

Year 6 SATs Survival: Grammar, Punctuation & Spelling Booster Intervention Pack 1:

Grammatical Terms & Word Classes Overview

	Session 1	Session 2	Session 3	Session 4	Session 5
Warm-Up	<p>Picture This Use large pictures to identify nouns and verbs. Use appropriate determiners for nouns.</p>	<p>Adjective Alphabet Think of an adjective for every letter of the alphabet. Use some of these to write noun phrases together.</p>	<p>Conjunction Conundrum Sort the conjunctions according to whether they are co-ordinating or subordinating. (FANBOYS/I SAW A WABUB)</p>	<p>Preposition Problems Use appropriate prepositions to describe pictures given.</p>	<p>Word Class Match-Up Match each word class label to the correct words.</p>
Input	<p>Noun or Verb? List nouns and verbs in the relevant places on the table. Are any of them able to be used as a noun and verb? Write sentences using nouns/verbs. Identify the subject and object.</p>	<p>Describe Me List adjectives according to strength. Then choose adjectives that could describe the pictures and order these according to their strength. Write noun phrases together.</p>	<p>Combine the Clauses Choose two clauses to combine with an appropriate conjunction (co-ordinating or subordinating).</p>	<p>Spot the Pronoun Using the table given, find all pronouns. Then label them according to type (personal or possessive).</p>	<p>Adding Adverbs and Adverbials Sort the adverbs/adverbials according to type (time, frequency, manner, degree, place). Then use them to describe pictures.</p>
Apply	<p>Fortune Teller Use Is it a Noun or a Verb Fortune Teller to write sentences using the words given. Identify subject and object of sentences.</p>	<p>Awesome Adjectives Use powerful adjectives to write sentences including noun phrases to describe the pictures given.</p>	<p>Tell Me More Extend the given clause with a suitable subordinating conjunction to make it into a complex sentence.</p>	<p>Which Pronoun? Complete a range of sentences with an appropriate pronoun.</p>	<p>SATs-Style Questions Answer SATs-style questions covering all areas covered this week independently. Share answers and discuss.</p>
Assess & Review	<p>SATs-Style Question Answer SATs-style questions independently and share answers.</p>	<p>Add the Adjectives Independently insert powerful adjectives into the paragraph given. Share with group.</p>	<p>Conjunction Malfunction All of the conjunctions are muddled up - put them in the correct places so the sentences make sense.</p>	<p>Think and Write Use picture to write four sentences following the criteria given.</p>	<p>Spelling Test Use Spelling Dictation Test 1.</p> <p>Celebrate Celebrate achievement with stickers and certificates.</p>

Suggested Home Learning Links:

[Word Class Mosaic 1](#)

[Word Class Mosaic 2](#)



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the

a

an



some

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few



one

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three



his

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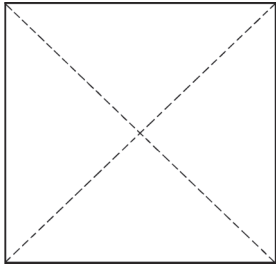


Is It a Noun or Is It a Verb?

Fortune Teller

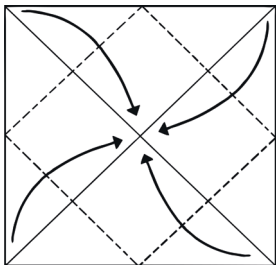
Instructions

①



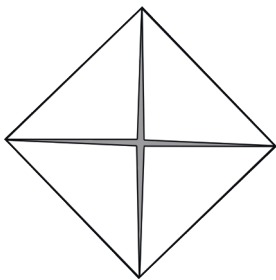
With pictures face down, fold on both diagonal lines. Unfold.

②



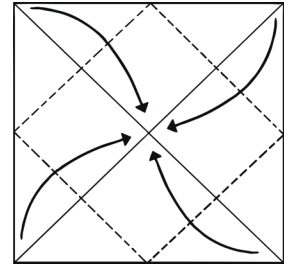
Fold all four corners to the centre.

③



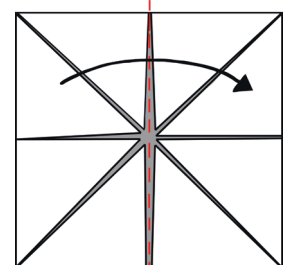
Turn paper over.

④



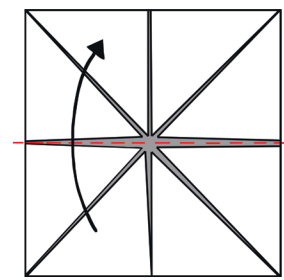
Once again, fold all corners to the centre.

⑤



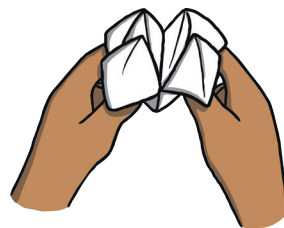
Fold paper in half and unfold.

⑥



Fold in half from top to bottom.
Do not unfold.

⑦



Slide thumbs and forefingers under the squares
and move the fortune teller back and forth to play.

1. Choose the word class either verb or noun from the outer squares and use your fingers to slide the fortune teller back and forth as you say the letters from that word.
2. Choose one of the eight words that can be either nouns or verbs shown on the inner sections.
3. Write a sentence using the word as either a noun or a verb on your whiteboard.
4. If you manage to do this, score a point. First player to five points is declared the winner!

Try and remember this little trick to help you use these particular words in different ways within your sentences.

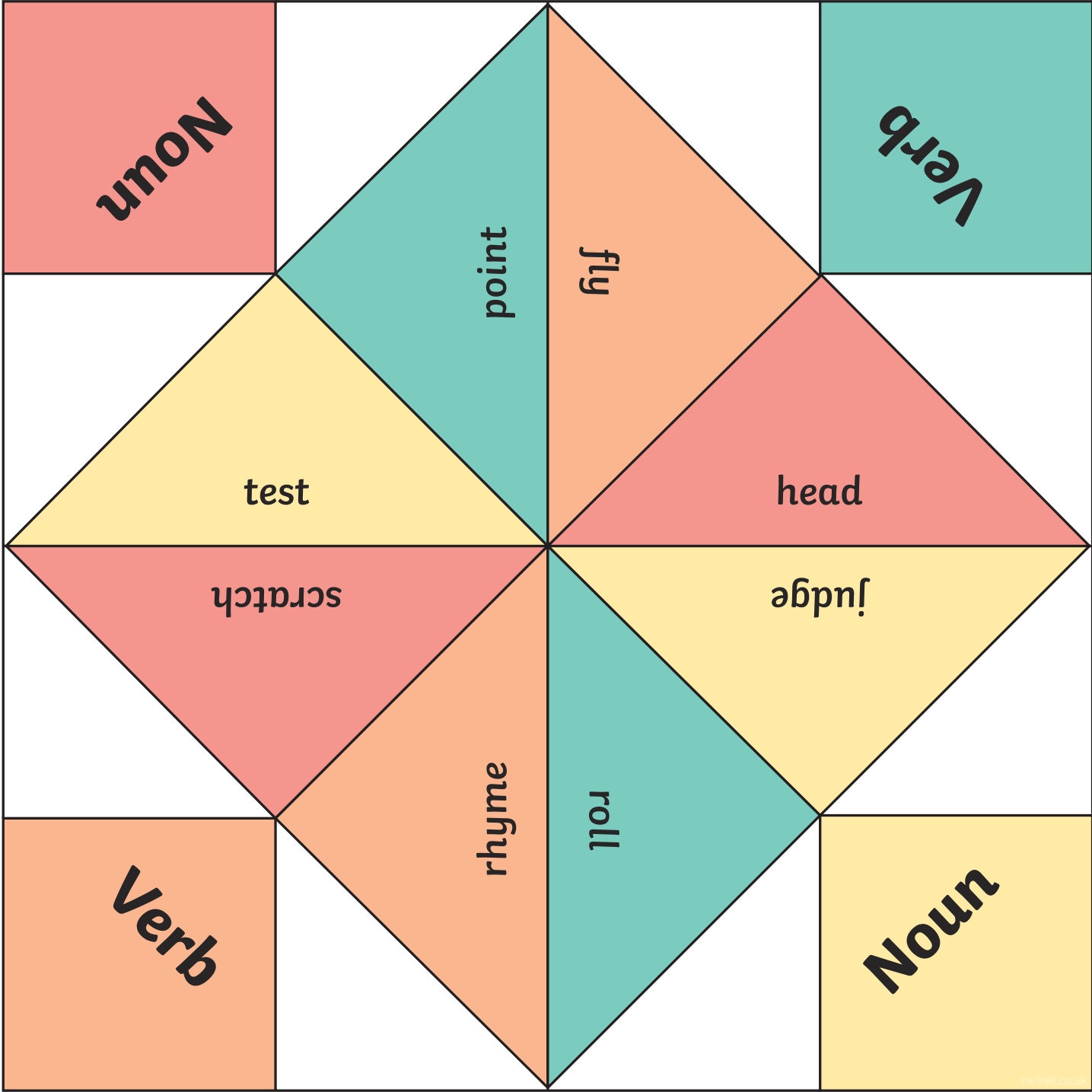
The word '**point**' can be both a noun and verb.

