

Parent Guide



@twinklparents

We're excited to share this activity with you. If you are interested in finding more exciting, fun and interesting activities for you and your children, then check out these links to different areas of the [Twinkl Parents](#) website.

games



crafts



puzzles



experiments



word searches



What is this resource and how do I use it?

This booklet includes everything you need to help you practise the spelling, grammar and punctuation skills you will learn in year 3. Simply print it out and complete each activity as and when you want to. You will find the answers to each activity at the end of the booklet.

What skills does this practise?

Spelling

Grammar

Punctuation

Proofreading

Further Activity Ideas and Suggestions

For some more fun activities to practise your skills, check out our [Parents Hub](#). You can practise your word types knowledge with this [Verb, Adverb and Adjective Sorting Game](#) or have a go at some reading comprehension with this [Alex Scott Reading Comprehension](#).

Parents Blog



Twinkl Kids' TV



Homework Help



twinkl

Parents
Hub

Year 3



SPaG Booklet

This booklet belongs to



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Spellings

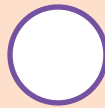
Spellings start to get more challenging in year 3. Your child will be faced with a variety of statutory spellings to learn, as well as a range of new spelling rules and more common exception words. The best way to support your child with their spellings is to practice little and often, with short, snappy activities.

Here are ten fun ideas to help keep spelling practice fun and fresh. Why not print these out, cut them up and choose a different one at random each time you do spelling practice?



[Click here to try this resource](#)

This resource includes a checklist of 360 words that your child can tackle one day at a time.



• Write your spelling words in different colours.

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• Make your spelling words out of magnetic letters.

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• Write your spelling words with your finger in glitter.

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• Write your spelling words in bubble writing.

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• Make your spelling words out of blocks.

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• Type your spelling words on a computer or tablet and use a fun font.

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• Make your spelling words out of playdough.

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• Cut out letters from a magazine or newspaper to make your spelling word.

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• Write your spelling words with your finger in shaving foam.

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• Write your spelling words with vowels in one colour and consonants in another.

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A or An



Whether you use **a** or **an** before a word depends on the sound of the word's first letter.

Vowel sounds = **an**

Consonant sounds = **a**

1. In this alphabet, circle the vowels red and the consonants blue.

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
	Vv	Ww	Xx	Yy	Zz	

2. Decide if these words will have **a** or **an** before them. Tick the correct answer.



a tiger
an tiger



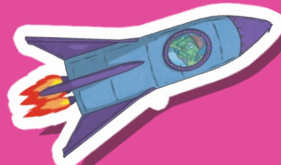
a umbrella
an umbrella



a octopus
an octopus



a football
an football



a rocket
an rocket

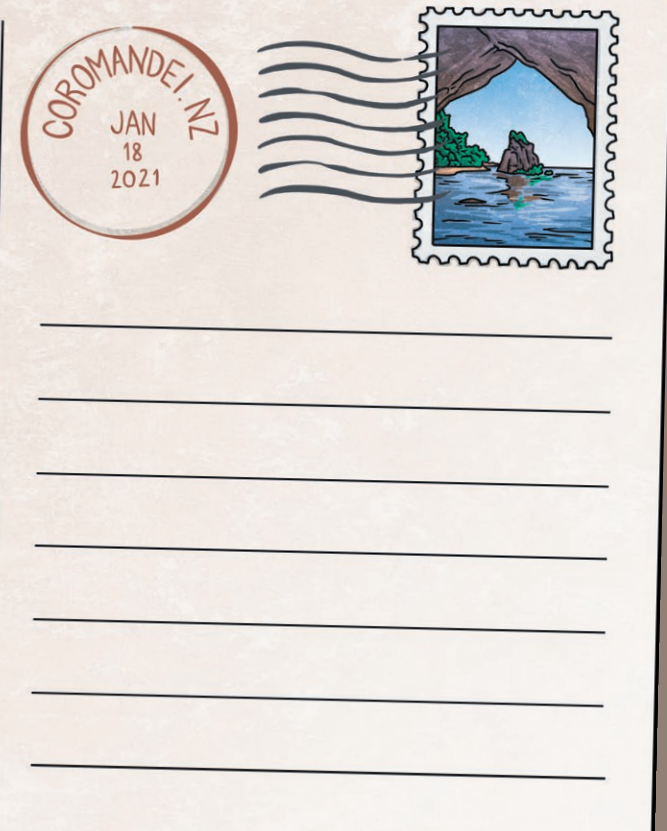


a apple
an apple



3. Zainab is writing a postcard from her holiday at the beach. Can you help her fill in the gaps with the correct form of **a** or **an**?

I have had great time at the beach! I needed to wear hat because it was so sunny! We saw jellyfish and crab in the sand. Then Mum had idea - we should get ice cream. I had chocolate one and Mum had orange ice lolly. It was amazing day!





Prefixes and Suffixes



Some words can be changed into other words by adding sets of letters called prefixes and suffixes either at the start or end of the words.

