box.

-ful

-ness

-less

The superhero was fear **less** when he fought the villain.

She was hope **ful** that she would do well in the test.

He showed great kind **ness** when he helped the upset child.

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

- 28 Put **speech marks** (inverted commas) into the sentence below.

"Who has finished the test?" asked Miss Davenport.

(Award 2 marks if speech marks are placed correctly.)

2 marks

End of Optional Test 2

Page Total

TOTAL

50

PERCENTAGE SCORE

%

Year 3 Grammar & Punctuation

Optional Test 3 ANSWERS

Name Class Date

- 1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

have you ever been to liverpool or london

Have you ever been to Liverpool or London?

*(Award up to 3 marks: 1 mark for correct punctuation at the end of the sentence,
1 mark for a capital letter at the beginning of the sentence,
1 mark for capital letters for proper nouns.)*



3 marks

- 2 Circle the **four proper nouns** that need **capital letters**.

friday

tomorrow

november

mr brown

amelia

kangaroo

tunnel

(Award 2 marks for all 4 circled correctly. Award 1 mark for 3 circled.)



2 marks

- 3 Add **a** or **an** before the following words.

a..... horse

a..... desert island

an..... amazing view

an..... egg

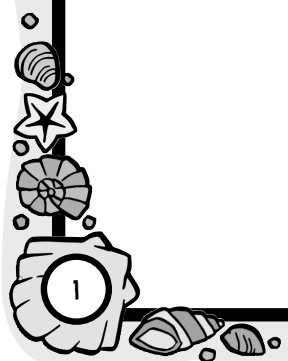
a..... lorry

a..... united country

(Award 2 marks for all 6 correct, 1 mark for 4 or 5 correct.)



2 marks



Year 3 Grammar & Punctuation

Optional Test 3 ANSWERS

4 Use the **conjunctions** in the boxes to complete the sentences below.

and

but

because

when

I had some crisps**because**..... I was hungry.

I changed into my tracksuit**when**..... I got home.

Demi got a distinction**and**..... Faiza got a merit in the dance exam.

Josh ran as fast as he could**but**..... he still came last.

(Award 2 marks for all 4 correct conjunctions. Award 1 mark for 2 or 3 correct.)

2 marks

5 Underline the **three adjectives** in the sentences below.

He wore a red football top with white shorts.

A young horse is called a foal.

(Award 1 mark if all 3 adjectives are identified.)

1 mark

6 Circle the word which could replace the underlined **noun** in each sentence.

The robber ran down the street. **He** / It

Scarlett pushed Eva in the line. **She** / They

The teachers were singing in the staffroom. **Those** / **They**

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

Year 3 Grammar & Punctuation

Optional Test 3 ANSWERS

- 7 Rewrite the **verbs** from the sentences below in the **past tense**.
(Just write the verbs.)

She swims twenty lengths of the swimming baths.

swam.....

He reads his book every night before going to bed.

read.....

He rides his bike to school every day.

rode.....

(Award up to 3 marks: 1 mark for each past tense verb formed correctly.)

3 marks

- 8 Put a circle around the **preposition** in the sentence below.

Maisie ran behind the bush and hid.

(Award 1 mark if correctly circled.)

1 mark

- 9 Correct the following sentences so that they are written in **Standard English**.

She were skipping in the playground.

She **was skipping** in the playground.

The children was relaxing in the shade.

The children **were relaxing** in the shade.

(Award 2 marks if both verbs are formed correctly. Award 1 mark for 1 correct.)

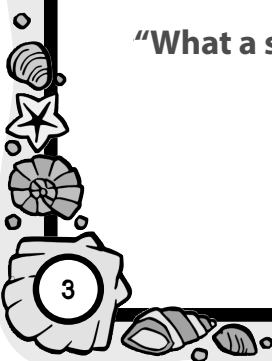
2 marks

- 10 Put the missing **speech marks (inverted commas)** into the sentence below.

"What a super effort!" said the teacher.

(Award 1 mark if speech marks are placed correctly.)

1 mark



Year 3 Grammar & Punctuation

Optional Test 3 ANSWERS

11 Underline all **three verbs** in the sentences below.

We took off our sweatshirts and put on T-shirts.

We ran over a mile in the cross-country competition.

