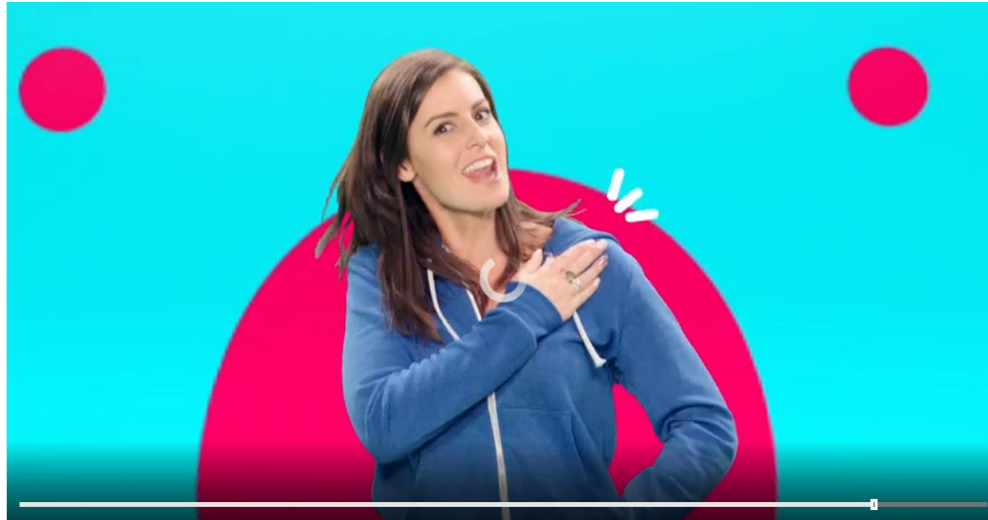


Day 1



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/superheroes/ks2-english-conjunctions-with-laura-bubble/zv4hd6f

Or by typing the following into google:
superheroes 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

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

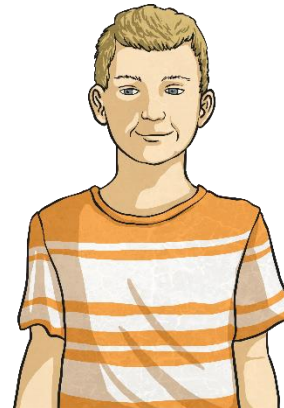
After the speech itself, a reporting clause gives a little bit of information about **who is speaking** and **how it was said**.

“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.**

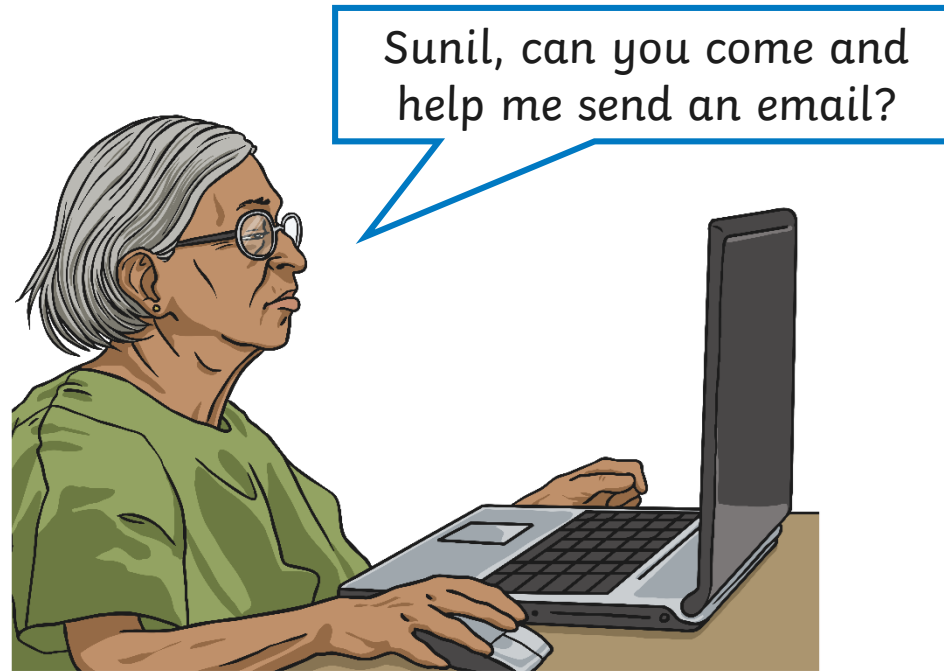
“What’s the matter, Dina?” **uttered Sid.**