Prefix = start

Suffix = end

1. All of these words have had prefixes added to them. **Circle** the ones that are correct and then **underline** the prefix.

unobey **dishear** **mistreat** **dislike** **misappear**
preheat **rewind** **uncare** **unkind** **reuse**

2. **Match** these prefixes to their meaning.

un-

dis-

mis-

re-

pre-

again

before

not

wrong

not

Prefixes and Suffixes



3. **Fill** in the blanks in these sentences with the correct prefixes from the previous activity.

I can't tie my shoelace!

Amir loved that goal so much that he wants to watch the play.

My little sister is about to start school.

Jane heard the instructions and made a take.

Mrs Smith likes it when we are late.

4. All of these words have had suffixes added to them. **Circle** the ones that are correct, and then **underline** the suffixes.

shouted

throwing

kindly

noiseing

sanged

5. **Match** these suffixes to their meaning.

-ing

changes the tense to past tense

-ed

changes a noun into a verb

-ly

changes an adjective into an adverb

6. **Fill** in the blanks in these sentences with the correct suffixes from the previous activity.

Samir is walk through the forest quiet .

After we play basketball, we went home quick for dinner.

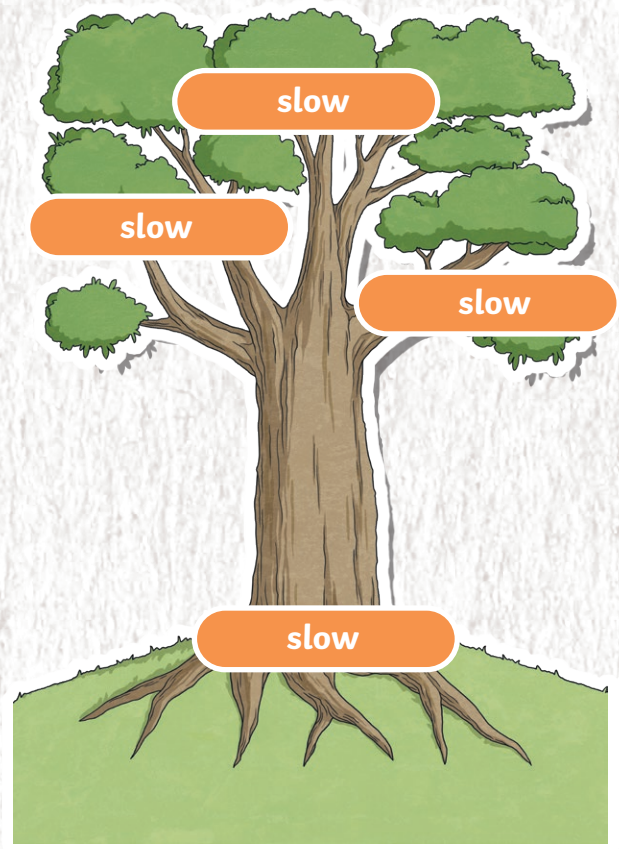
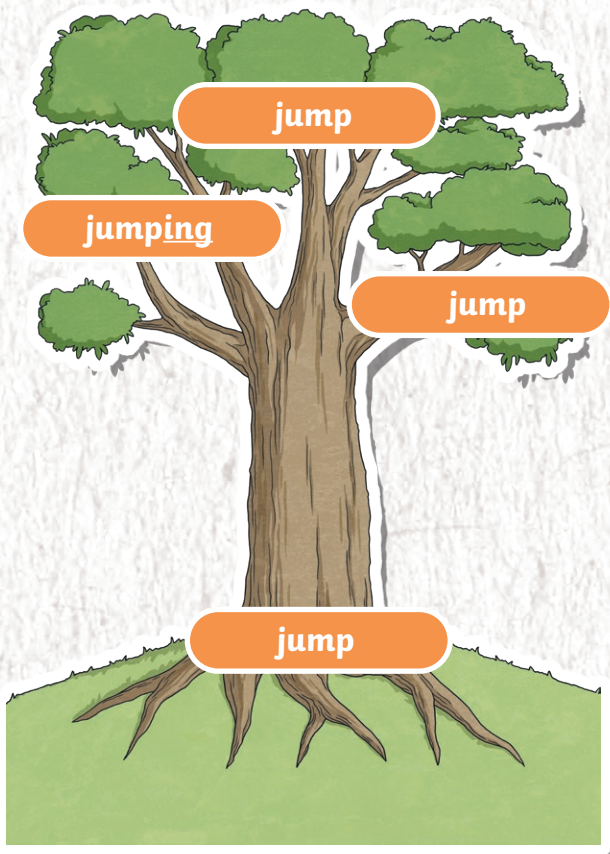
Josh is very good at sing ; he sings beautiful .

