

# **\*\* Year 3 and 4 Word List \*\***

Use this list for *ideas* and to *check* your spelling!

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	(although)
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women



Name \_\_\_\_\_

## Year 4 spelling and handwriting practise

### Year 3/4 statutory word list

Look      Say      Cover      Write      Check

Make sure that your handwriting is joined like the example.

naughty

naughty

notice

notice

occasion

occasion

occasionally

occasionally

often

often

Name \_\_\_\_\_

## Year 4 spelling and handwriting practise

### Year 3/4 statutory word list

Look      Say      Cover      Write      Check

Make sure that your handwriting is joined like the example.

*opposite*

*opposite*

*ordinary*

*ordinary*

*particular*

*particular*

*peculiar*

*peculiar*

*perhaps*

*perhaps*



# I love my darling tractor



Before farmers had tractors, they harnessed farm tools to horses for them to pull. Farmers needed a lot of time and energy to care for the horses, but a tractor is much easier to look after.

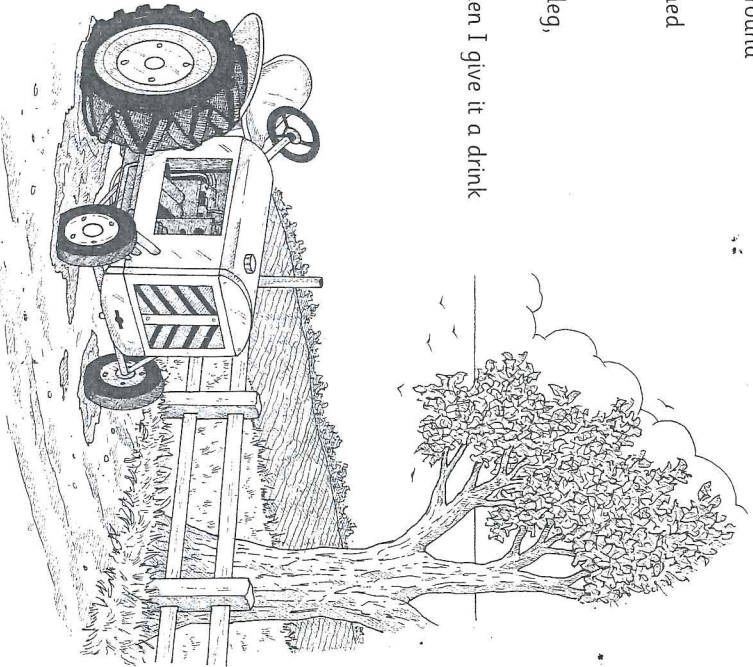
I love my darling tractor,  
I love its merry din,  
Its muscles made of iron and steel,  
Its red and yellow skin.

I love to watch its wheels go round  
However hard the day,  
And from its bed inside the shed  
It never thinks to stray.

It saves my arm, it saves my leg,  
It saves my back from toil,  
And it's merry as a *skink* when I give it a drink  
Of water and diesel oil.

I love my darling tractor  
As you can clearly see,  
And so, the jolly farmer said,  
Would you if you were me.

Charles Causley (1917–2003)



## Part 1

- 1 Who is talking about the 'darling tractor'?  
\_\_\_\_\_ 1 mark
- 2 a) Complete this phrase with the word that the poet uses for 'noise'.  
I love its merry \_\_\_\_\_. 1 mark
- b) The poet puts this word with the word 'merry' to make the tractor sound (ring one):  
tired and worn out    cheerful and strong    loud and dangerous. 1 mark
- 3 Which human body parts does the poet say the tractor has, to make it sound alive?  
\_\_\_\_\_ 2 marks

## Part 2

- 4 Where is the tractor kept at night?  
\_\_\_\_\_ 1 mark
- 5 The tractor 'never thinks to stray'. What does 'stray' mean? (ring one)  
play the fool    wander off    break down 1 mark
- 6 When the owner puts oil and water in the tractor, he says he gives 'it a drink'. What does this tell us about his feelings for the tractor?  
\_\_\_\_\_  
\_\_\_\_\_ 2 marks
- 7 ☐ In the third verse, which word means 'work' or 'labour'?  
\_\_\_\_\_  
\_\_\_\_\_ 1 mark

