

# Match the Pronoun with Its Noun **Answers**

Put a circle around all of the pronouns in this box. Underline all of the nouns.

fish

me

railway

time

us

them

group

it

she

homework

golf

you

hers

my

tablecloth

our

rabbit

sock

your

I

they

air

him

cushion

his

mine

lesson

rubber

# Match the Pronoun with Its Noun **Answers**

For each sentence, circle the pronoun(s) and underline the noun it means. Look at the example.

**When Harry put his rabbit down, **(it)** hopped away.**

1. Some people don't like Snickers bars because **(they)** have nuts in.
2. Wednesday is PE, so **(it)** **(my)** favourite day.
3. Ayan and Petra hung **(their)** coats up neatly.
4. Miss Mitchell, **(you've)** forgotten **(your)** whistle again!
5. That library book is Tessa's, give **(it)** back please.
6. Darrel is sulking because **(he)** got told off by **(his)** teacher.
7. Granny's potato soup is so thick **(it)** needs a fork to eat **(it)**!
8. **(That)** girl is called Maya. Hasn't **(she)** got long hair?
9. Km, m and mm are measurements. **(They)** are units of length.
10. Mum and dad called out, "**(Our)** taxi's here - **(we'll)** be back later!"

# Match the Pronoun with Its Noun **Answers**

In the following paragraph, there are lots of pronouns. Can you circle them all?

Chocolate first came from Central America. **It** was originally called Xocolatl. When Spanish explorers travelled to the New World, **they** found many unknown foods there. **These** were brought back as gifts for **their** kings and queens. In 1847, Joseph Fry made the first chocolate bar, **which** he called 'Chocolate Cream'. British people must love chocolate, because **on** average we eat about 8.5kg each every year!

Now find the noun or noun phrase each pronoun belongs to. Write them as a pair, like this:

**'it' = chocolate**  
**they = Spanish explorers**  
**these = unknown foods**  
**their = Spanish explorers**  
**he = Joseph Fry**  
**we = British people**

# Match the Pronoun with Its Noun Answers

In the following paragraph, there are lots of pronouns. Circle each one, then link it to the noun it replaces. The first one is done for you as an example.

**Chocolate** first came from Central America. **It** was originally called Xocolatl. When **Spanish explorers** travelled to the New World, **they** found many **unknown foods** there. **These** were brought back as gifts for **their** kings and queens. In 1847, **Joseph Fry** made the first chocolate bar, which **he** called 'Chocolate Cream'. **British people** must love chocolate, because on average **we** eat about 8.5kg each every year!

**'it'** = **chocolate**

**they** = **Spanish explorers**

**these** = **unknown foods**

**their** = **Spanish explorers**

**he** = **Joseph Fry**


**we** = **British people**

Oh dear! This paragraph has far too many pronouns and not enough nouns. Can you work out which noun each pronoun relates to? Watch out - there are some tricky ones!

When **Andy the astronaut** came back to Earth after **his two-man space voyage**, **he** had lots of news to tell **his** friends and family. They were all fascinated by his tales of what **it** was like but especially **his** young **nephew Tommy**. **He** listened to stories about **them** flying in **their ship** round Venus where **he** **nearly crashed it into a volcano!** However, **this** doesn't seem to have put **him** off space at all, as **he's** now doing a project about **his** uncle for school.

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When Andy the astronaut came back to Earth after his two-man space voyage, he had lots of news to tell his friends and family. They were all fascinated by his tales of what it was like but especially his young nephew Tommy. He listened to stories about them flying in their ship round Venus where he nearly crashed it into a volcano! However, this doesn't seem to have put him off space at all, as he's now doing a project about his uncle for school.

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Now find the noun or noun phrase each pronoun belongs to. Write them as a pair, like this:

**'it' = chocolate**



# Choose Nouns or Pronouns for Clarity

## Lesson Ideas

**Learning Objective: LKS2 - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.**

Idea	Differentiation
Deliberately overuse the topic noun of a paragraph when modelling writing. Encourage the children to tell you why/how you need edit your work.	For independent practice, use out differentiated noun/pronoun worksheets (1, 2 & 3).
Have a look at the section on pronouns in powerpoint part of our helpful	There are also some great activity sheets in this pack.
Whenever a paragraph starts with a pronoun in your shared or guided reading text, investigate to find the noun it's replaced. Get the children into the habit of reading the previous sentence(s) as well to make sure they have linked the noun and pronoun.	For more able readers/writers, remind them that they also need to read forwards, as sometimes the noun/noun phrase comes later in the sentence. For example, "It's no fun being ill in bed."
Add our display resources for nouns and to your literacy wall.	Use our _____ to support children with this grammar area.
Try our fun _____	Do this with a guided group and discuss the reasons for their choices.  For more able children, let them have a go by themselves as a Guided Reading carousel activity.
As a quick reminder for your class of what nouns pronouns can be used for, download our fun	You could play this as a long sentence game with a group who need focused practice; I went on the 'she' pronoun train with Emma, my grandma, Cian's rabbit Ella, etc.