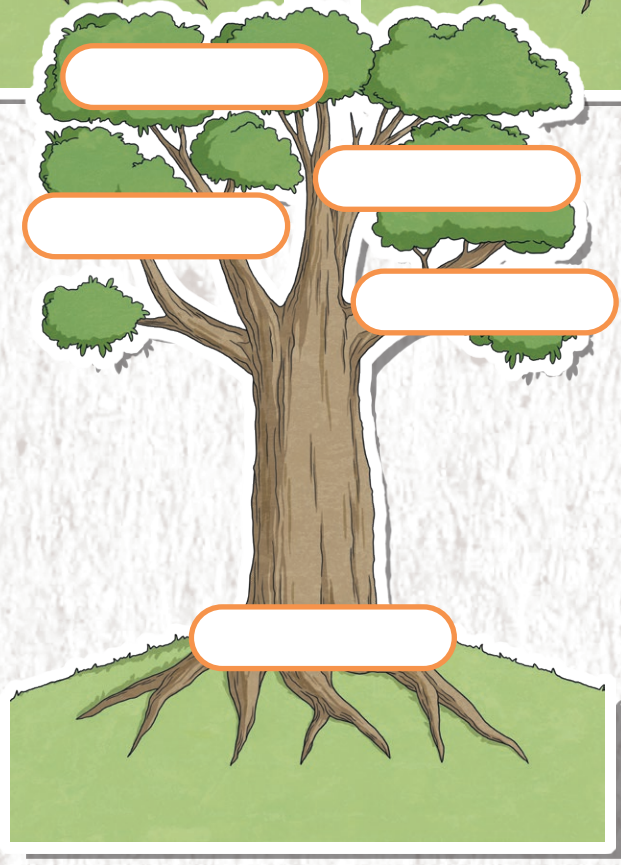
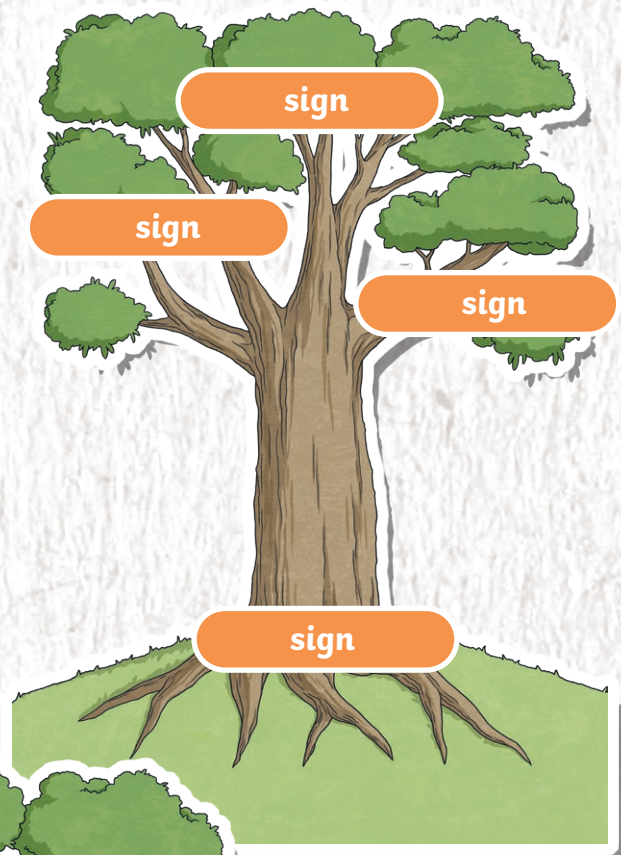
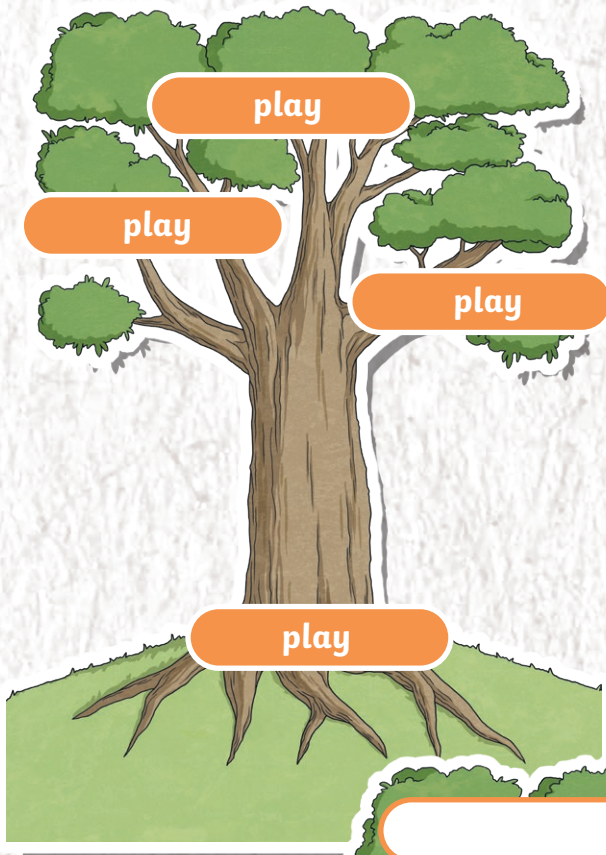


Word families are collections of words that are all formed by adding **prefixes** and **suffixes** to the same **root word**. For example, play - playing - played. This is a word family based on the root word - play.

