



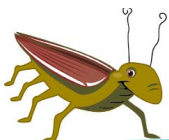
bed

hook

late



# Year 3 ENGLISH Booster pack



trouble

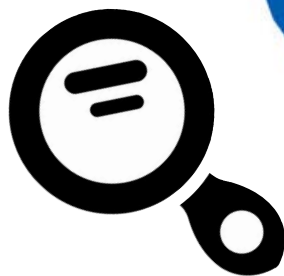
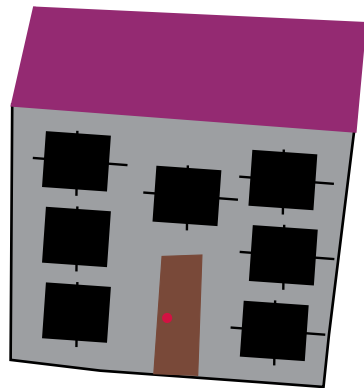
touch

pound

noun

couple

ground



## Handwriting: tops and tails of letters

Some letters are very tall and others have very long tails. Can you practise writing these words, making sure your ascenders (the 'tops' of letters) and descenders (the tails) are the right height?

bed

hook

late

queen

fragile

pry

jeer



Can you think of three more words containing tall or long-tailed letters?

.....  
-----  
.....  
-----  
.....  
-----

## Make your own spelling flashcards

Use these cards to design your own set of flashcards and help you practise high frequency words. Don't forget to decorate them!

 about	heard	used
because	know	while
before	little	something
could	often	thought

  where	might	
right	every	
other	first	
again		

Ask an adult to test your spellings of these high frequency words.  
Practise the ones you don't know using look, cover, write, check.

## Who and how?

Make these sentences more interesting by adding adjectives and powerful verbs, for example:

The \_\_\_\_\_ aeroplane \_\_\_\_\_ through the air.

The lightning-fast aeroplane whizzed through the air.



The \_\_\_\_\_ boy \_\_\_\_\_ across the playground.

The \_\_\_\_\_ dolphin \_\_\_\_\_ through the water.

The \_\_\_\_\_ crowd \_\_\_\_\_ down the pavement.

The \_\_\_\_\_ twins \_\_\_\_\_ into school.

A \_\_\_\_\_ lion \_\_\_\_\_ a rabbit.

A \_\_\_\_\_ baby \_\_\_\_\_ in his cot.

The \_\_\_\_\_ housekeeper \_\_\_\_\_ the dishes.

A \_\_\_\_\_ deer \_\_\_\_\_ in the forest.

### PARENT TIP!

If your child is struggling to think of good adjectives and 'powerful' (interesting) verbs, show them how to use a thesaurus.

## Re-telling a myth

Do you know what a myth is?

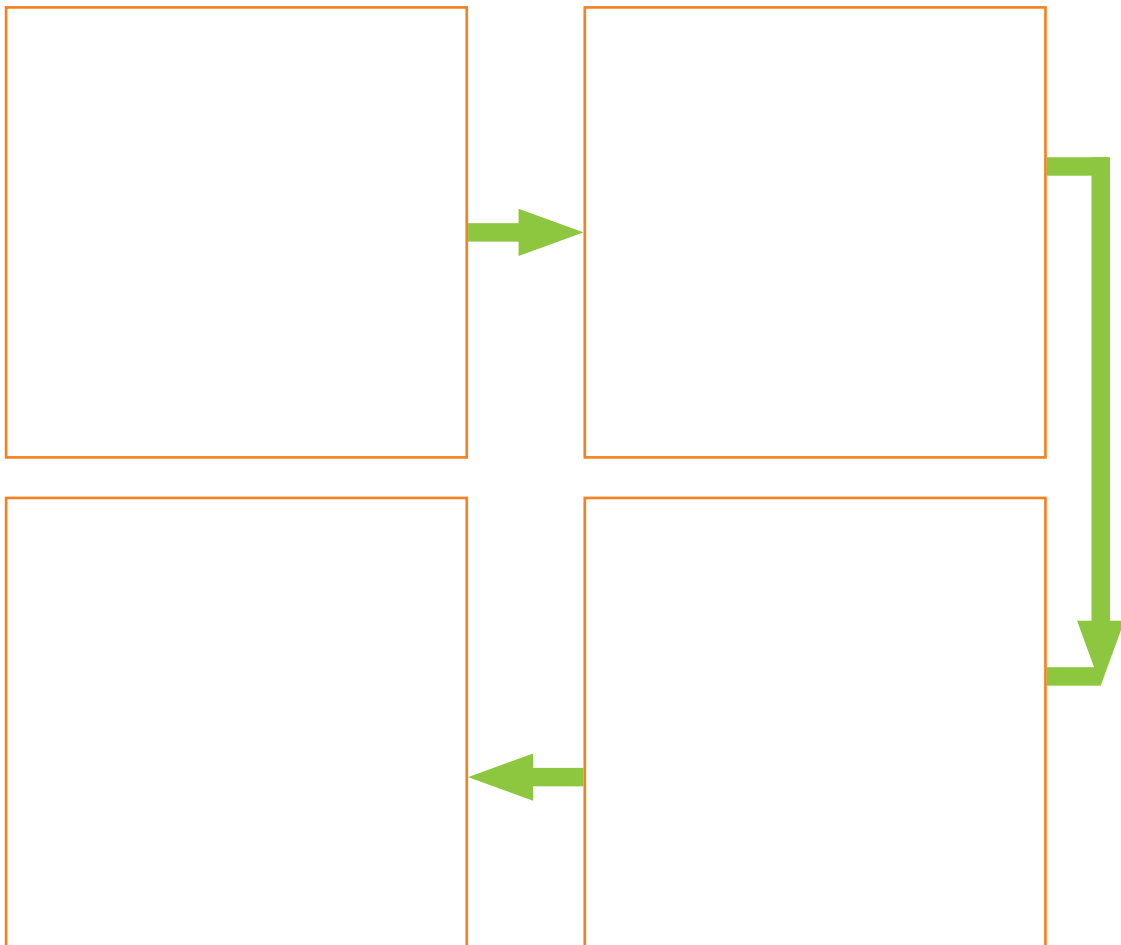
It is a story set in the past that is completely made up. Often, myths were made up to explain natural occurrences, such as rivers flooding or the changing seasons.



