



Literacy Booklet



What does good literacy look like?

- Communicate ideas clearly in writing, speech and digital media
- Use literacy as a lifelong tool for learning and participation in society
- Understand more complex information accurately
- Be able to adapt key literacy skills
- to context and audience
- Write clearly and purposefully
- Understand meanings and information
- Be able to speak with clarity and listen with intention
- Engage in conversations that respect different viewpoints and build understanding
- Communicate ideas clearly in writing, speech and digital media

Links to online SPaG Resources:

[Free KS3 SPaG Online 10-Minute Tests | CGP Books](#)

[The gruelling grammar quiz - BBC Bitesize](#)

[Free literacy teaching resources | National Literacy Trust](#)

Nouns

A noun is a name of a person, place, thing or idea.

Circle the noun in each of these sets of words.

1. chair happy beautiful
2. run sing car
3. jump shoe shout
4. shop quickly slowly
5. sit talk television
6. dog chew learn
7. nurse lunch funny
8. breakfast count children
9. eat table chat
10. hall walk little

Underline the noun in each of these sentences.

1. Sally rode her bike.
2. The girl sat down on her chair.
3. Jimmy likes toys and computers.
4. The teacher is in the classroom.
5. Spiders have eight legs.
6. Pizza tastes great on a plate!
7. Kevin plays with his basketball every day.

Circle the nouns in these sentences. The number of nouns you need to find is in brackets.

1. My birthday is in May. (2)
2. Scarlett's favourite food is chocolate. (3)
3. The ancient oak tree was covered in ivy. (2)
4. Josh, Liam and Sam went to the cinema after school. (5)
5. Stealthily, the golden lion stalked its prey. (2)
6. The flowers were bright yellow and smelled beautiful. (1)
7. Kenny and Amy raced down the hill. (3)
8. Feeling excited, the children each opened their presents. (2)
9. Fluttering delicately, the butterfly landed onto Rosie's hand. (3)
10. Peeking through the window, Emily could see her mum icing chocolate cookies. (4)
11. Lucy and Jess are going to London on Saturday. (4)
12. Down the winding lane stood the witch's crooked house made from ginger-bread. (4) **List 10**

nouns that you can see in the room you are in.

-
-
-
-
-

-
-
-
-
-

1
Spot the Nouns

Read the story below and circle all the nouns you find.



Anna walked into her room and sighed.

Her mum had asked her to tidy it up, but it was so messy! Anna's mum had said she could play with her friend Gina when she was finished, so she closed her eyes and pointed to a spot in the room. That was where she'd start.

She'd pointed to a big pile of clothes on the floor in one corner of the room. She found her favourite jumper, and put away a green top, black trousers and lots of socks.

Then, she saw that her crayons had spilled out of their box. She put them back, then placed the box on a shelf with some coloured paper, glue, notebooks, stickers and buttons.

Anna had received some new books for her birthday, which was on the previous Saturday. She put them in her bookcase, and paused to read one about dog that lived on a farm. The farm had cows, sheep, pigs, horses and chickens. Anna lived in a flat, and there wouldn't be room for all those animals.

Lastly, Anna made her bed. Her mum came in and smiled when she saw how tidy Anna's room was now! She ran outside to join Gina in a game of hopscotch.

Now, try to find each noun in the wordsearch below...



Circle the verbs in the word bank.

Verbs

A verb is a doing or action word.

feeds skip horse painted cake napping coat reads laugh grow umbrella shout eat plays football fly
pumpkin jump run sing dance walk talk swim drink

Complete these sentences with a verb from the box below.

played	jump	read	crying
swim	fed	fly	drew

1. Max _____ a game on the computer.
2. The baby is _____.
3. The farmer _____ the animals.
4. I _____ a picture for my Mum.
5. I like to _____ in the sea.
6. I _____ my favourite book every night.
7. Birds _____ in the sky.
8. I can _____ higher than a kangaroo.

Underline the verbs in these sentences.

1. The mouse found the cheese.
2. The cat chased the mouse.
3. The frog leaped into the pond.
4. The boy ate the chocolate bar.
5. The car skidded round the bend and crashed.

Complete these sentences with a suitable verb.

1. I _____ when I go to a disco party.
2. I _____ to school in the morning.
3. My favourite thing to _____ is eggs on toast.
4. My mum _____ tea but my dad _____ coffee.
5. My brother _____ on the phone to his friends a lot.
6. Dad is always _____ silly songs in the shower.

Change the verbs in each of these sentences so that they have a different meaning.

1. The girl **dropped** the ice-cream.
-

_____ 2. The red team **won** the race!

_____ 3. The family **loved** camping.

_____ 4. The children **bake** a cake.

3

Subject, Verb, Object

The **subject** of a sentence is usually the person or thing actively *doing* in the sentence. It is *what* or *who* the sentence is about.

Underline the subject in each of these sentences. The first one has been done for you.

1. The **dog** runs around the field wildly.
2. Dad bought a new car.
3. My Nan fell off the bed.
4. I walked away from the building.
5. The ring glittered on my finger.

The **verb** in a sentence is the action. It is what the person or thing is doing.

In each of these sentences, underline the subject and circle the verb. There may be more than one verb in each sentence.

1. I wrote a shopping list in my new notebook.
2. He coughed and sneezed because he had a cold.
3. The robbers smashed the window and entered the warehouse.
4. The man stopped and turned when he heard me shout his name.
5. I gave my friend some flowers. I thought she would be pleased.

The **object** of a sentence is the person or thing being done. It receives the action. **Underline**

the object in each of these sentences. The first one has been done for you.

1. George jumps over the **gate** every morning.
2. Melanie watched a sad film and cried uncontrollably.
3. The boss gave the employee a raise.
4. I bought a present for my sister.
5. The paper boy delivers my newspaper late most days.

Annotate each of these sentences to show which words are the subject, the verb and the object.

Subject Verb Object
Carefully, Angela picked up the vase.

1. The huge spider crept across its silvery web. 2. Kate

was too frightened to go in the room. 3. Andrew threw
the ball and broke a window.