Root word = a word with no prefix or suffix

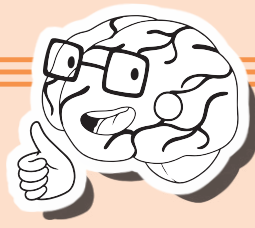
1. Use prefixes and suffixes to add more words to these family trees.



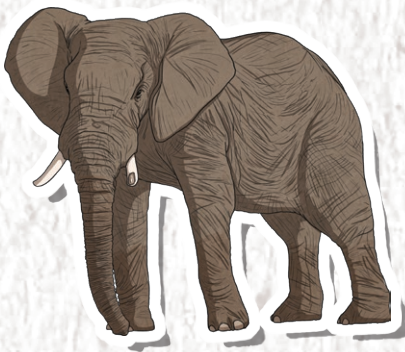


2. Can you think of any other word families and make your own word family tree?

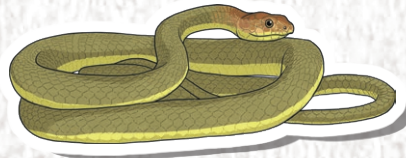
Brain Break #1



You've been working hard! Why not have a quick brain break? Just 5 minutes doing a quick burst of gentle exercise can help your brain to re-energise. See if you can act like these animals by doing the exercises.



Stomp like an elephant.



Slither like a snake.



Hop like a frog.



Jump like a kangaroo.



Go slow-mo like a sloth.



Run like a cheetah.



Conjunctions

Conjunctions are words that are used to link different parts of a sentence - called clauses - together. Conjunctions can help to show **time** and **cause**.

Conjunctions = words that link two clauses

1. These words are all conjunctions. Circle the **time** conjunctions in red and **cause** conjunctions in blue.

later	so	then
because	while	when
since	after	meanwhile
however	during	therefore

2. Prakash is reading about space. Can you help him find and **underline** the conjunctions in the text? There are 4 to find.

The rocket zooms into the air because it is powered by huge engines. The engines drop off after the rocket reaches space since it no longer needs them. Astronauts need to wear special helmets so that they can breathe in space.

3. Add some conjunctions to these sentences.

We are going to have breakfast we have to go to school.

Sam is hungry she forgot to have breakfast.

I can't wait to see my Grandpa my swimming lesson.

Rhonda is going to help Jake I get my shoes on.

Like conjunctions, adverbs can be used in different ways. Adverbs describe verbs, adjectives and even other adverbs, adding information such as **how**, **when** and **where**.

Adverbs = describe a verb or adjective

1. These words are all adverbs. Circle the adverbs that tell us how in **green**, when in **red** and where in **blue**.

loudly	here	everywhere
later	quickly	yesterday
today	sometimes	happily
always	never	near

2. What do you notice about the 'how' adverbs?

3. Can you change these words into adverbs, using question 2 to help you?

sad



close



secret



beautiful



4. Can you find and **underline** the adverbs in this story? There are 10 to find.

Maryam rode her bike quickly along the track this morning. She fell off near the river and scraped her knee badly. She is always riding dangerously and she never listens to me when I tell her to ride carefully! I'll have to tell her again.

Prepositions

Prepositions are words that give more information on **where** something is.

1. Circle the prepositions.

in	above	later	soon
after	on	between	near
tomorrow	because	under	next to



2. Look at this picture and **add** prepositions to the sentences to fill in the gaps.

The cake is the table.

The birthday girl is the door.

The plant is the corner.

The burgers are the tray.

The purple gift is the table.

The painting is the sofa.

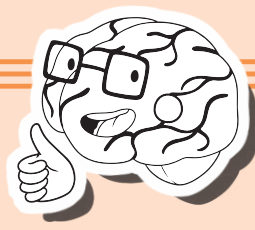
Prepositions

3. Circle the prepositions in this description. There are 8 to find.

The children laid a picnic blanket on top of the sand, below the palm tree, as the sun shone above them. One coconut had fallen down to the left of the tree, but two more were still hanging in the branches on the right. Joe put the picnic box in the middle of the blanket. Inside, there were four sandwiches and a bottle of juice. Joe and Alexia sat down with the basket between them and enjoyed their picnic.

