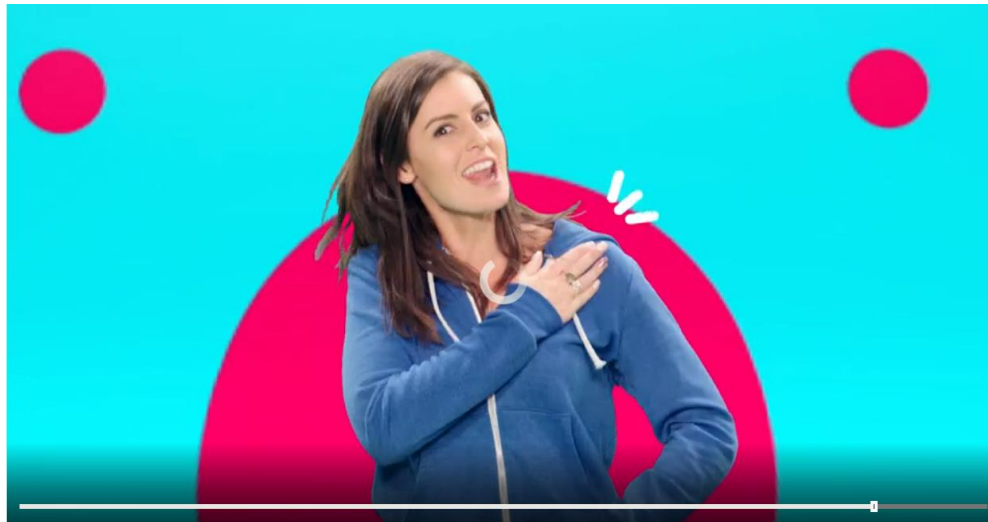


# Day 1



## Y3 English- 5 a day

Watch the videos about 'conjunctions' by clicking on the picture or by going to the web page as detailed below:



[www.bbc.co.uk/teach/supermovers/ks2-english-conjunctions-with-laura-bubble/zv4hd6f](http://www.bbc.co.uk/teach/supermovers/ks2-english-conjunctions-with-laura-bubble/zv4hd6f)

Or by typing the following into google:  
supermovers KS2 English conjunctions – it should come up as the first link.

# Day 2

## Coordinating conjunctions

## Y3 English- 5 a day



1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

**and**

**but**

**or**

- a. I wanted to go swimming **but** the swimming pool was closed.
- b. I fell over \_\_\_\_\_ I bumped my head.
- c. Would you like to go to the park \_\_\_\_\_ would you rather play on your bike?
- d. I wanted to go to the beach \_\_\_\_\_ mum said we couldn't go.
- e. I like to watch football \_\_\_\_\_ I can't play it.
- f. I took my dog for a walk across the field \_\_\_\_\_ we both got muddy.

Day 2  
Coordinating  
conjunctions  
**ANSWERS**

## Y3 English- 5 a day



1. Look at the sentences below. The co-ordinating conjunction is missing. Can you choose the best conjunction to join the clauses? The first one has been done for you.

**and**

**but**

**or**

- a. I wanted to go swimming but the swimming pool was closed.
- b. I fell over and I bumped my head.
- c. Would you like to go to the park or would you rather play on your bike?
- d. I wanted to go to the beach but mum said we couldn't go.
- e. I like to watch football but I can't play it.
- f. I took my dog for a walk across the field and we both got muddy.

# Day 3

## Subordinating conjunctions

## Y3 English- 5 a day



### Sam's Evening

Fill in the blanks using time conjunctions:

when	before	until	after	while
------	--------	-------	-------	-------

It was 8pm and Sam could not relax. He could not go to bed \_\_\_\_\_ he had all his things ready for school the next day.

He had to find his PE kit \_\_\_\_\_ stuffing it into a bag so that the next morning, \_\_\_\_\_ he had eaten breakfast, he could set off quickly.

\_\_\_\_\_ he was ready for bed, he brushed his teeth \_\_\_\_\_ he thought about the next day.

Maybe he could finally relax and get to sleep!



# Day 3

Subordinating  
conjunctions

## Y3 English- 5 a day



### ANSWERS

It was 8pm and Sam could not relax. He could not go to bed until he had all his things ready for school the next day.

He had to find his PE kit before stuffing it into a bag so that the next morning, after he had eaten breakfast, he could set off quickly.