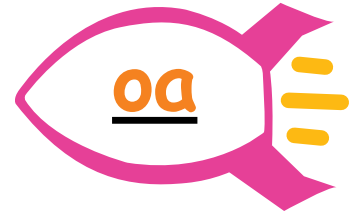
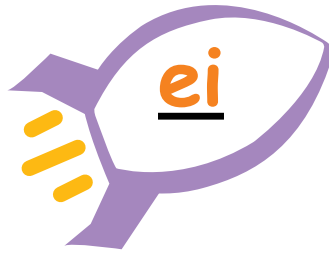
See if you can find a myth in the library (try some Greek, Roman and Egyptian myths).



Read it, and then explain what happens in pictures and short notes in the story flow chart below:

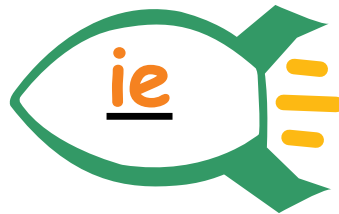
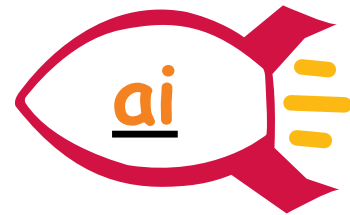
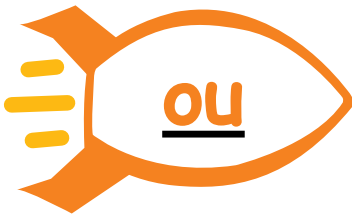


Can you re-tell the story out loud to an adult or friend?



## Vowel digraphs

A vowel digraph is two vowels positioned together in a word to make one sound.



Can you read this story and add in the correct vowel digraphs?

Goldilocks arrived at the thr\_\_ b\_\_rs' h\_\_se. She f\_\_nd three bowls of porridge. The first one was too sw\_\_t. The second one was t\_\_ hot. The third one was just right! She gobbled it up.

Next, she went upst\_\_rs to have a rest. She lay on the first bed. It was too hard. The second bed was too soft. The third bed was gr\_\_t! She lay down to sleep on it.

Soon, the b\_\_rs arrived home. They were shocked to find that th\_\_r porridge had been eaten! Baby bear cr\_\_d his eyes out! They went upst\_\_rs to find Goldilocks lying on one of the beds. They all r\_\_red at the top of their voices. Goldilocks woke up and ran from the h\_\_se as fast as she could.

Answers: three, bears', house, found, sweet, too, upstairs, great, bears, their, cried, bears, great, upstairs, too, upstairs, house, found, house



# Writing (elephant) speech

Imagine you have seen an elephant in your garden and have gone outside to find that it speaks! Write the conversation you might have, remembering the rules of speech:

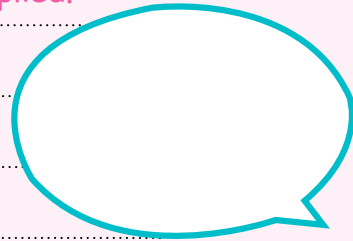


- Start each character's speech on a new line
- Open the speech marks, write the speech, end the speech with , ! or ? then close the speech marks
- Use a reporting clause (eg: replied Mary, shouted Bill)

Here is an example of how you might start:

"Hello. Where did you come from?" I asked the elephant.