4. Can you draw a picture using the above description to help you?

Brain Break #2



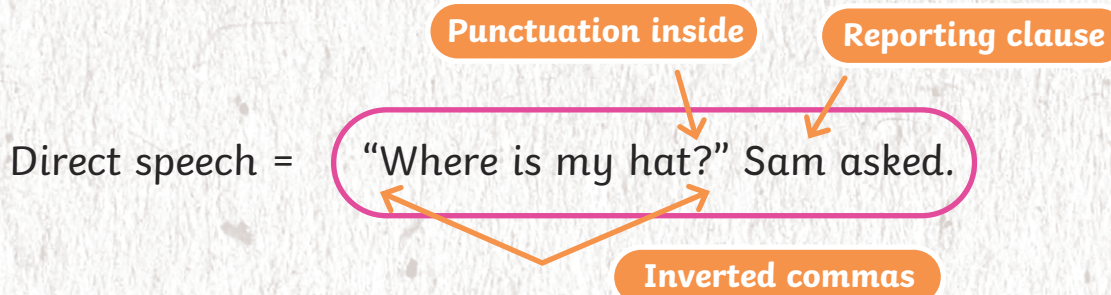
You've been working hard! Why not have a quick brain break? Just 5 minutes doing a quick burst of a creative activity will be enough to help your brain relax and get ready for more learning. Use this table to help you draw your own alien. Simply roll the dice for each column to decide what you're going to draw.



	1	2	3	4	5	6
Head	Circle	Square	Triangle	Diamond	Rectangle	Wavy
Body	Circle	Square	Triangle	Diamond	Rectangle	Wavy
Legs	Tentacles	Two legs	Wheels	Four legs	No legs	Six legs
Eyes	One	Two	Three	Four	Five	Six

Direct speech is when **inverted commas** are used to show exactly which words are being **spoken**. A reporting clause tells you who is speaking.

Direct speech = "Where is my hat?" Sam asked.



1. **Add** inverted commas to show the direct speech. **Underline** the reporting clause.

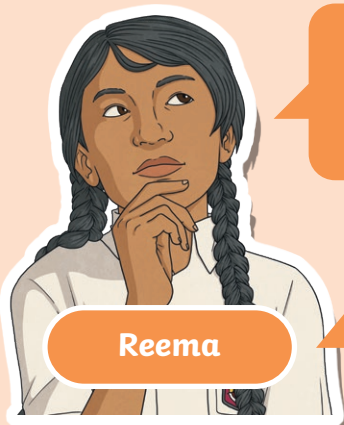
Happy birthday! sang Dion.

Carley said, I am so glad you are here.

Where is your homework? Mr Jones asked.

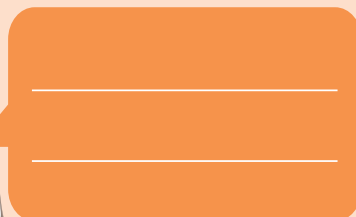
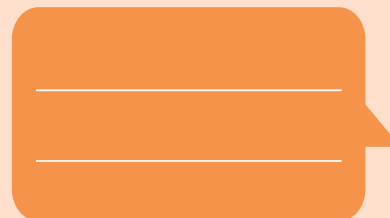
I love your new scooter, Kaelan smiled, Can I have a go?

2. Turn these pictures into full sentences using **inverted commas** and **reporting clauses**.



Reema

Hello! What's your name?



Isaac

My favourite colour is green.

2. Turn these pictures into full sentences using **inverted commas** and **reporting clauses**.



Missy

I can't wait to go to the party later!

I love toast, but I don't like jam.



George





The present perfect tense is used to show that an action began happening in the past, but **continues** into the present.

You can make present perfect sentences using this rule:

Subject + **has** or **have** + past participle verb

For example:

Kacie has walked.

This suggests that Kacie has walked and still is walking. If we wrote 'Kacie walked', we might think that Kacie is no longer walking, as 'walked' tells us that it was in the past. Adding 'has' or 'have' makes it into the present perfect tense rather than the past.

1. Add in the correct form of 'has' or 'have' to the gaps to complete these sentences.

It been very rainy today.

Miguel lived in England for two years.

The dogs eaten their bones.

Fatimah won the race.

2. Now use the correct form of 'has' or 'have' as well as the past participle to complete these sentences.

Jacob all his games today. (play)

We a lot of colourful pictures. (paint)

That computer doesn't work anymore. It . (crash)

Oh no! Grandma to bring the washing in. (forgot)



Proofreading is the process of reading through and **checking** your work once you have finished. You can look out for **spelling** mistakes, **punctuation** errors and make sure that it all makes **sense**.

Capital letters **Aa**

Full stops **.**

Commas **,**

Apostrophes **'**

Question marks **?**

Exclamation marks **!**

Inverted commas **" "**



1. Read through this story and **colour** all the errors in red.

once upon a time there was a little Gurl named jane She lived in a beautiful house In a village with her bruther sister and cousins One day, thay all Went out to played in the park becoz it was verry Sunny. Look Shouted jane, pointing at a shyny lite in the Gras. Whats that. Her brother asked.

2. **Rewrite** the story with the errors fixed.