## Glossary

skink a kind of lizard that is found in hot countries



# Mixed words 5

o	l	e	l	h	s	u	p	p	o	s	e	a	k	g
c	h	i	m	n	e	y	c	b	t	m	e	l	y	t
k	e	l	j	s	n	c	r	o	l	a	a	t	m	w
o	a	b	n	p	t	h	r	o	u	g	h	p	i	p
i	r	i	r	p	e	r	h	a	p	s	o	d	u	t
l	d	d	n	o	n	a	t	u	r	a	l	t	a	l
t	a	y	v	t	c	s	f	l	u	y	e	u	l	k
e	p	h	i	d	e	o	u	s	s	u	w	i	v	u
n	y	u	v	m	p	r	o	b	a	b	l	y	t	o
p	o	b	u	s	i	n	e	s	s	u	g	z	l	y
t	m	t	s	p	x	n	x	s	k	s	j	a	a	f
n	d	i	f	f	i	c	u	l	t	y	h	t	j	t
q	z	k	f	e	q	g	f	t	o	u	c	h	o	e
b	p	q	y	a	p	a	p	p	e	a	r	j	r	u
s	s	e	l	j	t	l	l	p	a	h	p	u	s	o



appear  
busy  
business  
difficult

chimney  
heard  
interest  
minute

natural  
perhaps  
probably  
sentence

suppose  
through  
touch  
hideous



# How to use apostrophes

**Apostrophes** have two important jobs:

1. An apostrophe tells you who owns what – this is called **possession**.  
For example, the shark's teeth (the teeth belonging to the shark).
2. An apostrophe tells you which words are shortened – this is called **contraction**.  
For example, it's a shark! (it is a shark!).

**Write a phrase containing a possessive apostrophe for each of the statements below.**

The first one has been done for you.

1. the desk belonging to the teacher  
the teacher's desk
2. the purse belonging to Mum  
\_\_\_\_\_
3. the studio belonging to the artist  
\_\_\_\_\_
4. the whiskers belonging to the cat  
\_\_\_\_\_

**Now check out the 'get it' at the top of the next page before you do the questions below.**

**Write a phrase containing a plural possessive apostrophe for the statements below.**

The first one has been done for you.

1. the dog belonging to the girls  
the girls' dog
2. the car belonging to the family  
\_\_\_\_\_
3. the changing room belonging to the players  
\_\_\_\_\_
4. the jobs belonging to the people  
\_\_\_\_\_
5. the toys belonging to the babies  
\_\_\_\_\_

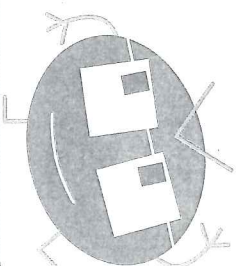
## GET IT?

**Plural possession** – the apostrophe goes after the plural word, so for example we write:  
the children's school not the childrens' school.

Apostrophes are also used when you want to shorten words or phrases.  
The apostrophe replaces the missing letters.

**Learn these contractions:**

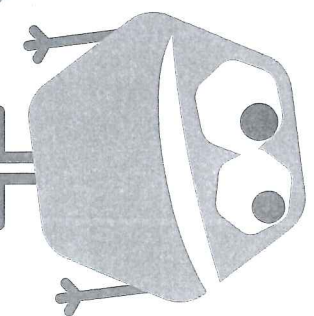
I am – I'm	do not – don't
he is / she is – he's / she's	did not – didn't
it is – it's	does not – doesn't
you are – you're	cannot – can't
they are – they're	could not – couldn't
we are – we're	would not – wouldn't



**Use an apostrophe to shorten words in each of the sentences below.**

The first one has been done for you.

1. We cannot go yet.  
We can't go yet.
2. She did not like the taste.  
\_\_\_\_\_
3. The dog does not bite.  
\_\_\_\_\_
4. The car would not start.  
\_\_\_\_\_
5. It is not fair!  
\_\_\_\_\_



## GET IT?

It's is a contraction that means It is or It has.  
Don't use it as a possessive apostrophe.

