



# Year 3

## Welcome Information Pack

Maths

Reading List(s)

Reading fluency information

Websites/ PiXL apps/resources

Spelling List

Grammar

# Topic Related List

## Autumn 1<sup>st</sup> – How do I move?

- **Guided Read:** Fantastic Mrs Fox, Roald Dahl
- Charlotte's Web, E.B.White
- The Hodgeheg, Dick King Smith
- The Owl Who was Afraid of the Dark, Jill Thomlinson
- The Midnight Fox, Betsy Byars

## Autumn 2<sup>nd</sup> – What have we adopted from prehistoric man?

- **Guided Read:** Stig of The Dump, Clive King
- The Wild Way Home, Sophie Kirtly
- Stone Age Boy Sanoshi Kitamora
- Dilly the Dinosaur, by Toy Bradman
- Cave Boy, Julia Donaldson

## Spring 1<sup>st</sup> – What is under my feet?

- **Guided Read:** The Firework Maker's Daughter, Philip Pullman
- Tom and The Island of Dinosaurs, Ian Beck
- There's a pebble in my pocket, Meredith Hooper
- Street Beneath my feet, Charlotte Guillain

## Summer 1<sup>st</sup> – How can I look after my world?

- **Guided Read:** Cool, Michael Morpurgo
- The Song of the Dolphin Boy, Elizabeth Laird
- Somebody Swallowed Stanley, Sarah Roberts
- One Plastic, Miranda Paul

## Summer 2<sup>nd</sup> – What art is on my doorstep?

- **Guided Read:** Fables, various
- The Shadows, Jaqueline West
- The Magic Paintbrush, LawrenceYep

# Birch Hill Primary School

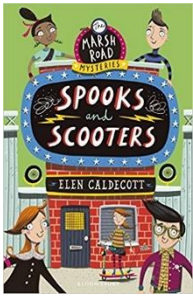
## Other recommendations for Year 3

### Krindlekrax by Philip Ridley



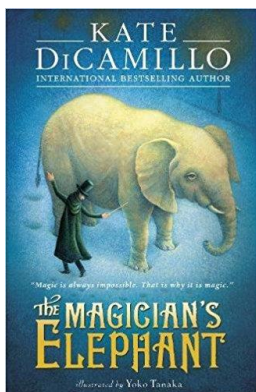
Ruskin Splinter is small and thin, with knock-knees, thick glasses and a squeaky voice, and the idea of him taming a dragon makes the whole class laugh. Big, strong Elvis is stupid but he looks like a hero. So who is more likely to get the big part in the school play? But when the mysterious beast, Krindlekrax, threatens Lizard Street and everyone who lives there, it is Ruskin who saves the day and proves he is the stuff that heros are made of after all.

### Spooks & Scooters by Elen Caldecott



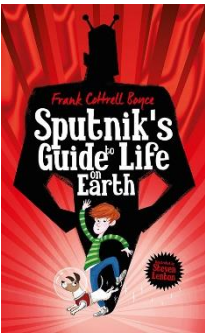
Meet Piotr, Minnie, Andrew, Flora and Sylvie - true friends and even better mystery-solvers! Flora and Sylvie are going on the holiday of a lifetime with their dad. But - WHAT? - Dad cancels the trip only hours before the flight because - OH MY GOODNESS - someone has stolen precious blueprints of Dad's latest invention: an amazing new scooter. But who? And why? Time to call on the only five people who can possibly solve the crime! The third in a fantastic new series filled with friendship, adventure and mystery! Perfect for fans of the Laura Marlin Mysteries by Lauren St John, this is THE new mystery adventure series by Waterstones Book Prize shortlisted author Elen Caldecott.

### The Magician's Elephant by Kate DiCamillo



**In this timeless fable, Kate DiCamillo evokes the largest of themes – hope and belonging, desire and compassion – with the lightness of a magician's touch.** Another classic in the making by Kate DiCamillo. *What if? Why not? Could it be?* When a fortune-teller's tent appears in the market square of the city of Baltese, orphan Peter Augustus Duchene knows the questions that he must ask: Does his sister still live? And if so, how can he find her? The fortune-teller's mysterious answer (*An elephant! An elephant will lead you there!*) sets off a chain of events so remarkable, so impossible, that you will hardly dare to believe it is true. With atmospheric illustrations by fine artist Yoko Tanaka, here is a dreamlike and captivating tale that could only be told by Kate DiCamillo.