When he was ready for bed, he brushed his teeth while he thought about the next day.

Maybe he could finally relax and get to sleep!

# Day 4

## Y3 English- 5 a day



1. Choose the best time conjunction to go in each of the spaces. Use the word bank to help you.

after	as long as	as soon as	before
by the time	now that	once	since
while	until	when	whenever

- a) \_\_\_\_\_ she had finished her sandwich, she opened her bag of crisps.
- b) The new baby was born \_\_\_\_\_ the nursery was decorated.
- c) She couldn't leave \_\_\_\_\_ the film had finished.
- d) \_\_\_\_\_ she arrived home with her new football, she had run out of energy.
- e) He had just sat down \_\_\_\_\_ the doorbell chimed.

Day 4

Y3 English- 5 a day



ANSWERS



1. Choose the best time conjunction to go in each of the spaces.

- a) **When / Now that / As soon as / Once / Before** she had finished her sandwich, she opened her bag of crisps.
- b) The new baby was born **after / as soon as / once** the nursery was decorated.
- c) She couldn't leave **until** the film had finished.
- d) **After / By the time / Now that / As soon as** she arrived home with her new football, she had run out of energy.
- e) He had just sat down **when** the doorbell chimed.



Day 5

Y3 English- 5 a day



To revise identifying adverbs.

Session 5— LO: To revise identifying adverbs

Circle the adverbs.

gently

running

powerfully

house

after

hungry

far

under

quietly



Day 5

Y3 English- 5 a day



## ANSWERS

To revise identifying adverbs.

Session 5— LO: To revise identifying adverbs

Circle the adverbs.

gently                      running                      powerfully

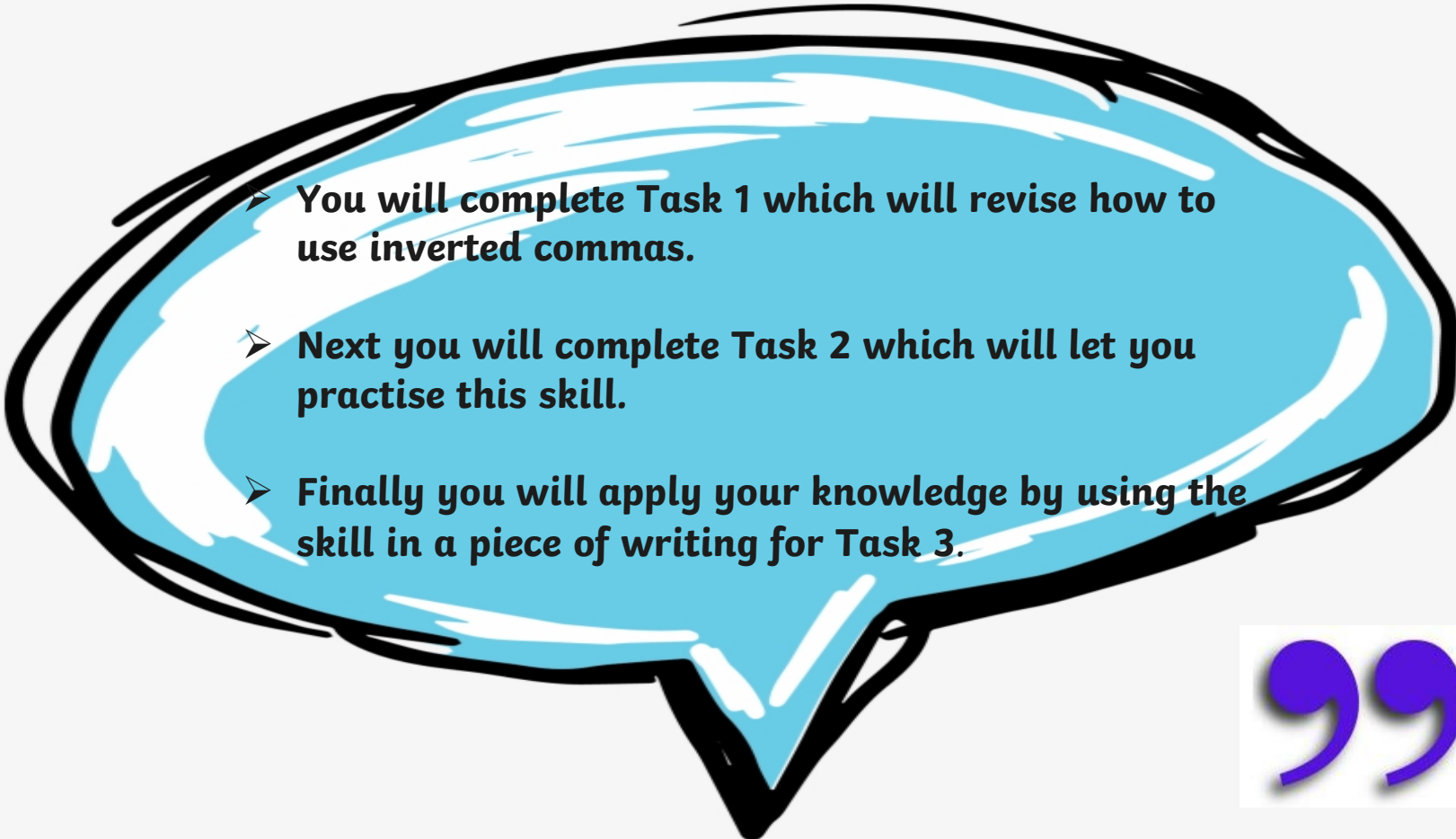
house                      after                      hungry