(Award 2 marks for all 3 verbs underlined. Award 1 mark if 2 verbs are underlined.)

2 marks

12 Circle the correct words to complete the sentences below.

A mouse is **smallest** / **smaller** than a cat.

She is the **funnier** / **funniest** person I know.

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

13 Write the **plural** form of these **nouns**.

tree **trees**

ruler **rulers**

mouse **mice**

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

2 marks

14 Underline all the **adverbs** in the following sentences.

The athlete ran swiftly around the track.

She happily skipped all the way back to school.

Silently, he crept up the stairs so as not to wake anyone.

(Award 2 marks if all 3 are correctly underlined. Award 1 mark for 2 underlined.)

2 marks

Year 3 Grammar & Punctuation

Optional Test 3 ANSWERS

15 Complete the sentence below.

The train stopped at the station......
(suggestion only)

(Award 1 mark if a verb has been included.)

1 mark

16 Write **contractions** for the underlined words.
(The first one has been done for you.)

I do not have the money for the bus fare.

don't.....

I will have to walk into town.

I'll.....

It is quite a long way.

It's.....

(Award 1 mark if both contractions are correct.)

1 mark

17 Write the **contractions** in full. (The first one has been done for you.)

won't will not..... they're they are..... I've I have.....

(Award 1 mark for both correct.)

1 mark

18 Add a **subordinate clause** to the following sentence.

We had to stay in class because it was raining...... (suggestion only)

.....

(Award 1 mark for any appropriate subordinate clause following a subordinating conjunction.)

1 mark

Year 3 Grammar & Punctuation

Optional Test 3 ANSWERS

19 Put **commas** in the correct place in the sentence below.

Potatoes, carrots, onions, broccoli and peas are all vegetables.

(Award 2 marks for 3 correct commas. Award 1 mark for 2 correct.)

2 marks

20 Rewrite the sentence placing the **adverb** at the beginning.

She sang softly to the crying child.

Softly, she sang to the crying child.

(Award 1 mark if the adverb, followed by a comma, has been placed at the beginning of the sentence.)

1 mark

21 Add **prefixes** to make these words have the opposite meaning.

.....**im**..... possible

.....**dis**..... agree

.....**un**..... friendly

.....**dis**..... appear

(Award 2 marks for all 4 correct, 1 mark for 2 or 3 correct.)

2 marks

22 Tick the box that uses the **apostrophe for possession** correctly.

the elephants trunk's

the lion's tail

the ponie's ears

(Award 1 mark if correct.)

1 mark

Year 3 Grammar & Punctuation

Optional Test 3 ANSWERS

23 Circle the correct words to complete the sentences below.

The football boots are Roy's. They belong to him / those.

We have got the books back. They belong to **ours** / us.

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

24 Change the tense from the **simple past** to the **present perfect tense**.
(The first one has been done for you.)

He presented the flowers to the actress.

He has presented the flowers to the actress.

Grace scored in the last minute of the match.

Grace has scored in the last minute of the match.

They sent the letters to their pen pals.

They have sent the letters to their pen pals.

(Award 3 marks for both correct, 2 marks for 1 correct. Award 1 mark at teacher's discretion.)

3 marks

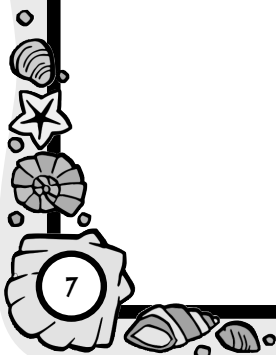
25 Underline the **subordinate clauses** in the sentences below.

Yasir helps his mother when she is washing up.

They went to the park after they had eaten dinner.

(Award 2 marks for both correctly identified. Award 1 mark for 1 correctly identified.)

2 marks



Year 3 Grammar & Punctuation

Optional Test 3 ANSWERS

- 26** Add **prefixes** or **suffixes** to make **three** new words that belong to the same **word family**.

help

..... **helpful**

..... **unhelpful**

..... **helpless**

(*suggestions only*)



2 marks

(Award 2 marks for all 3 correct, 1 mark for 2 correct.)

- 27** Complete the words in the sentences by using the most appropriate **suffix** from the box.

-able

-fully

-ment

Walk care **fully** on the wet floor.

