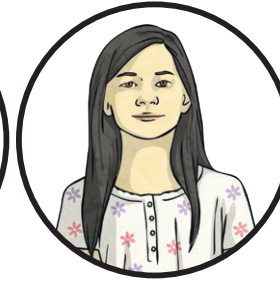
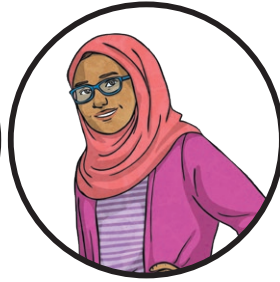


Mini Mystery: Sentences, Phrases and Clauses

One of these culprits is responsible for scrambling the sentences below. Each of the culprits has been caught red-handed, carrying five important words or grammatical features away from the scene.

To crack the case, solve the puzzles and find the suspect who has every word or grammatical feature needed to correctly complete the sentences.

The suspects are:



Alfie Downs Evans
adverbial phrase
which
simple
main clause
statement

Gita Sunil
compound
subordinate clause
noun phrase
command
which

Daffydd Jones
main clause
exclamation
whose
prepositional phrase
complex

Manon Bisset
noun phrase
compound
question
subordinate clause
which

Thor
which
complex
command
noun phrase
relative clause

Puzzle 1

Which relative pronoun is missing from the following sentence? Tick **one** answer.

Thor is wearing a yellow coat, _____ is too big for him because he is quite short.

who

which

whose

Puzzle 2

Which sentence type is the following sentence? Tick **one** answer.

Tidy the classroom as quickly as possible.

statement

command

question

exclamation

Puzzle 3

Which type of phrase is underlined in the following sentence? Tick **one** answer.

Gita always wears her blue, fluffy coat on chilly days.

adverbial phrase

prepositional phrase

noun phrase

Puzzle 4

Which type of clause is underlined in the following sentence? Tick **one** answer.

If it snows, we will go out to make a huge snowman, which will wear a hat and scarf.

main clause

subordinate clause

relative clause

Puzzle 5

Which type of sentence is the following sentence? Tick **one** answer.

I love playing football but I enjoy riding my bike more.

simple

compound

complex

Which culprit scrambled the sentences? _____

Mini Mystery: Sentences, Phrases and Clauses **Answers**

The suspects are:



Alfie Downs Evans
adverbial phrase
which
simple
main clause
statement



Gita Sunil
compound
subordinate clause
noun phrase
command
which



Daffydd Jones
main clause
exclamation
whose
prepositional phrase
complex



Manon Bisset
noun phrase
compound
question
subordinate clause
which



Thor
which
complex
command
noun phrase
relative clause

Puzzle 1

Which relative pronoun is missing from the following sentence? Tick **one** answer.

Thor is wearing a yellow coat, _____ is too big for him because he is quite short.

who

which

whose

Puzzle 2

Which sentence type is the following sentence? Tick **one** answer.

Tidy the classroom as quickly as possible.

statement

command

question

exclamation

Puzzle 3

Which type of phrase is underlined in the following sentence? Tick **one** answer.

Gita always wears her blue, fluffy coat on chilly days.

adverbial phrase

prepositional phrase

noun phrase

Puzzle 4

Which type of clause is underlined in the following sentence? Tick **one** answer.

If it snows, we will go out to make a huge snowman, which will wear a hat and scarf.

main clause

subordinate clause

relative clause

Puzzle 5

Which type of sentence is the following sentence? Tick **one** answer.

I love playing football but I enjoy riding my bike more.

simple

compound

complex

Which culprit scrambled the sentences? **Gita Sunil**



REGENT STUDIES

Focused education on life's walk!

www.regentstudies.com

SATs-Style Questions

Cut along the lines to provide children with different questions.

1. What is the **function** of the following sentences?

How amazing! _____

The swimming pool was freezing. _____

What is your dog's name? _____

Put your books away now. _____

(1 mark)

2. Tick **one** box in each row to show whether the sentence is a **statement**, a **question** or a **command**.

Sentence	Statement	Question	Command
In summer, many fruits grow			
Will you plant any vegetables this year			
Pull out the weeds before sowing the seeds			
The greenhouse is overflowing with tomatoes			

(1 mark)

3. Turn this question into a **statement** using exactly the same words.

Will you visit Mark later?

(1 mark)

4. Draw a line to match each sentence to its correct **function**. Use each function box only **once**.

Sentence	Function
I hope we have fun on holiday this year	command
Where are you going on holiday	question
What a fantastic time we had on holiday	statement
Pack your case carefully	exclamation

(1 mark)

5. Tick the sentences that must end in a **full stop**. Tick **two**.

- What a beautiful sunset
- There are so many colours in the sky
- Have you ever seen such a sight
- I hope the sunrise is as magnificent in the morning

(1 mark)

6. Tick the sentences that must end in a **question mark**. Tick **two**.

- Tomorrow, we are meeting at the bowling alley
- Would you like a burger or pizza
- I'll order the food when I book the bowling lanes
- You'll meet me at the bowling alley, won't you

(1 mark)

7. Turn this statement into a **question** using exactly the same words.

Jamal will eat later.

(1 mark)

8. Which of these statements is true of **commands**? Tick **two**.

- End with a question mark.
- Give an instruction.
- Have an answer.
- Usually end with a full stop.

(1 mark)

9. Tick the sentences that must end in an **exclamation mark**. Tick **two**.

- What an amazing garden
- I've never seen so many beautiful flowers
- How many roses are growing in your garden
- How quickly they've grown

(1 mark)

10. Turn this statement into an **exclamation** sentence. Remember to punctuate your sentence correctly.

You have cool new trainers.

(1 mark)

SATs-Style Questions Answers

Cut along the lines to provide children with different questions.

1. What is the **function** of the following sentences?

How amazing! **exclamation**

The swimming pool was freezing. **statement**

What is your dog's name? **question**

Put your books away now. **command** (1 mark)

2. Tick **one** box in each row to show whether the sentence is a **statement**, a **question** or a **command**.

Sentence	Statement	Question	Command
In summer, many fruits grow	✓		
Will you plant any vegetables this year		✓	
Pull out the weeds before sowing the seeds			✓
The greenhouse is overflowing with tomatoes	✓		

(1 mark)

3. Turn this question into a **statement** using exactly the same words.

Will you visit Mark later?

Award 1 mark for 'You will visit Mark later.'

(1 mark)

4. Draw a line to match each sentence to its correct **function**. Use each function box only **once**.

Sentence	Function
I hope we have fun on holiday this year	command
Where are you going on holiday	question
What a fantastic time we had on holiday	statement
Pack your case carefully	exclamation

(1 mark)

5. Tick the sentences that must end in a **full stop**. Tick **two**.

- What a beautiful sunset
- There are so many colours in the sky
- Have you ever seen such a sight
- I hope the sunrise is as magnificent in the morning

(1 mark)

6. Tick the sentences that must end in a **question mark**. Tick **two**.

- Tomorrow, we are meeting at the bowling alley
- Would you like a burger or pizza
- I'll order the food when I book the bowling lanes
- You'll meet me at the bowling alley, won't you

(1 mark)

7. Turn this statement into a **question** using exactly the same words.

Jamal will eat later.

Award 1 mark for 'Will Jamal eat later?'

(1 mark)

8. Which of these statements is true of **commands**? Tick **two**.

- End with a question mark.
- Give an instruction.
- Have an answer.
- Usually end with a full stop.

(1 mark)

9. Tick the sentences that must end in an **exclamation mark**. Tick **two**.

- What an amazing garden
- I've never seen so many beautiful flowers
- How many roses are growing in your garden
- How quickly they've grown

(1 mark)

10. Turn this statement into an **exclamation** sentence. Remember to punctuate your sentence correctly.

You have cool new trainers.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated sentence, e.g. What cool new trainers you have!

(1 mark)

Sentence Spotter

Statement

Question

Command

Exclamation

“Come back,” yells Dad.

I must go back but I can't leave Dog. What should I do? Lightning zigzags through the air so close that I can feel the air tingle. What a mighty CRA-A-ACK as it strikes a tree! Suddenly, the whole thing is burning. It burns with a bright yellow grin, like a vengeful Sky Spirit, come down to Earth.

In my head, pictures run round and round like a herd of deer: Dog lost in the rain; Dog falling over a cliff; Dog being struck by lightning. I have to find him. Without another thought, I sprint into the darkness. Where is Dog?

“Come back here,” yells Dad again.

Sentence Spotter Answers

Statement

Question

Command

Exclamation

“Come back,” yells Dad.

I must go back but I can't leave Dog. What should I do? Lightning zigzags through the air so close that I can feel the air tingle. What a mighty CRA-A-ACK as it strikes a tree! Suddenly, the whole thing is burning. It burns with a bright yellow grin, like a vengeful Sky Spirit, come down to Earth.

In my head, pictures run round and round like a herd of deer: Dog lost in the rain; Dog falling over a cliff; Dog being struck by lightning. I have to find him. Without another thought, I sprint into the darkness. Where is Dog?

“Come back here,” yells Dad again.

Sentence Swapper

Alter the following sentences as directed. You might need to alter some of the words but do not change the meaning.

1. I have been following him all night.

Question:

2. Is it nearly daylight?

Statement:

3. I wish you would come back, Dog.

Command:

4. I see a funny-shaped rock jutting out.

Exclamation:

5. I don't know where to go.

Question:

6. Is the howl coming from further inside the forest?

Statement:

7. Should I run?

Command:

8. What is that ear-piercing noise?

Exclamation:

Sentence Swapper Answers

Alter the following sentences as directed. You might need to alter some of the words but do not change the meaning.