far                      under                      quietly

“

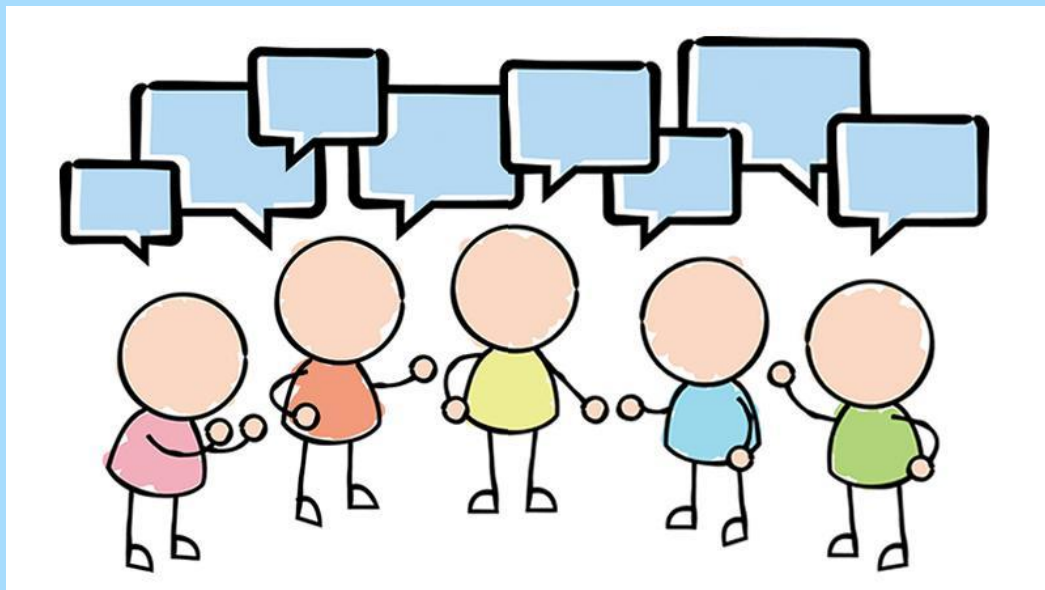
# Year 3

## Inverted Commas

- 
- You will complete Task 1 which will revise how to use inverted commas.
  - Next you will complete Task 2 which will let you practise this skill.
  - Finally you will apply your knowledge by using the skill in a piece of writing for Task 3.

”

# Inverted Commas for Direct Speech



## TASK 1

# Inverted Commas

There are two places where inverted commas are needed when writing direct speech:

“What’s the matter, Dina?” said Sid.

Inverted Commas

Inverted Commas

You need to **open** your inverted commas with a “ before the first word which is being spoken.

You need to **close** your inverted commas with a ” after the last word **which is being spoken**.

Imagine that inverted commas are like hands;  
They hold within them **only** the words which are being spoken.



“What’s the matter, Dina?”



said Sid.

# Punctuation

There are two places where other forms of punctuation are needed when writing direct speech:

“What’s the matter, Dina?” said Sid.