**Sputnik’s Guide Life on Earth by Frank Cottrell Boyce**



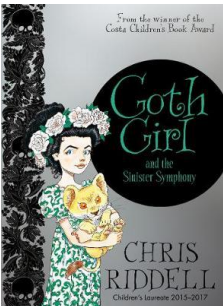
The Blythes live on a small farm and sometimes foster children. Now Prez has come to live with them. But, though he seems cheerful and helpful, he never says a word. Then one day Prez answers the door to a small, loud stranger carrying a backpack who goes by the name of Sputnik. The family pat Sputnik on the head, call him a good boy and it seems they all think Sputnik is a dog. It turns out that Sputnik is writing a guidebook to Earth called Ten Things Worth Doing on Earth, and he takes Prez on a journey to find them.

**The Journey by Francesca Sanna**



With haunting echoes of the current refugee crisis this beautifully illustrated book explores the unimaginable decisions made as a family leave their home and everything they know to escape the turmoil and tragedy brought by war.

**Goth Girl and the Sinister Symphony by Chris Riddell**



Lord Goth is throwing a music festival at Ghastly-Gorm Hall, with performances from the finest composers in the land. Ada can't wait, but it's quite distracting when her grandmother is trying to find her father a fashionable new wife, there's a faun living in her wardrobe and Maltravers is up to his old tricks. Ada must make sure everything goes to plan, and luckily help is at hand from a very interesting house guest ...

# Reading Fluency

## A guide for Parents

Reading fluency refers to the reader's ability to read effortlessly with accurate word recognition, at an appropriate speed and with meaningful expression which enables them to construct the meaning of the text.

Reading fluency is necessary for understanding the meaning of the text. When pupils read too slowly or haltingly the text is broken up into meaningless groups of words; pupils' efforts become focused just on what they are reading rather than putting that effort into extracting its meaning. A lack of reading fluency results in a weakness for reading comprehension.

Although speed and accuracy, at the appropriate level, are important skills needed for reading fluency, they should go hand in hand with developing proper phrasing, intonation and expression. This enables the reader to construct the meaning as they read the text.

There are things that you can do at home to help your child to increase their reading fluency:

- Echo Reading
- Paired Reading

## **Echo Reading**

### **What text to use for Echo reading**

The text should be pitched just above the child's current reading level. If too easy, the strategy will not have an impact; if too difficult then the pupil may become frustrated and disengaged. Occasionally use a book that is familiar to the child.

Books can be fiction or non-fiction. If using non-fiction use books the pupil has a background knowledge about, which could support them when reading.

Select a text that allows for effective modelling of reading fluency, expression and intonation. Poetry is often an effective text for this. It is important to select a text, which the child will enjoy and be engaged.

### **How does it work?**

Read a section of text and then invite pupils to reread the same section aloud, imitating the same phrasing and tone as demonstrated by the adult. It is important that the text is in front of the child.

Ensure that you actively point to each word as you read and insist the child does the same.

Do not correct the child, simply reread the line and have the child echo-read it again if necessary.

Be explicit in the way you model reading the text to the child and explain how exactly you want them to repeat it back to you. There should be an emphasis on timing, emphasis, phrasing, and intonation that speakers use to convey meaning and to make their speaking interesting. This can be a challenge for less fluent readers, as it is not always obvious in the written text.

Closely listen to the child as they repeat the text. Ask the child questions to assess their understanding of the text.

## **Paired Reading**

### **Why implement Paired reading?**

In order to increase reading fluency, readers need experience reading to **and** listening to other readers. Through paired reading, children are given an excellent example of how to pronounce more challenging and complex words by the partner working with them.

Reading with someone else encourages children to try reading material that may be above their usual reading level. It also builds their oral skills so that they are more comfortable with their reading.