# Using adjectives to compare

## Remember

You can use **adjectives** to compare things. With short adjectives, add the suffixes **-er** and **-est**.

fast      faster      fastest

With longer adjectives, use the words 'more' and 'most'.

comfortable      more comfortable      most comfortable

## Try it

1 Complete the table of **adjectives**. Some have been done for you.

Adjective	-er or 'more'	-est or 'most'
smooth	smoother	
fierce		
hungry		
important		most important
famous	more famous	
surprising		

2 Complete each sentence with the correct form of the **adjective**.

This snake is \_\_\_\_\_ than that one. (dangerous)  
 Is this the \_\_\_\_\_ star in the sky? (bright)  
 Simon is the \_\_\_\_\_ boy I know. (happy)  
 It was the \_\_\_\_\_ sunset. (beautiful)  
 This story is \_\_\_\_\_ than your last one. (good)

## Sentence practice

Write a sentence using **adjectives** to compare two fairground rides.

# Conjunctions

## Remember

A **conjunction** is a joining word. Conjunctions are used to join together two ideas or two sentences to make one longer sentence.

The little girl was worried **because** the cottage door was open.

## Try it

1 Choose the best **conjunction** from the box to complete each sentence. Use each conjunction only **once**.

**and that but when if or**

I went swimming for the first time \_\_\_\_\_ I was four years old.  
 They tried to go on \_\_\_\_\_ the bad weather forced them back.  
 She opened the cupboard \_\_\_\_\_ found the cooking pot.  
 I might go fishing \_\_\_\_\_ I might swim in the sea.  
 You can come on the trip \_\_\_\_\_ you get here on time.  
 The doctor told him \_\_\_\_\_ his wrist was broken.



2 Complete each sentence using the **conjunction** in **bold**.

The snowman melted **when** \_\_\_\_\_  
 The day was almost over **but** \_\_\_\_\_  
 I was hurrying to catch the bus **when** \_\_\_\_\_  
 The sheep will escape **if** \_\_\_\_\_  
 I'm glad **that** \_\_\_\_\_  
 Rachel won the prize **because** \_\_\_\_\_

## Sentence practice

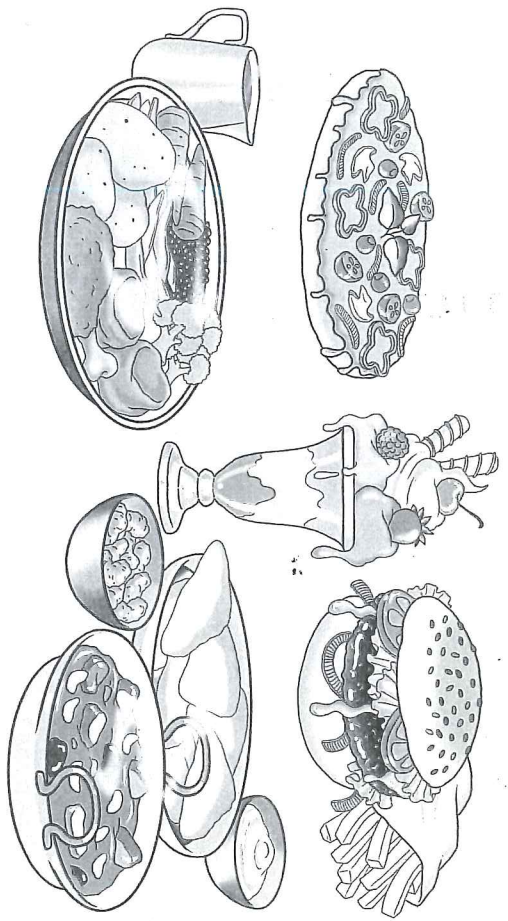
Write two sentences about the weather today. Use **two** different **conjunctions**.



# Writing task 1

## My favourite meal

Write about the most delicious meal you have ever eaten. Choose an idea from the pictures, or use one of your own. Your task is to describe the meal and to make it sound mouth-watering.



Before you start writing, think about:

- how to describe the meal to someone who has not seen or tasted it
- how it looks, smells and tastes
- why it is your favourite

Use this space to write down some ideas.

## Remember

- Write in sentences.
- Use correct punctuation.
- Check your work carefully.

## My favourite meal



# Prepositions to show place

## Remember

Prepositions tell you where something is in relation to something else.

The runaway tractor rattled under the bridge.

The tractor stopped on the grass by the duck pond.

## Try it

### 1 Underline the preposition or prepositions in each sentence.

The wind blew the woman's hat off her head.