You need to end the speaking with:

- a comma
- a question mark, if it is a question.
- an exclamation mark, if it is an exclamation.

You will need to finish your sentence with a full stop after the reporting clause.

Examples of other punctuation in direct speech are:

“How exciting it is!” exclaimed Sarah.

“I don’t know what to do,” said Sayeed.

# Reporting Clauses

After the speech itself, a reporting clause gives a little bit of information about **who is speaking** and **how it was said**.

“What’s the matter, Dina?” **said Sid**.

Reporting Clauses

In this case, Sid is speaking.

If Sid said it in a different way,  
you could change ‘said’ to...



“What’s the matter, Dina?” **asked Sid**.

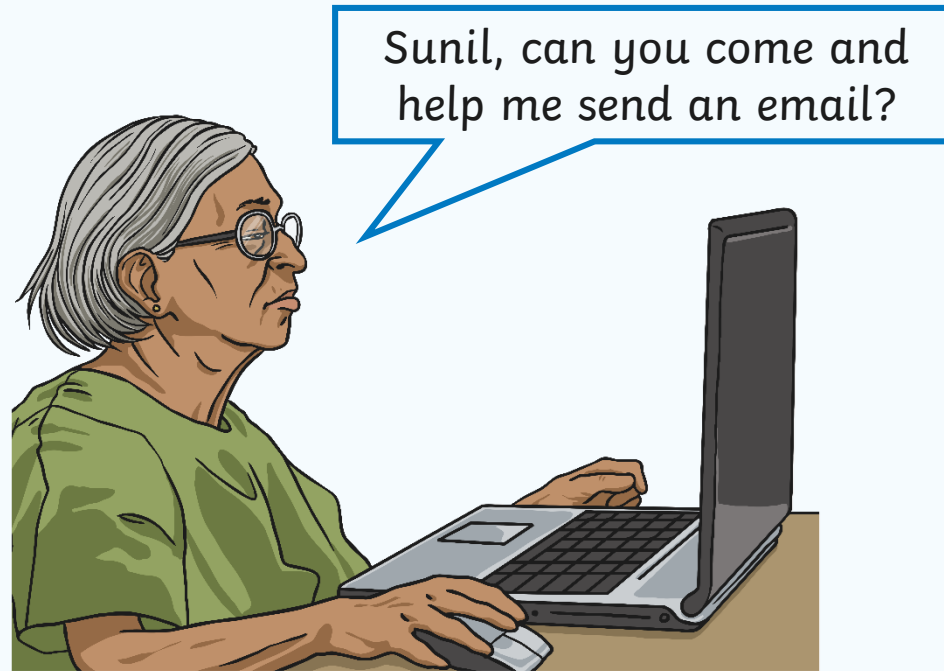
“What’s the matter, Dina?” **whispered Sid**.

“What’s the matter, Dina?” **uttered Sid**.

“What’s the matter, Dina?” **shouted Sid**.

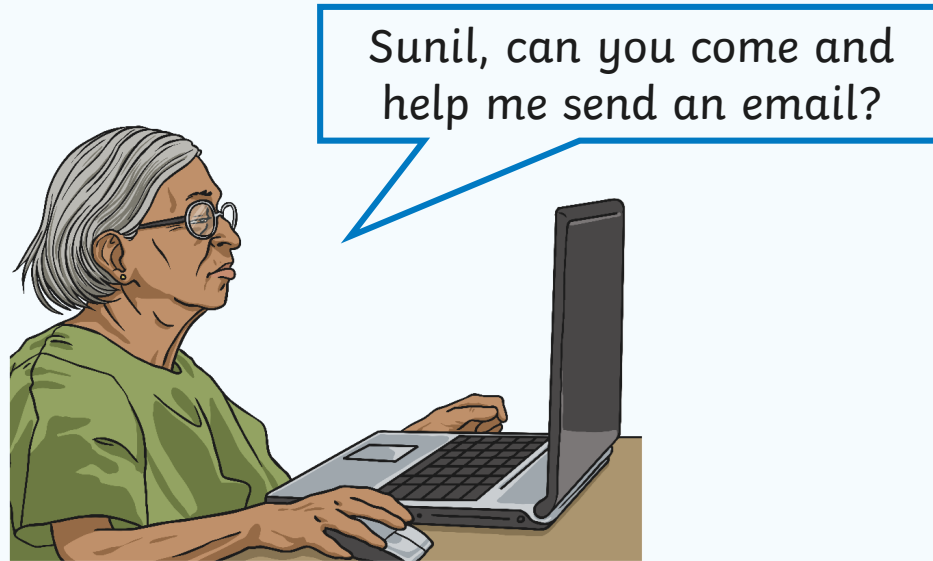
# It's Your Turn...