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

Year 3 Inverted Commas: Task 1

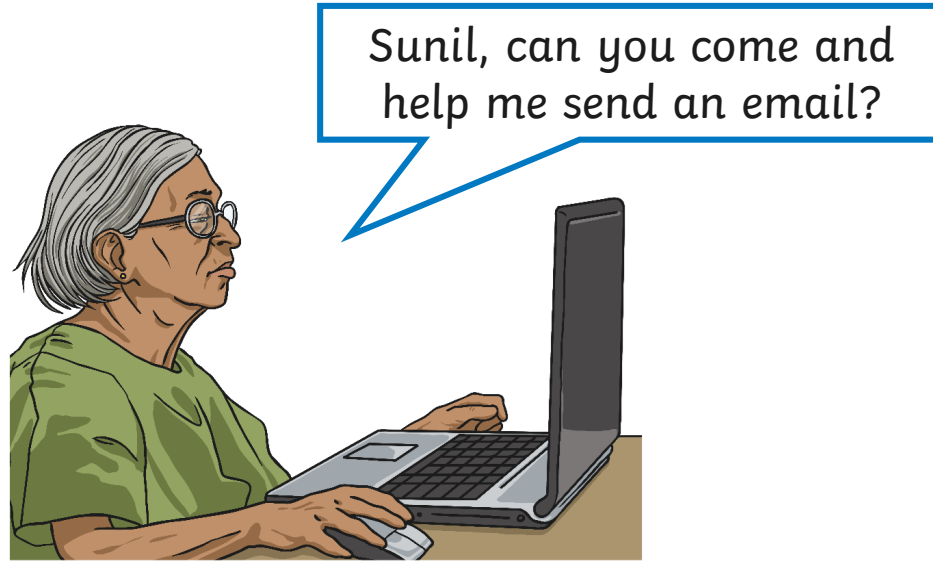
It's Your Turn...