"I've just escaped from London Zoo," he replied.



## PARENT TIP!

When looking at what your child has written, rather than correcting it, put lines under the parts that need correcting and let them work out how to improve their writing.



## What's the dilemma?

A dilemma is an extremely difficult decision. Imagine you see your friend stealing something at school. Your friend begs you not to say anything, but you know you should tell a teacher. Think about what you would do. Plan your story on this spider diagram and then write it on a separate piece of paper.



What does your friend steal? How do you find them doing it?

What does your friend say to you? How do they try to convince you not to tell?

**The dilemma**

What do you decide to do in the end?

## Spot the similar sounds

Look at these words. They all have the same vowel sound, but are spelled in lots of different ways:

way    vain    weigh    they

eight    neighbour    crane    they

obey    vein    blame

tray    clay    weight    freight

Are there any you don't know the meaning of?  
Look them up in a dictionary!



Can you write each word into the correct column below, according to their spelling? Cross them off as you go along.

ay	ai	eigh	ey	ei	a_e

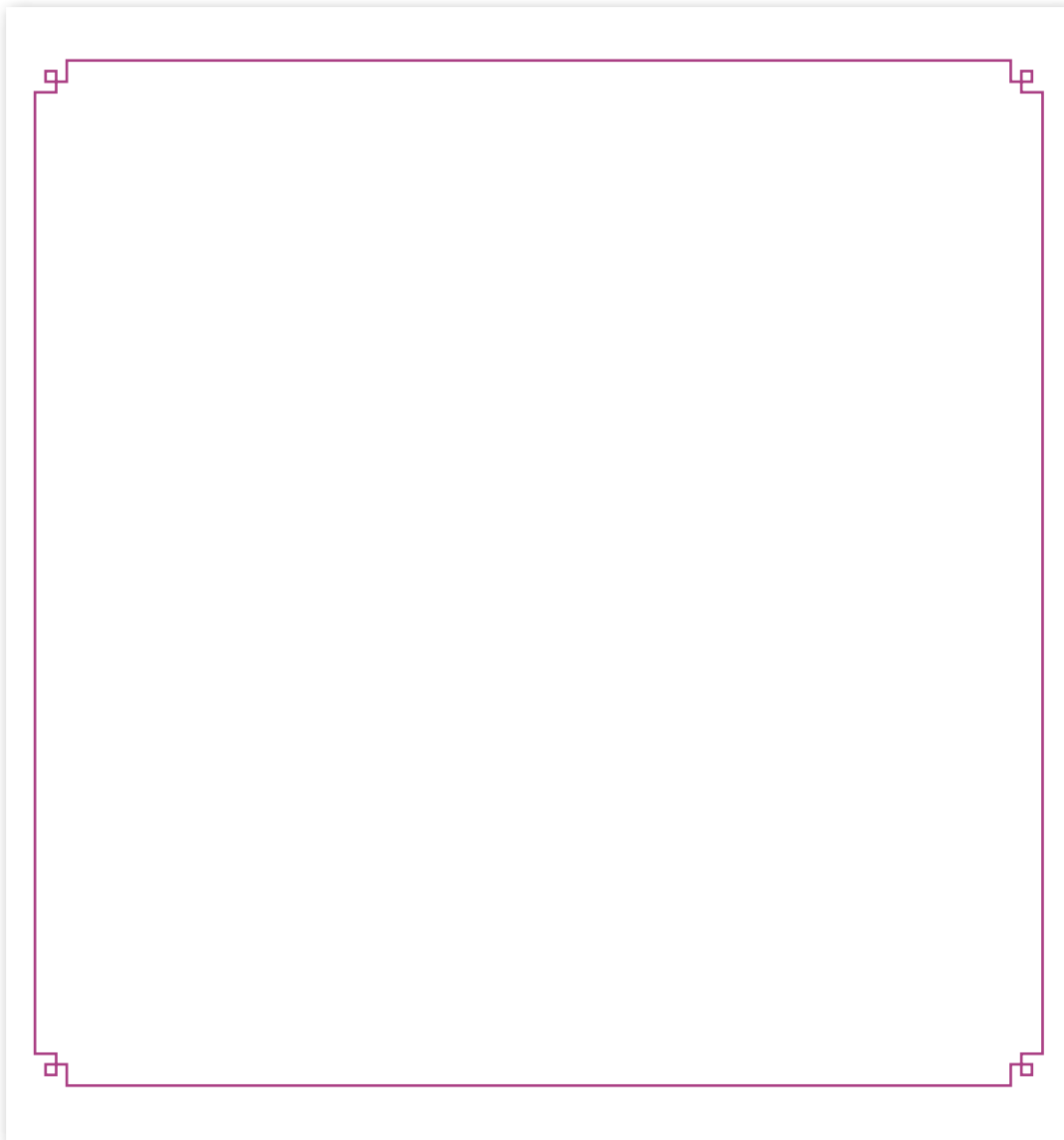
Now get an adult to test you on the spelling of each one. How many did you write correctly?