Praise is given by the adult to the child on what they are doing well. This increases the enthusiasm of the child, as they are told when they are doing well, instead of where they need to improve.

Children are encouraged to read with expression and improve their pace - this in turn improves their fluency.

### **How does it work?**

Names for partners (KS1 and Year 3 only): Lovely Listener (adult), Ready Reader (child)

Paired reading can be used with any text (fiction or non-fiction). The text may be slightly more challenging for the reader with less fluency, however the paired reading strategy supports them to have the confidence to tackle this. The Ready Reader should be encouraged to use their fingers to follow along with the text as it is being read.

The 'Ready Reader' reads to the Lovely Listener – about 30 secs -1 min. The 'Lovely Listener' listens carefully and gives positive feedback to the 'Ready Reader' focusing on fluency, expression and intonation. They then given them 1 thing to improve. The 'Ready Reader' listens carefully to the feedback and then re-reads the same passage trying to make the improvement that the 'Lovely Listener' has suggested. The 'Lovely Listener' then gives positive feedback.

Ask each other questions about the reading.

What was your favourite part?

What do you think is going to happen next? Why do you think that?

Who is your favourite character? Why do you like them? What is the best thing about that character?

Can you tell me what has just happened? Can you summarise what has happened?

Who wrote this book? Do you know any other books written by this author? Are they a good writer? What makes them a good writer?

How did you feel when ..... happened? Why did you feel like that?

How do you think that character feels? How do you know?

Where does it say .....? Can you find me the part where it says.....?

## **Other ways to help your child with Reading?**

- Read *to* your child, as well as *with* your child every day.
- Show your child that you share a love of reading.
- Model clear, fluent reading with expression when you read.
- Share your opinions and why you think that.
- Explain why people react as they do in social situations.

## **Suggestions to questions you might ask them about their reading:**

- What do these words mean? Why do you think the author has chosen to use them?
- Which words give you the impression that...?
- Can you think of a story with a similar opening/ending/theme?
- Why did the author choose this setting?
- Is this character like anyone you know in real life? How are they like them?
- What is similar about these two characters? What is different?
- How could we improve this part of the text?
- What happened in your story?
- What kind of text would you like to read next?
- What did you think about ...?
- If you are not sure about what a word means what could you do?
- What genre is this text?
- Can you tell me the story of...?
- Do you know any myths?
- What message is this story trying to tell us?
- Do you know what kind of poem this is?
- Do you understand that?
- How do you think... is feeling? What makes you think that?
- Why did she/he make that choice do you think?
- Which part tells you about...?
- Would you like me to read this page?
- I think .... What do you think?
- Do you think... would like this book? What makes you think that?
- Who wrote that book? Do you know any other books they have written? What sort of book is it? Shall we read some more of their books? Why?

# Websites/ PiXL apps/resources

<b>Maths</b>	<a href="https://www.ictgames.com/mobilePage/literacy.html">https://www.ictgames.com/mobilePage/literacy.html</a>  <a href="http://www.multiplication.com">www.multiplication.com</a>  <a href="http://www.happychild.org.uk/wks/math/key1/multiply/index.htm">www.happychild.org.uk/wks/math/key1/multiply/index.htm</a>  <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>  Pixl App Times Tables – Download from the Apple Store or Play Store This is an app that is fun and will help your child to speed up their knowledge of their times tables. Children have all been issued with a username and password. Please encourage them to play.
<b>Reading</b>	<a href="https://www.phonicsplay.co.uk/index.htm">https://www.phonicsplay.co.uk/index.htm</a>  Other websites for Reading: <a href="https://www.booktrust.org.uk/">https://www.booktrust.org.uk/</a>  <a href="http://booksforkeeps.co.uk/">http://booksforkeeps.co.uk/</a>
<b>Grammar</b>	<a href="http://www.funenglishgames.com/grammargames.html">www.funenglishgames.com/grammargames.html</a>  <a href="https://www.phonicsplay.co.uk/freeIndex.htm">https://www.phonicsplay.co.uk/freeIndex.htm</a>  <a href="http://www.slimekids.com/games/grammar-games/">www.slimekids.com/games/grammar-games/</a> <a href="https://www.ictgames.com/mobilePage/literacy.html">https://www.ictgames.com/mobilePage/literacy.html</a> <a href="http://www.crickweb.co.uk/ks2literacy.html">http://www.crickweb.co.uk/ks2literacy.html</a>  Pixl Unlock is an app that helps children to extend their vocabulary in a fun way. The username and password works for both the Times Table App and Pixl Unlock and all children have been issued with these. Download from the Apple Store or Play Store and encourage your child to play.
<b>Social Media/Internet</b>	On line safety:  <a href="http://www.saferinternet.org.uk/advice-centre/parents-and-carers">www.saferinternet.org.uk/advice-centre/parents-and-carers</a>
<b>Other useful information</b>	<b>Key Stage 1 SATS</b>  <a href="https://www.gov.uk/government/publications/results-at-the-end-of-key-stage-1-information-for-parents/information-for-parents-national-curriculum-assessment-results-at-the-end-of-key-stage-1">https://www.gov.uk/government/publications/results-at-the-end-of-key-stage-1-information-for-parents/information-for-parents-national-curriculum-assessment-results-at-the-end-of-key-stage-1</a>



