



# SPaG

(Spelling, Punctuation and Grammar)

Home Learning Pack

# Punctuation

Punctuate the following sentences:

1. where have you been all day
2. ill need two things a tent and a sleeping bag
3. i dont believe it
4. youre my friend my very best friend
5. how awful
6. please could you fetch me three apples two pears a peach and a carton of orange juice
7. if you dont stop that immediately im going to
8. dont do that actually never mind
9. move along theres nothing to see the police officer said
10. thomas has five hundred pounds £500
11. come back thats benjamins bike she yelled
12. shenika cant stand fruit cake benny will eat it

# Punctuation

Complete this passage by adding commas where appropriate:

Tommy woke up early on the morning of the school trip packed his bag twice as quickly as usual and ate breakfast really fast. He ran all the way to school almost bumping into his best friend as he reached the school gates. He had never been to the zoo before and Mr Thompson had promised that there would be hippos tigers snakes and more! Tommy's biggest wish was to see a lion though. He knew lions had huge teeth big claws and a loud roar but he wanted to see it for himself.

**Complete this passage by adding apostrophes where appropriate:**

The tigers roar was so loud it could be heard all through the jungle. "Do you think its coming this way?" Timmy whispered to his sister.

"I dont think so," she said uncertainly. Timmys heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers teeth looked sharp, their claws deadly.

"Run!" shouted Timmy.

# How Did It Happen?

## Fronted Adverbials for Manner

Add a fronted adverbial for manner to each of the sentences below. You can use the suggested manner adverbials in the box below or you can think of some of your own. Remember, you must add a comma after the fronted adverbial.

With a huge grin on her face

Without warning

Completely exhausted

Nervously

Like tall giants

With some trepidation

As quick as a flash

- \_\_\_\_\_ the baby began to cry.
- \_\_\_\_\_ the young boy changed into his PE kit.
- \_\_\_\_\_ the mountains stood watching over the valley.
- \_\_\_\_\_ Veronica blew out the candles on her birthday cake.
- \_\_\_\_\_ Jason crossed the finishing line of the marathon.
- \_\_\_\_\_ Imran went on the ghost train at the fair.
- \_\_\_\_\_ Fiona stepped on stage to sing in front of the judges.

# When Did It Happen?

## Fronted Adverbials for Time

Add a fronted adverbial for time to each of the sentences below. You can use the suggested time adverbials in the box below or you can think of one of your own. Remember, you must add a comma after the fronted adverbial.

After lunch	During the film	Last summer	After getting out of bed
At night	Before running the race	When she fell over	Whilst cooking dinner

- \_\_\_\_\_ Sheila ate her breakfast.
- \_\_\_\_\_ Jack cleaned his teeth and got ready for bed.
- \_\_\_\_\_ we went to Spain for a holiday.
- \_\_\_\_\_ we ate a delicious dessert.
- \_\_\_\_\_ Ryan did some warm-up exercises.
- \_\_\_\_\_ Ben and Holly ate popcorn.
- \_\_\_\_\_ Phoebe started to cry.
- \_\_\_\_\_ Dad burnt his hand.

# Where Did It Happen?

## Fronted Adverbials for Place

Each of the fronted adverbials below shows where (place) something has happened. Draw a line from each fronted adverbial to the sentence it best matches.

Below the crashing waves,

the birds were busy making nests.

In the park,

Sandra was sunbathing whilst reading  
her favourite book.

High in the trees,

the nurse was extremely busy  
helping all his patients.

On a beautiful beach,

Elliot played football with his friends.

Deep in space,

the deadly shark swam looking for prey.

At the hospital,

the alien ship flew at the speed of light.

1. \_\_\_\_\_, Phoebe ate a juicy burger.
2. \_\_\_\_\_, the gorilla beat his strong chest.
3. \_\_\_\_\_, the witch flew on her broomstick.

# Semi-colons

Semi-colons are used to separate two main clauses that are clearly related to each other but could stand on their own as sentences. They can be used to replace a conjunction, e.g.