4
Word Puzzles

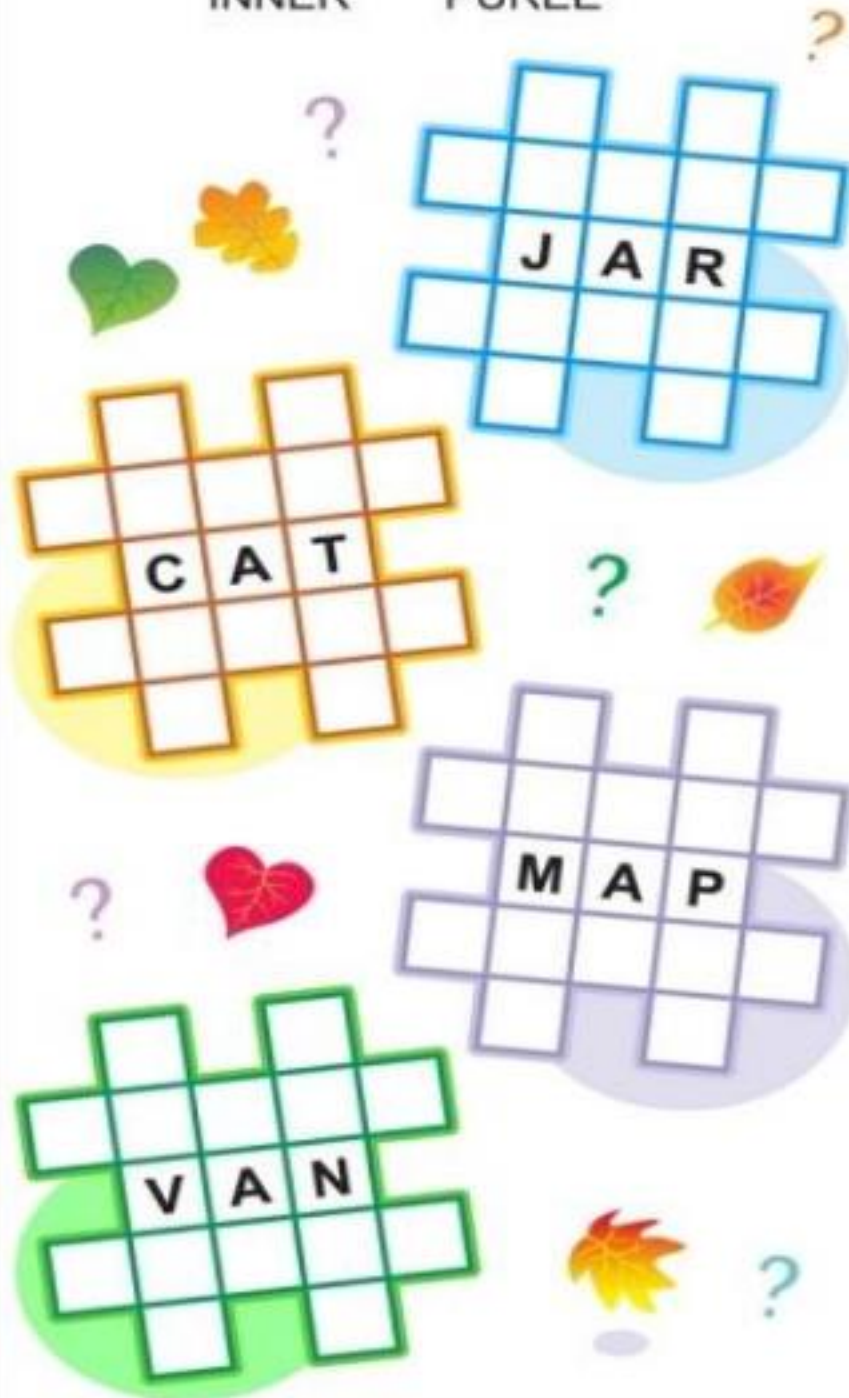
Fill in the grids with the words:

LAW
OAK
PAW
TAG

BIKER
CAMEL
CIVIL
DECOR
ENJOY
INNER

INPUT
LIONS
LOGIC
METAL
PAPER
PUREE

RATIO
SALAD
SEWER
TOWEL



Put the capital letters in the correct places in these sentences.

The number of capital letters you need are in brackets.

1. it was raining when pam and i went shopping in liverpool. (4)
2. we went to asda to buy some milk and a tv times magazine. (5)
3. the star wars film will be on sale in march. (4)
4. my newspaper, wiltshire daily, said it was a very good idea. (3)
5. my friend and i are going on holiday on saturday june 3rd. (4)
6. we are staying in a caravan in weymouth, dorset. (3)
7. the caravan park is called happyland holiday centre. (4)
8. it is at the end of beach road, llanelli, sa15 2lk (8)
9. the school is run by mr daniels. (3)
10. the smiths have a son called sam who spends all of his time reading beano and dandy comics. (5)
11. when i go back to manchester, i will be starting a new job at new hall hospital. (7) 12. my gp, dr williams, also works in a & e at the hospital. (7)

Rewrite these sentences putting capital letters in the correct places.

1. at the end of every sentence there is a full stop.

_____ 2. she is older than me.

_____ 3. yesterday shazia sian was absent from school.

_____ 4. i have a baby brother named alan.

_____ 5. peaches and bananas are delicious fruits.

_____ 6. robert and i went to the cinema on tuesday.

_____ 7. dr daly and lord carter live in manchester.

_____ 8. ben and alfie are in the library.

Correct the capital letter mistakes in this paragraph.

it was my birthday And sarah and I had tickets to go and see lady gaga in cardiff. when I knew that MY mother HAD got me some Tickets I was so Excited! everyone in my class was going including miss dawkins . sarah was so Excited!

Rewrite these sentences putting capital letters in the correct places.

1. last saturday i went shopping in london.

2. yasmin's favourite film is 'frozen'; she loves princess elsa!

3. we always go trick-or-treating in october.

4. in the summer holidays i visited america with my sister sophie and went to disney land.

5. upper school have maths first thing on a monday.

6. can we go to nandos for dinner?

7. have you read 'billionaire boy' by david walliams?

8. i really love raspberry cheesecake, it's my favourite!

Correct the capital letter mistakes in this newspaper article.

car clumper rises to new heights

alan pearman, a wheelclamp official, was left dangling yesterday. he and his car were hoisted 10 feet in the air by a fork-lift truck.

it happened after mr pearman, 27, clamped a saab car on torquay harbourside. it belonged to crane driver steve carter, 40.

mr carter's boss, john thompson, hoisted mr pearman's fiesta van aloft – with him inside. he claimed that mr carter's car was parked legally in the company's parking space. mr thompson said: "i was so angry that if the forklift hadn't jammed, i'd have dumped him in the harbour."

the department of transport commented: "the owner of the vehicle should have displayed his parking permit where it could easily be seen. there have been a number of illegally parked cars this winter and we need to crack down on it."

[illegible]

Full Stops

Put the full stops (and capital letters) in the correct places in these pairs of sentences.

1. i saw a giraffe at the zoo it was as tall as a house

_____ 2. after tea I went to the park my friend peter was there

_____ 3. we went to blackpool on holiday it rained heavily all week

_____ 4. the power cut lasted for six hours we had to use candles to see

_____ 5. my nan is a very good cook her cakes are delicious

_____ 6. i live at number forty nine it is the house with the dark blue gate

Put the full stops in the correct places in this paragraph.

The giant crept up behind me I was scared stiff I could feel his breath on the back of my neck I decided to make a run for it He chased me along High Street and into the shop I rushed to the checkout and clutched the counter

Put the full stops (and capital letters) in the correct places in these pairs of sentences.

1. the sick man was taken to hospital he was kept there for the night

_____ 2. it was a cold, wet day tomorrow will be sunny

_____ 3. he felt hungry and stopped to eat his lunch a lady came by and spoke to him

_____ 4. the holidays came at last the children were delighted

_____ 5. she got a new watch for her birthday it was made in Japan

_____ 6. the leaves were falling from the trees we went to the woods to collect chestnuts

_____ 7. when the dogs came, the rabbits ran away we did not see them again

_____ 8. the fairy granted a wish to the prince his wish came true

8

Put the full stops (and capital letters) in the correct places in this paragraph.

it was a freezing cold day it had been snowing all night in london tom and i went outside to play in the fresh snow we hadn't seen this much snow since we went skiing in france last year Uncle toby was right when he said that we would wake up this morning and see white

Put the full stops (and capital letters) in the correct places in each of these sets of sentences.

1. the snow lay deep on the ground it was very cold in the tents even though the campers had sleeping bags, they were not warm

2. we agreed to meet at the shops when I arrived Paul was not there I waited for twenty minutes

3. the robin gave the stick to the squirrel he threw it to the frog the frog took the stick in his mouth and dived into the pond

-
4. a thick fog covered Dublin last night parts of the city were very badly affected motorists were advised to drive carefully
-
-
-
5. a bad storm was blowing out at sea all the fishing ships made for the harbour the lighthouse keeper was worried for their safety
-
-
-
6. he caught the ball he passed it to Jenny she kicked it to Shane who slammed it into the back of the net
-
-
-

Adjectives

An adjective is a describing word. It gives us more information about a noun.