1. I have been following him all night.

Question: **Have I been following him all night?**

2. Is it nearly daylight?

Statement: **It is nearly daylight.**

3. I wish you would come back, Dog.

Command: **Come back, Dog.**

4. I see a funny-shaped rock jutting out.

Exclamation: **What a funny-shaped rock jutting out!**

5. I don't know where to go.

Question: **Where should I go?**

6. Is the howl coming from further inside the forest?

Statement: **The howl is coming from further inside the forest.**

7. Should I run?

Command: **Run.**

8. What is that ear-piercing noise?

Exclamation: **What an ear-piercing noise!**

Sentences, Phrases and Clauses: Session 1

<p>Preparation</p>	<p>Print Out and prepare: Sort the Sentences Cards, Sentence Spotter Text, Sentence Swapper Activity Sheet, Large Picture 1: Dog in Forest, SATs-Style Questions 1.</p> <p>Resources: Pens/pencils, whiteboards and pens.</p>
<p>Warm-Up</p>	<p>Sort the Sentences</p> <p>Using the Sort the Sentences Cards, place the sentence type labels (statement, question, command, exclamation) on the table face up and the descriptions and example sentences on the table face down. Ask the children to choose a card and place it in the correct group. Discuss children's answers.</p> <p>Can children explain the different sentence types? Can children recognise examples of different sentence types?</p>
<p>Input</p>	<p>Sentence Spotter</p> <p>Give children Sentence Spotter Text and read together. Then, read a second time and identify examples of different sentence types together. Discuss which sentence type is seen the most (statements) and discuss why this is (because they provide information).</p> <p>Talk about different text types and where we might see more of the other sentence types, such as commands being seen more often in instructions.</p> <p>Can children identify different sentence types?</p>
<p>Apply</p>	<p>Sentence Swapper</p> <p>Give children Sentence Swapper Activity Sheet and ask them to alter given sentences to a different sentence type to make them appropriate for the situation given. Share and discuss the sentences written.</p> <p>Give children Large Picture 1: Dog in Forest. Ask them to write sentences of all different types to describe the scene (this could follow from the first two activities which focus on a child searching for her lost dog).</p> <p>Can children write different sentence types?</p>
<p>Assess & Review</p>	<p>SATs-Style Question</p> <p>Provide children with different questions from SATs-Style Questions 1 to answer independently and share answers. Ask them to explain how they made their decisions.</p> <p>Can children independently answer SATs questions? Can children explain their answers?</p>

Sort the Sentences Cards

Cut out and sort the sentence descriptions and examples into the correct group.

Statement

Question

Command

Exclamation

sentences which tell you something

sentences that tell you to do something

**sentences that state something with
strong feeling or emotion**

sentences that ask you something

end with a question mark

end with a full stop

end with an exclamation mark

usually end with a full stop

begin with 'what' or 'how'

Have you ever seen a tiger

They live in groups called an 'ambush'

Tigers are the largest species of cat

What an ear-splitting roar

Do not go near the tiger cubs

How many tigers are left in the wild

How amazing to see tigers in the wild

Always listen to the safari guide

Sort the Sentences Cards Answer Sheet

Statement

sentences which tell you something

end with a full stop

Tigers are the largest species of cat

They live in groups called an 'ambush'

Question

sentences that ask you something

end with a question mark

Have you ever seen a tiger

How many tigers are left in the wild

Command

sentences that tell you to do something

usually end with a full stop

Always listen to the safari guide

Do not go near the tiger cubs

Exclamation

begin with 'what' or 'how'

sentences that state something with strong feeling or emotion

end with an exclamation mark

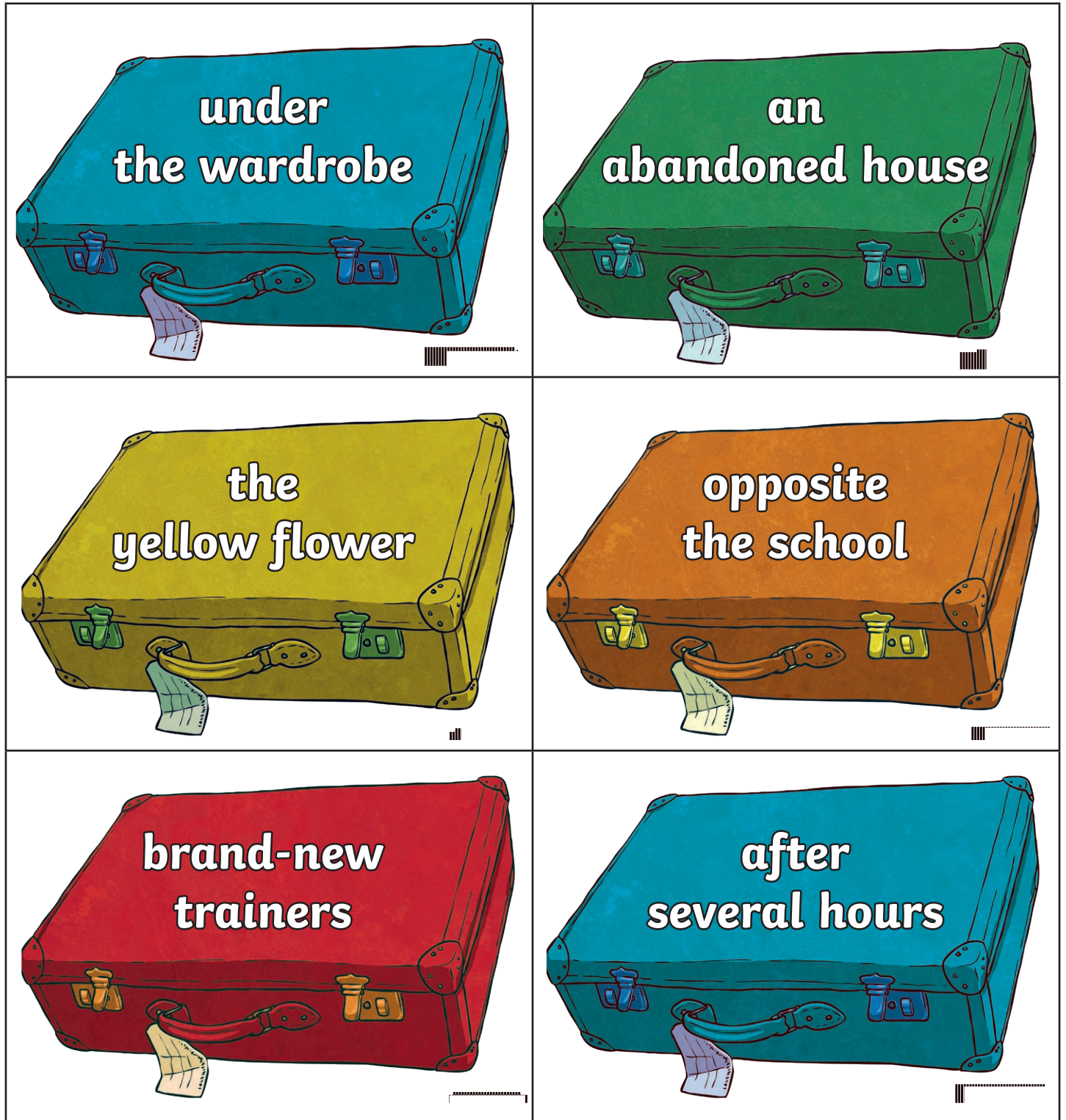
What an ear-splitting roar

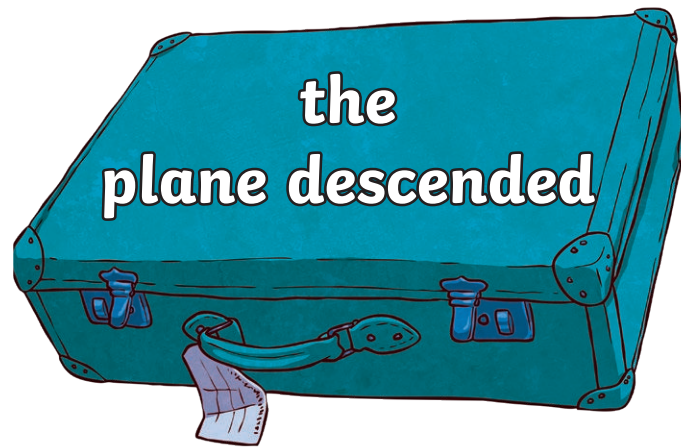
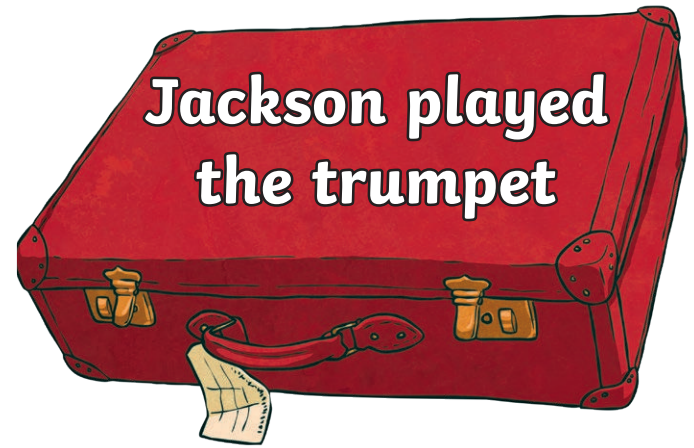
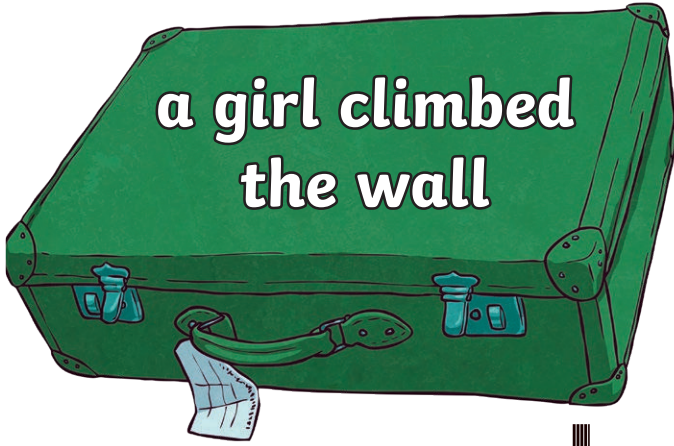
How amazing to see tigers in the wild