I have a rugby match next week **and** I really hope we win.

I have a rugby match next week; I really hope we win.

Rewrite these sentences by replacing the conjunctions in these with a semi-colon.

1. I am starving so I can't wait until dinner.

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2. Sam was desperately tired and he wanted to go home to bed.

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3. It was pouring outside so I needed to bring my umbrella to school today.

---

4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.

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5. My team are at the top of the league so I expect we will win our match today.

---

Write a second related clause after the semi-colon in the sentences below:

6. It was getting very late; \_\_\_\_\_

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7. Holly looked outside and saw that it was snowing; \_\_\_\_\_

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8. Larkin did not like getting up in the mornings; \_\_\_\_\_

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9. Yan loved dark chocolate; \_\_\_\_\_

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10. The birds were singing sweetly; \_\_\_\_\_

# Contractions Spelling Activity

11.

1. Finish these statements. The first one has been completed for you.

**I will** is contracted to **I'll**.

**it is** is contracted to \_\_\_\_\_

**you will** is contracted to \_\_\_\_\_

**would not** is contracted to \_\_\_\_\_

**he will** is contracted to \_\_\_\_\_

**could not** is contracted to \_\_\_\_\_

**she will** is contracted to \_\_\_\_\_

**should not** is contracted to \_\_\_\_\_

**we will** is contracted to \_\_\_\_\_

**have not** is contracted to \_\_\_\_\_

2. Now choose 3 of the words. Write each word into a sentence below.

*Don't forget capital letters and full stops!*

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# Determiner Detectives



Determiners are words that come before the noun to give the reader information about it, for example, the number, or who they belong to. Identify the determiners in the following sentences.

- a) The bridge is very low.
- b) Quick! My tea is burning!
- c) Their beans on toast looked delicious.
- d) There are many museums in London.
- e) I need some socks.



## Challenge

Can you spot more than one determiner?

- a) Several furious members of the gang held a meeting on their motorbikes.
- b) I put my bedroom light on because the daylight was fading.
- c) She placed a tight hair bobble in to keep her hair tidy.
- d) That witch has ten shrieking bats!
- e) Five bees were buzzing around the sunflower.
- f) Some people think this holiday is boring.
- g) His boots were brown, just like his eyes.

# Spot the Clauses

1. Sentences with relative clauses are called multi-clause – they contain a main clause and a subordinate clause. The subordinate clause has a relative pronoun at the start. It can't be a sentence by itself.

Choose two colours; one for **main clauses** and one for **subordinate clauses**. Highlight the clauses in each sentence.

**Look at these examples:**

- My dog's fur is very curly, **which** means it's hard to brush.
- Go and get a sticker from Mr Brown, **who** is standing at the finish line.
- Oranges, **which** contain lots of vitamins, are really good for you.

Now have a go at the sentences.

Either complete them on the sheet or copy the sentences into your book and highlight them.

**a)** Alana, who has always got shiny hair, always looks smart for school.

**b)** My cousins live in Canada, which is a long way to go to visit!

**c)** These three girls, who have worked very hard on their Maths project, can have a prize each!

**d)** The Peak District, which is an excellent place for walking, climbing and biking, is a national park in Derbyshire.

**e)** The dog wagging his tail is called Spot, who always jumps up at people.

**f)** The film, which had me on the edge of my seat, was tremendously exciting!

**g)** Look for the spelling in the dictionary, which is an Oxford English Dictionary.

**h)** There aren't any chips, which means I have to have potatoes instead.

## 2. Challenge –

Can you take each of these multi-clauses and break them down into two simple sentences? You will have to take out the **relative pronoun** and put back the noun/pronoun it replaced.

e.g. Winston Churchill was a politician, who was Prime Minister in World War Two.

Winston Churchill was a politician. He was Prime Minister in World War Two.

# Modal Verbs

Modal verbs are used with other verbs to describe how likely something is to happen or to show how certain we are of something happening. For example:

One day the girl **might** be Queen.