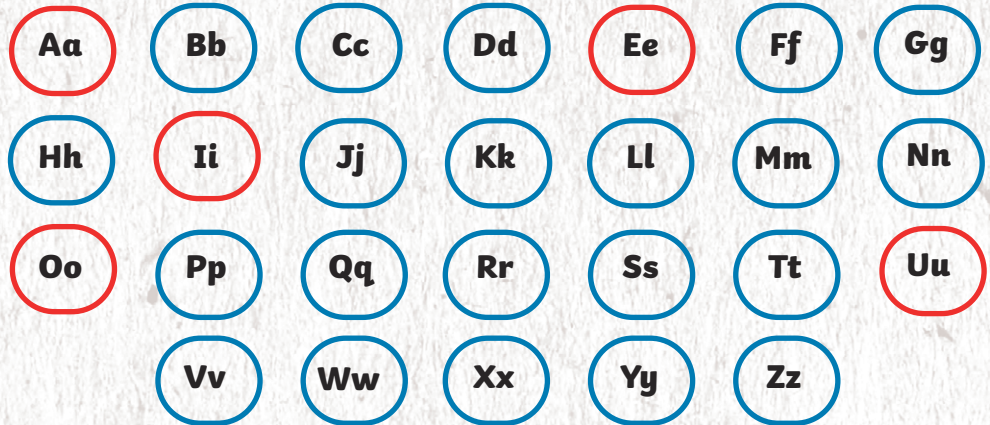
***Disclaimer:** We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.

A or An

Answers



1. In this alphabet, circle the vowels red and the consonants blue.



2. Decide if these words will have **a** or **an** before them. Tick the correct answer.



a tiger ✓
an tiger



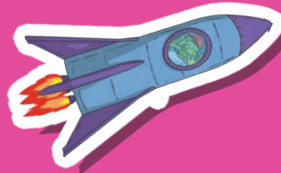
a umbrella
an umbrella ✓



a octopus
an octopus ✓



a football ✓
an football



a rocket ✓
an rocket



a apple
an apple ✓

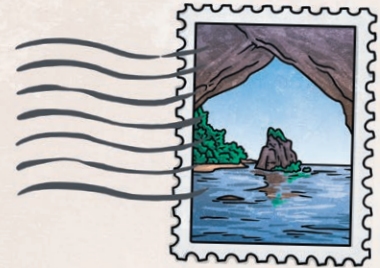
A or An

Answers



3. Zainab is writing a postcard from her holiday at the beach. Can you help her fill in the gaps with the correct form of **a** or **an**?

I have had **a** great time at the beach! I needed to wear **a** hat because it was so sunny! We saw **a** jellyfish and **a** crab in the sand. Then Mum had **an** idea - we should get **an** ice cream. I had **a** chocolate one and Mum had **an** orange ice lolly. It was **an** amazing day!



1. All of these words have had prefixes added to them. **Circle** the ones that are correct, and then **underline** the prefix.

unobey

dishear

mistreat

dislike

misappear

preheat

rewind

uncare

unkind

reuse

2. **Match** these prefixes to their meaning.

un-

dis-

mis-

re-

pre-

again

before

not

wrong

not

3. Fill in the blanks in these sentences with the correct prefixes from the box above.

I can't **untie** my shoelace!

Amir loved that goal so much that he wants to watch the **replay**.

My little sister is about to start **preschool**.

Jane **misheard** the instructions and made a mistake.

Mrs Smith **dislikes** it when we are late.

4. All of these words have had suffixes added to them. Circle the ones that are correct, and then underline the suffixes.