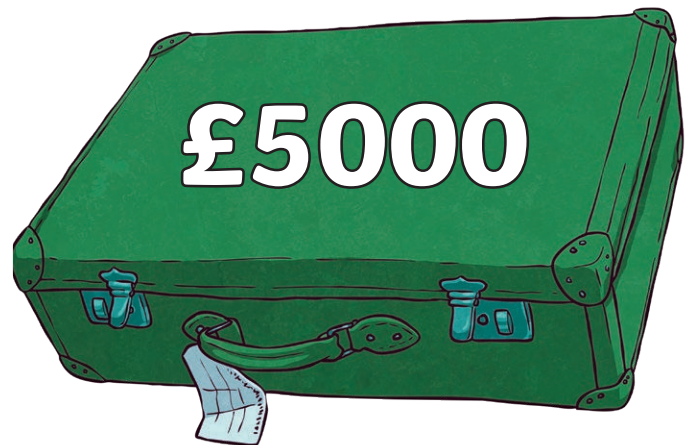
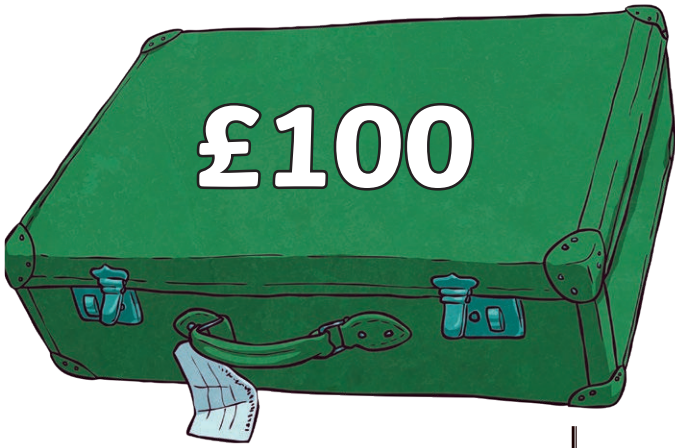
Clause Chase

Print the cards and place face down on the table.

The aim is to find main clauses which are worth money. If a child picks a main clause, they can take a money card. If they pick a phrase, they receive no money. The child with the most money at the end is the winner.







Clause Chase Answers

Phrases (type of phrase given)

under the wardrobe – prepositional phrase

an abandoned house – noun phrase

the yellow flower – noun phrase

opposite the school – prepositional phrase

brand-new trainers – noun phrase

after several hours – adverbial phrase

Main Clauses (subjects underlined and verbs shown in bold)

a girl **climbed** the wall

Lizzie **ran**

the wind **howled**

Jackson **played** the trumpet

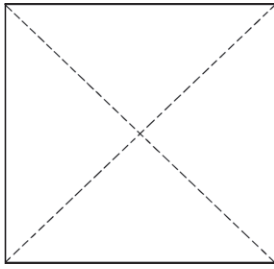
the plane **descended**

he **fell** into the pond

Complex Multi-Clause Sentence Fortune Teller

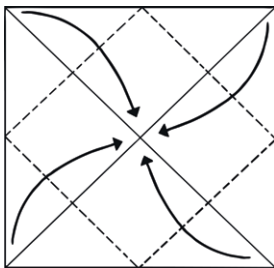
Instructions

①



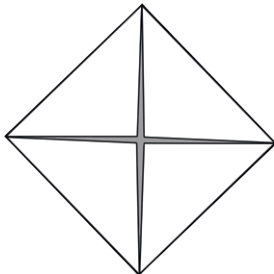
With pictures face down, fold on both diagonal lines. Unfold.

②



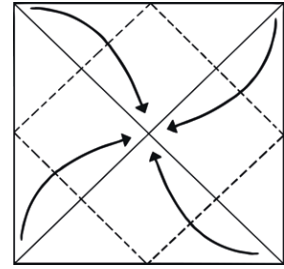
Fold all four corners to the centre.

③



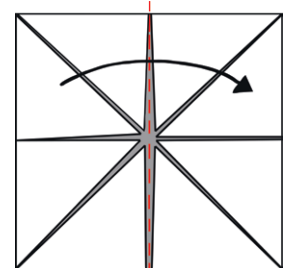
Turn paper over.

④



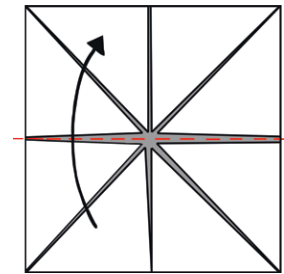
Once again, fold all corners to the centre.

⑤



Fold paper in half and unfold.

⑥



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

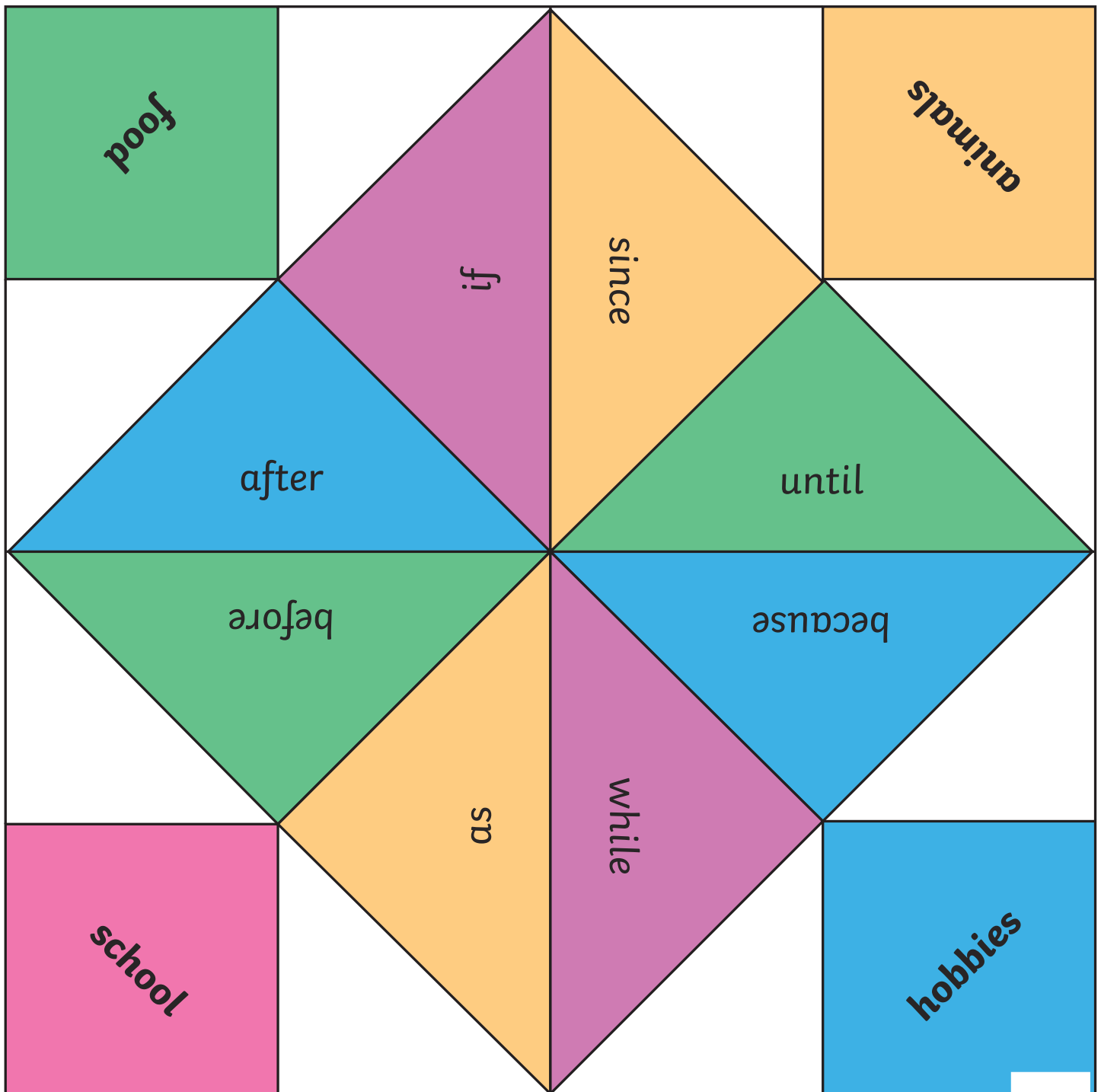
⑦



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

Instructions

1. Choose a sentence topic 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 four subordinating conjunctions on show on the inner sections.
3. Write a complex (multi-clause) sentence on your chosen topic using that subordinating conjunction on your whiteboard.
4. If you manage to do this, score a point. First player to five points is declared the winner!



Confused Clauses

Are the following clauses **main** or **subordinate**? Label them.

1. while the rain poured down _____
2. I play football every day _____
3. unless the bus arrives _____
4. because I don't know the answer _____
5. please play with me _____
6. as soon as we arrive _____
7. when the sun shines _____
8. Fred enjoys eating cake _____

Now, write a complex sentence (including a main and subordinate clause) to describe the following pictures. Use the subordinating conjunction given.



if _____



before _____

Confused Clauses Answers

Are the following clauses **main** or **subordinate**? Label them.

1. while the rain poured down _____ **subordinate**
2. I play football every day _____ **main**
3. unless the bus arrives _____ **subordinate**
4. because I don't know the answer _____ **subordinate**
5. please play with me _____ **main**
6. as soon as we arrive _____ **subordinate**
7. when the sun shines _____ **subordinate**
8. Fred enjoys eating cake _____ **main**

Now, write a complex sentence (including a main and subordinate clause) to describe the following pictures. Use the subordinating conjunction given.



if _____ e.g. **If** the lizard doesn't hide in the burrow, it
_____ might get eaten by a bird.



before _____ e.g. The motorbike slowed down **before** reaching
_____ the end of the race.