## A letter to the author

Write a letter to your favourite author. Ask your mum or dad to help you find an address to send it to on their publisher's website and you might even get a reply in the post! Don't forget to include:

- The date on the left-hand side
- 'Dear Mr...' or 'Dear Mrs....'
- A first paragraph explaining why you are writing
- A middle paragraph explaining which books of theirs you have enjoyed and why
- A final paragraph including questions for the author
- 'Yours sincerely...' at the end



## Prefixes: un-

When you put the prefix –un before a word, it changes the meaning of the word to the opposite meaning.

Look at these words with the prefix –un. See if you can fit them into the correct gaps in the sentences below:

unable

untidy

unpopular

unsure

unhappy

unwell

unzip

untie



It made me \_\_\_\_\_ when I lost my favourite teddy bear.

I couldn't \_\_\_\_\_ my anorak.

The maths problem was too difficult: I was \_\_\_\_\_ to do it.

Mum got cross with me because my room was \_\_\_\_\_.

Brussel sprouts are an \_\_\_\_\_ vegetable.

I was \_\_\_\_\_ about whether it would rain or not.

I had to \_\_\_\_\_ my shoes before I could take them off.

I couldn't come into school because I was \_\_\_\_\_.

Answers: Words should be entered in this order: unhappy, unzip, untidy, unpopular, unsure, untie, unwell

## Choosing connectives

Read through this passage and think about which of the connectives in the boxes below could go in the gaps. It might help you to **cut out the connectives and put them into the gaps**.

Keep moving them around until it all makes sense. When you are happy, stick the words down and then add capital letters wherever you need to.



Jason's mum had been nagging him to do his homework all day. \_\_\_\_\_, Jason had got round to doing it. He started with his maths homework \_\_\_\_\_ he found that he could not understand a single question! \_\_\_\_\_, he decided it was pointless to carry on, \_\_\_\_\_ opened his reading book instead. \_\_\_\_\_, he had to stop reading \_\_\_\_\_ the story was so boring!

He went downstairs, hoping there would be something good on TV. \_\_\_\_\_ he picked up the remote control his mum came into the room, demanding to know why he wasn't doing his homework. He explained to her that it was \_\_\_\_\_ he just couldn't do it. Sighing in exasperation, she said she would come and help him since it would never get done otherwise. Jason trudged unhappily up the stairs \_\_\_\_\_ his mum followed behind, tutting loudly.

within seconds

because

since

however

whenever

so

while

followed by

by the afternoon

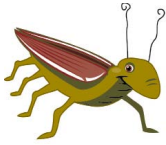
as soon as

after a few minutes

because

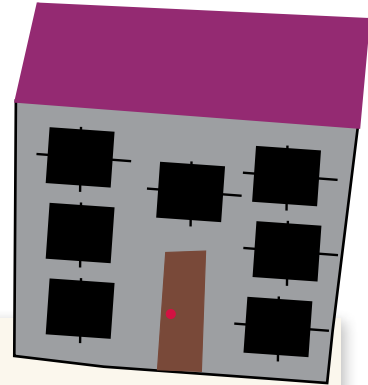


Answers will vary, but the following order makes sense: followed by, By the afternoon, however, After a few minutes, Within seconds, because, whenever, As soon as, because, while.



## Jumbled play script

This is the beginning of a play script about two children who are standing outside a creepy, abandoned house.



**Janet:**      **Let's go in.**

*Janet starts walking towards the front door, but Sam pulls her back.*

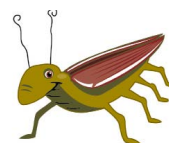
**Sam:**          **No, we mustn't. We'll get into trouble.**

**Janet:**        **Haven't you ever wondered who lives there?**

**Sam:**          **Sometimes. But I still don't think we should go in.**

Can you spot these features in the play script above?

- **characters' names followed by a colon**
- **characters' speech (with NO speech marks)**
- **stage directions in italics**



## Jumbled play script: continued

Can you cut out the pieces of this play script and arrange them in order so that it makes sense?

What can you see inside there?

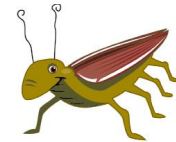
Let's get out of here!