Maths	
Autumn	<ul style="list-style-type: none"> <li>• Number: Place Value</li> <li>• Number: Addition and Subtraction</li> <li>• Multiplication and Division</li> <li>• Fractions</li> <li>• Length and perimeter</li> <li>• Mass and Capacity</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Multiplication and Division</li> <li>• Fractions</li> <li>• Length and perimeter</li> <li>• Mass and Capacity</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Money</li> <li>• Time</li> <li>• Shape</li> <li>• Statistics</li> </ul>

**Some ideas**

**Shape**

You could take your child on a ‘shape walk’ around the area to see what shapes they can spot. Look at the buildings to spot right angles and symmetrical shapes. Can they identify any irregular shapes by counting the number of sides?

**Money**

Receiving and spending pocket money can make children very keen learners in this area! Use any shopping trips to encourage your child to be able to:

- Recognise all the coins
- Total and write amounts up to £10 using £ and p
- Work out change that should be given

**Time**

Make sure that there are both traditional and digital clocks around the house for your child to practise reading the time to 5 minute intervals. Ask them to be ‘human alarm clocks’ and to let you know when the oven needs turning off at 20 past 6. A watch is a great birthday present at this time if they do not have one. Encourage your child to solve problems involving time e.g. this programme starts at 12.20 and it is 50 minutes long. What time will it finish?

**Measurement**

Cooking is a great way for your child to practise weighing and measuring in grams and kilograms. It is a terrific way to learn to accurately read scales and measure out capacities in litres and centilitres.

## Multiplication Tables

Helping your child learn multiplication facts and regularly going over them will benefit them enormously. They should learn to recite them in order as well as give 'quick-fire' answers when they are jumbled up. This can be done on car journeys or whenever there is a spare 5 minutes. Use the Pixl app for them to practice.

By the end of Year 3, it is hoped that your child will know their 2, 5, 10, 3, 4 and 6 times table to a good speed.

## Number Work

Children's number skills can be supported in all sorts of fun ways at home. Board games are a great way of making them familiar with the number system and simple addition and subtraction. Children can really enjoy inventing their own.

## Every Day Maths

An important part of children's learning in maths involves applying their skills to everyday problems and situations. Encouraging them to practise their maths skills in daily life will benefit them enormously. The following questions may give you some ideas.

- *I need 20 envelopes. I've got 13, how many more do I need?*
- *I'm putting 3 sweets in each party bag. There are 9 party bags. How many sweets will I need?*
- *I've cut this pizza into 8 slices. You can have  $\frac{1}{4}$  of it.*

# Check that your child really knows the Year 2 Common Exception words

## Common exception words Year 2

door	even	sugar
floor	great	eye
poor	break	could
because	steak	should
find	pretty	would
kind	beautiful	who
mind	after	whole
behind	fast	any
child	last	many
children	past	clothes
wild	father	busy
climb	class	people
most	grass	water
only	pass	again
both old	plant	half
cold	path	money
gold	bath	Mr
hold	hour	Mrs
told	move	parents
every	prove	Christmas
everybody	improve	
	sure	

Statutory word list for Years 3 and 4

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

# Grammar

## Clauses

A **clause** is a group of words built around a **verb**. Sentences can be made of one or more clauses.