It flew through the air and it landed in a tree.

The woman saw it fall from the branch and drop on to the wall.

Then the hat fell over the wall and landed beside the bins.

The woman ran into the garden and found her hat by a rubbish bag.

### 2 Choose a preposition from the box to complete each sentence. Use each preposition only once.

above at beneath inside under  
across behind down on up

The goblin lived at the bridge.

There was a sign behind the shop.

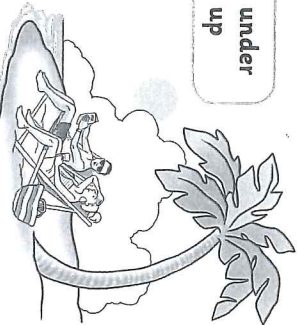
The woman climbed up the mountain.

Oliver is under Mary's house.

They sat on the beach at a palm tree.

He found the treasure in the cave on a large rock.

She ran across the road and hurried down Blake Street.



## Sentence practice

Write a sentence about where you saw Stefan's dog. Use two prepositions.

# Prepositions to show time

## Remember

Prepositions can also show when an event happened. The preposition is followed by a noun or noun phrase to make a prepositional phrase.

The ghost appeared after breakfast.

The ghost appeared on Sunday morning.

## Try it

### 1 Add a preposition from the box to each sentence to show when the event happens. Use each preposition only once.

at before during for in until

Snow fell on the night.

They waited for two hours.

The old man woke up at dawn.

I will be with you during a moment.

Mum always goes for a run in work.

We were best friends until the argument.

### 2 Complete the phrase after the preposition in bold to say when each event takes place.

I must visit Gran on

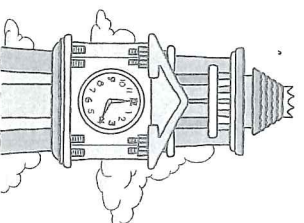
He will be here in

The clock began to chime at

We played football for

You must finish the story before

The competition is open until



## Sentence practice

Write a sentence saying when you do P.E. Use at least one preposition.

# Word classes

## Remember

Words can be **nouns**, **verbs**, **adjectives** or **adverbs**. Some words have more than one meaning and belong to more than one **word class**. You need to look at the rest of the sentence to work out what the word means and what type of word it is.

The horse is fit and well.

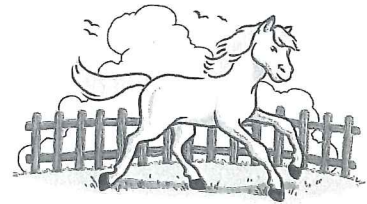
(adjectives)

The bucket will not fit in the well.

(verb and noun)

The team trained well.

(adverb)



## Try it

- 1 Read the sentence. What type of word is underlined? Write 'noun', 'verb' or 'adjective'.

Ring the door bell of flat one. ...

She wore a gold ring and a silver watch. ...

Watch my bag for me and keep it safe. ...

The man kept the form in the safe. ...

People began to form a queue. ...

I had the last slice of cake. ...

- 2 Underline the **word** in each sentence that has another meaning. Write a sentence to show the other meaning.

The flames rose into the sky. \_\_\_\_\_

Joe had a spot on his nose. \_\_\_\_\_

A feather is really light. \_\_\_\_\_

## Sentence practice

Write a sentence using the word 'wave' as a **verb**. Write another sentence using the word 'wave' as a **noun**.

verb \_\_\_\_\_

noun \_\_\_\_\_



# Singular and plural nouns

## Remember

Most nouns are made into plurals by adding **-s** or **-es**. Sometimes the spelling of the noun changes when you add the plural ending.

lady – ladies

Some plural nouns do not end **-s** or **-es**.

man – men

woman – women

child – children

## Try it

### 1 Write the plural of these singular nouns.

horse \_\_\_\_\_

pony \_\_\_\_\_

beetle \_\_\_\_\_

woodlouse \_\_\_\_\_

puppy \_\_\_\_\_

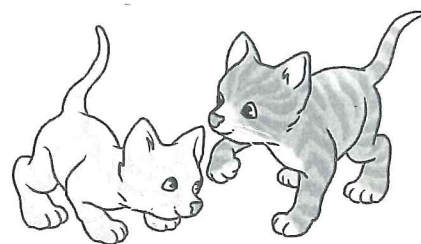
kitten \_\_\_\_\_

goose \_\_\_\_\_

turkey \_\_\_\_\_

sheep \_\_\_\_\_

fox \_\_\_\_\_



### 2 Rewrite each sentence, making all the nouns into plurals.

The mouse was eating the berry off the bush.