No! You can't go in on your own. I've got to come with you.

I tell you what: I'll go in first and have a look. You wait outside the door.

OK then, we'll go in together.



Nothing. It's too dark.

*They hear a cat shrieking inside the house.*

*They both run, terrified, from the house.*

*They walk towards the house together slowly, looking scared. Janet goes first and pushes open the front door.*

Sam:

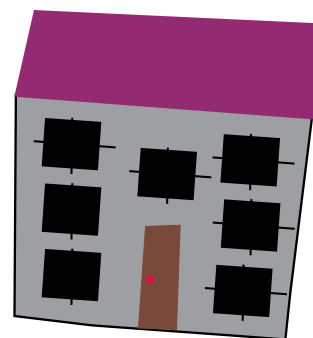
Janet:

Janet:

Sam:

Sam:

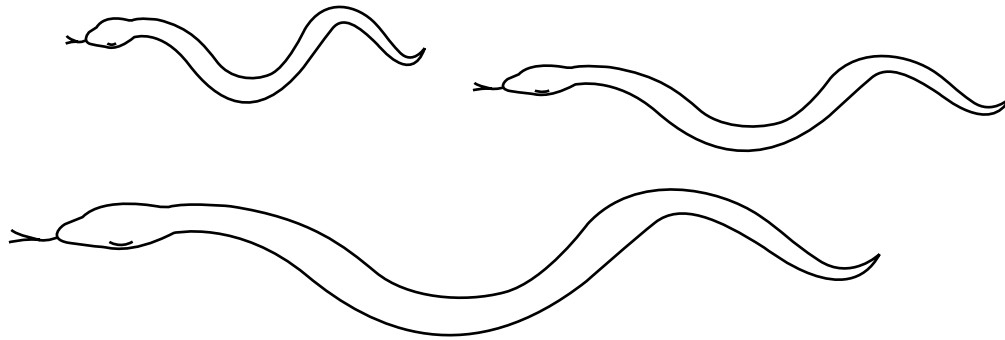
Janet:





# Comparing with suffixes

When you compare two things, you may use an adjective ending in -er or -est. For example: This snake is long, but that one is longest.



Look at these adjectives and how they can be changed by adding suffixes -er and -est. Watch out - some of the spellings change when you add the endings and there is an irregular one!

thin

thinner

thinnest

fat

\_\_\_\_\_

fattest

round

rounder

\_\_\_\_\_

good

better

\_\_\_\_\_

angry

angrier

\_\_\_\_\_

\_\_\_\_\_

softer

softest

\_\_\_\_\_

\_\_\_\_\_

freshest

lively

\_\_\_\_\_

liveliest

thick

\_\_\_\_\_

thickest

hot

hotter

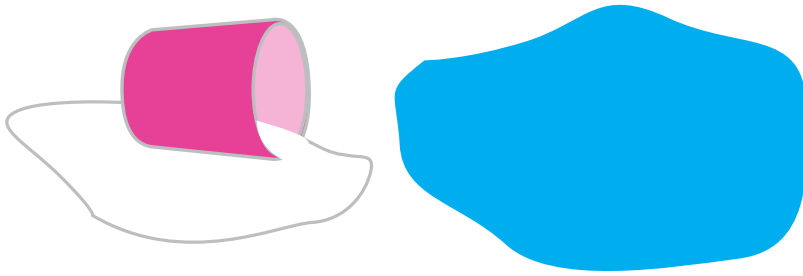
\_\_\_\_\_

Answers: thin, thinner, thinnest / fat, fatter, fattest / round, rounder, roundest / good, better, best / angry, angrier, angriest / soft, softer, softest / lively, livelier, liveliest / thick, thicker, thickest / hot, hotter, hottest

## Using similes

A **SIMILE** is a comparison – it finds similar characteristics in two objects and compares them. It always uses 'like' or 'as' to make the comparison.

For example: **The spilt milk was like a lake.**



This is used to show that the amount of milk spilt was large and spread across a surface, just like a lake.

Can you complete these similes by adding an adjective and a noun?

The baby's cry sounded like a \_\_\_\_\_.

The moon shone in the sky like a \_\_\_\_\_.

She skipped down the corridor as merrily as a \_\_\_\_\_.

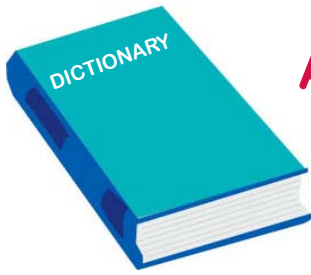
Her hair was as shiny as a \_\_\_\_\_.

The grass was as fresh as \_\_\_\_\_.

The strawberries were like \_\_\_\_\_.