Here is the start of a conversation between Aminah and her son, Sunil. Write the direct speech on a scrap piece of paper using inverted commas and the correct punctuation.



Aminah





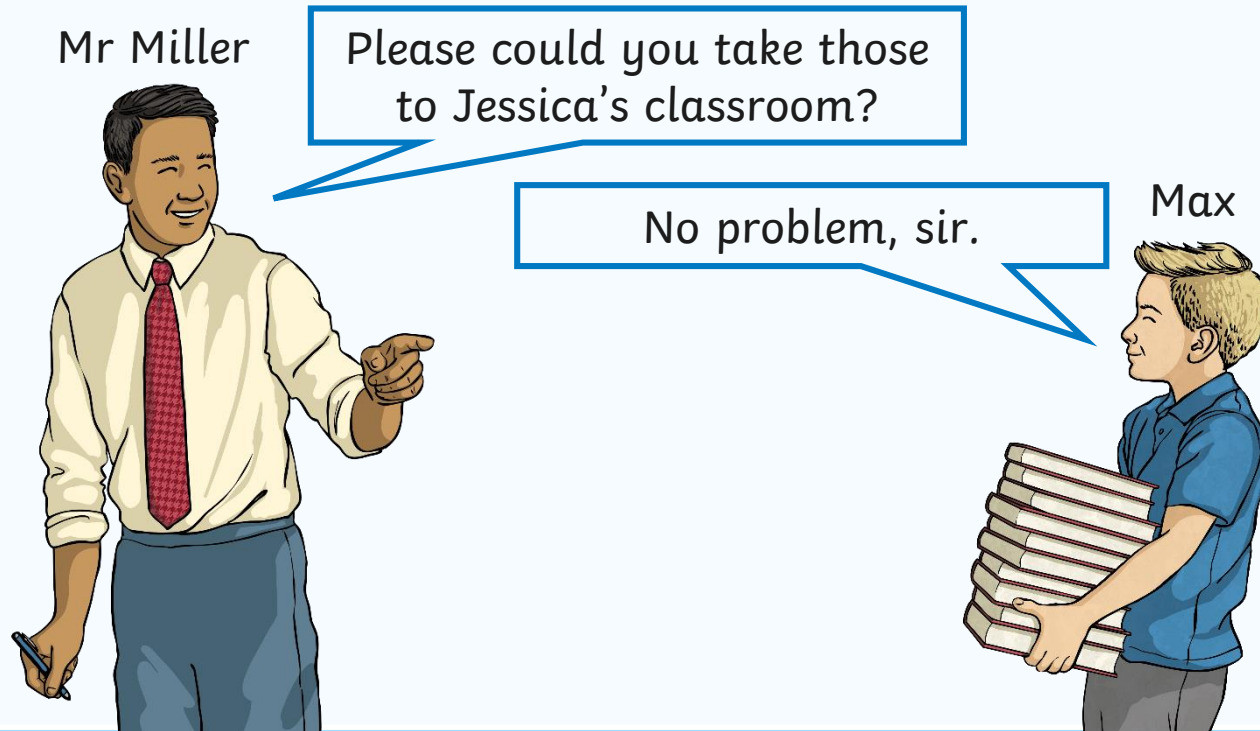
Aminah

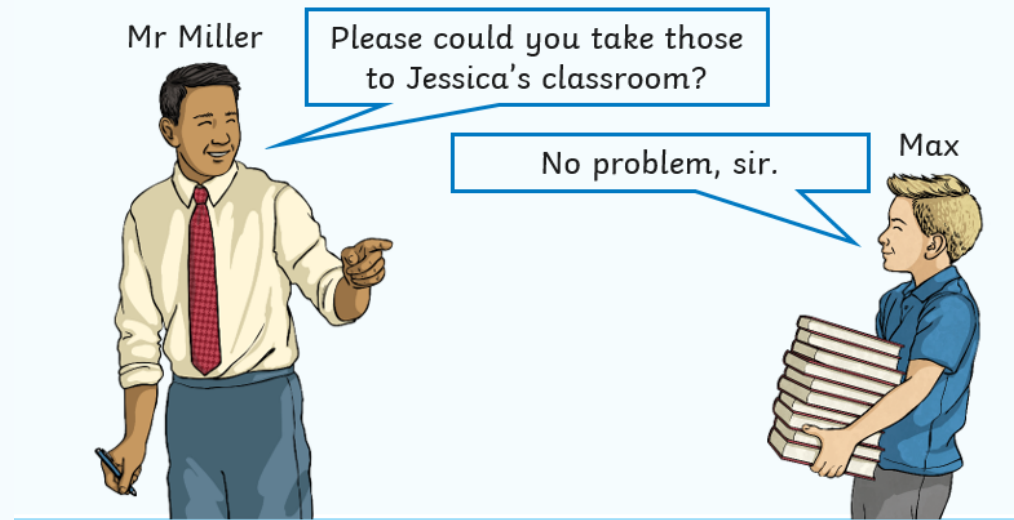
*"Sunil, can you come and help me send an email?" asked Aminah.*

# It's Your Turn...

Here is a conversation between Mr. Miller and Max. Write the direct speech on a scrap piece of paper using inverted commas and the correct punctuation.

Where more than one person is talking, remember to start new line for each new speaker.





*"Please can you take those to Jessica's classroom?" asked Mr Miller.*

*"No problem sir," replied Max.*