shouted

throwing

kindly

noiseing

sanged

5. Match these suffixes to their meaning.

-ing

changes the tense to past tense

-ed

changes a noun into a verb

-ly

changes an adjective into an adverb

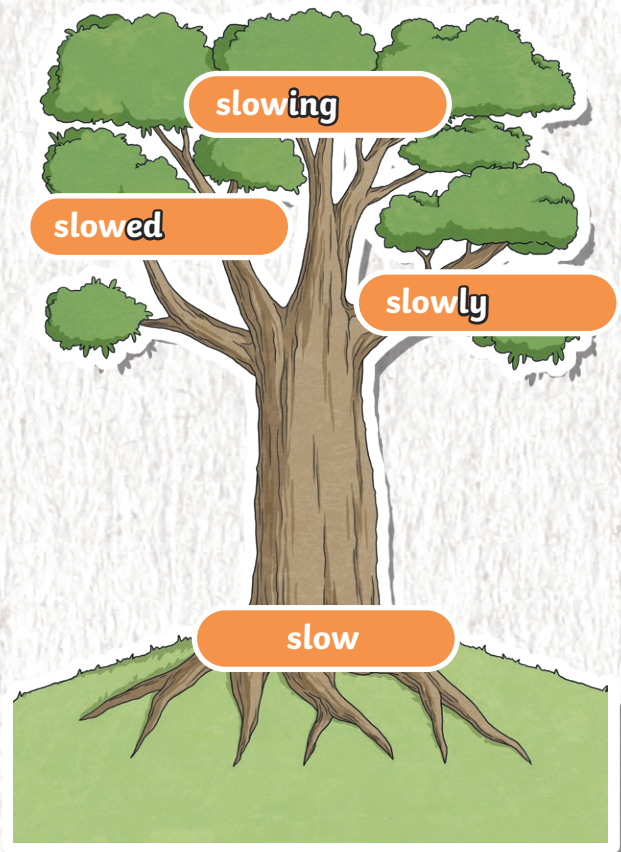
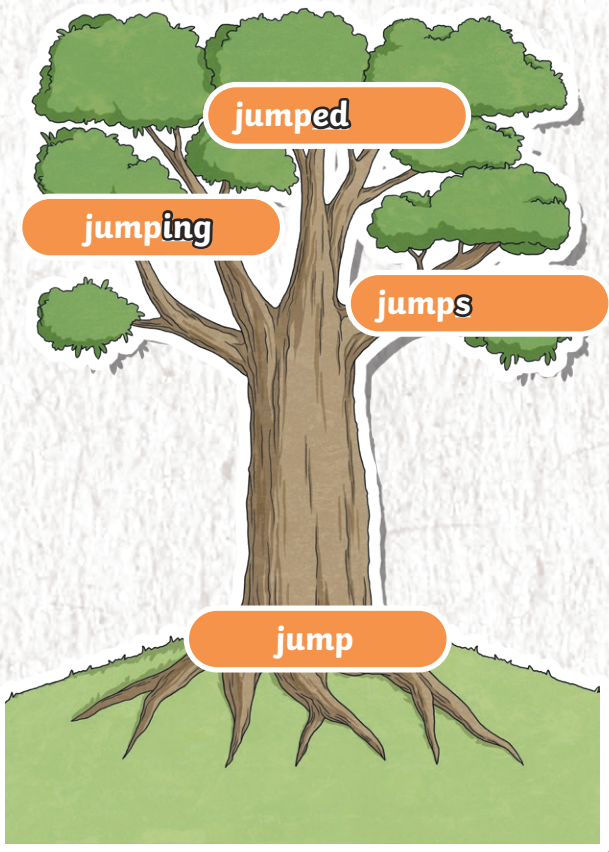
6. Fill in the blanks in these sentences with the correct suffixes from the box above.

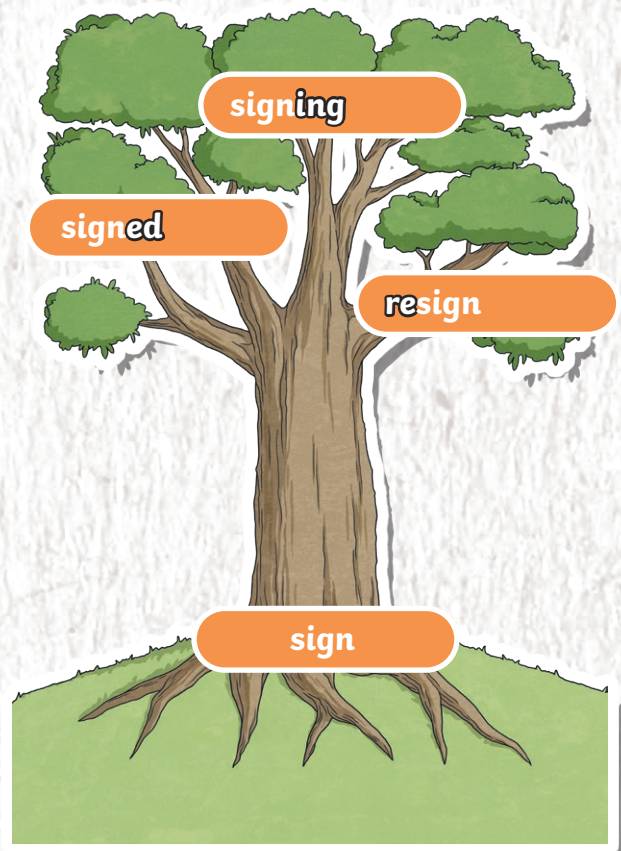
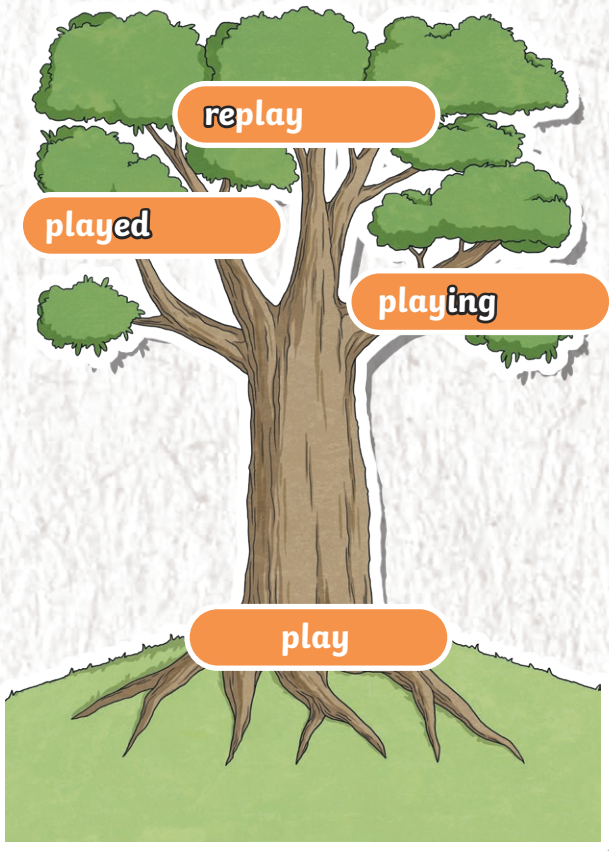
Samir is walking through the forest quietly.