### **PARENT TIP!**

When it comes to thinking of good adjectives, show your child how to use a thesaurus so that they use and learn a greater range of words.



## Adjectives crazy challenge

Use a dictionary to look up the definitions (meanings) of these words and write each one on the line underneath.

miniature

---

delicate

---

voracious

---

unfortunate

---

harsh

---

menacing

---

overcast

---

affectionate

---

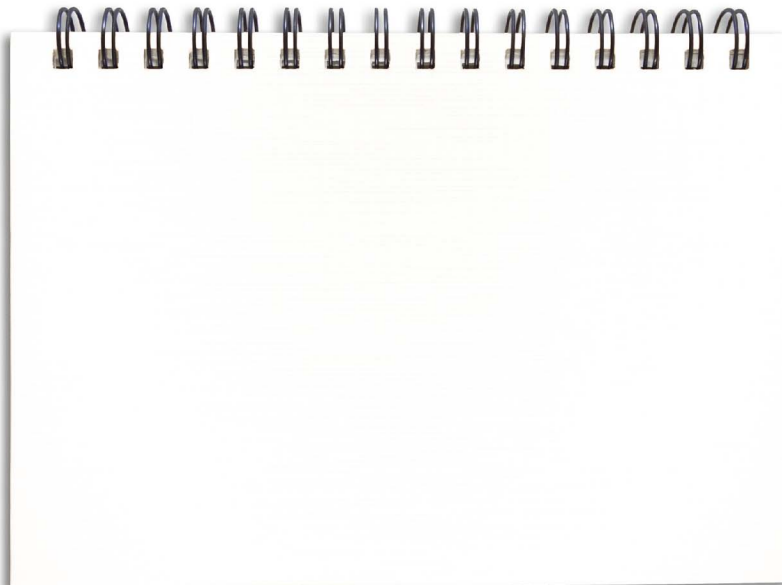
ridiculous

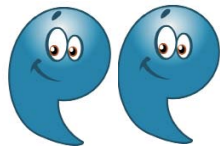
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secluded

---

Can you include ALL the adjectives above in a few linked (but crazy!) sentences?





# Using speech marks correctly



Read the speech in the speech bubbles and write a sentence with speech marks at the beginning and end.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Now put the speech marks in the correct place in these sentences:

Not now! snapped Mum.

Shall we all play football? Jack asked.

I want everyone to listen carefully, said the teacher.

Answers: "You shall walk the plank!" / "I want some milk." / "I'm looking for my lunch!" / "Would you like to kiss me?" / "Not now!" snapped Mum. / "Shall we all play football?" Jack asked. / "I want everyone to listen carefully," said the teacher.

# Instruction text

Instruction texts need to have the following:

- List of things you will need
- Numbered points to explain how to do something
- Each point starting with a 'bossy' (imperative) verb



Think about something you have done in the kitchen (making toast, making a cup of tea, cooking) and write instructions for it here.

How to \_\_\_\_\_

You will need: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_

## Wordsearch: the prefix super-

Each of these words beginning with the prefix super- is hidden in the wordsearch below. How fast can you find them?



supermarket    superhuman    superstar  
 supervise    superhighway  
 supersensitive    supernatural    supersonic



What do you think the prefix super- means?



# Wordsearch: the prefix super- solution



U	B	S	U	P	E	R	V	I	S	E	L	O	O	J	S	S
L	E	V	S	N	P	G	I	R	F	T	S	V	H	K	U	E
M	A	S	S	U	P	Q	R	O	N	R	Z	G	K	H	P	D
E	R	U	B	U	P	F	S	F	V	J	S	P	G	V	E	S
Q	G	P	S	U	P	E	R	M	A	R	K	E	T	M	R	E
X	D	E	X	S	S	E	R	T	R	Z	E	X	T	S	N	W
X	H	R	C	R	P	F	R	H	D	F	A	Q	L	X	A	Y
B	T	S	V	X	A	Q	A	H	I	Q	T	M	L	R	T	S
F	Q	O	U	Q	W	W	Y	U	U	G	A	W	Y	S	U	H
S	O	N	Q	C	R	K	V	E	V	M	H	X	L	L	R	N
A	F	I	P	B	M	G	J	E	A	J	A	W	M	K	A	D
E	N	C	K	N	U	O	A	K	B	V	M	N	A	T	L	T
S	U	P	E	R	S	E	N	S	I	T	I	V	E	Y	M	K
V	C	M	K	E	Y	A	J	Q	M	I	R	X	V	D	X	S
Z	G	Y	M	S	D	K	U	Q	P	I	C	O	B	T	Q	A
W	P	E	Z	P	A	P	C	G	M	U	C	Q	K	B	E	R
D	E	Z	J	S	U	P	E	R	S	T	A	R	J	G	F	D

The prefix super- comes from Latin, where it meant above, beyond.