Underline the adjectives in each of these sentences. The first one has been done for you.

1. The red fox leapt over the tall fence.
2. The sweet little girl played in the massive trees.
3. The horrible old man fell over the dead leaves.

4. Frightened and lonely, the young woman crept along the corridor.
5. Mrs Jones, the strict teacher, shouted at the naughty boy.

Look at each of these sentences and state what the adjective is describing. The first one has been done for you.

1. The shiny spaceship fell to the earth.
The adjective "shiny" describes the spaceship.
2. A brown rabbit hopped into the garden and scared the cat.
The adjective _____ describes the _____.
3. Quickly, the frightened boy ran into the house.
The adjective _____ describes the _____.
4. Maddie put the golden key into the lock and opened the door.
The adjective _____ describes the _____.
5. Annie played beautiful music on her guitar.
The adjective _____ describes the _____.

Choose the best adjectives to complete each of these sentences.

1. *Adjective choices: wet, green, floppy, annoying*
The dog had a _____ nose and _____ ears.
2. *Adjective choices: dull, sandy, hot, cheesy*
We all ate the _____ pizza.

Rewrite each of these sentences so that they contain suitable adjectives.

1. James cleaned his bedroom.

 - _____ 2. Mrs White drove her car to work.

 - _____ 3. Sara looked for her dog.

 - _____ 4. Tammy went to the shop to buy eggs.

 - _____ 5. I went to the park with my friends.

-

Each sentence in the crossword clues here is missing an adjective. Choose the word that fits best from the list below, but be careful – you won't need to use all of them!

		1										happy
								2				yellow
				3								tall
4												pretty
					5							spicy
												broken
6												deafening
												huge
												melted
												long
7												freezing
												cloudy
												scary
8												striped
												funny
9												boiling
												sour
												crunchy
10												slimy
												dripping
11												cuddly

Across

- 1 I asked Dad to fix the --- wheel on my toy lorry. (6)
 3 For breakfast, I have either --- cereal or toast with jam. (7)
 4 The --- chair was too high for my baby sister to sit on. (4)
 5 --- sweets are my favourite! (4)
 6 Beth couldn't wait to open the --- present from her gran. (4)
 7 The --- teddy bear in the toy shop window looks very soft and squishy. (6)
 9 Polly's --- dress was just right to wear to her aunt's wedding. (6)
 10 I like watching --- films because they make me laugh. (5)
 11 Mum put a --- banana in my lunchbox. (6)

Down

- 1 The summer day was --- hot. (7)
 2 The empty house looked dark and ---. (5)
 5 I needed to drink lots of water after eating --- food. (5)
 6 The --- children enjoyed playing at the beach. (5)
 8 I like reading and playing games on --- car journeys with my family. (4)

A **noun phrase** is a group of words which contain a noun but is not a complete sentence. For example:

big sturdy desk cold empty room

Abbie's books dragon in the cave

Each of these sentences contains a noun phrase. Underline the phrase. The first one has been done for you.

1. The wooden desk stood in the centre of the room.
2. The bright white snow shone on the ground.
3. Carefully, Brad walked across the smelly swamp.
4. Bending her head, Lauren started to read the massive book.
5. Alex picked up an old rotten apple.

Create a noun phrase for each of these nouns. Focus on using interesting adjectives.

- | | | |
|--------|-------|----|
| 1. Boy | _____ | 2. |
| Table | _____ | 3. |
| Room | _____ | 4. |
| Mug | _____ | 5. |
| Phone | _____ | |

Noun phrases can include people, numbers or a/an/the. Underline the noun phrase in each of these sentences.

1. There were four apples in the fruit bowl.
2. Mum's hands are wrinkled from cleaning so much.
3. Could you take a photo of me please?
4. There was a man at the door. The man had long, grey hair.
5. The dog is carrying a stick.

Rewrite the following passage by changing the underlined noun phrases to make them more positive.

Imagine a steep hill filled with sad, dying sunflowers. Freezing wind bites at your skin as you stomp your black, sturdy walking boots along the path of dried mud. Dead leaves blow around you. A towering wall of rock crumbles when you step near it.

12
Adverbs

Adverbs give us more information about a verb, explaining how, when, where or why an action is taking place.

Adverbs can be of time (when), of place (where), of manner (how) and of degree (how much or how often).

Adverbs usually end in -ly, but there are lots of exceptions (fast, never, well, very, now, yesterday, here, there).

Circle the adverb in each of these sets of words.

1. amazing tiptoe carefully
2. chew quickly yellow
3. paper always stare
4. suddenly run colourful
5. old wall silently

Underline the adverbs in this passage.

As the rat sat calmly on the soft, green grass and looked happily across the river, a dark hole in the bank opposite suddenly caught his eye. He smiled and imagined dreamily what a warm, comfortable home it would make for an animal like himself.

Complete these sentences with a suitable adverb.

1. Mike ran _____ into the garden.
2. Jane's cat miaows _____ when you step on its tail.
3. Monkeys swing _____ through trees.

Make up the rest of the sentence so that it makes sense with the adverb.

1. _____
beautifully. 2. _____
hungrily. 3. _____
angrily.

Change the adverbs in these sentences so that they have a different meaning.

1. The teacher spoke **sternly**.

2. The boy **carefully** wrote his name.

3. The car **quickly** came to a halt.

4. The children played **noisily**.

5. **Usually** the pupils behaved **excellently**.

Choose which adverb fits best with the sentences below, then try to find it in the wordsearch. Only the correct words have been hidden, so choose carefully!



Quickly
Slowly
Happily
Loudly
Neatly
Slightly
Monthly
Wisely
Very
Exactly
Gently
Frantically
Suddenly
Mysteriously
Gracefully
Greedy
Sometimes
Easily
Accidentally
Always
Softly
Daily

1. Jim — finished his Saturday chores so he would have more time to play outdoors.
2. I picked up the baby chick and held it —.
3. We — order pizza for dinner – it doesn't happen very often.
4. He — ate the rest of the biscuits, and didn't leave any for us.
5. I know my times tables backwards and forwards, so I — answered the questions on today's times tables quiz.
6. "Treat other people as you want to be treated," Mum said —.
7. After playing three games of football in a row, I was — tired.
8. Yvonne eats very —, so I have to wait for her to finish before we can go outside during playtime.
9. If I put away my clothes —, Mum gives me a star on my chore chart.
10. I — eat breakfast every morning of the week.
11. The teacher told us to say our lines — during the play, so the audience could hear us.
12. I had — the right amount of money to pay for my sweets, so the cashier didn't give me any change.

A **verb phrase** is a group of words which contain a verb but is not a complete sentence. It could contain an adverb or another piece of information which support the verb.

For example:

walk quickly smashing into a fence

very tired leaving behind the dog

Each of these sentences contains a verb phrase. Underline the phrase. The first two have been done for you.

1. The girl **happily ran** down the street.
2. He **is reading** a book.
3. Waving at the woman, my mother was happy.
4. I was absolutely exhausted when I got home from school.
5. The teacher shouted angrily in the corridor.
6. Mr Andrews was learning French in his spare time.
7. My Uncle John usually gets up at 6am in the morning.

Write your own sentences (which include a verb phrase) using these verbs and circle the verb phrase.

1. Play

_____ 2. Read

_____ 3. Take

_____ 4. Run

_____ 5. Ask

Circle the verb phrase in each of these sentences.