The word 'might' is the modal verb. It indicates that the girl might be the Queen but it isn't definitely going to happen. Below is a list of modal verbs. Write the modal verbs onto the line below according to how strongly they suggest an event might happen.

	Modal Verbs
Definite event	<u>may</u>
	<u>ought to</u>
	<u>could</u>
	<u>should</u>
	<u>must</u>
	<u>will</u>
	<u>would</u>
	<u>might</u>
Possible event	<u>can</u>

## Using Personal Pronouns

Subject pronouns	I	you	he	she	we	they
Object pronouns	me	you	him	her	it	them

1. \_\_\_\_\_ are not coming to our party anymore.
2. Would \_\_\_\_\_ like some cheesecake for dessert?
3. I love my sister. \_\_\_\_\_'s really kind to \_\_\_\_\_.
4. \_\_\_\_\_ need to put \_\_\_\_\_ back on the shelf.
5. \_\_\_\_\_ love going on holiday to Spain.
6. I'm going shopping, do \_\_\_\_\_ want to come with \_\_\_\_\_?
7. Jack saw \_\_\_\_\_ in the park. \_\_\_\_\_ were on the swings.
8. \_\_\_\_\_ was lovely to see \_\_\_\_\_ today.
9. \_\_\_\_\_ were happy that our train had finally arrived.
10. That's \_\_\_\_\_ over there! \_\_\_\_\_ did it!
11. \_\_\_\_\_'s the first day of summer today, isn't \_\_\_\_\_?
12. I showed \_\_\_\_\_ a photograph. \_\_\_\_\_ was suspicious.
13. \_\_\_\_\_ is a brilliant dancer. We're proud of \_\_\_\_\_.
14. Are \_\_\_\_\_ going to finish that painting?
15. I went to see my Aunt in hospital. \_\_\_\_\_'s recovering well.

# Synonyms and Antonyms

Find one synonym and one antonym from the word bank for each word listed below and write it in the space provided.

## Review

**Synonym:** a word that has the same or similar meaning as another word.

**Antonym:** a word that has the opposite meaning of another word.

## Word Bank

sad	tough	alert	easy
spooky	delicate	huge	end
soft	slow	first	calmin
small	bumpy	joyful	g
drowsy	difficult	fast	

Word	Synonym	Antonym
big		
beginning		
happy		
quick		
simple		
rough		
sleepy		
strong		
scary		

# Active and passive verb forms

**Part A – Recap on subject, verb, object:** Link each word to its correct definition

Subject	person or thing that the action is done to
Object	an action, or a state of being
Verb	person or thing that does the action

## Part B – Passive verbs

Here are two sentences. Underline the subject of each sentence.

**Daniel broke his finger.**

**Daniel's finger was broken.**

The person or thing that the action is done to, can be the **subject** of the sentence. Then we use a **passive** verb form.

To make a verb passive, use a “be” verb (*am, are, is, was, were, be*) with the **past participle** of the action verb (*broken, taken, helped, stolen, created, pleased, eaten ...*)

Use **by** to show the person or thing that does the action. *Example:* The cat caught a mouse. (Active) / A mouse **was caught** by the cat. (Passive)

<b>I have been picked for the team.</b> or passive?	– Is this active	
<b>The manager picked his team carefully.</b> passive?	– Is this active or	

Rewrite each of the following sentences using a **passive form of the verb**.

1. Greta skilfully milked the cow.
2. Loggers cut down a giant redwood tree.
3. The immune system defends the body from infection.
4. The examiners will carefully mark your papers.
5. A dog bit two children in the park.
6. Roald Dahl wrote “The B F G”.
7. Insects pollinate flowers.
8. The earthquake destroyed many buildings.



Now rewrite these sentences using an **active** form of the verb:

1. Philip was persuaded to come along by Gloria.
2. The winning goal was scored by Kolbeinn Sigþórsson.
3. Drivers who break the speed limit will be caught by automatic cameras.
4. The field was ploughed by the farmer with his blue tractor.

# Add a Prefix

Take a look at the words below. Write a prefix in the space to make a new word. There may be more than one prefix that works to change the word. For example a prefix for 'port' could be 're' to make the word 'report.' Can you think of another?

- |                    |                     |
|--------------------|---------------------|
| 1. ____port        | 18. ____paid        |
| 2. ____claim       | 19. ____marine      |
| 3. ____dote        | 20. ____comfortable |
| 4. ____calculate   | 21. ____written     |
| 5. ____fiction     | 22. ____caution     |
| 6. ____behave      | 23. ____hurt        |
| 7. ____terior      | 24. ____cooked      |
| 8. ____writer      | 25. ____known       |
| 9. ____clockwise   | 26. ____correct     |
| 10. ____place      | 27. ____happy       |
| 11. ____incidence  | 28. ____sense       |
| 12. ____biotic     | 29. ____define      |
| 13. ____count      | 30. ____terminate   |
| 14. ____fortunate. |                     |
| 15. ____fortune.   |                     |
| 16. ____informed   |                     |
| 17. ____witch      |                     |



# Sort the Suffix



You can change nouns and adjectives into verbs by adding the suffixes -ate, -ise, and -ify.

Remember, the usual spelling rules apply:

- For words ending in 'y' change to 'i' before adding the ending.
- For words ending in 'e' remove the 'e' before adding the ending.
- For words ending with a short vowel, sound double the consonant before adding the ending.

Sort these words into the right boxes (note: some words may fit into more than one box):

popular	advert	captive	pure	computer	oxygen	equal
active	author	real	valid	glory	glamour	scandal
intense	hyphen	horror	liquid	hospital	false	pressure
motive	terror	simple	note	legal	central	material
fossil	fictional		fossil	academy		

-ate	-ise	-ify





# Prepositions

I can identify a preposition in a sentence.



1. Underline the prepositions in each sentence.

- a) The dog waited beside the road.
- b) The dog went through the tunnel.
- c) The dog dropped the bone from his mouth.
- d) The ball fell in front of the dog.
- e) The dog ran towards his owner.
- f) Dogs like to snuggle under blankets, far beneath a cosy cover.

## Challenge

2. Use four of the prepositions above to make sentences of your own.

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

c) \_\_\_\_\_

\_\_\_\_\_

d) \_\_\_\_\_

# Inventing New Similes

Have a look at these well-known similes and think up some new up-to-date versions...

1. As happy as a pig in mud.

New version: As happy as...

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2. As fresh as a daisy.

New version: As fresh as...

---

3. As busy as a bee.

New version: As busy as...

---

4. As cool as a cucumber.

New version: As cool as...

---

5. As clean as a whistle.

New version: As clean as...

---

6. As flat as a pancake.

New version: As flat as...

---

7. As quick as a wink.

New version: As quick as...

---

8. As snug as a bug in a rug.

New version: As snug as...

---

# Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

## Coordinating Conjunctions

and but or so

## Subordinating Conjunctions

although because so that even if whenever before even though until

## Correlative Conjunctions

whether/or either/or both/and not only/but

Use a coordinating conjunction to rewrite these pairs of sentences as one sentence.

1. We enjoy watching films. We enjoy going bowling.
2. He wants to win the race. He is running more slowly than the others.
3. My mum loves cake. I am going to bake a cake for her birthday.

Use a subordinating conjunction to rewrite these pairs of sentences.

4. My hands are freezing cold. I forgot to bring my gloves today.
5. My mum takes me to the match every week. She doesn't like football.
6. I take the dog for a walk every day. Sometimes it is raining.

Use a pair of correlative conjunctions to rewrite these pairs of sentences.

7. I like carrots. I like asparagus.
8. I don't know if it's going to be sunny. I don't know if it's going to be raining.
9. She is the regional champion. She is also the national champion.