Sentences, Phrases and Clauses: Session 2


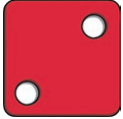
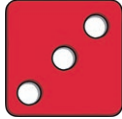
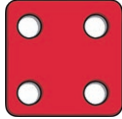

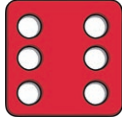
<p>Preparation</p>	<p>Print Out and prepare: Silly Sentences Activity Sheet, Clause Chase Game Cards, Confused Clauses Activity Sheet, Complex Sentence Fortune Teller.</p> <p>Resources: 1-6 dice, pens/pencils, whiteboards and pens.</p>
<p>Warm-Up</p>	<p>Silly Sentences Give children Silly Sentences Activity Sheet and 1-6 dice. Roll the dice to create silly sentences.</p> <p>Make children aware that they might need to add extra determiners or change the tense of the verbs but must keep the words they have chosen to create a sentence. Discuss whether they have created a statement, question, command or exclamation.</p> <p><i>Can children write and identify different sentence types?</i></p>
<p>Input</p>	<p>Clause Chase Ask the children to give you a definition of a phrase and a clause.</p> <ul style="list-style-type: none"> • <i>A clause is a group of words that contain a subject and a verb and can act as a sentence on their own (if a main clause).</i> • <i>A phrase is a group of words that form part of a sentence.</i> <p>Using Clause Chase Game Cards, play the game together. Discuss each phrase/main clause using the information provided on the answer sheet.</p> <p><i>Can children identify main clauses?</i></p>
<p>Apply</p>	<p>Confused Clauses Ask the children to give you a definition of a main clause and a subordinate clause.</p> <ul style="list-style-type: none"> • <i>A main clause (or it could be called a simple sentence) is a group of words that expresses one complete thought. Every main clause must contain a subject and a verb. They can also be called independent clauses.</i> • <i>A subordinate clause provides extra information but cannot stand alone. It can begin with a subordinate conjunction or a relative pronoun. They can also be called dependent clauses.</i> <p>Give children Confused Clauses Activity Sheet and ask them to classify clauses as main or subordinate.</p> <p>Then, children write their own complex sentences (including main and subordinate clauses) to describe the pictures.</p> <p><i>Can children classify main and subordinate clauses? Can children write complex sentences?</i></p>

Assess and Review	Complex Conundrum Use the Complex Sentence Fortune Teller (these can be made in advance if time is limited) to write sentences including a subordinate clause. Can children write complex sentences?
------------------------------	--

Silly Sentences

Roll a die five times and use the words to make a silly sentence. You might need to alter words slightly or add extra determiners.

Add the correct punctuation to create a statement, question, command or exclamation.

						
Determiner	which	what	whose	the	some	their
Adjective	repulsive	colossal	hairy	scrawny	itchy	grumpy
Noun	elephant	clown	witch	teacher	potato	dad
Verb	chased	squashed	scared	squeezed	ate	screamed
Adjective	miniscule	miserable	angry	slimy	glamorous	angry
Noun	spider	boy	shark	doctor	snail	mouse

My Silly Sentences

For example:

Words chosen: **what, hairy, witch, squeezed, slimy, shark**

Sentence: **What a hairy witch squeezing that slimy shark!**

Words chosen: _____

Sentence: _____

Sentence type: _____

Words chosen: _____

Sentence: _____

Sentence type: _____

Words chosen: _____

Sentence: _____

Sentence type: _____

Words chosen: _____

Sentence: _____

Sentence type: _____

My Silly Sentences **Example Answers**

Words chosen: **some, colossal, elephant, chased, glamorous, spider**

Sentence: **Some colossal elephants chased glamorous spiders.**

Sentence type: **Statement**

Words chosen: **whose, scrawny, potato, squashed, slimy, mouse**

Sentence: **Whose scrawny potato squashed my slimy mouse?**

Sentence type: **Question**

Words chosen: **the, hairy, teacher, ate, miserable, boy**

Sentence: **“Eat the hairy teacher,” said the miserable boy.**

Sentence type: **Command**

Words chosen: **what, itchy, clown, screamed, miserable, doctor**

Sentence: **What an itchy clown screaming at the miserable doctor!**

Sentence type: **Exclamation**

Expanded Noun Phrases

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three, large black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

Expanded Noun Phrases Answers

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three, large black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

Explain a Phrase

Print the cards and place face down on the table.

Children pick a card and explain which type of phrase it is.

to the river	barking loudly
inside the case	wearing a dark cloak
into the gloomy forest	far away
opposite the shop	fossil from Devon
under my messy bed	very old, muddy top
among the tall sunflowers	a cute kitten
with a grumpy face	slippery rocks
for five days	two Christmas trees
because of the noise	an enormous pirate ship

Explain a Phrase Answers

Prepositional

to the river

inside the case

into the gloomy forest

opposite the shop

under my messy bed

among the tall sunflowers

Adverbial

with a grumpy face

for five days

because of the noise

barking loudly

wearing a dark cloak

far away

Noun

fossil from Devon

very old, muddy top

a cute kitten

slippery rocks

two Christmas trees

an enormous pirate ship



REGENT STUDIES

Focused education on life's walk!

www.regentstudies.com

SATs-Style Questions

Cut along the lines to provide children with different questions.

1. Underline the **noun phrase** in the following sentence.

My team wears spotted, blue and white tops for our matches.

(1 mark)

2. Tick the option which shows how the underlined words in the sentence below are used.

The muscular, armoured American alligator is a dangerous animal.

- as a prepositional phrase
 as a fronted adverbial
 as a noun phrase
 as an adverbial phrase

(1 mark)

3. Underline the longest possible **noun phrase** in the sentence below.

The story about Victorian children was well written.

(1 mark)

4. What is the grammatical term for the underlined words in the sentence below?

I have found a sparkly, pink and black hairbow with a long tail.

(1 mark)

5. Write a **noun phrase** containing at least three words to complete the sentence below. Remember to punctuate your answer correctly.

_____ swam in the crystal, clear water.

(1 mark)

6. Write an **adverbial phrase** containing at least three words to complete the sentence below. Remember to punctuate your answer correctly.

_____we walked in sheepishly.

(1 mark)

7. Write a **prepositional phrase** containing at least three words to complete the sentence below. Remember to punctuate your answer correctly.

I found my missing shoe_____

(1 mark)

8. Tick one box in each row to show whether the underlined part of each sentence is a **prepositional phrase** or an **adverbial phrase**.

Sentence	Prepositional Phrase	Adverbial Phrase
The apple was <u>on the table</u> .		
She found an amazing gift <u>inside the egg</u> .		
<u>For seven days</u> , she waited to receive her letter.		

(1 mark)

SATs-Style Questions Answers

Cut along the lines to provide children with different questions.

1. Underline the **noun phrase** in the following sentence.

My team wears spotted, blue and white tops for our matches.

(1 mark)

2. Tick the option which shows how the underlined words in the sentence below are used.

The muscular, armoured American alligator is a dangerous animal.

- as a prepositional phrase
 as a fronted adverbial
 as a noun phrase
 as an adverbial phrase

(1 mark)

3. Underline the longest possible **noun phrase** in the sentence below.

The story about Victorian children was well written.

(1 mark)

4. What is the grammatical term for the underlined words in the sentence below?

I have found a sparkly, pink and black hairbow with a long tail.

Award 1 mark for 'noun phrase'.

(1 mark)

5. Write a **noun phrase** containing at least three words to complete the sentence below. Remember to punctuate your answer correctly.

_____ swam in the crystal, clear water.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated noun phrase containing at least three words, e.g. The tiny, striped fish

(1 mark)

6. Write an **adverbial phrase** containing at least three words to complete the sentence below. Remember to punctuate your answer correctly.

_____we walked in sheepishly.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated noun phrase containing at least three words, e.g. Because we were late,

(1 mark)

7. Write a **prepositional phrase** containing at least three words to complete the sentence below. Remember to punctuate your answer correctly.

I found my missing shoe_____

Award 1 mark for an appropriate, grammatically correct and accurately punctuated noun phrase containing at least three words, e.g. under my messy bed.

(1 mark)

8. Tick one box in each row to show whether the underlined part of each sentence is a **prepositional phrase** or an **adverbial phrase**.

Sentence	Prepositional Phrase	Adverbial Phrase
The apple was <u>on the table</u> .	✓	
She found an amazing gift <u>inside the egg</u> .	✓	
<u>For seven days</u> , she waited to receive her letter.		✓

(1 mark)

Sentences, Phrases and Clauses: Session 3

<p>Preparation</p>	<p>Print Out and prepare: Explain a Phrase Cards, Large Picture 1: A Viking, Vikings Expanded Noun Phrase Sheet, SATs-Style Questions 3.</p> <p>Resources: Pens/pencils, whiteboards and pens.</p>
<p>Warm-Up</p>	<p>Explain a Phrase</p> <p>Recap the phrases seen in Clause Chase Game yesterday and the different types - prepositional, adverbial, noun. Children pick from the Explain a Phrase Cards and identify its type, explaining their choice.</p> <p>Can children identify different types of phrases?</p>
<p>Input</p>	<p>Picture This</p> <p>List prepositional, adverbial or noun phrases to describe Large Picture 1: A Viking. Give examples, such as:</p> <ul style="list-style-type: none"> Prepositional - in front of the house Adverbial - with smoke billowing out Noun - long, flowing cloak <p>Ask children to write more of their own on whiteboards.</p> <p>Can children write prepositional, adverbial and noun phrases?</p>
<p>Apply</p>	<p>Expanded Noun Phrases</p> <p>Discuss how we can combine prepositional, adverbial and noun phrases to make expanded noun phrases.</p> <p>Using Vikings Expanded Noun Phrase Sheet to improve the sentences by adding more information about the nouns.</p> <p>Can children write expanded noun phrases?</p>
<p>Assess & Review</p>	<p>SATs-Style Question</p> <p>Provide children with different questions from the SATs-Style Questions 3 to answer independently and share answers. Ask them to explain how they made their decisions.</p> <p>Can children independently answer SATs questions? Can children explain their answers?</p>

Vikings Expanded Noun Phrases

Below the picture, you will see some sentences describing this Viking scene. Underline a **simple noun phrase** in each sentence and then rewrite each sentence with an **expanded noun phrase**. The first has been done for you.