1. Matthew had been sleeping in his bed.
a) had b) had been c) had been sleeping d) been sleeping in
2. Sarah is giving a present to Mark.
a) is b) is giving c) is giving a present d) giving present
3. Angela tiptoed silently across the landing.
a) Angela tiptoed b) Tiptoed c) tiptoed silently d) tiptoed silently across
4. Tyler had to grab the dog before it ran away.
a) had b) had to c) had to grab d) had to grab the
5. I am going to visit my Auntie Jane this evening.
a) am going b) am going to c) am going to visit d) this evening

There is one word for each letter of the alphabet, from **A** to **M**, hidden in this puzzle. After you find each word, write it next to the correct letter below. Good luck!



A _____	H _____
B _____	I _____
C _____	J _____
D _____	K _____
E _____	L _____
F _____	M _____
G _____	

Put the words in these lists into

alphabetical order. List 1

List 2

Daffodil 1. _____

Rose 2. _____ Petal

3. _____	Daisy	2. _____	Monkey
4. _____	Buttercup	3. _____	Moose
5. _____	Lily	4. _____	Mole
6. _____	Pansy	5. _____	Moth
7. _____		6. _____	Magpie
Mouse	1. _____	Mule	7. _____

A **guide word** is a word printed at the *top* of a page indicating the first or last word entry on that page. The guide word at the *top of the left hand page indicates the first word on that page* and the guide word at the *top of the right hand page indicates the last word on that page*.

Find the word 'curious' in the dictionary and answer these questions.

- What are the guide words for the page? _____
- Does the word 'curious' come before or after the word 'curiosity'? _____
- Is the word 'curious' a noun, a verb or an adjective? _____
- What is one meaning of the word 'curious'? _____

Look at each pair of guide words for a dictionary page and underline the words which you would find on that page.

- beaver / beehive** bear beetle bee beak bedbug
- mink / mongoose** millipede monkey minnow moose mole
- transportation / truck** trolley train tractor tricycle tugboat

Circle the correct pair of guide words for each of these words.

1. Pool

- a) play / police b) poem / pot c) prosper / pull

2. Bagpipe

- a) bag / bear b) bait / banter c) bad / baffle

3. Monkey

- a) money / monk b) mole / mount c) more / move

4. Car

- a) careful / cast b) carry / cart c) candle / carp

Look up these words and write down a definition.

- Relentless

- _____ 2. Serpent

_____ 3. Coward

_____ 4. Scenery

_____ 5. Combine

Sometimes there is more than one definition of a word. It is important to use the correct one. **Select the correct definition for each of these sentences using the dictionary entry to help you.**

1. Is there any tea in the pitcher?

Definition 1
Definition 2

1. A container to hold liquids
(noun) 2. A person that throws
the baseball to the batter (noun)

2. The girl dropped her ring on the floor.

Definition 1
Definition 2

ring

1. A piece of jewellery (noun)
2. A sound caused by a bell (verb)

pitcher

Look up each of these words and write a sentence using it correctly. If there is more than one definition, choose one.

1. Antique

2. Engrossed

3. Reserved

4. Uneasy

Simple and Compound Sentences

A **simple sentence** is one which has one piece of information. It usually contains one subject and one verb.

A **compound sentence** is where two simple sentences have been joined together with a conjunction (and, but, or, so, etc.)

Read these sentences and tick the boxes to show whether they are simple or compound. The first two have been done for you.

	Simple	Compound
My little puppy is very cute.	✓	
Six small zebras climbed the hill and two big zebras ate grass.		✓
The cat chased the mouse so the mouse ran into the hole.		
The sly old fox crept sneakily into the chicken hutch.		
The little boy cried when the dog ran away.		
I bought an ice cream but my friend bought a bag of crisps.		
My best friend is kind, friendly and helpful.		

Underline the simple sentences within each of these compound sentences. The first one has been done for you.

1. Mrs Twine held Janet's hand but she did not speak.
2. Alex needs to work harder or he will never improve.
3. I missed my train to Cardiff so I had to get a taxi.
4. Would you like a coffee or would you prefer tea?
5. Jamie went to the park and he played football with his friends.
6. Carly wanted to do well on the test but she hadn't revised.

Join these simple sentences together to make compound sentences. Choose the most suitable conjunction from the list below. Try to only use each conjunction once.

and	because	so
then	or	but

1. I enjoy reading. I don't enjoy cooking.

- _____ 2. I went to the park with my friends. We went to the cinema.
- _____ 3. Kate walked home from school slowly. She was tired.
- _____ 4. Babies cry all of the time. They can get some attention from their mum.
- _____ 5. My brother's name is John. My sister's name is Sarah.
- _____ 6. I can use simple sentences in my writing. I can use compound ones to make it more interesting.
- _____
- _____
- _____

Coordinating conjunctions

A **conjunction** is a word which is used to combine two words or pieces of information together.

A **coordinating conjunction** in particular, joins two equal pieces of information such as in a compound sentence where two simple sentences are combined.

Conjunctions in English are: **and, but, or, so**

"**and**" is used to show an agreement

"**but**" is used to show a disagreement

"**so**" is used to show a reason

"**or**" is used to show agreement or disagreement

Complete the following sentences with a coordinating conjunction from the box below. Each conjunction can only be used once.

and	or	so	but
-----	----	----	-----

1. I had a cute puppy _____ I lost him.
2. They didn't want to be late _____ they hurried.
3. You can have vanilla ice cream _____ you can have chocolate ice cream. 4. Jill runs a mile every day _____ she swims on Fridays.

Combine each of these simple sentences to create a compound sentence using a suitable coordinating conjunction.

1. I wanted to backpack through Europe last summer. My mom told me I couldn't.

- _____ 2. Julie bought her mom a sweater. Her mother loved it.

_____ 3. You can take a cruise to Greece. You can travel to Mexico.

_____ 4. Ted didn't have enough money to fly to Boston. He took the train.

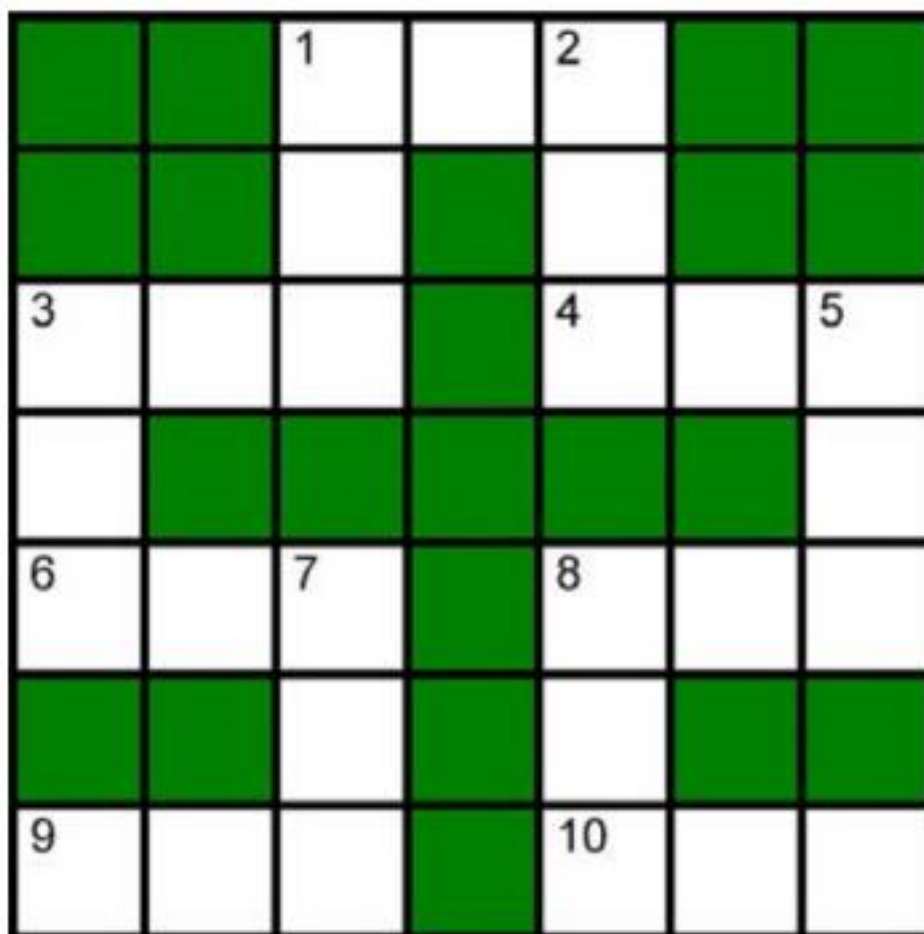
_____ 5. We sprayed the ants but they keep coming back.