There was agree **ment** among the class as to who should be house captain.

The wedding was a very enjoy **able** occasion.



2 marks

(Award 2 marks for all 3 correct. Award 1 mark for 2 correct.)

- 28** Put **speech marks** (inverted commas) into the sentence below.

"Have you seen the box of pencils?" asked Mrs Bates.



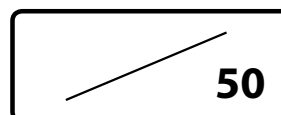
2 marks

(Award 2 marks if speech marks are placed correctly.)

End of Optional Test 3

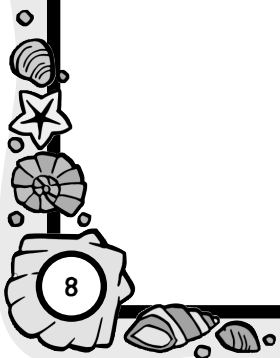
Page Total 

TOTAL

 50

PERCENTAGE SCORE

%



Assessments/Test Analysis

Record sheets



ASSESSMENT/TEST RECORD SHEET

Children's Names		

Autumn	Raw score	
	%	
	Stage	
Spring	Raw score	
	%	
	Stage	
Summer	Raw score	
	%	
	Stage	
Optional 1	Raw score	
	%	
	Stage	
Optional 2	Raw score	
	%	
	Stage	
Optional 3	Raw score	
	%	
	Stage	

Summer Assessment

YEAR 3

ANALYSIS GRID

Question Objectives

1. Punctuation – Capital letters, full stops, question marks, exclamation marks

2. Commas in lists

3. Fronted adverbials

4. Prefixes

5. Apostrophe for possession

6. Pronouns (subject)

7. Standard English

8. Present perfect tense

9. Subordinate clauses

10. Alternatives for said

11. Adjectives to compare

12. Suffixes

13. Headings and subheadings

14. Punctuation for speech

Children's Names

Total correct per question

Percentage per question

Children's Scores

Percentages

Enlarge to A3 for added clarity

Optional Tests

YEAR 3

ANALYSIS GRID

Please mark as **OPTIONAL 1 2** or **3**
Question Objectives

<p>1. Punctuation – Capital letters, full stops, question marks</p> <p>2. Proper nouns</p> <p>3. Indefinite article</p> <p>4. Conjunctions</p> <p>5. Adjectives</p> <p>6. Pronouns (subject)</p> <p>7. Past tense</p> <p>8. Prepositions</p> <p>9. Standard English</p> <p>10. Speech marks</p> <p>11. Verbs</p> <p>12. Adjectives to compare</p> <p>13. Plurals (irregular)</p> <p>14. Adverbs</p> <p>15. Clauses</p> <p>16. Apostrophe for contractions</p> <p>17. Contractions</p> <p>18. Subordinate clauses</p> <p>19. Commas in lists</p> <p>20. Fronted adverbials</p> <p>21. Prefixes</p> <p>22. Apostrophe for possession</p> <p>23. Pronouns (object)</p> <p>24. Present perfect tense</p> <p>25. Subordinate clause (identifying)</p> <p>26. Word family</p> <p>27. Suffixes</p> <p>28. Punctuation (for speech)</p>		Children's Names																				Total correct per question	Percentage per question		
				Children's Scores																					
				Percentages																					

Enlarge to A3 for added clarity

NATIONAL CURRICULUM STATUTORY REQUIREMENTS

RECORD SHEET (YEARS 3 AND 4)

Children's Names

<p>extending the range of sentences with more than one clause by using a wider range of conjunctions.</p>																																			
<p>using the present perfect form of verbs in contrast to the past tense</p>																																			
<p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>																																			
<p>using conjunctions, adverbs and prepositions to express time and cause</p>																																			
<p>using fronted adverbials</p>																																			
<p>learning the grammar for years 3 and 4 in English Appendix 2</p>																																			
<p>using commas after fronted adverbials</p>																																			
<p>indicating possession by using the possessive apostrophe with plural nouns</p>																																			
<p>using and punctuating direct speech</p>																																			
<p>Pupils should be taught to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately</p>																																			

Enlarge to A3 for added clarity

National Curriculum Coverage & Notes



National Curriculum Coverage and Notes

Teachers will note that, within the activity sheets, there are a number of exercises that consolidate previous learning, as well as exercises that go beyond the National Curriculum requirements for a particular age group. In the English Programme of Study (page 6 of the introduction) it states:

“Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate.”