Vikings Expanded Noun Phrases

1. In the distance, the sound of waves could be heard crashing against the shore.
In the distance, the gentle sound of waves could be heard crashing against the shore.
2. The Viking raised his sword in the air whilst marching forward.

3. The tower stood in the background, watching as the Vikings marched on.

4. In his hand, he held a shield which was used for protection.

5. Below the helmet, his eyes were intensely staring at the monastery.

6. Ragnor held his shield aloft in one hand and an axe in the other.

7. Behind the warriors, Eldrid held a spear ready to throw at the enemy.

Well done expanding the noun phrases above. Now write two sentence of your own about the picture that contain **expanded noun phrases**.

1.

2.

Catch the Conjunctions

Underline the conjunctions in the sentences below and sort them into the correct place on the table.

Co-Ordinating Conjunctions	Subordinating Conjunctions

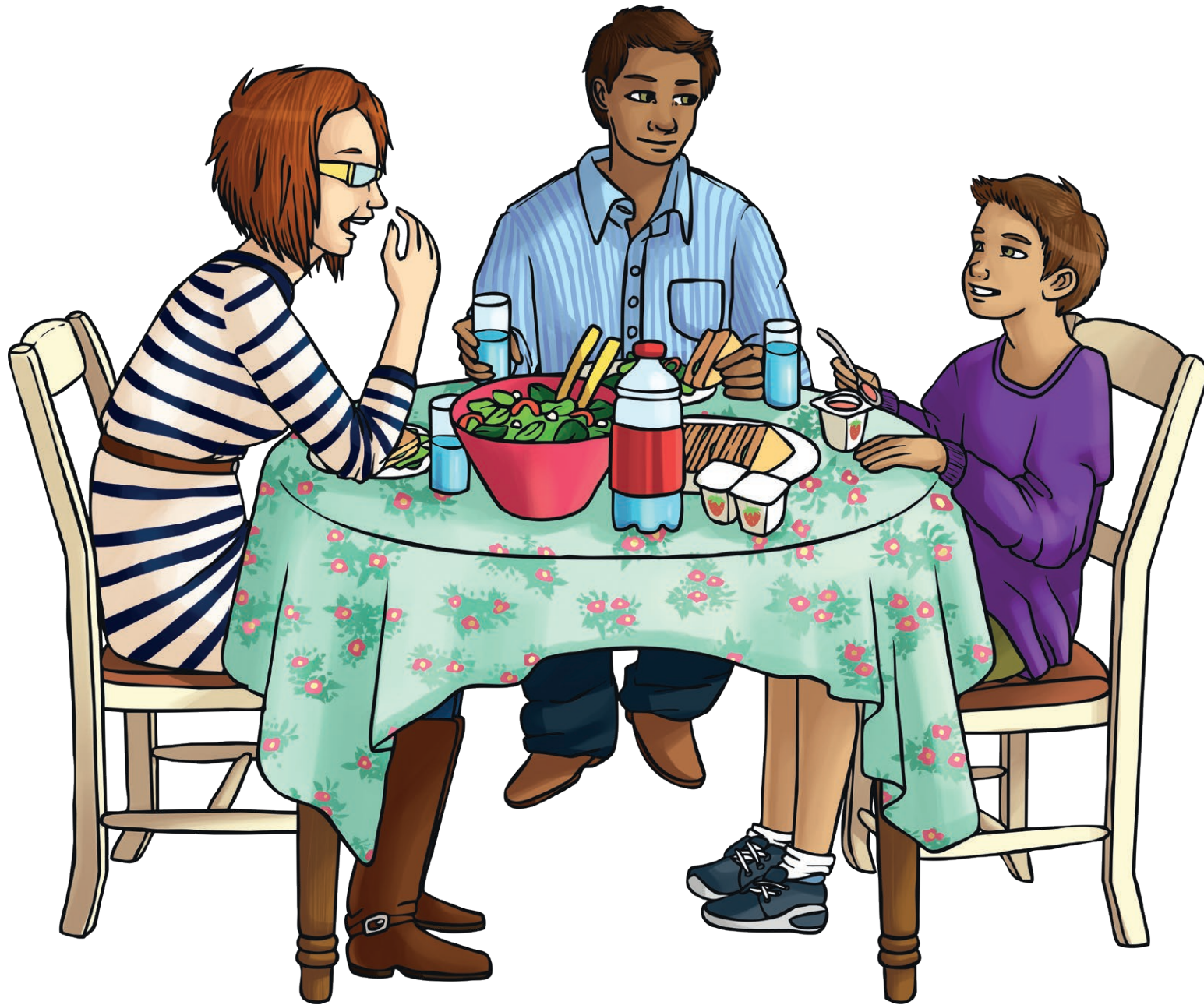
1. If you could have one superpower, what would it be?
2. I would choose invisibility so I could scare people.
3. Although I would love to fly, I'd be scared to go too high.
4. Having superhuman strength would be my choice but I wouldn't tell everyone.
5. I'd like to stop time for then I could eat as many sweets as I wanted with nobody finding out.
6. Running faster than the speed of light would be my choice because I'd be able to beat everyone on Sports Day.
7. While it would be amazing to have x-ray vision, I'm not sure I'd want to see everything.
8. I'd love to be able to hold my breath for a long time or I would like to control the weather.

Catch the Conjunctions Answers

Underline the conjunctions in the sentences below and sort them into the correct place on the table.

Co-Ordinating Conjunctions	Subordinating Conjunctions
so	if
but	although
for	because
or	while

1. **If** you could have one superpower, what would it be?
2. I would choose invisibility **so** I could scare people.
3. **Although** I would love to fly, I'd be scared to go too high.
4. Having superhuman strength would be my choice **but** I wouldn't tell everyone.
5. I'd like to stop time **for** then I could eat as many sweets as I wanted with nobody finding out.
6. Running faster than the speed of light would be my choice **because** I'd be able to beat everyone on Sports Day.
7. **While** it would be amazing to have x-ray vision, I'm not sure I'd want to see everything.
8. I'd love to be able to hold my breath for a long time **or** I would like to control the weather.



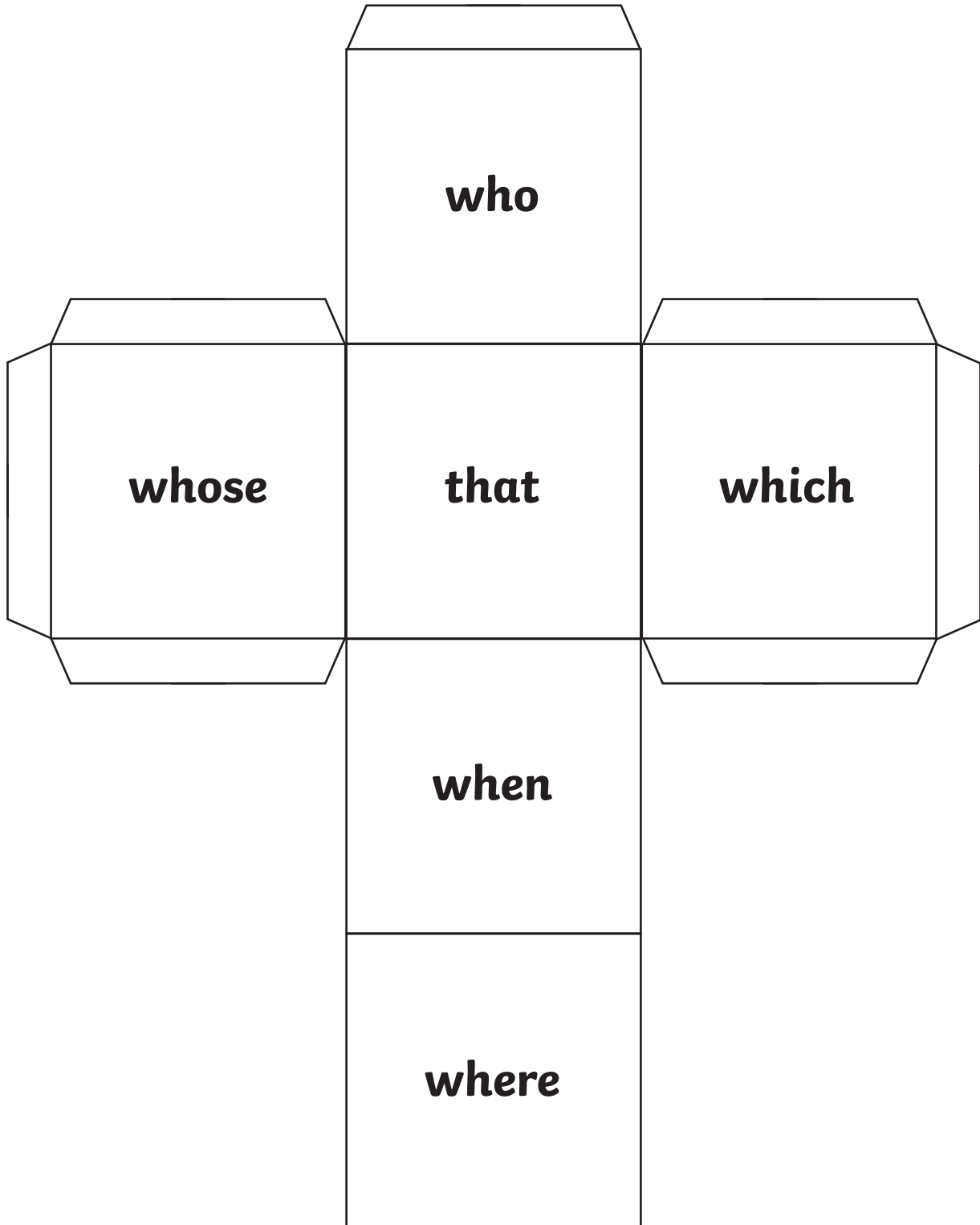
REGENT STUDIES

Focused education on life's walk!

www.regentstudies.com

Relative Pronoun Dice

Cut out and make the die. Roll the die to choose a relative pronoun to write sentences including relative clauses about [Large Picture 1: A Family Meal](#).