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

Year 3 Inverted Commas: Task 1



Aminah

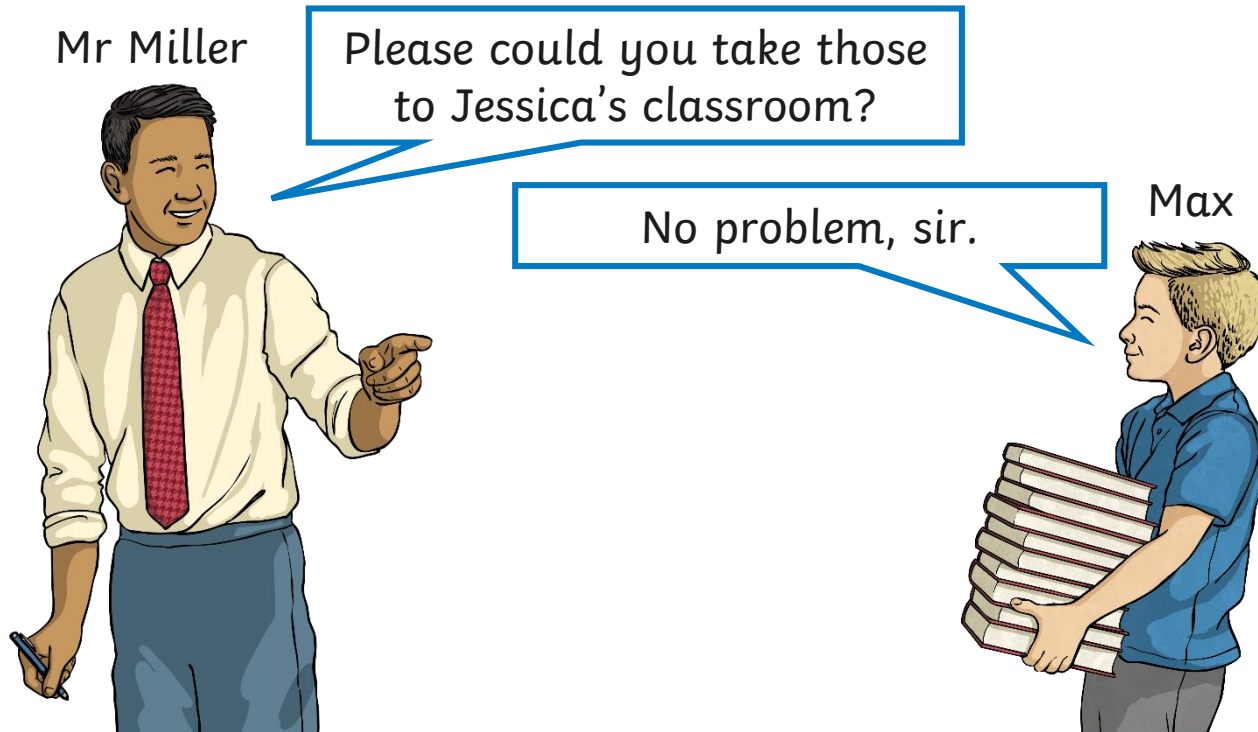
“Sunil, can you come and help me send an email?” asked Aminah.

Year 3 Inverted Commas: Task 1

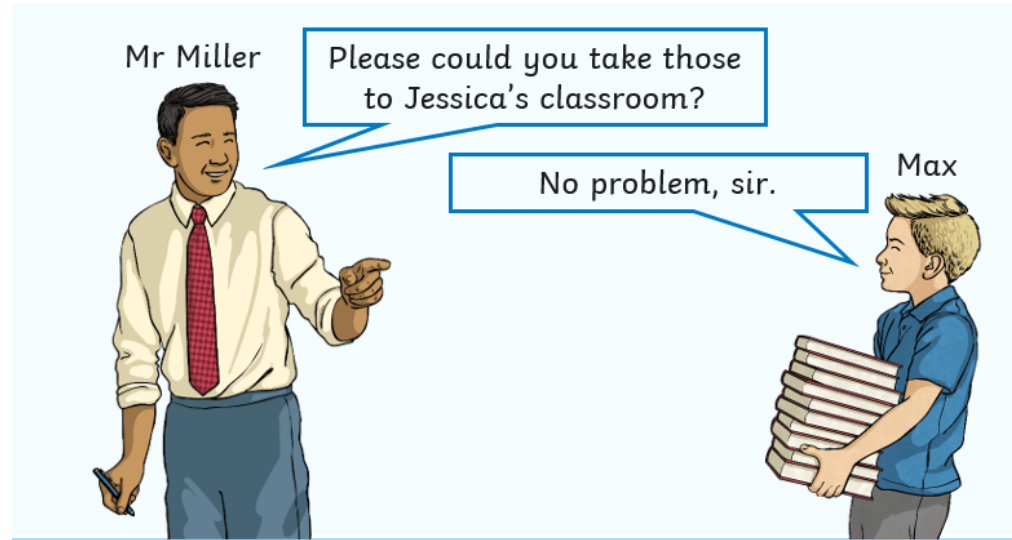
It's Your Turn...

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.



Year 3 Inverted Commas: Task 1



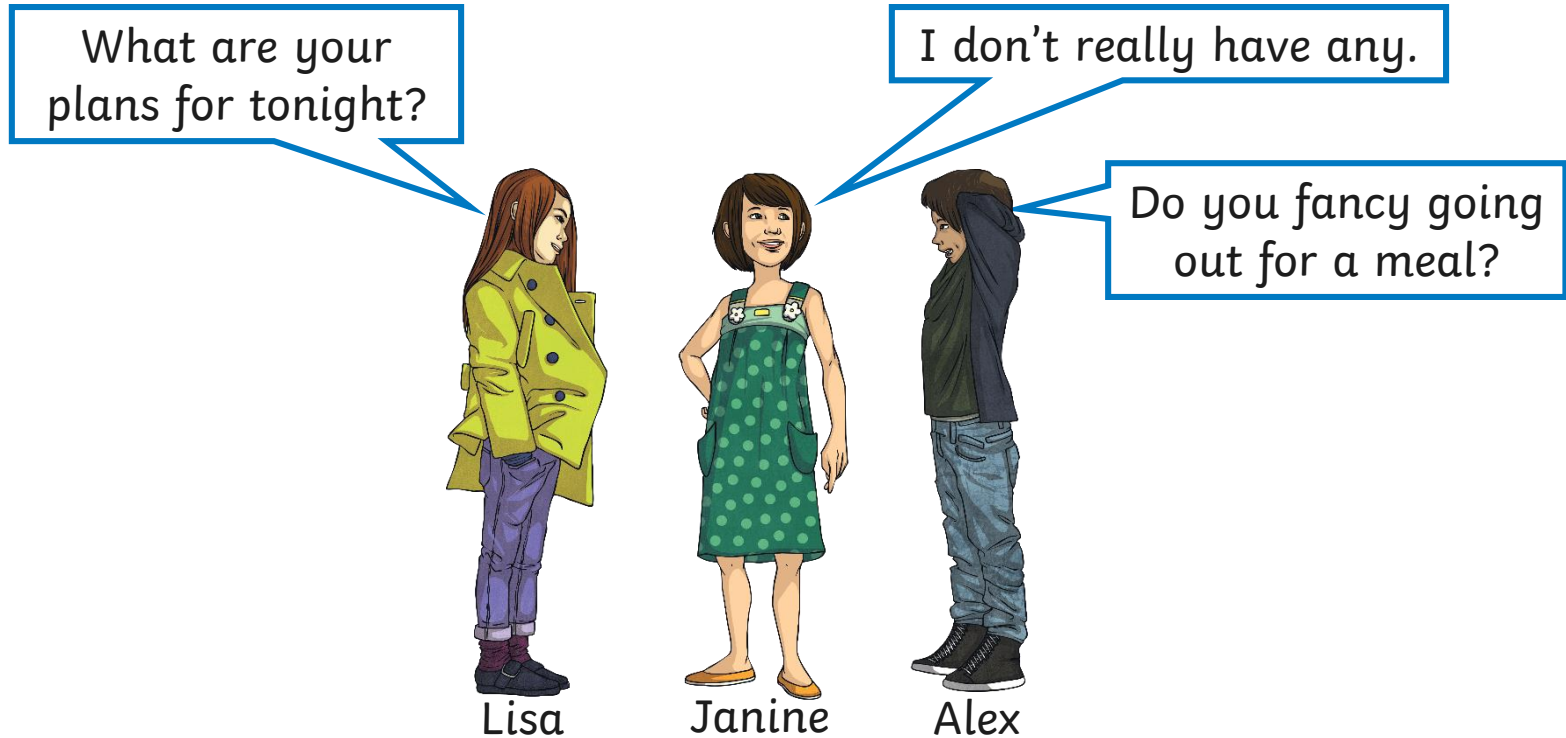
"Please can you take those to Jessica's classroom?" asked Mr Miller.

"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!



Year 3 Inverted Commas: Task 1



*“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.

Speedy Speech

Remember:

- inverted commas
- punctuation
- reporting clause

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

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

- 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...

1.



2.



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.

Year 3 Inverted Commas: Task 3

Let's get creative!



Year 3 Inverted Commas: Task 3



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**