_____ 6. Let's go to Roaring Springs this summer, and go down the new slide.

_____ 7. My mother called, she told me not to stay out past dark.

_____ 8. The cloud is fluffy but won't last long.

Which three-letter word is missing from each clue below?
How many words can you use in complete sentences on the



Across

- 1** When you sit down, the top of your legs become your ---.
- 3** If you stand outside with no umbrella when it's raining, you'll be ---!
- 4** If you go to sleep for a little while during the day, you're taking a ---.
- 6** If mum says you can't eat the whole bar of chocolate, she may let you have a little ---.
- 8** The container that we put rubbish in is called a ---.
- 9** When balloons burst, they make a noise that sounds like ---.
- 10** Another word for turning down the lights.

Down

- 1** A candle is --- to make a flame appear.
- 2** A writing tool that is not a pencil.
- 3** You have to look closely to see the --- that a spider spins.
- 5** Fried eggs are cooked in a ---.
- 7** A piece of clothing that has sleeves – long, short, or none at all!
- 8** The item of furniture in your room that you sleep on at night.

Skimming is when you read a text quickly to get a general idea/overview of what it's about. You

don't need to read every word to do this.

Skim the following extract and circle the words in the box.

flawless	white
dazzling	coat

The first thing you noticed about Miss Root was her teeth. She had the most dazzling white smile. Whiter than white. Like a fluorescent light. Her teeth were absolutely flawless. So flawless they couldn't possibly be real. The second thing you noticed about Miss Root was that she was impossibly tall. Her legs were so long and thin, it was like watching someone walk on stilts. She was dressed in a white laboratory coat, like the one a Science teacher wears when it's time for an experiment. Underneath the coat, her white blouse was matched by a long white flowing skirt. As she passed, Alfie looked down and noticed a large splash of red on the toe of one of her shiny white high-heel shoes.

Read the information in this extract from a school prospectus and answer the questions.

Portham Village Primary School

ABSENCE

Illness

If your child is absent from school you should telephone the school office on the first day. When he / she returns to school, a written explanation about the nature of the illness must be provided so that school records can be kept up-to-date.

All medical and dentist appointments should be made outside school hours unless unavoidable.

Holidays

The Board of Governors states that annual holiday should not be taken during term time. Although, at the discretion of the head teacher, pupils may take up to two weeks off school. If possible, this should be avoided as it is important that children do not miss out on their education (see page 9 regarding examinations).

1. Is this prospectus aimed at children or their parents?

_____ 2.

Would you use this text to:

a) Find directions to the school?

b) Find out what time the school opens?

c) Find out about taking holidays?

3. Does the prospectus give parents information about examinations?

_____ 4. True or false: this text gives you the telephone number to call if your child is ill.

Scanning for Information

Scanning is when you use key words to search for specific information in a text. You don't need to read every word to do this.

Scan the word search to find these words.

ADJECTIVE APOSTROPHE COMMA
COMPLEX
COMPOUND FULL STOP
NOUN
SCAN
SENTENCE SIMPLE
SKIM
VERB

										T	F	G	M	M	L	D	S
										E	U	H	P	A	J	S	C
										N	L	M	L	D	Y	I	I
										C	L	K	E	K	A	M	T
										E	S	P	X	L	C	P	K
S	C	I	M	C	N	O	F	D	S	A	D	E	E	H	L	D	
E	K	N	C	O	M	P	O	U	N	O	L	D	N	V	E	R	
N	A	I	O	M	A	R	T	P	A	B	O	S	T	R	O	P	

Read this information about chocolate and answer the questions which follow.

People think that chocolate causes spots and tooth decay, and has a reputation for being fattening. On the other hand, chocolate is also known for being an excellent anti-depressant. While there's still much we don't know about chocolate, recent research is helping us to understand how eating chocolate affects our health.

The good news is that most of the bad effects of eating chocolate are either exaggerated or entirely false. It has been proven eating chocolate does not acne. Eating chocolate (or not eating it) did not produce any changes to people's spots. These results are supported by research which shows that acne is not primarily linked to diet.

Dental research has proven that chocolate does not cause cavities or tooth decay. In fact, there are indications that the cocoa butter in the chocolate coats the teeth and may help protect them by preventing plaque from forming.

Obviously, eating too much of any food may cause health problems. The cocoa butter in chocolate does contain fat, which can cause heart problems.