SATs-Style Questions

Cut along the lines to provide children with different questions.

1. Tick **one** box to show which part of the sentence is a **relative clause**.

The team that won the competition had travelled from Scotland



(1 mark)

2. Underline the **relative clause** in the sentence below.

That girl, who is wearing a funky, sparkly top, is an amazing dancer.

(1 mark)

3. Which sentence contains a **relative clause**? Tick **one**.

- There is the boy with his pet ferret.
- Which class will we be in next year?
- I can't decide whether to have an ice cream or a lolly.
- The author who writes my favourite books is doing a book signing.

(1 mark)

4. Underline the **relative clause** in each sentence.

My aunt who lives in America is coming to visit for the summer.

My class visited the library where my grandmother works.

My teddy whose eye has fallen off used to belong to my mum.

(1 mark)

5. Circle one **co-ordinating conjunction** in each sentence.

Julie came first in the dance competition for she is an amazing dancer.

Zhi doesn't like pizza nor does she like pasta.

Albin wanted chocolate ice cream but there was none left.

(1 mark)

6. Choose the best **co-ordinating conjunction** to complete the sentences below. Use each conjunction only once.

and

but

or

so

I wanted to go to the disco _____ Mum wouldn't let me.

Dana has saved her pocket money _____ she can buy a new bag.

Shall we go to the cinema _____ would you rather go bowling?

Koalas eat eucalyptus leaves _____ sleep for up to 22 hours a day.

(1 mark)

7. Which sentence includes a **co-ordinating conjunction**? Tick **one**.

I often go swimming because it is good fun.

Mikel doesn't like playing football nor does he like rugby.

Since we started in year 6, I have made lots of new friends.

Will, who is usually very quiet, plays the drums brilliantly.

(1 mark)

8. Which underlined group of words is a **subordinate clause**? Tick **one**.

Swimming is cheaper before 12p.m.

We line up when the whistle is blown.

We put the cakes next to the chocolates on the table.

I like to curl up under my blanket.

(1 mark)

SATs-Style Questions Answers

Cut along the lines to provide children with different questions.

1. Tick **one** box to show which part of the sentence is a **relative clause**.

The team that won the competition had travelled from Scotland



(1 mark)

2. Underline the **relative clause** in the sentence below.

That girl, who is wearing a funky, sparkly top, is an amazing dancer.

(1 mark)

3. Which sentence contains a **relative clause**? Tick **one**.

- There is the boy with his pet ferret.
- Which class will we be in next year?
- I can't decide whether to have an ice cream or a lolly.
- The author who writes my favourite books is doing a book signing.

(1 mark)

4. Underline the **relative clause** in each sentence.

My aunt who lives in America is coming to visit for the summer.

My class visited the library where my grandmother works.

My teddy whose eye has fallen off used to belong to my mum.

(1 mark)

5. Circle one **co-ordinating conjunction** in each sentence.

Julie came first in the dance competition **for** she is an amazing dancer.

Zhi doesn't like pizza **nor** does she like pasta.

Albin wanted chocolate ice cream **but** there was none left.

(1 mark)

6. Choose the best **co-ordinating conjunction** to complete the sentences below. Use each conjunction only once.

and

but

or

so

I wanted to go to the disco **but** Mum wouldn't let me.

Dana has saved her pocket money **so** she can buy a new bag.

Shall we go to the cinema **or** would you rather go bowling?

Koalas eat eucalyptus leaves **and** sleep for up to 22 hours a day.

(1 mark)

7. Which sentence includes a **co-ordinating conjunction**? Tick **one**.

I often go swimming because it is good fun.

Mikel doesn't like playing football nor does he like rugby.

Since we started in year 6, I have made lots of new friends.

Will, who is usually very quiet, plays the drums brilliantly.

(1 mark)

8. Which underlined group of words is a **subordinate clause**? Tick **one**.

Swimming is cheaper before 12p.m.

We line up when the whistle is blown.

We put the cakes next to the chocolates on the table.

I like to curl up under my blanket.

(1 mark)

Sentences, Phrases and Clauses: Session 4

<p>Preparation</p>	<p>Print Out and prepare: Catch the Conjunctions Activity Sheet, Relative Pronoun Dice, Large Picture 1: A Family Meal, Think and Write Activity Sheet: A School Trip, SATs-Style Questions 4.</p> <p>Resources: Pens/pencils, whiteboards and pens.</p>
<p>Warm-Up</p>	<p>Catch the Conjunctions Find conjunctions in sentences on Catch the Conjunctions Activity Sheet. Sort them into co-ordinating or subordinating.</p> <p>Use FANBOYS / I SAW A WABUB to help children remember the different conjunctions:</p> <p>Co-ordinating - for, and, nor, but, or, yet, so</p> <p>Subordinating - if, since, as, when, although, while, after, before, until, because</p> <p>Can children identify co-ordinating and subordinating conjunctions?</p>
<p>Input</p>	<p>Roll a Relative Clause Remind children that relative clauses can begin with a relative pronoun. Discuss the use of relative clauses to create complex sentences. Remind the children that relative clauses do not make sense on their own.</p> <p>Identify relative pronouns together, such as: who, whom, whose, which, when, where, that</p> <p>Use Relative Pronoun Dice (which can be made in advance if time is limited) to write sentences about Large Picture 1: A Family Meal. For example, 'Dad, who has just returned home from work, is listening to Jamie.'</p> <p>Can children use relative pronouns to write appropriate relative clauses?</p>
<p>Apply</p>	<p>Think and Write Give children Think and Write Activity Sheet: A School Trip to write four sentences, focusing on grammatical terms and word classes covered so far this week.</p> <p>Sentence 1: Must contain a command sentence.</p> <p>Sentence 2: Needs to include a co-ordinating conjunction.</p> <p>Sentence 3: Must contain a prepositional phrase.</p> <p>Sentence 4: Needs to include a relative clause.</p> <p>Share sentences and compare. Use the example answer to discuss alternative possibilities.</p> <p>Can children use given grammatical terms within their writing?</p>
<p>Assess & Review</p>	<p>SATs-Style Question Provide children with different questions from SATs-Style Questions 4 to answer independently and share answers. Ask them to explain how they made their decisions.</p> <p>Can children independently answer SATs questions? Can children explain their answers?</p>

Think and Write: A School Trip



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

Use the following pattern of sentences:

Sentence 1: Must contain a command sentence.

Sentence 2: Needs to include a co-ordinating conjunction.

Sentence 3: Must contain a prepositional phrase.

Sentence 4: Needs to include a relative clause.

Think and Write: Ski Trip **Example Answer**



Sentence 1: Must contain a **command sentence**.

Sentence 2: Needs to include a **co-ordinating conjunction**.

Sentence 3: Must contain a **prepositional phrase**.

Sentence 4: Needs to include a **relative clause**.

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

"Board the coach calmly," said Mr Welland after taking the register. We had no idea where we were going on the mystery trip **so** we were all struggling to stay calm. **On the coach,** the noise level rose with our excitement. Mr Welland, **who isn't usually so mysterious,** finally told us our destination...

Find the Features

Read the following text and highlight the following features:

- Main clause
- Relative clause
- Question sentence
- Exclamation sentence

Without warning, Zaina woke to find herself floating. She moved towards a dazzling star which had appeared on her ceiling. What a surprise when she was pulled through it!

Within seconds, Zaina found herself landing in a gleaming world. She was standing in a supernatural meadow surrounded by mystical flowers and towering willow trees. Feeling awestruck by the enchanting setting, Zaina couldn't believe her eyes when three graceful unicorns strolled towards her.

Zaina heard a quiet voice in her head which told her she had to help the unicorns. Appearing overhead, ferocious dragons menacingly circled the dreaming wonderland. They were trying to attack. How would Zaina be able to help?

Now, read it again and highlight the following features:

- Adverbial phrase
- Noun phrase
- Expanded noun phrase

Without warning, Zaina woke to find herself floating. She moved towards a dazzling star which had appeared on her ceiling. What a surprise when she was pulled through it!

Within seconds, Zaina found herself landing in a gleaming world. She was standing in a supernatural meadow surrounded by mystical flowers and towering willow trees. Feeling awestruck by the enchanting setting, Zaina couldn't believe her eyes when three graceful unicorns strolled towards her.

Zaina heard a quiet voice in her head which told her she had to help the unicorns. Appearing overhead, ferocious dragons menacingly circled the dreaming wonderland. They were trying to attack. How would Zaina be able to help?



Find the Features Answers

Read the following text and highlight the following features:

- Main clause
- Relative clause
- Question sentence
- Exclamation sentence

Without warning, Zaina woke to find herself floating. She moved towards a dazzling star which had appeared on her ceiling. What a surprise when she was pulled through it!

Within seconds, Zaina found herself landing in a gleaming world. She was standing in a supernatural meadow surrounded by mystical flowers and towering willow trees. Feeling awestruck by the enchanting setting, Zaina couldn't believe her eyes when three graceful unicorns strolled towards her.

Zaina heard a quiet voice in her head which told her she had to help the unicorns. Appearing overhead, ferocious dragons menacingly circled the dreaming wonderland. They were trying to attack. How would Zaina be able to help?

Now, read it again and highlight the following features:

- Adverbial phrase
- Noun phrase
- Expanded noun phrase

Without warning, Zaina woke to find herself floating. She moved towards a dazzling star which had appeared on her ceiling. What a surprise when she was pulled through it!