\_\_\_\_\_

The witch had a bad foot and a rotten tooth.

\_\_\_\_\_

Did the deer under the tree have a white patch?

\_\_\_\_\_

## Sentence practice

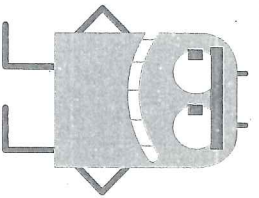
Write a sentence using the plural of the nouns 'child', 'jelly', 'party'.

\_\_\_\_\_

\_\_\_\_\_

# Writing non-fiction

Reports, recounts, instructions and discussions are examples of **non-fiction** writing. Read on to find out how each example can be typically defined.



**Reports** – writing about the facts on a given topic. Use specialist vocabulary and define the terms used. Use a formal style in present tense. Illustrate with diagrams or pictures.

**Recounts** – writing about an event you have witnessed or an experience you have had. Use pronouns: I, we, he, she, they. Write in the past tense using powerful verbs. Use time connectives, for example, then, when, later, next, eventually.

**Instructions** – writing about how to do something. Include lists of materials needed. Write a clear sequence of steps. Use verbs, for example, cut, mix, stir, place. Use time connectives and pronouns such as you and your.

**Discussions** – writing about a topic to provide a balanced viewpoint or discussion. Write the points 'for' and 'against', using evidence to back up the argument. Use present tense and emotional language to engage with the reader. Reach a conclusion at the end.

Read the following report text:

## Fast Cats

The cheetah is the fastest land animal. Cheetahs can reach speeds of up to 70 miles per hour (113 kph). They can accelerate faster than the average car: 0 to 60 miles per hour in only 3 seconds!

Their long legs and athletic bodies are built for fast acceleration. Wildebeest, their prey, are fast too but they are slower to accelerate. The cheetah, however, can't maintain this speed over long distances so sometimes the wildebeest manage to outrun them.

Larger cats such as leopards and tigers are slower because their bulkier bodies have to use more muscle and energy to propel them forwards. They can reach up to 35-40 miles per hour in short bursts.

Domestic cats can run up to 30 miles per hour. They have lost some of their speed because they no longer need to chase their dinner!

Now answer these questions in complete sentences:

1. What makes the cheetah so fast?

---

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2. Is the cheetah faster than the fastest car?

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3. How does the wildebeest manage to outrun the cheetah?

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4. What is the opposite of a domestic cat?

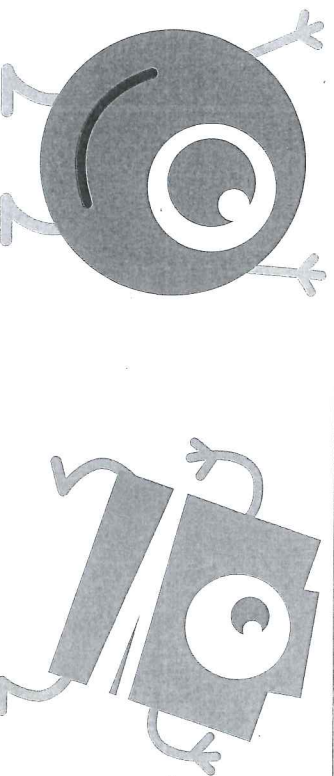
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5. What tense (past, present or future) is the text written in?

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## Prefix work - Match the root word to the prefix

<u>un</u> [not]	<u>de</u> [make opposite]	<u>dis</u> [not]	<u>re</u> [again]	<u>pre</u> [before]

well  
agree

lucky

obey

do

fill

play

view

like

caution

appear

place

build

tidy

fortunate

respect

happy

honest

zip

necessary

code

pay

form

order

Now choose 10 of your prefix words to write into DESCRIPTIVE sentences.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

build

business  
calendar

caught  
centre

century  
certain

circle  
climb

most  
busy

money  
father

great great  
sure

impossible  
impatient

improve  
imperfect