# It's Your Turn...

Here is a conversation between three friends. Write the direct speech on scrap paper using inverted commas and the correct punctuation.

Remember: new speaker, new line!

What are your plans for tonight?



Lisa

I don't really have any.



Janine

Do you fancy going out for a meal?



Alex

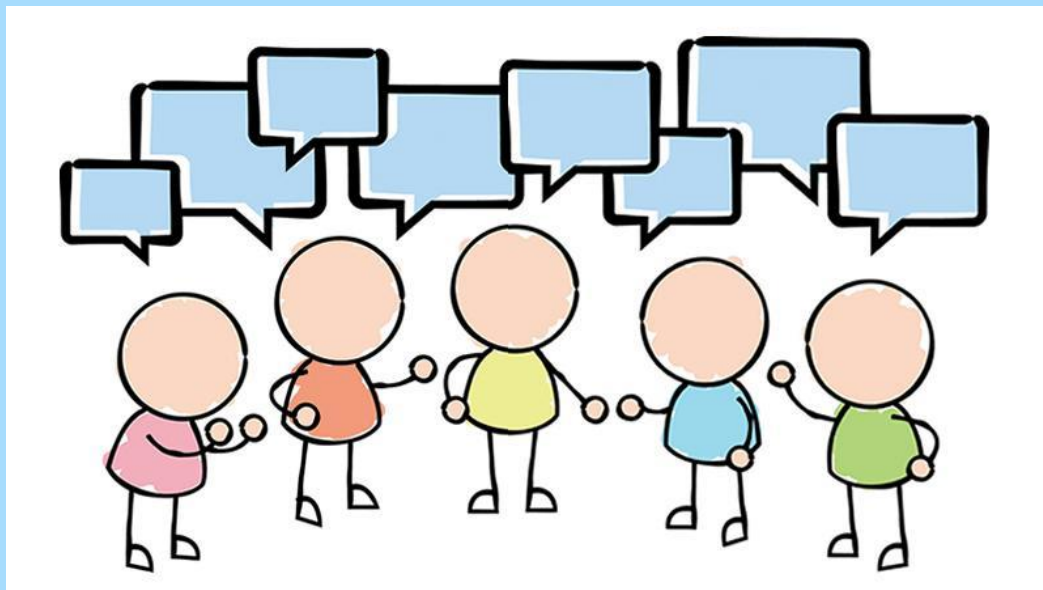


*"What are your plans for tonight?" asked Lisa.  
"I don't really have any," replied Janine.  
"Do you fancy going out for a meal?" said Alex.*

How did you do? Did you remember the **inverted commas**, **punctuation** and **reporting clause**?

It does not matter if you used said, asked, exclaimed or any other reporting verb – just don't forget to mix it up a bit in your work. The same reporting verb too many times can get boring.

# Inverted Commas for Direct Speech



**TASK 2**



# Speedy Speech

You have two minutes to write a line of direct speech for each of the boys in the picture...



## Remember:

- inverted commas
- punctuation
- reporting clause



# Speedy Speech

You have two minutes to write a line of direct speech for the man and the statue in the picture...



## Remember:

- inverted commas
- punctuation
- reporting clause

# Speedy Speech

You have two minutes to write a line of direct speech for each of the talking parrots in the picture...



## Remember:

- inverted commas
- punctuation
- reporting clause

# Froggy Freeze Frame

Write what each frog is saying using the correct speech punctuation...



## Remember:

- inverted commas
- punctuation
- reporting clause



# Froggy Freeze Frame

Write what each frog is saying using the correct speech punctuation...



## Remember:

- inverted commas
- punctuation
- reporting clause

# Correctly Punctuate the Speech

Below are all examples of incorrectly punctuated speech.

Why are they incorrect?

Now write them out correctly.

You need to get off the bus here” said the driver.

Stop annoying me! shouted Sophie.

“Who goes there” grumbled the troll.

“What a beautiful day it is! rejoiced Sheila.”

“That’s all the money I have, explained Frank.

# Correctly Punctuate the Speech



Did you manage to correct these sentences?

"You need to get off the bus here," said the driver.

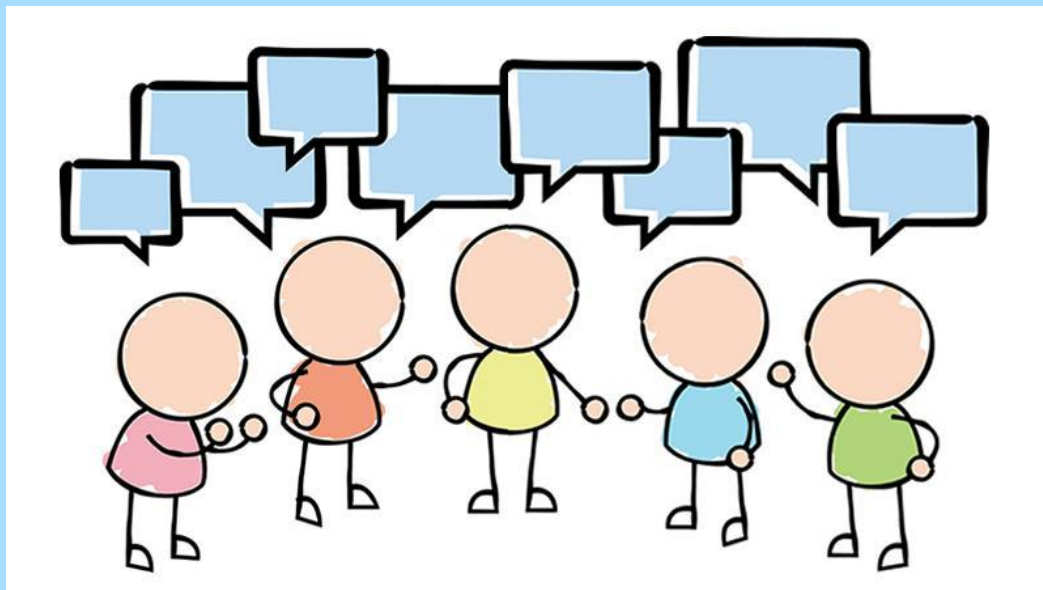
"Stop annoying me!" shouted Sophie.

"Who goes there?" grumbled the troll.

"What a beautiful day it is!" rejoiced Sheila.

"That's all the money I have," explained Frank.

# Inverted Commas for Direct Speech



**TASK 3**



# Let's get creative!





*Things to think about:*

*If Winter and Spring could talk what would they talk about?*

*Would their conversation be friendly?*

*Think about what type of personality each would have and try to include these ideas into your conversation.*

*Remember winter leaves as spring arrives - could you include this in the conversation?*

*Is Winter pleased/ sad about leaving?*

*Is Spring excited/ annoyed about arriving?*

*What are they both looking forward to?*

*What will they both miss?*

*Think about what happens in each season.*

*Consider the colours, animals and events.*



## **Remember:**

- **inverted commas**
- **punctuation**
- **reporting clause**
- **Start a new line for each new person speaking**