1. What three things do people think eating chocolate causes?

_____ 2. What is one thing chocolate is excellent at doing?

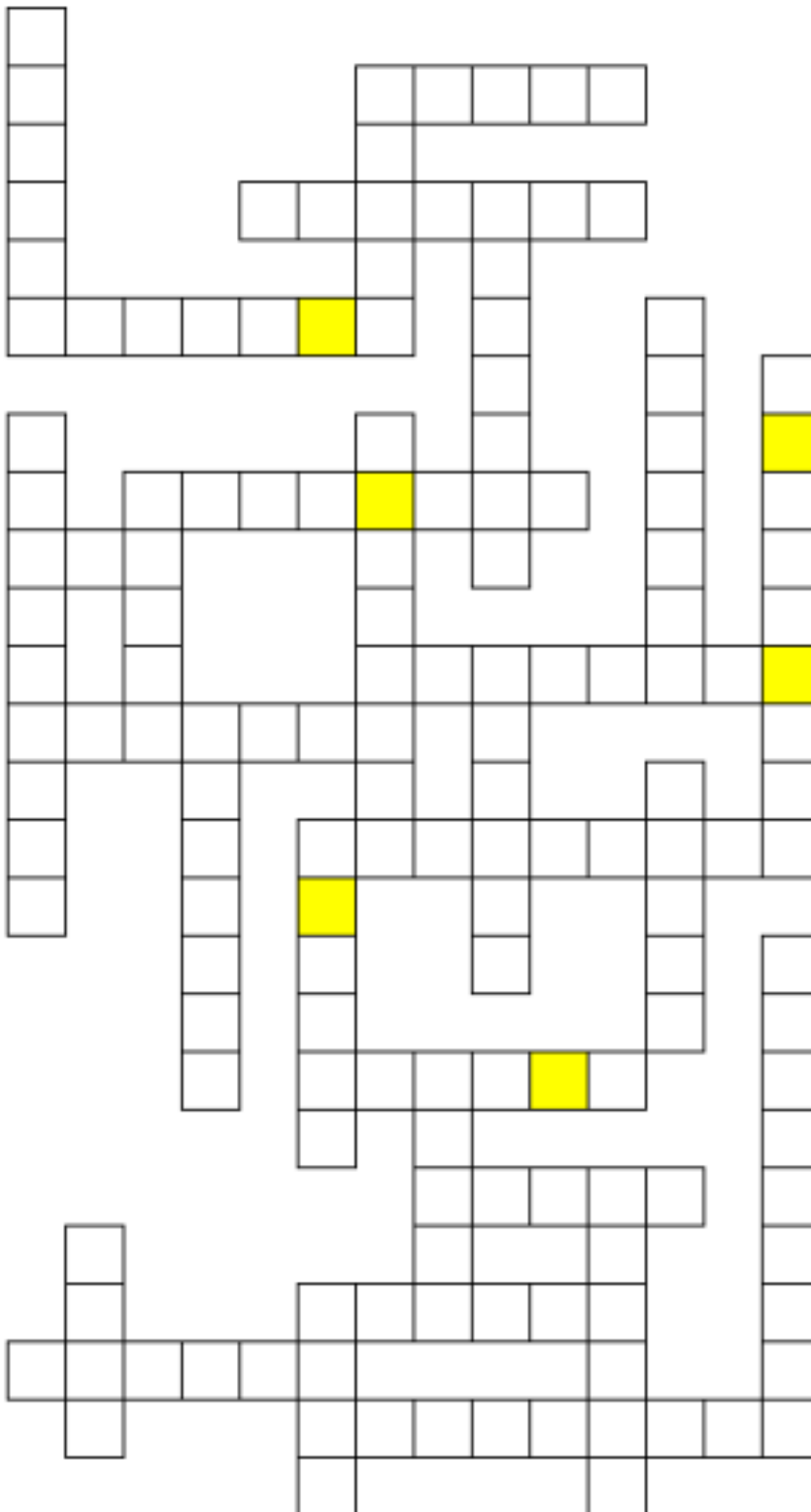
_____ 3. What has it been proven that chocolate does not cause?

_____ 4. What in the chocolate causes heart disease?

_____ 5. How did you use scanning to answer these questions? Describe what you did.

23
Word Puzzle

Can you fit the words into the grid? The letters in the shaded boxes will spell another word.



- 3 letter word**
PEA
- 4 letter words**
BEAN
LEEK
- 5 letter words**
APPLE
LEMON
MANGO
MELON
OLIVE
ONION
- 6 letter words**
BANANA
CELERY
LEGUME
LENTIL
ORANGE
POTATO
TOMATO
- 7 letter words**
APRICOT
AVOCADO
CABBAGE
LETTUCE
RHUBARB
SPINACH
- 8 letter words**
BROCCOLI
CUCUMBER
MUSHROOM
- 9 letter words**
ARTICHOKE
ASPARAGUS
AUBERGINE
PINEAPPLE
TANGERINE

A **clause** is a collection of words that has a subject actively doing the verb.

For example,

since she laughs at different men while she was wandering the streets
I despise individuals of low character That man is uglier than a rabid racoon

*If a clause can stand alone, and form a complete sentence (with punctuation), it is a **main clause**. If the clause can't stand by itself it is a **subordinate clause**.

Show whether each of the following is a phrase or a clause by putting P (phrase) or C (clause). Remember that a phrase has no subject.

1. leaving open the door _____
2. while she was running _____
3. although he wanted to play football _____
4. watching carefully _____
5. I hate waking up early _____

In each of these sentences, underline the main clause and circle the subordinate clause. The first one has been done for you. This about which is the essential information and which is extra.

1. The prince and his knights rode into the valley because the dragon had burned the village. 2. I like to eat lunch outside when the sun is shining.
3. Since his car broke down, Mr. Evans rides the bus to work.
4. While the family slept, the mouse ran through the kitchen and ate the bread. 5. The ball bounced into the hole where Casey and Robert could not reach it.

Add your own main clause to each of these subordinate clauses to make a complete sentence.

1. because she liked to sing

_____ 2. which was against the chair

_____ 3. who was still at work

Below are sentences with a clause underlined. In the blank below the sentence, write whether the underlined clause is a main clause or subordinate.

1. The teacher who lives next door to Rob is Mrs Johnson. _____
2. Our dog will run away if the gate is left open. _____
3. Because the storm knocked out the power, school will be cancelled on Thursday. _____
4. This is the homework assignment that you missed last week. _____
5. The movie was good although it was too long. _____
6. _____
7. The moon shone on the ocean while the whales rose to the surface. _____
8. At the end of his class, Jim walked to his locker where the coach was waiting. _____

Commas are used to separate items in a list.

Example:

Robbie is a sweet, caring and polite boy.

We will need a saw, a hammer and some nails to build the shed.

Identify which of these sentences uses commas in the correct places.

1. Grandma went to the shop and bought, carrots, broccoli, pork and gravy granules, to make a roast dinner.
2. My brother is going to Spain, France, Portugal and Italy in the summer. 3. My favourite chocolates are Bounty, Whisper, Kinder Bueno and Galaxy. 4. The perfect cup of tea should have a, tea bag, milk and sugar.

Correct these sentences by adding commas where needed.

1. Carlos wants to visit Paris Italy Germany and China.

_____ 2. My favourite colours are blue red and pink.

_____ 3. I like to go hiking fishing swimming and camping during summer.

_____ 4. I have to clean my room walk the dog and take out the rubbish.

_____ 5. The tree is very tall old and green.

_____ 6. I need to visit my mother wash my car and buy six stamps.

Rewrite this diary entry. Add commas where you think they are needed.


I was really busy this morning preparing for my family to come over for dinner. First thing this morning I got the cleaning done and I put on all the washing and I hoovered the house and I cleaned the windows and then I put the washing on the line.


After that I took the bus to town and went to the market to get the vegetables and I went to get a bag of rice and I went to the butcher's and then I picked up some fresh flowers.


26
Avoiding Splicing


Splicing is when two sentences are joined together without using a full stop or conjunction. **Comma splicing** is when two sentences are joined together using a comma instead of a conjunction or full stop.

Examples:

David dragged his heels to the shop he was in a foul mood.
(splice) 

David dragged his heels to the shop, he was in a foul mood. (comma splice) 

David dragged his heels to the shop because he was in a foul mood. (corrected with conjunction) 

David dragged his heels to the shop. He was in a foul mood. (corrected with new sentence) 

Correct the mistakes in each of these sentences by either adding a conjunction or by creating two separate sentences with a full stop and capital letter.

1. Ali stepped cautiously onto the pad he couldn't believe what he saw.

_____ 2. "It's amazing!" exclaimed Anna she was completely taken aback.

_____ 3. I think it would be better to go home now we need to go to bed.

_____ 4. Adam was extremely pleased with his work Beth was completely disgusted.

_____ 5. Eventually John was allowed to go home he had completed his work.

_____ 6. The door stopped rattling itself off its hinges it had been screwed securely to the wall.

_____ 7. The seven boys were determined to win they had lost the last two matches.

Rewrite this passage by correcting the comma splices.

The umbrella was large and stripy with a curved handle like an elephant's trunk, it was so huge that four people could walk underneath it, they had great fun. Sometimes the whole family would venture out in the rain just to hear it pattering on the great umbrella, people laughed at them but it was only because they wished they had one too, there was not a single shop in the whole world where you could buy another one like it.

[illegible]

Word Puzzle

Can you fit the words into the grid? The letters in the shaded boxes will spell another word.