To use '**point**' as a **noun**, put a **determiner** like '**a**', '**an**' or '**the**' before it,

e.g. Henry sharpened his pencil to a **point**. (noun)

To use '**point**' as a **verb**, put the word '**to**' before it,

e.g. The little girl started **to point** out of the coach window. (verb)



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Noun or Verb?

Noun	Verb	Words That Can Be Used as Nouns and Verbs

SATs-Style Questions

Cut along the lines to provide children with different questions.

1. Which sentence uses the underlined word as a **noun**? Tick **one**.

- The fierce lion pounced on its prey.
- Climbing is one of my favourite hobbies.
- We train every Wednesday for football.
- Will you help me with the cooking?

(1 mark)

2. Write a sentence using the word object as a **noun**. Do not change the word. Remember to punctuate your sentence correctly.

(1 mark)

3. Circle the **verb** in each of the sentences.

We baked a cake yesterday.

Please be here at 8 o'clock.

We travelled slowly on the train.

How much is there?

(1 mark)

4. Circle two **verbs** in each of the sentences.

Will you arrive before 9 o'clock?

She hurried into school after waking up late.

(1 mark)

5. a) Write a sentence using the word 'sketch' as a **verb**.

Do not change the word. Remember to punctuate your sentence correctly.

(1 mark)

5. b) Write a sentence using the word 'sketch' as a **noun**.

Do not change the word. Remember to punctuate your sentence correctly.

(1 mark)

6. Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Wilf ate cakes.

↑ ↑ ↑
□ □ □

(1 mark)

SATs-Style Answers

Cut along the lines to provide children with different questions.

1. Which sentence uses the underlined word as a **noun**? Tick **one**.

- The fierce lion pounced on its prey.
- Climbing is one of my favourite hobbies.
- We train every Wednesday for football.
- Will you help me with the cooking?

(1 mark)

2. Write a sentence using the word object as a **noun**. Do not change the word. Remember to punctuate your sentence correctly.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated sentence, e.g. I was unsure what the object was.

(1 mark)

3. Circle the **verb** in each of the sentences.

We baked a cake yesterday.

Please be here at 8 o'clock.

We travelled slowly on the train.

How much is there?

(1 mark)

4. Circle two **verbs** in each of the sentences.

Will you arrive before 9 o'clock?

She hurried into school after waking up late.

(1 mark)

5. a) Write a sentence using the word 'sketch' as a **verb**.

Do not change the word. Remember to punctuate your sentence correctly.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated sentence, e.g. Please sketch the vase carefully.

(1 mark)

5. b) Write a sentence using the word 'sketch' as a **noun**.

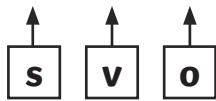
Do not change the word. Remember to punctuate your sentence correctly.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated sentence, e.g. Your sketch is beautiful.

(1 mark)


6. Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Wilf ate cakes.



(1 mark)

Grammatical Terms & Word Classes: Session 1

Preparation	<p>Print out and prepare: Large Picture 1: The Great Outdoors, Large Picture 2: A Pirate's Cabin, Large Picture 3: Terry Fox Marathon, Determiners Fan, Noun or Verb? Table, Noun or Verb? Fortune Teller, Subject and Object Labels, SATs-Style Questions 1.</p> <p>Resources: Pens/pencils, Whiteboards, Whiteboard pens</p>
Warm-Up	<p>Look at Large Picture 1: The Great Outdoors together and identify nouns and verbs by scribing on a whiteboard.</p> <p>Possible answers include:</p> <p>Nouns - trees, leaves, boy, branches, trunk Verbs - walking, rustling, swaying, growing</p> <p>Ask the children to choose appropriate determiners (a word that comes before a noun/ noun phrase) for each of the nouns using the Determiners Fans, for example: the tree, a branch, some leaves.</p> <p>Then, provide children with Large Picture 2: A Pirate's Cabin and ask them to do the same on their own whiteboards. Possible answers include:</p> <p>Nouns - treasure, gold, barrel, windows, light, chests Verbs - hiding, shining, gleaming</p> <p>Ask children to choose appropriate determiners for each of the nouns using the Determiners Fans, for example: the treasure, a barrel, some chests</p> <p>Can the child identify nouns and verbs? Can the child use appropriate determiners?</p>
Input	<p>Noun or Verb?</p> <p>Show the children Large Picture 3: Terry Fox Marathon. Again, ask them to identify nouns and verbs and list them in the relevant places on the Noun or Verb? Table. Are any of the words able to be used as nouns and verbs?</p> <p>Possible answers include:</p> <p>Nouns - hills, trees, runners, car, supporters Verbs - cheer, support, follow</p> <p>Words That Can Be Used as Nouns and Verbs - run, watch, drive</p> <p>Model using some of the nouns and verbs to write simple sentences about the picture, such as:</p> <p>The car is following the runners. The hills are looming in the background.</p> <p>Also, model using some of the words as both nouns and verbs, such as: I check my watch for the time as I watch the runners.</p> <p>Ask the children for their input. You may wish to prompt with questions such as: What can you see? What is happening?</p> <p>Using the Subject and Object Labels, identify the subject and object of the sentences together, such as:</p> <p>The car is following the runners.</p> <p style="text-align: center;">  </p> <p>Is the child able to identify nouns and verbs? Can the child identify the subject and object of a sentence?</p>

Apply	<p>Fortune Teller Provide the children with the Noun or Verb? Fortune Teller to make (if time is limited, these can be prepared ahead of the session). Explain that they will be using the fortune teller to write sentences using the words given as either nouns or verbs. Recap the meaning of a noun and a verb. Ask the children to use the Subject and Object Labels to identify the subject and object of their sentences. <i>Is the child able to use nouns and verbs appropriately in sentences? Can the child identify the subject and object of a sentence?</i></p>
Assess & Review	<p>SATs-Style Question Provide children with different SATs-Style Questions 1 to answer independently and share answers. Ask them to explain how they made their decisions. <i>Can the child independently answer SATs questions? Can the child explain their answer?</i></p>