At HeadStart, we believe that there are a number of appropriate concepts that can be introduced at an earlier stage than stated in English Appendix 2. For example, in the Year 3 and Year 4 Programme of Study for writing composition, it states that children need to build a ‘varied and rich vocabulary’ (page 29), yet the term ‘synonym’ is not introduced until Year 6 of Appendix 2 (page 69). We have, therefore, introduced the use of synonyms at a much earlier age, though children will not be tested on the knowledge of the term “synonym” until the appropriate key stage.

Coverage

The following tables show the year group when the concepts are first introduced in the Programme of Study, either in the Statutory Requirements or in the Appendix. Some concepts appear under Spelling or Writing and have been included because of their close relationship to grammar. Some concepts, e.g. irregular adjectives to compare (comparative and superlative), are not mentioned in the Statutory Requirements, but have been included because of the importance of teaching children Standard English. (For example, children need to understand not to use “more bigger”, or “my bestest friend”, or “worserer”.)

Coverage – Book 1

Learning Objectives	National Curriculum Programme of Study		
	Statutory Requirements	Appendix 2	Glossary/ Spelling/ Writing
Chapter One			
1. Full stops and capital letters	Year 1	Year 1	
2. Conjunctions (1)	Year 2	Year 2	
3. Question marks	Year 1	Year 1	
4. Adjectives	Year 2	Year 2	
5. Words to replace nouns (pronouns)	Year 3 & 4	Year 4	Writing Y2, 3 & 4
6. Conjunctions to express time	Year 3 & 4	Year 3	
7. Regular past tense verbs	Year 2	Year 2	
8. Prepositions (1)	Year 3 & 4	Year 3	
9. Speech marks	Year 3 & 4	Year 3	
10. Verbs	Year 2	Year 2	
Chapter Two			
1. Adjectives to compare		Year 2	Spelling Y1 & 2
2. Regular plural nouns		Year 1	
3. Adverbs of manner	Year 3 & 4	Year 2	
4. Alternative verbs			Writing Y3 & 4
5. Prepositions (2)	Year 3 & 4	Year 3	
6. Parts of a sentence		Year 3	Writing Y3 & 4
7. Irregular past tense verbs	Year 2		Glossary
8. Conjunctions (2)	Year 3 & 4	Year 2 & 3	
9. Apostrophe for contraction	Year 2	Year 2	
10. Direct speech	Year 3 & 4	Year 3	
Chapter Three			
1. Full stops, question marks, exclamation marks	Year 2		
2. Commas in lists	Year 2	Year 2	
3. Adverbs to begin a sentence	Year 3 & 4	Year 4	
4. Prefixes		Year 3	Spelling Y1, 3 & 4
5. Apostrophe for possession	Year 2, 3 & 4	Year 2 & 4	Spelling Y2, 3 & 4
6. Words to show possession	Year 3 & 4	Year 4	
7. Present perfect tense	Year 3 & 4		
8. Subordinate clauses		Year 3	
9. Alternatives for said			Writing Y3 & 4
10. Irregular adjectives to compare (Standard English)	Year 2		