Subject – Verb Agreement

A **subject** and a **verb** must agree with each other. If the subject of a sentence is singular then the verb must also be singular. If the subject of a sentence is plural then the verb must also be plural.

She walk to the market. ✗

She walks to the market.

They was playing netball.

They were playing netball.

Circle the correct verb in each of these sentences.

1. Your friend **talk / talks** too much.
2. The man with the roses **look / looks** like your brother.
3. The women in the pool **swim / swims** well.
4. Bill **drive / drives** a cab.
5. The football players **run / runs** five miles every day.
6. That red-haired lady in the fur hat **live / lives** across the street.
7. He **cook / cooks** dinner for his family.
8. The boys **walk / walks** to school every day.
9. The weather on the coast **appear / appears** to be good this weekend.
10. The centre on the basketball team **bounce / bounces** the ball too high.

Identify whether each of these sentences is correct or incorrect. Put a C if the sentence is correct, an X if it is not correct.

1. They have been waiting a long time. _____
2. The pen or the pencil are lost. _____
3. Someone don't understand. _____
4. Those has been cheaper in the past. _____
5. Randy and Juan like sports. _____
6. These are really special. _____
7. You rides with me. _____
8. All of them goes to school. _____
9. Tony likes Mary. _____
10. That movie was awesome. _____

Find and correct the mistakes in these sentences.

1. The cats meows when he is hungry.

_____ 2. My favourite book are Green Eggs and Ham.

_____ 3. The man and the woman was late for their appointment.

_____ 4. All of them is going to the parade.

_____ 5. The rest of the children was playing hopscotch.

_____ 6. Let's has beans on toast for tea.

Some subjects always take a singular verb even though the meaning may seem plural. These subjects always take singular verbs:

- | | | |
|--------------------|---|---|
| - each | - one | men <u>is</u> (<i>not are</i>) working. |
| - someone - either | - somebody | - no one |
| - anyone | | - anybody - everyone - |
| - neither | Someone in the game <u>was</u> | everybody |
| - nobody | (<i>not were</i>) hurt. <u>Neither</u> of the | |

Circle the correct verb in the sentences below.

- Proofread this paragraph and underline any mistakes that you find. Rewrite the paragraph so that the verbs agree with the subjects.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Shorten each of these words using apostrophes. The first one has been done for you.

- Rewrite this paragraph by writing the contracted words in full.**

[illegible]

Complete this table by putting ticks to show what the 's stands for (is / has).

		is	has
--	--	----	-----

1	That's my sister.		
2	My sister's got a new dress.		
3	He's got a new book.		
4	What's your address?		
5	The dog's black.		
6	There's a book under the table.		
7	It's Mary, who is calling please?		

Apostrophes (possession)

Apostrophes of **possession** show that something belongs to someone or something.

If the possessor is single, we use 's (Janet's coat)

If the possessor is plural, we use s' (The girls' bags)

When names end with the letter s, either is acceptable (James' football / James's football).

When you are saying that something belongs to **it** then you must not use an apostrophe. The dog was staring at me. *Its* teeth were very big.

Identify whether each of these sentences is correct or incorrect. Put a 'C' if it's correct and an 'X' if it's incorrect.

1. The lions were asleep when we went on the safari tour. _____
2. Tomorrows football game will be very exciting. _____
3. Sallys puppy is so cute! _____
4. The boys iPhones were all brand new. _____
5. Hamish and Andys TV show is really funny. _____
6. Miss Peachs worksheets on geography were so much fun! _____

Rewrite each of these sentences so that they include apostrophes of possession.

1. How did Daniels bike break?

_____ 2. Jans sister is going skiing this weekend.

_____ 3. Tommys aim was to finish all his homework on time.

_____ 4. My sisters scarf blew away in the wind.

_____ 5. I want to borrow Mikes bike.

Rewrite these sentences to include apostrophes to show possession.

Example: The coat belongs to the man = The man's coat

1. The bike belongs to my brother.

_____ 2. The web belongs to the spider.

_____ 3. The field belongs to the school.

_____ 4. The computer belongs to the receptionist.

_____ 5. The car belongs to my uncle.

32

Apostrophes (contractions and possession)

Circle the correct word in each of these sentences. Remember that you should only use 's for *it* when it is a contraction – not for possession.

1. The cat is eating **its / it's** dinner.
2. She said "**Its / It's** over."
3. **Its / It's** a beautiful day.
4. Wow! **Its / It's** a remarkable achievement.
5. The dog had lost **its / it's** ball.
6. The peacock fanned **its / it's** feathers.
7. Oh dear – **its / it's** not working.
8. My hamster runs in **its / it's** ball for hours.
9. My diamond has lost **its / it's** sparkle.
10. He said "**Its / It's** a miracle!"

Rewrite these sentences by putting apostrophes in the correct places.

1. My best friends sister is called Claire.

_____ 2. I havent done my homework.

_____ 3. Mrs Williams English lessons are the best.

_____ 4. If they go down the shops theyll miss the start of the football.

_____ 5. Frank Lampards goal this weekend was brilliant.

Correct any mistakes in this paragraph by adding or removing apostrophes where needed.

On Sunday, Anthony went over the Johns house to play basketball. They played a game of one on-one. At the end of the game, Anthonys score was sixe but Johns score was eight. John was the winner. After the game, the boy's went inside to have some snacks' and watch television. They played with Johns new puppy. They puppys name is Fido. Fidos ears are long and floppy and he wag's his tail non-stop! They boy's had a great day. Johns mum is going to ask Anthonys mum if Anthony can come over again next weekend.

[illegible]

Improving Vocabulary

Using a thesaurus, look up as many alternatives for these words as you can.

said	walk	bad	big	look

Rewrite each of these sentences using a more ambitious word.

1. "What did you say to me?" said Mrs Allen.

_____ 2. The boy nervously walked into the head teacher's office with his head down.

_____ 3. My friends and I had argued. It had been a bad day.

_____ 4. The man's muscles were big and he was very scary.

_____ 5. I looked over the fence to see if my football was in the garden.

Choose a suitable word to complete each of these sentences.

1. I hadn't slept in over 24 hours. I was feeling extremely _____.
a) tired b) lazy c) exhausted d) weary

2. I was really _____ yesterday because my dog died.
a) disappointed b) gloomy c) unhappy d) miserable

Rewrite this paragraph by improving the vocabulary. You can use a thesaurus to help you.

The old man sat at an old desk. Even though it was a sunny day, he felt bad because he had argued with his neighbour. "I wish I hadn't said anything," he said to himself as he looked out of the window. Big trees separated his garden from his neighbours. He stood up and walked to the big window, looking out at the clear blue sky.

A **complex sentence** is a main clause (simple sentence) and a subordinate clause which gives extra information and provides additional details. Conjunctions such as *although*, *despite*, *while* and *whereas*

are often used. Subordinate clauses must be separated by commas.

Annotate each of these sentences to show which clause is the main clause and which is the subordinate clause. The first one has been done for you.

Subordinate clause Main clause

1. Thinking carefully, I finished my maths homework.
2. My mum put a plaster on my knee while trying not to hurt me.
3. I'm having cereal for breakfast while the toaster is broken.
4. Although I find complex sentences hard, I am trying my best.

Complete these sentences by adding a suitable main clause.

1. Although it was dark outside,
_____.
2. While my mum was cooking dinner, _____.
3. Despite the rain, _____.
4. Since I did well in the test, _____.
5. After the storm, _____.

Transform these simple sentences into complex sentences by adding a suitable subordinate clause.

1. The driver crashed into the house.

- _____ 2. The elephant tried to stand still.