Subject

Object



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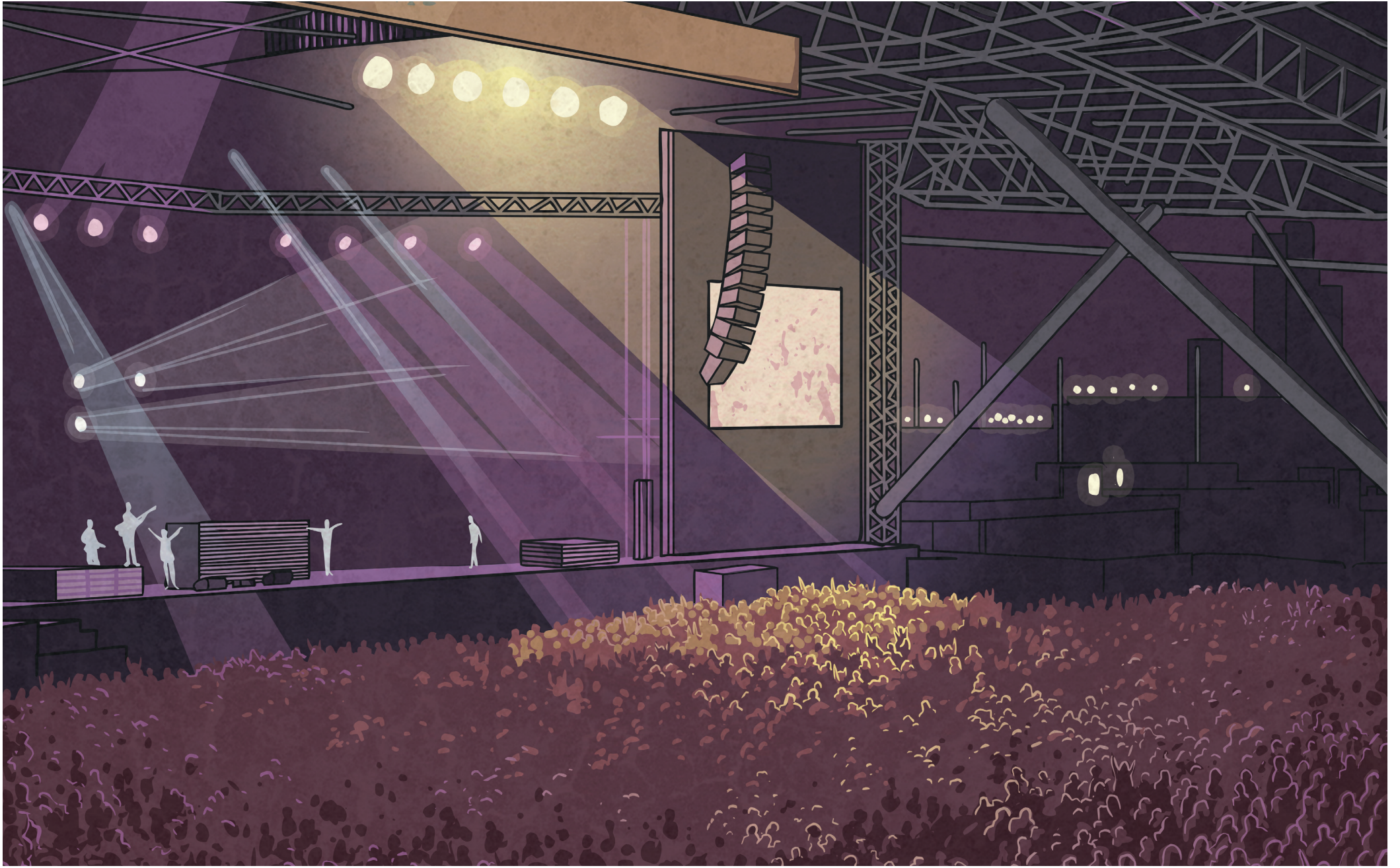
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Adjective Alphabet

Adjectives are describing words that are used to add more detail to nouns.

Can you think of an adjective for every letter of the alphabet?

a is for _____ **n is for** _____

b is for _____ **o is for** _____

c is for _____ **p is for** _____

d is for _____ **q is for** _____

e is for _____ **r is for** _____

f is for _____ **s is for** _____

g is for _____ **t is for** _____

h is for _____ **u is for** _____

i is for _____ **v is for** _____

j is for _____ **w is for** _____

k is for _____ **x is for** _____

l is for _____ **y is for** _____

m is for _____ **z is for** _____

Challenge: Can you use some of the adjectives to create some expanded noun phrases?

e.g. The slow, slimy snail.



Missing Adjectives Paragraph

Insert powerful adjectives to complete the paragraph about the picture below.



After months of _____ practise, both rugby teams were hoping for a win in the final. Who had done enough to beat their _____ rivals? Who would be victorious and able to raise the _____, _____ trophy? It was coming to the end of a _____ match and the final scrum would be the decider. As the referee blew his _____ whistle, the _____ team pushed towards their end. What a _____ win!



Missing Adjectives Paragraph

Example Answer

After months of **enthusiastic** practise, both rugby teams were hoping for a win in the final. Who had done enough to beat their **fiercest** rivals? Who would be victorious and able to raise the **monumental, decorative** trophy? It was coming to the end of a **strenuous** match and the final scrum would be the decider. As the referee blew his **shrill** whistle, the **most powerful** team pushed towards their end. What a **tremendous** win!



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Grammatical Terms & Word Classes: Session 2

<p>Preparation</p>	<p>Print out and prepare: : Adjective Alphabet, Shades of Meaning Add the Adjective Activity Sheet, Large Picture 1: Mountain Climbing, Large Picture 2: A Music Festival, Large Picture 3: A Summer Party, Missing Adjectives' Paragraph. Resources: Pens/pencils, Whiteboards, Whiteboard pens, Thesauruses</p>
<p>Warm-Up</p>	<p>Adjective Alphabet Children work in pairs to complete Adjective Alphabet thinking of an adjective for every letter of the alphabet. Together, use some of these to write simple noun phrases, such as: The slow, slimy snail.</p>
<p>Input</p>	<p>Describe Me Use Shades of Meaning Add the Adjective Activity Sheet and thesauruses to investigate how we can alter the strength of the adjective we choose. Look at Large Picture 1: Mountain Climbing and together, list adjectives to describe aspects of the picture. On whiteboards, order the adjectives according to strength, for example: tired, weary, exhausted</p> <p>Look at Large Picture 2: A Music Festival and together list adjectives to describe aspects of the picture. Model using some of the more powerful adjectives to write noun phrases describing the picture, such as: the gargantuan, rowdy crowd; the dazzling, fluorescent lights <i>Is the child able to identify adjectives? Can the child order adjectives according to their strength?</i></p>
<p>Apply</p>	<p>Awesome Adjectives Provide the children with Large Picture 3: A Summer Party and ask them to list powerful adjectives to describe it. Allow children to use their Shades of Meaning Add the Adjective Activity Sheet or a thesaurus as inspiration if needed. Use powerful adjectives to write sentences including noun phrases to describe the picture given. <i>Is the child able to use powerful adjectives appropriately in noun phrases?</i></p>
<p>Assess & Review</p>	<p>Add the Adjectives Provide children with Missing Adjectives Paragraph to complete with powerful adjectives of their own choice. Share answers discussing the different adjectives used and the effect these have on the paragraph. Ask them to explain how they made their decisions. An example answer is also given to compare their answers to. <i>Can the child independently choose appropriate adjectives to complete a paragraph? Can the child explain their choices?</i></p>

Shades of Meaning

Add the Missing Adjectives

Use a thesaurus to add the missing adjectives into this table. The stronger the colour, the stronger the meaning. All adjectives should have the same definition but should give a different shade of meaning the further along the table they appear.

wet				saturated
-----	--	--	--	-----------

thin				skeletal
------	--	--	--	----------

quick				
-------	--	--	--	--

smart				
-------	--	--	--	--

tired				
-------	--	--	--	--

Challenge:

Choose your own adjective and create a table showing different shades of meaning.

--	--	--	--	--

Combine the Clauses - Co-ordinating Conjunctions

Cut out individually and place face down on the table.

Sophie will not eat bananas		will she eat pears
my mum is a brilliant doctor		she is a great runner too
I enjoy playing hockey		it is not my favourite sport
will you play tag		will you play football
we enjoy watching films		we also enjoy going bowling
my hands are freezing cold		I forgot to bring my gloves
he wants to win the race		he needs to run faster

Combine the Clauses - Subordinating Conjunctions

Cut out individually and place face down on the table.

I will stay up late		I am tired today
you will be very tired		you don't go to bed soon
my brother is grumpy		he has to do his homework
we will not go to the park		it is raining heavily
Beth was a little scared		the ride was spinning very quickly
Hazim cheered loudly		his favourite player scored a goal
Shania couldn't go swimming		the pool was closed for maintenance
Kezia was tired		completing the marathon
the scouts sang around the campfire		it was bedtime
the cold wind blew		the snow fell

Combine the Clauses - Co-ordinating Conjunctions

Example Answers NB: These are not the only possible answers.

Sophie will not eat bananas	nor	will she eat pears
my mum is a brilliant doctor	and	she is a great runner too
I enjoy playing hockey	but	it is not my favourite sport
will you play tag	or	will you play football
we enjoy watching films	yet	we also enjoy going bowling
my hands are freezing cold	for	I forgot to bring my gloves
he wants to win the race	so	he needs to run faster

Combine the Clauses - Subordinating Conjunctions

Example Answers NB: These are not the only possible answers.

I will stay up late	although	I am tired today
you will be very tired	if	you don't go to bed soon
my brother is grumpy	because	he has to do his homework
we will not go to the park	since	it is raining heavily
Beth was a little scared	as	the ride was spinning very quickly
Hazim cheered loudly	when	his favourite player scored a goal
Shania couldn't go swimming	while	the pool was closed for maintenance
Kezia was tired	after	completing the marathon
the scouts sang around the campfire	until	it was bedtime
the cold wind blew	before	the snow fell

Conjunction Conundrum

Print out individually and place face down on the table for sorting.

Co-ordinating Conjunctions	Subordinating Conjunctions
for	if
and	since
nor	as
but	when
or	although
yet	while
so	after
	because
	until
	before

Conjunction Malfunction

Cut out individually and place face down on the table.
Correct the sentences by moving the conjunctions.

I have never liked heights	after	I didn't go to the top.
----------------------------	--------------	-------------------------

They were going to build a road	so	local people didn't want them to.
---------------------------------	-----------	-----------------------------------

We will go to the fair	because	we have had lunch.
------------------------	----------------	--------------------

She was an excellent pianist	but	she practised daily.
------------------------------	------------	----------------------

Greta's car got stuck in the snow	if	she still made it to work on time.
-----------------------------------	-----------	------------------------------------

My dog snores	although	he curls up in his basket.
---------------	-----------------	----------------------------

yet	you go to bed early,	you might feel better in the morning.
------------	----------------------	---------------------------------------

when	Shamza trained hard,	she found the hockey match difficult.
-------------	----------------------	---------------------------------------

Conjunction Malfunction

Example Answers NB: These are not the only possible answers.

I have never liked heights	so	I didn't go to the top.
They were going to build a road	but	local people didn't want them to.
We will go to the fair	after	we have had lunch.
She was an excellent pianist	because	she practised daily.
Greta's car got stuck in the snow	yet	she still made it to work on time.
My dog snores	when	he curls up in his basket.
If	you go to bed early,	you might feel better in the morning.
Although	Shamza trained hard,	she found the hockey match difficult.

Co-ordinating – **but, yet, so**

Subordinating – **if, when, although, after, because**

Grammatical Terms & Word Classes: Session 3

<p>Preparation</p>	<p>Print out and prepare: Conjunction Conundrum Word Cards, Combine the Clauses Cards, Subordinating Conjunction Jigsaws, Conjunction Malfunction Cards Resources: Pens/pencils, Whiteboards, Whiteboard pens, Scissors</p>
<p>Warm-Up</p>	<p>Conjunction Conundrum Provide children with the Conjunction Conundrum Word Cards. Ask them to sort the conjunctions according to whether they are co-ordinating or subordinating. If any of the children need a hint, remind them of FANBOYS (co-ordinating) and I SAW A WABUB (subordinating). The lists should be as follows: Co-ordinating – for, and, nor, but, or, yet, so Subordinating – if, since, as, when, although, while, after, because, until, before Explain how co-ordinating conjunctions are used to join two clauses of equal importance (main clauses) and subordinating conjunctions are used to link two clauses together in a sentence but the subordinate clause does not make sense on its own. Can children identify co-ordinating/subordinating conjunctions?</p>
<p>Input</p>	<p>Combine the Clauses Explain that you are going to combine a variety of clauses using appropriate conjunctions. Keeping the Conjunction Conundrum Word Cards on the table, also place the Combine the Clauses Cards on the table too. Model choosing two clauses and then an appropriate co-ordinating conjunction to join them, such as: He wants to win the race so he needs to run faster. Complete some more sentences as a group. This time, model choosing two clauses and then an appropriate subordinating conjunction to join them, such as: You will be very tired if you don't go to bed soon. Also, model moving the subordinate clause in these sentences, such as: If you don't go to bed soon, you will be very tired. (You could cut the cards up to physically model this.) Complete some more sentences as a group. Can children choose an appropriate co-ordinating/subordinating conjunction to combine clauses?</p>
<p>Apply</p>	<p>Tell Me More Provide children with the Subordinating Conjunction Jigsaws. Ask them to extend the given clauses with suitable subordinating conjunctions and subordinate clauses to make them into complex sentences. Share sentences and discuss the different choices and how these affect the meaning of the sentences. Can children extend sentences with appropriate subordinating conjunctions?</p>
<p>Assess & Review</p>	<p>Conjunction Malfunction Provide children with Conjunction Malfunction Cards. They need to put the conjunctions in the correct places so that the sentences make sense. Discuss whether there are multiple possibilities. Discuss which conjunctions are co-ordinating and which are subordinating. Can children explain why a co-ordinating/subordinating conjunction has been used?</p>

Subordinating Conjunction Jigsaws



I SAW A
WABUB!



Use your super sentence writing skills to create a complex (multi-clause) sentence using different subordinating conjunctions. Read the main clause on the puzzle pieces, add an appropriate subordinating conjunction and then add your own subordinate clause. The first one is done for you as an example.

1.

The cold wind blew
violently

after

a stormy night in the village.

2.

The relaxed man snored
on his sofa

3.

Florence jumped high
into the air

4.

I hate Sundays



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Subordinating Conjunction Jigsaws

5.

Mollie was inspired by
her favourite dancer





6.

The sky suddenly
turned black





7.

The arrogant man
sneered





8.

The forgetful wizard
stirred his potion





9.

I'd prefer to go
tomorrow night





10.

It is very important
to exercise









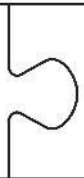



Subordinating Conjunction Jigsaws

Challenge: Now write three complete complex sentences of your own that follow the same pattern (main clause + subordinate clause).

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Subordinating Conjunction Jigsaws



I SAW A
WABUB!





Use your super sentence writing skills to create a complex (multi-clause) sentence using different subordinating conjunctions. Read the main clause on the puzzle pieces, add an appropriate subordinating conjunction and then add your own subordinate clause. The first one is done for you as an example.



1.	<p>Because</p>	<p>his mum had packed him up soggy sprout sandwiches,</p>	<p>the unhappy boy left his lunch.</p>
2.			<p>the whoopee cushion made a very loud noise.</p>
3.			<p>the valuable painting was stolen.</p>
4.			<p>I was eager to get to school today.</p>

Subordinating Conjunction Jigsaws



5.

<hr/> <hr/>		<hr/> <hr/>		David won the top prize.
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6.

<hr/> <hr/>		<hr/> <hr/>		Roald Dahl is one of the world's most popular children's authors.
-------------	---	-------------	---	---


7.

<hr/> <hr/>		<hr/> <hr/>		the boy felt terribly embarrassed.
-------------	---	-------------	---	------------------------------------



8.

<hr/> <hr/>		<hr/> <hr/>		dolphins communicate using sonar clicks.
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9.



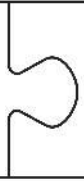



<hr/> <hr/>		<hr/> <hr/>		I greedily ate all of the cake.
-------------	---	-------------	---	---------------------------------

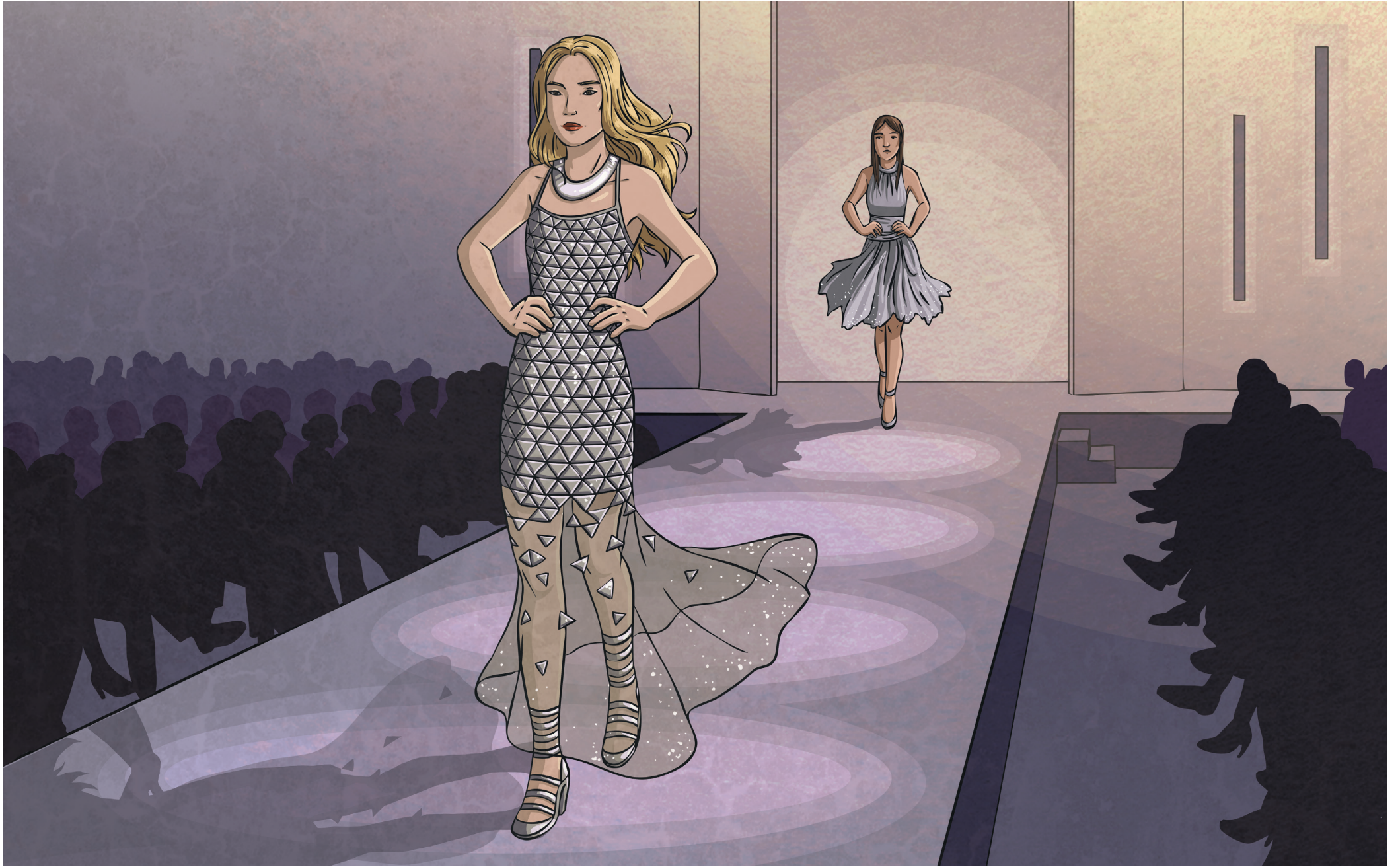
10.

<hr/> <hr/>		<hr/> <hr/>		the children played hide-and-seek.
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Subordinating Conjunction Jigsaws

Challenge: Now write three complete complex sentences of your own that follow the same pattern (subordinate clause + main clause).

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Prepositional Phrases Prompt Sheet

Prepositions describe location, place and time.

You can use prepositions to expand noun phrases.

underneath the bed
above the ground
around the corner
because of the weather
next to
during the night
alongside the road
from my grandparents
in the river
below the night sky
before morning
between the buildings
with all my friends
this evening
every weekend



Prepositions Prompt Sheet

Prepositions describe location, place and time.

before

after

during

in

because of

above

below

under

through

on

beside

due to

with



Grammatical Terms & Word Classes: Session 4

<p>Preparation</p>	<p>Print out and prepare: Preposition Prompt Sheet, Prepositional Phrases Prompt Sheet, Large Picture 1: Fashion Show, Large Picture 2: Train Station, Spot the Pronoun Activity Sheet, Which Pronoun? Activity Sheet, Think and Write Activity Sheet: A Polar Problem.</p> <p>Resources: Pens/pencils, Whiteboards, Whiteboard pens</p>
<p>Warm-Up</p>	<p>Preposition Problems Explain that you are going to describe a picture using appropriate prepositions (prepositions describe location, place and time). If needed, provide the Preposition Prompt Sheet and Prepositional Phrases Prompt Sheet. Look at Large Picture 1: Fashion Show together and think of some prepositions that could be used to describe the image by scribing on the whiteboard. Possible answers include: on (the catwalk); in (the spotlight); (walking) towards (us); during (the evening) Look at Large Picture 2: Train Station together and extend thinking to prepositional phrases that could be used to describe the image by scribing on the whiteboard. Possible answers include: during the day, (there are regular trains); (we waited patiently) on the platform Can children use appropriate prepositions and prepositional phrases to describe location, place or time?</p>
<p>Input</p>	<p>Spot the Pronoun Explain that you will be looking for pronouns. Ask children if they can give definitions for personal pronouns, possessive pronouns and relative pronouns. Personal pronouns represent people, places and things, such as: She gave him a piano lesson. Possessive pronouns show ownership, such as: The guitar is hers. Relative pronouns link one part of a sentence to another by introducing a relative clause, such as: The baker, who has won awards, baked my birthday cake this year. Using the Spot the Pronoun Activity Sheet, children need to identify the pronouns and then label them as personal, possessive or relative. Can children identify personal and possessive pronouns?</p>
<p>Apply</p>	<p>Which Pronoun? Use the Which Pronoun? Activity Sheet to complete a range of sentences with an appropriate pronoun. Discuss choices and how these affect the meaning of the sentence. Discuss whether the pronouns used are personal, possessive or relative. Can children use appropriate personal, possessive and relative pronouns?</p>

**Assess
& Review**

Think and Write (allow more time for this)

Give children **Think and Write Activity Sheet: A Polar Problem** on which to write four sentences focusing on grammatical terms and word classes covered so far this week.

Sentence 1: Must contain a prepositional phrase expressing time.

Sentence 2: Needs to include a subordinating conjunction.

Sentence 3: Must contain a powerful adjective for 'worried'.

Sentence 4: Needs to include a possessive pronoun.

Share sentences and compare. Use the example answer to discuss alternative possibilities

Can children use given grammatical terms and word classes within their writing?

Spot the Pronouns

Put a circle around all the pronouns in the table below.

Label each of the pronouns personal, possessive or relative.

I	cushion	him	group	it	yours
tree	we	who	her	class	which
his	three	an	whose	dad	he
computer	theirs	flower	its	whom	lady
you	the	them	child	a	she
man	that	friend	ours	they	mum

Spot the Pronouns - Answers

Put a circle around all the pronouns in the table below.

Label each of the pronouns personal, possessive or relative.

I personal	cushion	him personal	group	it personal	yours possessive
tree	we personal	who relative	her personal	class	which relative
his possessive	three	an	whose relative	dad	he personal
computer	theirs possessive	flower	its possessive	whom relative	lady
you personal	the	them personal	child	a	she personal
man	that relative	friend	ours possessive	they personal	mum

Think and Write: A Polar Problem



Use this picture as your inspiration to **think** and **write**.

Use the following pattern of sentences:

Sentence 1: Must contain a prepositional phrase expressing time.

Sentence 2: Needs to include a subordinating conjunction.

Sentence 3: Must contain a powerful adjective for 'worried'.

Sentence 4: Needs to include a possessive pronoun.

Think and Write: A Polar Problem

Example Answer



Use this picture as your inspiration to **think** and **write**.

Use the following pattern of sentences:

Sentence 1: Must contain a **prepositional phrase expressing time**.

Sentence 2: Needs to include a **subordinating conjunction**.

Sentence 3: Must contain a **powerful adjective** for 'worried'.

Sentence 4: Needs to include a **possessive pronoun**.

Here's an example of what you could have **thought** and **written**...

Early in the morning, the polar bear mother and her cubs came across the snow mobile. We watched from afar **as** we knew how fierce polar bear mothers could be. Feeling **anxious**, we waited as the polar bear began to destroy the snowmobile. Finally, **its** attention was drawn to a distant noise and the polar bear and her cubs began to move away.



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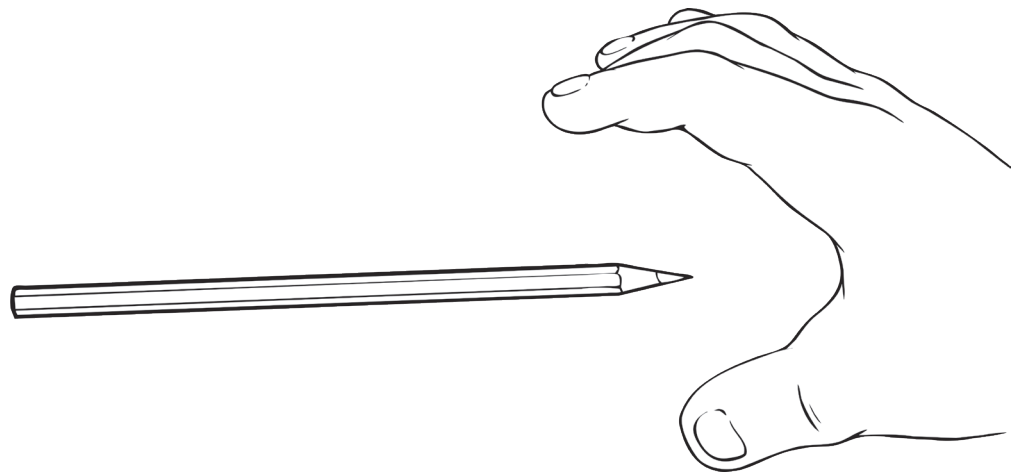
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Which Pronoun?

Choose an appropriate pronoun to complete the sentences.

1. "_____ took my pencil!" screamed Sunita.
2. "_____ know who did it, ask _____," retorted Bradley.
3. My dad, _____ works at the fire station, showed my class around.
4. "I want _____," demanded the boy as he pointed at the sweets.
5. _____ should always work hard.
6. Mars, _____ is one of the closest planets to Earth, has two moons.
7. The lion shook _____ mane as _____ walked away.
8. "The chewing gum is _____, not _____," lied Sayid.
9. Is that coat _____ or _____?
10. Will _____ visit _____ when _____ move house?



Which Pronoun? Answers

These are not the only possible answers for these sentences.

1. "**He** took my pencil!" screamed Sunita. **(personal)**
2. "**I** know who did it, ask **him**," retorted Bradley. **(personal)**
3. My dad, **who** works at the fire station, showed my class around. **(relative)**
4. "I want **them**," demanded the boy as he pointed at the sweets. **(personal)**
5. **You** should always work hard. **(personal)**
6. Mars, **which** is one of the closest planets to Earth, has two moons. **(relative)**
7. The lion shook **its** mane as **it** walked away. **(possessive/personal)**
8. "The chewing gum is **hers**, not **mine**," lied Sayid. **(possessive/possessive)**
9. Is that coat **yours** or **mine**? **(possessive/possessive)**
10. Will **you** visit **us** when **we** move house? **(personal/personal/personal)**



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Noun

Verb

Adjective

Adverb

Pronoun

Preposition

**Co-Ordinating
Conjunction**

**Subordinating
Conjunction**

Determiner

cheek

chased

bell

prepares

diary

fought

boy

grabbed

sister

yellow

growing

fantastic

freezing

viciously

vast

you

giggly

she

always

its

helpfully

hers

speedily

theirs

yearly

who

whom

whose

and

among

nor

on

but

with

or

upon

yet

towards

so

for

if

since

as

because

when

the

although

a

while

an

after

what

before

this

until

many

Word Class Match Up - Answers

Noun

cheek
bell
diary
boy
sister

Verbs

growing
chased
prepares
fought
grabbed

Adjective

yellow
fantastic
freezing
vast
giggly

Adverb

always
helpfully
speedily
yearly
viciously

Pronoun

you
she
its
hers
theirs
who
whose
whom

Preposition

among
on
with
upon
towards

Co-ordinating Conjunction

for
and
nor
but
or
yet
so

Subordinating Conjunction

if
since
as
when
although
while
after
before
until
because

Determiner

the
a
an
what
this
many

Name:

Date:

31

total marks

SATs-Style Questions

1. Label each word with the correct word class.

A – Noun B – Verb C – Pronoun D – Determiner E – Adverb

Suki immediately screamed when she entered the haunted house.

1 mark

2. What is the word class of each underlined word?

I felt so happy on my birthday. _____

My little sister plays happily with her toys. _____

2 marks

3. Label whether each of these words is an adverb or adjective.

As Hamza walked slowly up the steep hill, she spotted her elderly neighbour so stopped to help him.