After we played basketball, we went home quickly for dinner.

Josh is very good at singing; he sings beautifully.

1. Use prefixes and suffixes to add more words to these family trees.





Conjunctions

Answers



1. These words are all conjunctions. Circle the **time** conjunctions in red and **cause** conjunctions in blue.

later

so

then

because

while

when

since

after

meanwhile

however

during

therefore

2. Prakash is reading about space. Can you help him find and **underline** the conjunctions in the text? There are 4 to find.

The rocket zooms into the air **because** it is powered by huge engines. The engines drop off **after** the rocket reaches space **since** it no longer needs them. Astronauts need to wear special helmets **so** that they can breathe in space.

3. Add some conjunctions to these sentences.

We are going to have breakfast **before** we have to go to school.

Sam is hungry **because** she forgot to have breakfast.

I can't wait to see my Grandpa **after** my swimming lesson.

Rhonda is going to help Jake **while** I get my shoes on.



1. These words are all adverbs. Circle the adverbs that tell us how in **green**, when in **red** and where in **blue**.

loudly

here

everywhere

later

quickly

yesterday

today

sometimes

happily

always

never

near

2. What do you notice about the 'how' adverbs?

The 'how' adverbs end in -ly.

3. Can you change these words into adverbs, using question 2 to help you?

sad

sadly

close

closely

secret

secretly

beautiful

beautifully

4. Can you find and **underline** the adverbs in this story? There are 10 to find.

Maryam rode her bike **quickly** along the track **this morning**. She fell off **near** the river and scraped her knee **badly**. She is **always** riding **dangerously** and she **never** listens to me **when** I tell her to ride **carefully**! I'll have to tell her **again**.

Prepositions

Answers



1. Circle the prepositions.

in

above

later

soon

after

on

between

near

tomorrow

because

under

next to



2. Look at this picture and **add** prepositions to the sentences to fill in the gaps.

The cake is **on** the table.

The birthday girl is **beside** the door.

The plant is **in** the corner.

The burgers are **on** the tray.

The purple gift is **in front of** the table.

The painting is **above** the sofa.

Prepositions

Answers



3. Circle the prepositions in this description. There are 8 to find.

The children laid a picnic blanket on top of the sand, below the palm tree, as the sun shone above them. One coconut had fallen down to the left of the tree, but two more were still hanging in the branches on the right. Joe put the picnic box in the middle of the blanket. Inside there were four sandwiches and a bottle of juice. Joe and Alexia sat down with the basket between them and enjoyed their picnic.



1. Add inverted commas to show the direct speech. Underline the reporting clause.

“Happy birthday!” sang Dion.

Carley said, “I am so glad you are here.”

“Where is your homework?” Mr Jones asked.

“I love your new scooter,” Kaelan smiled, “Can I have a go?”

2. Turn these pictures into full sentences using **inverted commas** and **reporting clauses**.



Reema

Hello! What's your name?

“Hello! What's your name?”
Reema asked.

Isaac said, “My favourite colour is green.”

My favourite colour is green.



Isaac



Missy

I can't wait to go to the party later!

“I can't wait to go to the party later!”
Missy yelled.

“I love toast,”
George said, “but I don't like jam.”

I love toast, but I don't like jam.



George



1. Add in the correct form of 'has' or 'have' to the gaps to complete these sentences.

It **has** been very rainy today.

Miguel **has** lived in England for all two years.

The dogs **have** eaten their bones.

Fatimah **has** won the race.

2. Now use the correct form of 'has' or 'have' as well as the past participle to complete these sentences.

Jacob **has played** all his games today. (play)

We **have painted** a lot of colourful pictures. (paint)

That computer doesn't work anymore. It **has crashed**. (crash)

Oh no! Grandma **has forgotten** to bring the washing in. (forgot)



1. Read through this story and colour all the errors in red.

once **apon** a time|there **wos** a little **Gurl** named **jane**|She **lived** in a **beautiful** house **In** a village with her **bruther** sister and cousins|One day, **thay** all **Went** out to **played** in the park **becoz** it was **verry Sunny**.|**Look**|**Shouted** **jane**, pointing at a **shyny lite** in the **Gras**.|**What**|s that|**H**er brother **askked**.

2. Rewrite the story with the errors fixed.

Once upon a time, there was a little girl named Jane. She lived in a beautiful house in a village with her brother, sister and cousins. One day, they all went out to play in the park because it was very sunny. "Look!" shouted Jane, pointing at a shiny light in the grass. "What's that?" her brother asked.