Within seconds, Zaina found herself landing in a gleaming world. She was standing in a supernatural meadow surrounded by mystical flowers and towering willow trees. Feeling awestruck by the enchanting setting, Zaina couldn't believe her eyes when three graceful unicorns strolled towards her.

Zaina heard a quiet voice in her head which told her she had to help the unicorns. Appearing overhead, ferocious dragons menacingly circled the dreaming wonderland. They were trying to attack. How would Zaina be able to help?

SATs-Style Questions

Cut along the lines to provide children with different questions.

1. What is the **function** of the sentence below? Tick **one**.

Place the rubbish in the bin

- Question
 Exclamation
 Command
 Statement

(1 mark)

2. What is the **function** of the sentence below? Tick **one**.

How well you've done

- Question
 Exclamation
 Command
 Statement

(1 mark)

3. Sunil asked, "What time can I go swimming on Saturday?"

Write a **statement** you could give as an appropriate answer.

Remember to punctuate your sentence correctly.

Swimming Times

Mon.-Fri. 9a.m. - 6p.m.
Sat.-Sun. 10a.m. - 3p.m.

(1 mark)

4. Fred would like to know what time the film is on at the cinema.

Write the **question** he could ask to find out.

Remember to punctuate your sentence correctly.

(1 mark)

5. Which sentence is a **command**? Tick **one**.

- Eat your vegetables before your pudding
- Do you like broccoli or cauliflower best
- We always have roast dinner on Wednesday
- What a tasty pudding

(1 mark)

6. Which sentence is an **exclamation**? Tick **one**.

- Put your coats on before you go outside
- How well you listen
- How cold is it today
- Did you have an enjoyable playtime

(1 mark)

7. Draw lines to match each **phrase** to its correct type. Use each phrase box only **once**.

Phrase

the bright, colourful sunset

above the clouds

as fast as lightning

Phrase Type

adverbial phrase

prepositional phrase

noun phrase

(1 mark)

8. Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main Clause	Subordinate Clause
<u>While the rain poured down</u> , we sat watching at the window.		
We'd better finish our homework <u>before it's too late</u> .		
Unless the bus arrives soon, <u>we're going to miss the show</u> .		

(1 mark)

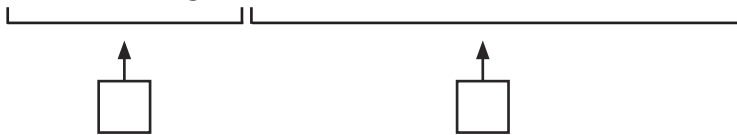
9. Is the underlined part of each sentence a **phrase** or a **clause**? Put one tick in each row.

Sentence	Phrase	Clause
We wandered aimlessly <u>through the dark forest.</u>		
<u>Bethan noticed a house,</u> which looked like it was deserted.		
<u>It was a dreary day</u> which made us feel even more unsettled.		
<u>As quietly as possible,</u> we crept closer to the house.		

(1 mark)

10. Label the **main clause (M)** and the **subordinate clause (S)** in the following sentence.

I can't help you because I don't know the answer.



(1 mark)

11. Tick the option that shows how the underlined words are used in the sentence below. Tick **one**.

William's sister, who is two years younger than him, has just started school.

- As a main clause
- As a noun phrase
- As a prepositional phrase
- As a relative clause

(1 mark)

12. Complete the sentence below with the **co-ordinating conjunctions** in the correct places. Use each conjunction only **once**.

or **but** **and**

You can visit the swimming pool _____ ride on the flumes _____ the rapids _____ you must be out by 4p.m.

(1 mark)

13. Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**. Remember to punctuate your answer correctly

Yasmin must have been very tired. She went straight to sleep.

(1 mark)

14. Rewrite the sentence below adding a **subordinate clause**. Remember to punctuate your answer correctly.

The children went to the swimming pool.

(1 mark)

15. Underline the **subordinate clause** in each sentence below.

Despite the rain, Hayley left the house without her coat.

We will be late if we miss the next bus.

After school, we usually go to the park.

(1 mark)

16. Tick **one** box in each row to show whether the word until is being used as a **subordinating conjunction** or a **preposition**.

Sentence	<u>until</u> used as a subordinating conjunction	<u>until</u> used as a preposition
We will wait here <u>until</u> the train arrives.		
My favourite shop is closed <u>until</u> Wednesday.		
<u>Until</u> you explain what you have done, you will have to sit in Mrs Frank's office.		

(1 mark)

17. Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main Clause	Subordinate Clause
Violet is an excellent gymnast <u>because she practises regularly</u> .		
<u>Bimal is learning Hindi</u> so he can talk to his grandparents when he visits them.		
The class <u>with the most points</u> had extra playtime today.		

(1 mark)

18. Tick **one** box in each row to show what type of sentence it is.

Sentence	Simple	Compound	Complex
Samira likes basketball but Sinead enjoys tennis.			
The horse galloped gracefully around the enormous field.			
Kian, who was feeling tired, went to bed early.			
My pet bunny burrowed under the fence after it escaped from its hutch.			

(1 mark)

SATs-Style Questions Answers

Cut along the lines to provide children with different questions.

1. What is the **function** of the sentence below? Tick **one**.

Place the rubbish in the bin

- Question
 Exclamation
 Command
 Statement

(1 mark)

2. What is the **function** of the sentence below? Tick **one**.

How well you've done

- Question
 Exclamation
 Command
 Statement

(1 mark)

3. Sunil asked, "What time can I go swimming on Saturday?"

Write a **statement** you could give as an appropriate answer.

Remember to punctuate your sentence correctly.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated sentence, e.g. You can go swimming between 10 a.m. and 3 p.m. on Saturday.

(1 mark)

Swimming Times

Mon.-Fri. 9a.m. - 6p.m.
Sat.-Sun. 10a.m. - 3p.m.

4. Fred would like to know what time the film is on at the cinema.

Write the **question** he could ask to find out.

Remember to punctuate your sentence correctly.

Award 1 mark for 'What time is the film on at the cinema?'

(1 mark)

5. Which sentence is a **command**? Tick **one**.

- Eat your vegetables before your pudding
- Do you like broccoli or cauliflower best
- We always have roast dinner on Wednesday
- What a tasty pudding

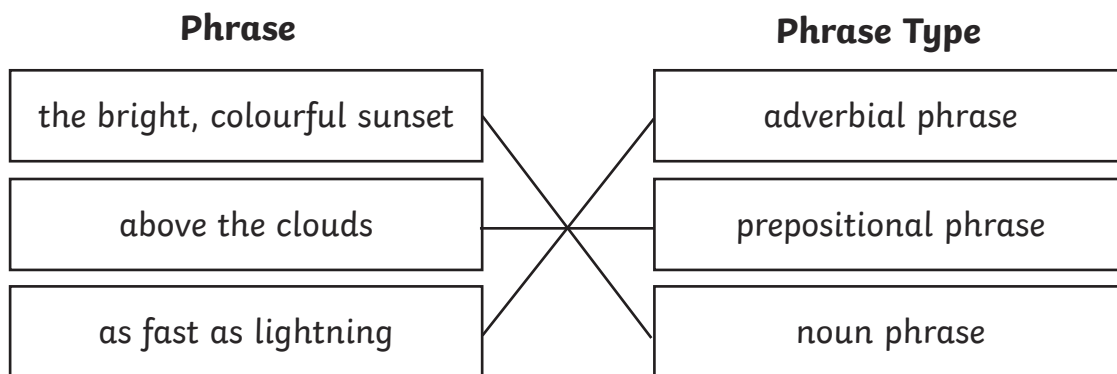
(1 mark)

6. Which sentence is an **exclamation**? Tick **one**.

- Put your coats on before you go outside
- How well you listen
- How cold is it today
- Did you have an enjoyable playtime

(1 mark)

7. Draw lines to match each **phrase** to its correct type. Use each phrase box only **once**.



(1 mark)

8. Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main Clause	Subordinate Clause
<u>While the rain poured down</u> , we sat watching at the window.		✓
We'd better finish our homework <u>before it's too late</u> .		✓
Unless the bus arrives soon, <u>we're going to miss the show</u> .	✓	

(1 mark)

9. Is the underlined part of each sentence a **phrase** or a **clause**? Put one tick in each row.

Sentence	Phrase	Clause
We wandered aimlessly <u>through the dark forest</u> .	✓	
<u>Bethan noticed a house</u> , which looked like it was deserted.		✓
<u>It was a dreary day</u> which made us feel even more unsettled.		✓
<u>As quietly as possible</u> , we crept closer to the house.	✓	

(1 mark)

10. Label the **main clause (M)** and the **subordinate clause (S)** in the following sentence.

I can't help you because I don't know the answer.

↑
M

↑
S

(1 mark)

11. Tick the option that shows how the underlined words are used in the sentence below. Tick **one**.

William's sister, who is two years younger than him, has just started school.

- As a main clause
- As a noun phrase
- As a prepositional phrase
- As a relative clause

(1 mark)

12. Complete the sentence below with the **co-ordinating conjunctions** in the correct places. Use each conjunction only **once**.

or **but** **and**

You can visit the swimming pool **and** ride on the flumes **or** the rapids **but** you must be out by 4p.m.

(1 mark)

13. Rewrite the two sentences below as one sentence using an appropriate **co-ordinating conjunction**. Remember to punctuate your answer correctly

Yasmin must have been very tired. She went straight to sleep.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated sentence, e.g. Yasmin must have been very tired for she went straight to sleep.

(1 mark)

14. Rewrite the sentence below adding a **subordinate clause**. Remember to punctuate your answer correctly.

The children went to the swimming pool.

Award 1 mark for an appropriate, grammatically correct and accurately punctuated sentence, e.g. The children went to the swimming pool which had the longest flume in the country.

(1 mark)

15. Underline the **subordinate clause** in each sentence below.

Despite the rain, Hayley left the house without her coat.

We will be late if we miss the next bus.

After school, we usually go to the park.

(1 mark)

16. Tick **one** box in each row to show whether the word until is being used as a **subordinating conjunction** or a **preposition**.

Sentence	<u>until</u> used as a subordinating conjunction	<u>until</u> used as a preposition
We will wait here <u>until</u> the train arrives.	✓	
My favourite shop is closed <u>until</u> Wednesday.		✓
<u>Until</u> you explain what you have done, you will have to sit in Mrs Frank's office.	✓	

(1 mark)

17. Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main Clause	Subordinate Clause
Violet is an excellent gymnast <u>because she practises regularly</u> .		✓
<u>Bimal is learning Hindi</u> so he can talk to his grandparents when he visits them.	✓	
The class <u>with the most points</u> had extra playtime today.		✓

(1 mark)

18. Tick **one** box in each row to show what type of sentence it is.

Sentence	Simple	Compound	Complex
Samira likes basketball but Sinead enjoys tennis.		✓	
The horse galloped gracefully around the enormous field.	✓		
Kian, who was feeling tired, went to bed early.			✓
My pet bunny burrowed under the fence after it escaped from its hutch.			✓

(1 mark)



Sentence Superstar

Congratulations to _____

for _____

I'm a sentence superstar!

Date _____

Signed _____



Sentences, Phrases and Clauses: Session 5

Preparation	<p>Print Out and prepare: True or False Game Statements Sheet, Find the Features Activity Sheet, SATs-Style Questions, Spelling Dictation Test 2, Celebration Pack.</p> <p>Resources: Pens/pencils, whiteboards and pens.</p>
Warm-Up	<p>True or False?</p> <p>Read out the list of statements on True or False Game Statements Sheet. Ask children to hold up their whiteboards with true or false written on them. Ask them to explain their choice.</p> <p>For example:</p> <p style="padding-left: 40px;">My brother, who is only six, is an amazing football player. This sentence contains a relative clause. True because it contains a dependent clause starting with a relative pronoun (who).</p> <p><i>Can children explain grammatical terms?</i></p>
Input	<p>Find the Features</p> <p>Give children the Find the Features Activity Sheet. Children read a short text and identify some of the features covered this week.</p> <p>Discuss their choices and any differences between them. Use the answer sheet to model the correct answers.</p> <p><i>Can children identify different features of text?</i></p>
Apply	<p>SATs-Style Questions</p> <p>Children to independently answer SATs-Style Questions covering all areas studied this week. Share answers and discuss.</p> <p><i>Can children answer SATs-style questions about sentences, phrases and clauses?</i></p>
Assess & Review	<p>Spelling Test</p> <p>Use Spelling Dictation Test 2 and go through answers together.</p> <p>Celebrate</p> <p>Celebrate achievement with stickers and certificates from the Celebration Pack.</p>



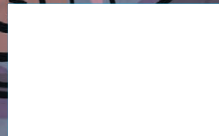
SPaG Ninja

Congratulations to _____

for _____

I am a SPaG ninja!

Date _____ Signed _____





**Great
Grammar**



**SPaG
Superstar**

**Noun
Phrase
Ninja**



**SPaG
Superstar**



**Noun
Phrase
Ninja**



**Great
Grammar**

**Great
Grammar**



**SPaG
Superstar**



**Noun
Phrase
Ninja**



**Noun
Phrase
Ninja**



**SPaG
Superstar**



**Great
Grammar**



**SPaG
Superstar**

**Great
Grammar**



**Noun
Phrase
Ninja**



**Great
Grammar**



**Noun
Phrase
Ninja**

**SPaG
Superstar**



**Noun
Phrase
Ninja**

**SPaG
Superstar**



**Great
Grammar**



**Great
Grammar**



**Noun
Phrase
Ninja**

**SPaG
Superstar**



Spelling Dictation

Test 2



Spelling Dictation – Test 2

I looked **through** the old photograph albums with my nan.

Sadly, my favourite player **transferred** to another team.

Maya was amazed when the **magician** disappeared.

Hamza was **terribly** upset when he lost his new football.

It is **crucial** that you listen to the climbing instructor.

At the weekend, we bought new **furniture** for my bedroom.

The hedgehog was in **hibernation** under a pile of leaves.

Visiting an ancient Egyptian **pyramid** is something I'd like to do.

My big brother keeps getting into **trouble**.

“Please put the PE **equipment** away tidily,” asked Miss Hall.



English

KS2

2019

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

**Spelling Dictation Test 2 -
Dictation Script Sheets**

KS2 English Grammar, Punctuation and Spelling Test Paper 2

Teacher notes:

- Each spelling test should take approximately ten 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 2 - Dictation Script Sheet

Question Number	Answer
1	The word is through . I looked through the old photograph albums with my nan. The word is through .
2	The word is transferred . Sadly, my favourite player transferred to another team. The word is transferred .
3	The word is magician . Maya was amazed when the magician disappeared. The word is magician .
4	The word is terribly . Hamza was terribly upset when he lost his new football. The word is terribly .
5	The word is crucial . It is crucial that you listen to the climbing instructor. The word is crucial .
6	The word is furniture . At the weekend, we bought new furniture for my bedroom. The word is furniture .
7	The word is hibernation . The hedgehog was in hibernation under a pile of leaves. The word is hibernation .
8	The word is pyramid . Visiting an ancient Egyptian pyramid is something I'd like to do. The word is pyramid .
9	The word is trouble . My big brother keeps getting into trouble . The word is trouble .
10	The word is equipment . "Please put the PE equipment away tidily," asked Miss Hall. The word is equipment .

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

2019

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

Paper 2: Spelling Dictation Test

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

Spelling Task

1. I looked _____ the old photograph albums with my nan.

1 mark

2. Sadly, my favourite player _____ to another team.

1 mark

3. Maya was amazed when the _____ disappeared.

1 mark

4. Hamza was _____ upset when he lost his new football.

1 mark

5. It is _____ that you listen to the climbing instructor.

1 mark

6. At the weekend, we bought new _____ for my bedroom.

1 mark

7. The hedgehog was in _____ under a pile of leaves.

1 mark

8. Visiting an ancient Egyptian _____ is something I'd like to do.

1 mark

9. My big brother keeps getting into _____ .

1 mark

10. "Please put the PE _____ away tidily," asked Miss Hall.

1 mark

END OF TEST

total for this page

True or False? Game

Read out the following sentences and statements.

Children to decide whether the statements are true or false and explain their reasoning.

1. My brother, who is only six, is an amazing footballer.

This sentence contains a relative clause.

2. The ship floated on the calm ocean.

'on the calm ocean' is a main clause.

3. Come here now.

This sentence is an exclamation.

4. If we are late, we will get into trouble.

This sentence contains a subordinate clause.

5. What an amazing photograph!

This sentence should end with a question mark.

6. I cycle every day.

This is a main clause.

7. I often design clothes or I paint my nails.

This sentence contains a co-ordinating conjunction.

8. I visited the impressive, towering castle today.

This sentence contains a noun phrase.



True or False? Game Answers

Read out the following sentences and statements.

Children to decide whether the statements are true or false and explain their reasoning.

1. My brother, who is only six, is an amazing footballer.

This sentence contains a relative clause.

True because it contains a dependent clause starting with a relative pronoun (who).

2. The ship floated on the calm ocean.

'on the calm ocean' is a main clause.

False because it does not stand alone. It is a prepositional phrase.

3. Come here now.

This sentence is an exclamation.

False because it doesn't begin with 'what' or 'how'. It is a command sentence.

4. If we are late, we will get into trouble.

This sentence contains a subordinate clause.

True because it contains a dependent clause beginning with a subordinate conjunction (if).

5. What an amazing photograph!

This sentence should end with a question mark.

False because it is an exclamation sentence so it should end with an exclamation mark.

6. I cycle every day.

This is a main clause.

True because it can stand alone. It has a subject and a verb.

7. I often design clothes or I paint my nails.

This sentence contains a co-ordinating conjunction.

True because it contains 'or'.

8. I visited the impressive, towering castle today.

This sentence contains a noun phrase.

True because 'the impressive, towering castle' is a noun phrase.

Year 6 SATs Survival: Grammar, Punctuation and Spelling Booster Intervention Pack 2: Sentences, Phrases and Clauses Overview

	Session 1	Session 2	Session 3	Session 4	Session 5
Warm-Up	Sort the Sentences Sort the sentence descriptions and examples into the correct group.	Silly Sentences Roll the dice to make silly sentences. Children explain which type of sentence they have made.	Explain a Phrase Classify phrases as prepositional, adverbial or noun.	Catch the Conjunctions Find conjunctions in sentences. Children sort them into co-ordinating or subordinating.	True or False? Children decide whether statements relating to sentences are true or false.
Input	Sentence Spotter Find examples of sentence types within a text.	Clause Chase Children find the cases containing main clauses to win the game.	Picture This Children list prepositional, adverbial or noun phrases to describe a picture.	Roll a Relative Clause Dice Use Relative Pronoun Dice to write sentences about the picture given.	Find the Features Children read a short text and identify some of the features covered this week.
Apply	Sentence Swapper Alter given sentences to a different sentence type. Write sentences to describe a picture.	Confused Clauses Classify the clauses as main or subordinate. Write own complex sentences (including main and subordinate clauses).	Expanded Noun Phrases Use expanded noun phrases to improve given sentences about the picture.	Think and Write Use a picture to write four sentences following the criteria given.	SATs-Style Questions Answer SATs-style questions covering all areas studied this week independently. Share answers and discuss.
Assess & Review	SATs-Style Question Children answer a SATs-style question independently and share answers.	Complex Conundrum Use the Complex Sentence Fortune Teller to write sentences including a subordinate clause.	SATs-Style Question Answer a SATs-style question independently and share answers.	SATs-Style Question Answer a SATs-style question independently and share answers.	Spelling Test Use Spelling Dictation Test 2. Celebrate Celebrate achievement with stickers and certificates.

Suggested Home Learning Links:

Mini Mystery: Sentences, Phrases and Clauses