2 marks

4. Circle the four verbs in this sentence.

There are many people strolling around the festival enjoying the music while eating ice creams.

2 marks

5. Which sentence uses the underlined word as a verb? Tick **one**.

- The rabbit ran away from the fox.
- My mum cooks the best spaghetti bolognaise
- Yesterday, the sun shone brightly.
- What time will you arrive?

1 mark

6. Circle the four **adjectives** in the following sentence.

We saw an amazing play about an ugly troll that lived under a wobbly bridge and spent his time trying to catch cunning goats.

2 marks

7. Which sentence uses the underlined word as an **adjective**? Tick **one**

- Can we go swimming on Sunday?
- What a delicious cake!
- Kim ran into the room shrieking with laughter.
- Grandad walked slowly up the steep hill.

1 mark

total for this page

8. What is the word since in this sentence? Tick **one** box.
 Freya's nan didn't knit jumpers very often **since** they took so long to complete.

- an adverb a co-ordinating conjunction
 a preposition a subordinating conjunction

1 mark

9. Read the sentences below and underline all the **co-ordinating conjunctions**.

I like dogs but I do not like cats.
 Will you go to the cinema or would you rather go swimming?
 Jamal feels sick yet he is still at school.

2 marks

10. Replace the underlined words with the correct pronoun.

Write one pronoun in each box.
 When Gemma visited her grandfather, her grandfather took Gemma swimming.



Gemma had a new pair of goggles and she was excited to use her new goggles.



1 mark

11. Choose the correct **possessive pronoun** to complete each of the following sentences.

These pens belong to those girls. These pens are _____.
 That coat belongs to Sarah. That coat is _____.
 This dog is owned by my family. This dog is _____.

2 marks

12. Read the sentences below and underline all the **relative pronouns**.

The prize that I won was a book token.
 People who walk regularly are often very fit.
 Your cousins, whom you met last year, are coming to visit from America.

1 mark

13. Read the sentences below and underline all the adverbs.

Sam eats his crisps noisily.
 I am so excited about our trip to the cinema.
 My nan could possibly be the slowest driver in the world.

2 marks

14. Choose an appropriate adverb of frequency to complete the sentence below.

_____, we visit my grandfather who lives in Germany.

2 marks

total for this page

8. What is the word since in this sentence? Tick **one** box.
 Freya's nan didn't knit jumpers very often **since** they took so long to complete.

- an adverb a co-ordinating conjunction
 a preposition **a subordinating conjunction**

1 mark

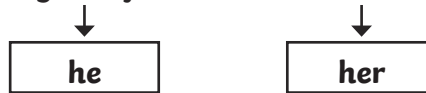
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Gemma had a new pair of goggles and she was excited to use her new goggles.



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 That coat belongs to Sarah. That coat is **hers**.
 This dog is owned by my family. This dog is **ours**.

2 marks

12. Read the sentences below and underline all the **relative pronouns**.

The prize **that** I won was a book token.
 People **who** walk regularly are often very fit.
 Your cousins, **whom** you met last year, are coming to visit from America.

1 mark

13. Read the sentences below and underline all the adverbs.

Sam eats his crisps **noisily**.
 I am **so** excited about our trip to the cinema.
 My nan could **possibly** be the slowest driver in the world.

2 marks

14. Choose an appropriate adverb of frequency to complete the sentence below.

_____, we visit my grandfather who lives in Germany.

Award 1 mark for any appropriate **adverb of frequency**, such as **occasionally**.

2 marks

total for this page

Grammatical Terms & Word Classes: Session 5

<p>Preparation</p>	<p>Print out and prepare: Word Class Match Up Cards, Large Picture 1: Haunted House, SATs-Style Questions, Spelling Dictation Test 1, Stickers and Certificates. Resources: Pens/pencils, Whiteboards, Whiteboard pens</p>
<p>Warm-Up</p>	<p>Word Class Match Up Lay the Word Class Match Up Cards on the table with the heading cards (coloured cards) face up and all other cards face down. Ask children to take turns choosing a card and placing it under the correct heading. Discuss any tricky words, such as: Giggly is an adjective despite ending in 'ly'. Can children sort words into the correct word classes?</p>
<p>Input</p>	<p>Adding Adverbs and Adverbials Sort the adverbs/adverbials according to type (time, frequency, manner, degree, place). Use these adverbs and adverbials (and any others) to describe Large Picture 1: Haunted House. Model appropriate sentences, such as: Yearly, we visit the haunted house to trick-or-treat. Bats fly everywhere. All of a sudden, we heard a shriek. Ask children to write some more of their own sentences on whiteboards. Can children identify different types of adverb/adverbial? Can children use adverbs/adverbials appropriately?</p>
<p>Apply</p>	<p>SATs-Style Questions Children to independently answer SATs-Style Questions which include all areas covered this week. Share answers and discuss. Can children answer SATs-style questions about grammatical terms and word classes?</p>
<p>Assess & Review</p>	<p>Spelling Test Use Spelling Dictation Test 1 and go through answers together. Celebrate Celebrate achievement with Stickers and Certificates.</p>



SPaG superstar

Congratulations to _____

for _____

I am a SPaG superstar

Date _____ Signed _____



English

KS2

2019

**Key Stage 2
National Curriculum Tests
English Grammar, Punctuation
and Spelling**

**Spelling Dictation Test 1 –
Dictation Script Sheets**

KS2 English Grammar, Punctuation and Spelling Test Paper 2

Teacher notes:

- Each spelling test should take approximately 10 minutes to complete, although you should allow pupils as much time as they need to complete them.
- For each test, please read out the following instructions: 'Listen carefully to the instructions I am going to give you. I am going to read ten sentences to you. Each sentence has a word missing on your sheet. You should listen carefully for the missing word and fill this in, making sure you spell it correctly. I will read the word, then the word within a sentence, then repeat the word. Do you have any questions?'
- Once pupils' questions have been answered, you should read the ten spellings as shown on the following pages. Leave at least a ten-second gap between spellings.
- You should take care not to overemphasise spelling when reading out the words.

The spellings should be read as follows:

1. Give the spelling number.
2. Say: The word is...
3. Read the context sentence.
4. Repeat: The word is...

Spelling Dictation Test 1 – Dictation Script Sheet

Question Number	Answer
1	The word is advice . I always ask my older brother for advice . The word is advice .
2	The word is disastrous . The disastrous fire destroyed half the library. The word is disastrous .
3	The word is expectancy . We waited to meet our new puppy with an air of expectancy . The word is expectancy .
4	The word is confident . I am confident that I will pass my karate grading. The word is confident .
5	The word is fashionable . Sarah's new top is very fashionable . The word is fashionable .
6	The word is ceiling . Jamal has a model plane hanging from his bedroom ceiling . The word is ceiling .
7	The word is intercept . I tried to intercept the ball to stop the other team getting a goal. The word is intercept .
8	The word is competition . Helena couldn't believe that she had won the art competition . The word is competition .
9	The word is science . My favourite subject is science . The word is science .
10	The word is league . Our football team is going up a league this season. The word is league .

You should now read all ten sentences again.

Give pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: 'This is the end of the test. Please put down your pen or pencil.'

English

KS2

2016

Key Stage 2
National Curriculum Tests
English Grammar, Punctuation
and Spelling

Paper 1: Spelling Dictation Test

First Name						
Middle Name						
Last Name						
Date of Birth	Day		Month		Year	
School Name						
DfE Number						

Spelling Task

10
total marks

1. I always ask my older brother for _____.

1 mark

2. The _____ fire destroyed half the library.

1 mark

3. We waited to meet our new puppy with an air of _____.

1 mark

4. I am _____ that I will pass my karate grading

1 mark

5. Sarah's new top is very _____.

1 mark

6. Jamal has a model plane hanging from his bedroom _____.

1 mark

7. I tried to _____ the ball to stop the other team getting a goal.

1 mark

8. Helena couldn't believe that she had won the art _____.

1 mark

9. My favourite subject is _____.

1 mark

10. Our football team is going up a _____ this season.

1 mark

END OF TEST

total for this page

Spelling Dictation

Test 1



Spelling Dictation – Test 1

I always ask my older brother for **advice**.

The **disastrous** fire destroyed half the library.

We waited to meet our new puppy with an air of **expectancy**.

I am **confident** that I will pass my karate grading.

Sarah's new top is very **fashionable**.

Jamal has a model plane hanging from his bedroom **ceiling**.

I tried to **intercept** the ball to stop the other team getting a goal.

Helena couldn't believe that she had won the art **competition**.

My favourite subject is **science**.

Our football team is going up a **league** this season.






**Great
grammar**



**SPaG
superstar**

**Word class
ninja**



**SPaG
superstar**



**Word class
ninja**




**Great
grammar**

**Great
grammar**




**SPaG
superstar**



**Word
class
ninja**



**Word class
ninja**



**SPaG
superstar**



**Great
grammar**



**SPaG
superstar**

**Great
grammar**



**Word
class
ninja**




**Great
grammar**




**Word
class
ninja**

**SPaG
superstar**





**Word
class
ninja**

**SPaG
superstar**



**Great
grammar**

**Great
grammar**



**Word
class
ninja**

**SPaG
superstar**





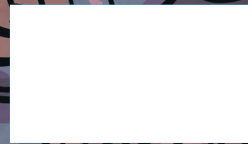
Word class ninja

Congratulations to _____

for _____

I am a word class ninja!

Date _____ Signed _____



Word Class Mosaic

Read the words below. Use the key to colour in the squares to reveal the hidden picture.

yellow: Noun	blue: Verb	green: Can be used as noun or verb	brown: determiner	white (blank): Pronoun				
jump	climb	human	tree	moat	school	hat	drench	swam
eat	write	letter	sheep	he	table	France	read	work
learn	begin	photo	apple	yours	Nancy	clam	prepare	be
have	care	happen	biscuit	theirs	scarf	threaten	deny	prance
shine	spread	freeze	bee	ballet	pen	sit	caught	rode
fought	quit	ate	held	statue	stood	won	ended	played
taught	shaken	built	lost	ladder	wear	grow	think	hear
light	run	train	value	piano	break	coach	store	track
balance	paint	report	a	one	some	face	match	sting
play	answer	the	few	the	many	several	attack	board

Word Class Mosaic - Answers

Read the words below. Use the key to colour in the squares to reveal the hidden picture.

yellow: Noun	blue: Verb	green: Can be used as noun or verb	brown: determiner	white (blank): Pronoun				
jump	climb	human	tree	moat	school	hat	drench	swam
eat	write	letter	sheep	he	table	France	read	work
learn	begin	photo	apple	yours	Nancy	clam	prepare	be
have	care	happen	biscuit	theirs	scarf	threaten	deny	prance
shine	spread	freeze	bee	ballet	pen	sit	caught	rode
fought	quit	ate	held	statue	stood	won	ended	played
taught	shaken	built	lost	ladder	wear	grow	think	hear
light	run	train	value	piano	break	coach	store	track
balance	paint	report	a	one	some	face	match	sting
play	answer	the	few	the	many	several	attack	board

Word Class Mosaic

Read the words below. Use the key to colour in the squares to reveal the hidden picture.

brown: Possessive pronoun	skin tone (of your choice): Relative pronoun	black: Co-ordinating conjunction	blue: Subordinating conjunction	white (blank): Adjective
---------------------------	---	-------------------------------------	------------------------------------	-----------------------------

angry	mine	yours	theirs	ours	his	hers	its	calm
who	which	that	whom	whose	where	when	why	what
that	grumpy	for	huge	but	anxious	and	terrified	which
splendid	yours	whose	whom	or	where	why	mine	superb
elated	theirs	that	hers	his	ours	who	its	absurd
crazy	ours	yours	nor	so	yet	his	hers	glorious
icy	rigid	mine	its	ours	yours	theirs	perilous	weary
atrocious	raucous	malicious	his	hers	its	shrill	tiny	ecstatic
if	since	although	fierce	when	terrific	as	after	while
because	dejected	before	tiny	until	rowdy	if	amazing	although

Word Class Mosaic - Answers

Read the words below. Use the key to colour in the squares to reveal the hidden picture.

brown: Possessive pronoun	skin tone (of your choice): Relative pronoun	black: Co-ordinating conjunction	blue: Subordinating conjunction	white (blank): Adjective
---------------------------	---	-------------------------------------	------------------------------------	-----------------------------

angry	mine	yours	theirs	ours	his	hers	its	calm
who	which	that	whom	whose	where	when	why	what
that	grumpy	for	huge	but	anxious	and	terrified	which
splendid	yours	whose	whom	or	where	why	mine	superb
elated	theirs	that	hers	his	ours	who	its	absurd
crazy	ours	yours	nor	so	yet	his	hers	glorious
icy	rigid	mine	its	ours	yours	theirs	perilous	weary
atrocious	raucous	malicious	his	hers	its	shrill	tiny	ecstatic
if	since	although	fierce	when	terrific	as	after	while
because	dejected	before	tiny	until	rowdy	if	amazing	although

Word Class Mosaic

Read the words below. Use the key to colour in the squares to reveal the hidden picture.

red: Proper noun	yellow: Noun	green: Adverb/ adverbial	blue: Possessive pronoun	white (blank): Personal pronoun	black: Relative pronoun
---------------------	-----------------	--------------------------------	--------------------------------	---------------------------------------	-------------------------------

angrily	almost	today	cat	people	species	merrily	later	bravely
always	entirely	laptop	bread	sister	book	rock	behind the tree	happily
in the morning	sofa	radio	slide	duck	money	game	lizard	calmly
box	who	that	who	flower	whom	which	whose	heart
France	Gemma	switch	bottle	swing	donkey	toilet	theirs	Bristol
Jamal	Leeds	number	brick	cloud	friend	ice	his	Belgium
dad	fossil	I	him	her	it	they	ours	child
usually	coin	button	we	she	them	hotel	lion	loudly
noisily	weekly	adult	shell	you	crystal	mum	barely alive	next year
before long	utterly dejected	silently	brother	house	paper	nearly	every second	daily

Word Class Mosaic - Answers

Read the words below. Use the key to colour in the squares to reveal the hidden picture.

red: Proper noun	yellow: Noun	green: Adverb/ adverbial	blue: Possessive pronoun	white (blank): Personal pronoun	black: Relative pronoun
---------------------	-----------------	--------------------------------	--------------------------------	---------------------------------------	-------------------------------

angrily	almost	today	cat	people	species	merrily	later	bravely
always	entirely	laptop	bread	sister	book	rock	behind the tree	happily
in the morning	sofa	radio	slide	duck	money	game	lizard	calmly
box	who	that	who	flower	whom	which	whose	heart
France	Gemma	switch	bottle	swing	donkey	toilet	theirs	Bristol
Jamal	Leeds	number	brick	cloud	friend	ice	his	Belgium
dad	fossil	I	him	her	it	they	ours	child
usually	coin	button	we	she	them	hotel	lion	loudly
noisily	weekly	adult	shell	you	crystal	mum	barely alive	next year
before long	utterly dejected	silently	brother	house	paper	nearly	every second	daily