**Main clause:** This is the most important clause in a sentence. It must make sense by itself.

**Subordinate clause:** This depends on the **main clause** to make sense. It cannot be a sentence by itself. It usually begins with a **subordinating conjunction** or a **relative pronoun**.

**Main clause**      *Subordinate clause*  
**Verb / Verb**

The children all **raced** to school *as they were late*.

Until the cutlery **arrived**, **nobody could eat** their lunch.

All three boys, *despite having trained hard*, **lost** the race.

## Noun/Pronoun verb agreement

The **subject** and **verb** in a **clause** must agree in number: both must be **plural** or both must be **singular**.

**He was** in the classroom but **the children were** all outside.

**He is** in the classroom but **we are** all outside.

## Tenses

**Past tense (simple):** used for an action completed in the past. Usually uses **verbs** with the '**ed**' suffix.

**Present tense (simple):** Used for something that is happening now. Factual reports etc.

**Past tense:** I **kicked** a ball. She **grabbed** my arm. They **ate** all of the pizza.

**Present tense:** I **live** in India. He **plays** tennis. They **have** three cats.

## Phrases

Form part of a clause and has either a **noun** or a **verb** but not both in the same phrase.

**Noun Phrase:** A large jug of water; a tiny, helpless kitten

**Verb Phrase:** have been seeing; have been going

**Prepositional phrases** (where something is) under the floor, beneath the bed)

**Adverbial phrases** (time and manner)  
After that. as soon as possible: without

## Plurals and Possessive s

**Plural 's':** An '**s**' indicating that something is not singular: there is more than one of it.

**Possessive 's':** An '**s**', along with an **apostrophe**, indicating that something / someone belongs to something / someone else.

The trees **swayed** in the wind.  
(**Plural 's'**)

The tree**'s** leaves **swayed** in the wind.  
(**Possessive 's'**)

## Types of Sentence

**Command:** Look at the trees carefully.  
(Is telling someone to do something)

**Statement:** In Autumn, many trees lose their leaves. (Makes a claim about something)

**Question:** Can you see the leaves on the tree? (Always ends with ?)

**Exclamation:** Watch out the tree is falling! (Always ends with !)

## Sentence

**Simple Sentence:** a sentence consisting of only one clause, with a single subject and object.

The man cannot eat the apple.

**Compound Sentence:** has at least two main clauses that have related ideas, joined by a coordinating conjunction (FANBOYS) or by a semicolon.

The man cannot eat the apple but he can eat the orange.

The man cannot eat the apple; he can eat the orange.

**Complex Sentence:** contain a main clause and at least one subordinate clause. A main clause makes sense on its own, but a subordinate clause does not even though it may have a verb and a subject.

Although the man cannot eat the apple, he can eat the orange.

## Standard English

**Standard English** is the formal version of English.

**Non-standard English**      **Standard English**

Pass me **them books**.      Pass me **those books**.

**He done** it.      **He did** it.      **He has done** it.

**We was** very late.      **We were** very late.

## Conjunctions

Conjunctions are words that link ideas or clauses together. There are two types of conjunctions

**Co-ordinating Conjunctions (FANBOYS):** This links two words or phrases together as an equal pair e.g. for, and, nor, but, or, yet, so  
I like vegetables but I really like fruit.

**Subordination Conjunctions:** this introduces a subordinate clause  
after, while, however, if, to, even though, because, until, since

I like pineapple, although I don't have it very often.

Even though I like strawberries, I don't buy them unless they are reduced.

## NOUN

A noun is the name of a person, place or thing. Proper nouns always begin with capital letter.

### Noun Phrases

**Noun phrases** are a group of words that could be replaced with one **noun** or **pronoun**.

**Noun phrases** are often made up of a **noun** (e.g. dog, man) and one or more **modifiers**. These can include: **determiners** (e.g. the, those); **quantifiers** (e.g. some, many); **adjectives** or **adjective phrases** (e.g. tall, extremely large); **prepositional phrases** (e.g. in the kitchen) and **relative clauses** (e.g. that had fallen on the floor).

#### Main noun

The young girl was sitting on the small, brown table that was in the kitchen.

Some small tomato plants had been eaten by a few hungry caterpillars.

None of the sugar-free sweets that were in the packet could be eaten.

### Pronoun

A pronoun replaces a noun that has already been introduced, e.g. James put his coat on. He was very cold.

Pronouns: **she, her, hers, he, him, his, it**

**Possessive Pronouns** are **pronouns** that indicate belonging

The car belongs to **them**. The car is **theirs**.

The car belongs to **my sister**. The car is **hers**.

The car belongs to **you**. The car is **yours**.

## Adjective

Adjectives add detail to a noun. It can be placed before or after a noun. An **adjective** is a word that describes a thing (the noun or pronoun).

The **ginger** cat was **sleepy**.

I have a **large, green book**, which is very **interesting**.

She is quite **tall** but she can't reach the **metal pen** on top of the **dusty whiteboard**.

## Article

**Articles** are the words: 'a', 'an' and 'the'. We also use articles before **plural nouns** if we wish to be specific. When referring to **plural nouns** or **uncountable nouns** in a more general sense, **articles** are not used.

The **indefinite article** ('a' and 'an') is used to refer to non-specific **nouns**, whereas the **definite article** ('the') is used to refer to a definite or specific **noun**.

I bought **a** tin. (*Indefinite*) I bought **the** tin. (*Definite*)

I bought **plastic cups**. (*Indefinite*) I bought **the plastic cups**. (*Definite*)

I bought **sugar**. (*Indefinite*) I bought **the sugar**. (*Definite*)

## Preposition

**Prepositions** are often thought of as words, which show where or when something is / was compared to something else. They can also indicate relationships of place (e.g. in, below), time (e.g. in, at, since), direction (e.g. through, around), manner (e.g. for, as) or agent (e.g. by, with). A **preposition** is nearly always followed by a **noun**, **pronoun** or **noun phrase**. They may be one word, or a group of words that make up a **prepositional phrase** (e.g. in front of, just behind).

She ran **along the road behind her brother**.

Janie peered **between the shiny metal railings with excitement**.

They put the food **on the counter** and the milk **in the fridge**.

## Verb

**Verbs** are action words or a state of being. **Verbs** change the tense of a sentence.

Action – **to pounce, to skip, to jump, to shout, to scream**

Being – **were, am, are, was**

## Adverb

**Adverbs** describe or add meaning to words other than **nouns**. This is usually the **verb** (but can also be the **adjective** or another **adverb**). They often tell us how, when or where something happened. Focus in year 3 is how.

He walked along the road quickly.

Suddenly, she stopped and looked nervously behind her.

## Apostrophes

**Apostrophes** are used in two ways:

### **Apostrophes for Contraction:**

do not – don't will not - won't

**Apostrophes for Possession:** The **possessive apostrophe** is used to show that one thing belongs to another.

Tom's football, Joanna's necklace, James' racket

The **apostrophe** for **plural possession** would indicate that something belongs to one or more people or things.

The **girls'** room was a mess.  
(*Room belonging to more than one girl*)

All of the **boys'** shoes were wet.  
(*Shoes belonging to more than one boy*)

The **men's** shirts were in the sale.  
(*Shirts belonging to more than one man*)

## Commas in List

**Commas** can be used to separate items in a list. A **comma** should be used to separate the individual words or phrases that make up the list, replacing the word '**and**'. The last item in the list is usually preceded by a **conjunction** – usually '**and**' or '**or**'. A **comma** should not be used before the last item in the list.

I bought three sandwiches, a biscuit **and** a drink.

She decided that should would visit her mum, her dad **or** her nan at the weekend.

The sticky, green paint stained my shoes, socks, trousers **and** the floor.