## Using powerful verbs

The words in **pink** are **nouns**, the words in **blue** are **powerful verbs** and the **green** words explain where the person is or is going.

Cut out all these bits of sentences and then put them together so that each sentence is made up of a **pink**, **blue** and **green** section.



My teacher

David Beckham

The little girl

The huge mountain

The monster

The small mouse

stampeded

sauntered

scurried

towered

tiptoed

hastened

towards me.

across the room.

above us.

across the road.

away from us.

to the staff room.



How many powerful verbs related to movement can you think of in one minute? Ready, steady...



# Writing information texts



Choose a country to research. Use the internet or local library to find information and make notes in the boxes below.

## Basic facts

(size of country, continent it belongs to, population etc.)

## Behaviour of inhabitants

(what kind of food is eaten, what kind of clothes are worn? etc.)

## Geography of the country

(what is the weather like, what is the land like - are there beaches, deserts, cities? etc.)

## Famous landmarks

(things that people go to see when they visit the country)

Now, type up what you've found out on the computer. Would you like to visit this country? If you did, what would you need to take with you?

Information texts include: [Title/Paragraphs/Sub-headings/Pictures/Captions](#)

## Words containing 'ou'

All these words contain the letters ou. The 'ou' part of the word makes a different sound in some of these words.

See if you can cut the words out and put them into two groups, according to the sound they make.

trouble

round

touch

double

pound

country

noun

young

couple

courage

ground

hound

Now turn all the cards over. Choose three at random. Can you say a sentence, out loud, that includes all three?

### PARENT TIP!

It is a good idea to test children on spellings by dictating a sentence containing the words, rather than just reading out individual words.

Answers: trouble, double, touch, country, young, couple, courage / round, pound, noun, ground, round.

## Nouns and pronouns revision

A noun is an object. It can be a place, person, thing or feeling; **America, a teacher, a ball and happiness** are all nouns.

A pronoun is a word used instead of a noun, such as **he, she, it, we, them or they**.

If we didn't use pronouns, we would have to keep repeating the nouns, which would look odd.

Can you underline all the nouns in these sentences in **pink** and the pronouns in **green**?

Mrs Hughes told the class to be quiet because she thought we were all being too noisy.

The dog punctured my ball with his teeth; unfortunately it had to be thrown away because he had ruined it.

My dad whistled as he cleaned the windows; he was happy because he loved seeing them sparkle.

Julie ate some cake quickly, while no-one was looking; she thought it was absolutely delicious.

Sam taped the book back together. He was annoyed that the dog had torn it apart.

Mrs Hughes told the class to be quiet because she thought we were all being too noisy. The dog punctured my ball with his teeth; unfortunately it had to be thrown away because he had ruined it. My Dad whistled as he cleaned the windows; he was happy because he loved seeing them sparkle. Julie ate some cake quickly while no-one was looking; she thought it was absolutely delicious. Sam taped the book back together. He was annoyed that the dog had torn it apart.

## Looking at the features of a report

Read this report on marine turtles and see if you can show an adult where the following features are:

Heading

Picture


Sub-headings

Paragraphs

Caption

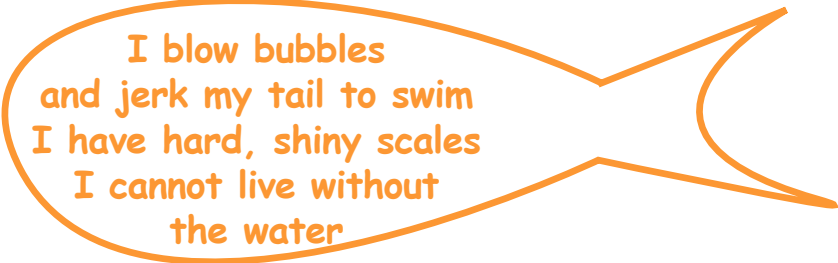
Introduction

### An endangered animal: the marine turtle

<p>Marine turtles have lived in our seas for one hundred million years. Unfortunately, these beautiful animals are now an endangered species because of various threats presented by nature and human activity.</p>	 <p>Marine turtles come to shore to lay eggs</p>	<p><b>What else affects the turtles?</b></p> <p>Some of the harm done to turtles is not intentional. For example, climate change has caused more storms which are destroying turtle nests on beaches. Vehicle traffic on beaches and chemicals from farming also have a negative impact on turtles' habitat. Often, turtles get caught up in fishing nets and they are unable to swim to the surface of the sea to breathe.</p>
<p><b>Turtle behaviour</b></p> <p>Marine turtles grow to between 60 and 180cm long. They live mainly in warm, tropical open water and on coasts. Some species of turtle only eat plants such as seaweed and algae. Others eat smaller animals such as shrimps and squid. Turtles lay eggs in nests on the beach. There are seven species (types) of marine turtle.</p>	<p><b>What are humans doing to turtles?</b></p> <p>In some countries, people are killing turtles for their meat. Eggs are also removed from turtle nests as a source of food for humans.</p> <p>Turtles can be killed for their skin and shells, which are used to make expensive products. In some cases turtles are being killed in religious ceremonies or to make medicines.</p>	<p><b>Can turtles be saved from extinction?</b></p> <p>The World Wildlife Foundation (WWF) is working hard to help save the marine turtle from extinction. The WWF are helping fishermen to use equipment and fishing methods that are less harmful to turtles. They are also encouraging governments to make plans to protect turtles from the impact of tourism and to make the deliberate killing of turtles illegal.</p>



# Shape poems



I blow bubbles  
and jerk my tail to swim  
I have hard, shiny scales  
I cannot live without  
the water

This is a shape poem, written  
in the shape of what it is  
about: a fish.

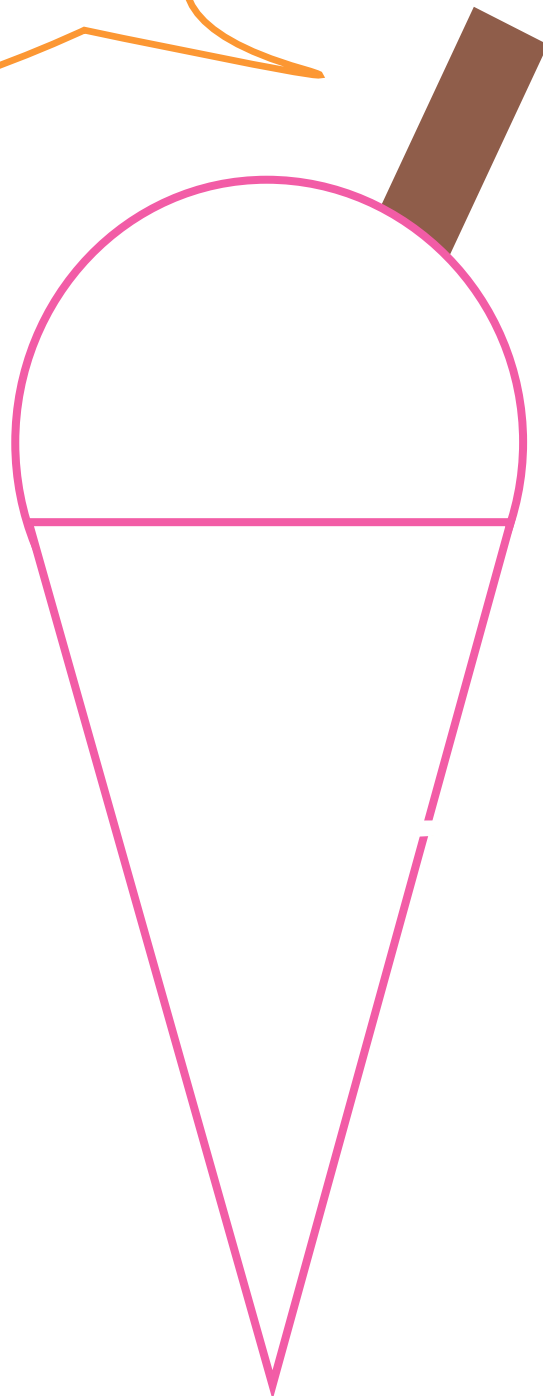
Write as many words and  
phrases about ice-cream as  
you can. What does it look  
like, taste like and feel like?

Once you have done this,  
think about putting some  
of the better words and  
phrases into sentences.

Once you are happy with  
your sentences, write  
them into this outline of an  
ice-cream cone.

Now think of another object.  
It could be an animal, a type  
of food, a piece of furniture  
or a natural object.

Do the same as you did for  
the ice-cream poem, except  
this time you need to draw  
your own outline.



## Crazy connectives

Finish these sentence starters by looking carefully at the connective (underlined) and thinking about a second part of the sentence that makes sense (in a nonsense way!).



Be as creative as you can!

The pig flew when \_\_\_\_\_.

The pig flew because \_\_\_\_\_.

The pig flew therefore \_\_\_\_\_.

The pig flew however \_\_\_\_\_.

The pig flew after \_\_\_\_\_.

The pig flew whenever \_\_\_\_\_.

The pig flew so \_\_\_\_\_.

### PARENT TIP!

It is always helpful for children to practise tasks verbally first. Discuss ideas with your child, the crazier and more imaginative the better!