Coverage – Book 2

Learning Objectives <i>(Headings marked with the anchor symbol ⚓ denote concepts not covered in Book 1.)</i>	National Curriculum Programme of Study		
	Statutory Requirements	Appendix 2	Glossary/ Spelling/ Writing
1. Capital letters for proper nouns ⚓	Year 1	Year 1	
2. Full stops and capital letters	Year 1	Year 1	
3. Capital letters in poetry ⚓	Year 2		
4. Usin 'a' and 'an' ⚓		Year 3	
5. Conjunctions (1)	Year 2	Year 2	
6. Conjunctions (2)	Year 3 & 4	Year 2 & 3	
7. Question marks	Year 1	Year 1	
8. Adjectives	Year 2	Year 2	
9. Words to replace nouns (pronouns)	Year 3 & 4	Year 4	Writing Y2, 3 & 4
10. Conjunctions to express time	Year 3 & 4	Year 3	
11. Regular past tense verbs (1)	Year 2	Year 2	
12. Regular past tense verbs (2)	Year 2	Year 2	
13. Prepositions	Year 3 & 4	Year 3	
14. Standard English ⚓	Year 2	Year 4	
15. Speech marks (1)	Year 3 & 4	Year 3	
16. Speech marks (2)	Year 3 & 4	Year 3	
17. Verb recognition	Year 2	Year 2	
18. Adjectives to compare		Year 2	Spelling Y1 & Y2
19. Regular plural nouns		Year 1	Spelling Y1
20. Irregular plural nouns			Glossary
21. Collective nouns ⚓			
22. Adverbs of manner	Year 3 & 4	Year 2	
23. Adverbs of time and place ⚓	Year 3 & 4	Year 3	
24. Alternative verbs			Writing Y3 & 4
25. Prepositions	Year 3 & 4	Year 3	
26. Parts of a sentence		Year 3	Writing Y3 & 4
27. Irregular past tense verbs	Year 2		Glossary
28. Conjunctions (3)	Year 3 & 4	Year 2 & 3	
29. Conjunctions (4)	Year 3 & 4	Year 3	
30. Conjunctions (5)	Year 3 & 4	Year 3	
31. Apostrophe for contraction	Year 2	Year 2	
32. Direct speech	Year 3 & 4	Year 3	
33. Full stops, question marks, exclamation marks	Year 2	Year 2	
34. Commas in lists	Year 2	Year 2	
35. Adverbs to begin a sentence	Year 3 & 4	Year 4	
36. Prefixes		Year 3	Spelling Y1, 3 & 4
37. Word families ⚓		Year 3	Glossary/Spelling
38. Apostrophe for possession	Year 2, 3 & 4	Year 2 & 4	Spelling Y2, 3 & 4
39. Words to show possession (possessive pronouns)	Year 3 & 4	Year 4	
40. Present perfect tense	Year 3 & 4		
41. Subordinate clauses		Year 3	
42. Alternatives for said			Writing Y3, 4
43. Irregular adjectives to compare (Standard English)	Year 2		
44. Paragraphs ⚓		Year 3 & 4	Writing Y3 & 4
45. Headings and subheadings ⚓		Year 3	Writing Y3 & 4

Coverage *(continued)*

The following table shows how the programmes of study are covered by the scheme of work presented in this book.

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

Book 1 p 5 – 8, 69 – 72

Book 2 p 5 – 6, 28 – 30

using the present perfect form of verbs in contrast to the past tense

Book 1 p 105 – 108

Book 2 p 40

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Book 1 p 17 – 20, 101 – 104

Book 2 p 9, 39

using conjunctions, adverbs and prepositions to express time and cause

Book 1 p 5 – 8, 69 – 72, 89 – 92

Book 2 p 5 – 6, 23, 28 – 30

using fronted adverbials

Book 1 p 89 – 92

Book 2 p 35

learning the grammar for years 3 and 4 in English Appendix 2

Pupils should be taught to:

indicate grammatical and other features by:

using commas after fronted adverbials

Book 1 p 89 – 92

Book 2 p 35

indicating possession by using the possessive apostrophe with plural nouns

Book 1 p 97 – 100

Book 2 p 38

using and punctuating direct speech

Book 1 p 33 – 36, 77 – 80

Book 2 p 15 -16, 32

Pupils should be taught to:

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their reading and writing.

Coverage *(continued)*

Appendix 2: Vocabulary, grammar and punctuation

Formation of nouns using a range of prefixes (for example super-, anti-, auto-)			
Book 1	p 93 – 96	Book 2	p 36
Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)			
		Book 2	p 4
Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)			
		Book 2	p 37
Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of)			
Book 1	p 5 – 8, 21 – 24, 29 – 32, 57 – 60	Book 2	p 5 – 6, 10, 13, 23, 25, 28 – 30
Introduction to paragraphs as a way to group related material			
		Book 2	p 44
Headings and sub-headings to aid presentation			
		Book 2	p 45
Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play)			
Book 1	p 105 – 108	Book 2	p 40
Introduction to inverted commas to punctuate direct speech			
Book 1	p 33 – 36, 77 – 80	Book 2	p 15 – 16, 32