- _____ 3. The cat fell asleep.

- _____ 4. The children built an enormous snowman.

- _____ 5. The man needed a torch.

- _____ 6. The car crashed into the lamppost.

A **conjunction** is a word which is used to combine two words or pieces of information together.

A **subordinating conjunction** in particular, joins two unequal pieces of information such as in a complex sentence where a main clause and a subordinate clause are joined together.

Some conjunctions are: *since, whereas, although, because, whether, however*, etc.

Complete these sentences using a subordinating conjunction from the brackets. 1. I

visit the Grand Canyon _____ I go to America. (since, however, whenever) 2.

_____ you win the race, you will get a prize. (because, if, whereas) 3. You won't pass

the test _____ you revise. (even though, unless, whenever) 4. We are leaving on

Wednesday _____ or not it rains. (if, since, whether) 5. _____ there were lots of people there, I felt lonely. (so that, although, despite)

Complete this table with the purpose of the conjunction.

- To show cause and effect (a reason)
- To show contrast / opposites
- To show place
- To show a condition
- To show time

Subordinating conjunction	Purpose	Example
Before While When Whenever After Until		They remodelled the library while the pupils were on holiday. When I study, I do well in my exams. Before the tornado hit, Grandma called to warn us.
Because Since		Since the tutoring lab opened up, he's been getting better in Maths. Because she loves to ski, she can't wait for snow.
If Unless Whenever		The crickets began chirping whenever night falls. If you need help, you only have to ask.
Though Whereas Although Even though		The flower bloomed even though it was winter. Though I don't get to ride, I love horses.
Wherever Where		Wherever Mary went, the lamb followed.

Transform these simple sentences into complex sentences by adding a suitable subordinate clause and subordinating conjunction. Circle the conjunction you have used.

1. Alex didn't go to school on Monday.

_____ 2. I like to drink hot chocolate.

_____ 3. She cried.

_____ 4. He was too weak to carry the box.

Commas for extra information

Commas are used to separate information in sentences. This could be at the beginning, in the middle or at the end. The comma separates extra information from the essential information. Sometimes this is in a complex sentence but not always.

E.g. The policeman, who had been running for 5 minutes, had to take a rest.

In this sentence, 'the policeman had to take a rest' is the essential information but the subordinate clause 'who had been running for 5 minutes' adds more detail. If you take out the subordinate clause, the rest of the sentence makes sense on its own.

Add commas to these sentences to separate the subordinate clause at the beginning of the sentence from the main clause at the end.

1. Being first to arrive he sat down in the front row.
2. Having washed her face she brushed her hair.
3. Frightened by the tremendous explosion the soldiers bolted to their dug-out. 4.
- Exhausted after the cross-country competition they lay down to rest.
5. Leaping the fence she raced across the fields to her home.

Add commas to these sentences to separate the subordinate clause in the middle of the sentence from the main clause.

1. Eating oily fish although smelly is good for your brain.
2. Sydney despite being the largest city is not the capital of Australia.
3. Water the vital ingredient of life is scarce in many countries.
4. Handmade greeting cards although time consuming show that you care. 5. That old, grey chair which has been sitting here all the time had the winning ticket on it.

Add commas to these sentences to separate the opener from the rest of the sentence. Not all of the sentences are complex.

1. Shouting a man ran out of the house.
2. Since it is raining outside we'll stay in and watch a film.
3. As pale as a ghost John returned from the cellar.
4. On the horizon the first glimmers of the new day began to appear.
5. Therefore I'll give you another chance.
6. Injured in the accident the boy was taken to hospital.
7. Angrily she threw her bag on the floor and stormed upstairs to her room.
8. Having finished her work she went home.

There are two forms of speech: direct and indirect.

Direct speech: *John said to his brother, "I'm going to the market."*

Indirect speech: *John told his brother that he was going to the market.*

For direct speech:

- Start a new paragraph every time a new speaker speaks
- Punctuation (commas, full stops, question marks, exclamation marks) should go inside the speech marks
- Use a comma when introducing speech: *James replied, "yes please."*
- Put the comma inside the speech marks when saying who is speaking after speech: *"Yes please," replied James*
- Always use a capital letter for the first word spoken in direct speech

Add speech marks to the following sentences.

1. Katie, can you call the council for me please?
2. I'm worried, Jess said. I think I have lost my purse.
3. The sergeant barked to the troops, Stand to attention!
4. This is the worst film I have ever seen, moaned Ben.
5. I left the house clean and tidy, explained Sam.

Add speech marks to the following sentences. Add capital letters where needed.

1. Tom said to Megan, may I borrow your CD please?
2. Megan said, yes, smiling at Tom.
3. I turned to Amy and said, Amy, as I gazed at her new dress, you look pretty. 4.
Jack, you smell, said Jill, take a shower.
5. Will said to Grace you're my best friend.

Put two lines // to show where the new lines should go – remember: you need to start a new line for each new speaker. The speech marks and other punctuation has been put in for you.

"I want to go swimming," said Matthew. "I can't stand staying in doors all day." "I thought you had homework to do," said Mum. "Oh Mum," said Matthew. "I've almost finished it. Can't I just take an hour off." "Yes you can take an hour off," said Mum. "But only when you've finished your work." "But it'll be closed if I don't go soon!" said Bob. "Then you'd better get a move on, hadn't you?" said Mum.

Change the following indirect speech into direct speech by adding speech marks and any other necessary punctuation.

1. Ben told the teacher that Max had been hurt during the football match.

_____ 2. Mr Gateway told his class he wanted the homework completed for Friday.

_____ 3. The customer asked the shopkeeper for some help.

_____ 4. I shouted at my dog to stop chewing the sofa.

_____ 5. The tourist asked the woman for directions.

Change the following direct speech into indirect speech.

1. "Thanks for the help Sally," said Frankie.

_____ 2. "Jim, can you get some fruit from the supermarket for me please?" asked his mother.

_____ 3. "I don't want to be here!" shouted the girl.

_____ 4. "I've been experiencing very severe headaches, Doctor," said Jay.

_____ 5. The shop assistant asked the woman "Can I help you?"

Rewrite this passage using the rules for direct speech. Remember to put in other punctuation marks and start new lines where needed.

did you eat the last doughnut Hannah asked her little brother. no I had carrot sticks for my snack replied Zac innocently. then where questioned Hannah did the sugar all around your mouth come from. smiling mischievously, Zac responded I'm not sure, but it definitely wasn't from your doughnut

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. On the left side, there are small black marks that look like staple indentations or punch holes. The paper is otherwise blank, with no text or other markings.

[illegible][illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. On the left side, there are small black marks that appear to be staple indentations or punch holes. The overall appearance is that of a clean, unused piece of stationery.

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[illegible]

- [illegible]

[illegible][illegible][illegible]

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you are for each topic.

	_____	_____	_____
Nouns			
Verbs			
Subject, Verb, Object			
Capital Letters			
Full Stops			
Adjectives			
Noun Phrases			
Adverbs			
Verb Phrases			
Dictionary Skills			
Simple and Compound Sentences			
Coordinating Conjunctions			
Skimming for Information			
Scanning for Information			
Clauses			
Commas for Listing			
Avoiding Splicing			
Subject – Verb Agreement			
Apostrophes (contraction)			
Apostrophes (possession)			
Complex Sentences			
Subordinate Conjunctions			
Commas for extra information			
Speech Marks			
Tenses			

What task(s) did you enjoy the most in this booklet? Why?

Is there anything that you didn't find helpful in this booklet? Why?

Other comments:
