

# English Skills 2

## Answers



Name \_\_\_\_\_

**A Warm-up**

Cross out the nouns. Write new nouns that make the sentence different.

- The ~~cat~~ watched the ~~bird~~ from behind the ~~tree~~.  
 child      burglar      door
- The ~~librarian~~ put three ~~books~~ on the ~~shelf~~.  
 baker      loaves      counter
- The ~~gardener~~ picked up the ~~plant~~ from the ~~garden~~.  
 bus      people      village

Add the missing letter to each set of words.

- concern      recently      decided
- consider      consist      resist
- except      exceed      excited

**PART A Focus**  
 1-3: using nouns  
 4-6: commonly misspelt words; s sound spelt s/c  
 7-10: synonyms

Write two synonyms.

- furious      angry      annoyed
- foolish      stupid      unwise
- brave      bold      daring
- sly      crafty      cunning

**B Word work**

- Write the plural noun.  
 country      countries      city      cities  
 army      armies      journey      journeys
- Add the missing letters in these plural nouns.  
 s c i s s o r s      w o m e n  
 w o o d l i c e      d i c e

Write a definition of the word in **bold**.

- He looked at his **watch**.  
 watch: a device for telling the time
- Watch** carefully.  
 watch: to look or observe
- I am reading this **book**.  
 book: something you read
- We must **book** a room for the party.  
 book: reserve, put your name down for

**PART B Focus**  
 1-2: plural spellings  
 3-6: homonyms; using context to work out meaning  
 7-10: prefixes

Add the same prefix to all three words.

- re turn      re play      re bound
- mis fortune      mis hear      mis count
- in correct      in direct      in active
- dis appoint      dis connect      dis own

**C Sentence work**

What punctuation mark is hidden by the symbol?

**Boy:** Help▼ Wolf▼      **Shepherd:** Where■ Where is the wolf♦ boy■

**Boy:** Surprise▼ There is no wolf really.

- ▼ is an exclamation mark (!)
- ♦ is a comma (,)
- is a question mark (?)

**PART C Focus**  
 1-3: question marks, exclamation marks and commas to separate words  
 4-7: using prepositions to express time and place  
 8-10: using conjunctions to add a subordinate clause

Write three words that could be used to complete the sentence.

- He walked \_\_\_\_\_ the wall.      on      behind      along
- The bag was \_\_\_\_\_ the desk.      on      by      under
- We had pizza \_\_\_\_\_ the film.      before      during      after
- Tick the type of word you have written.      adverbs \_\_\_\_\_ conjunctions \_\_\_\_\_ prepositions ✓

Complete the sentence by adding a subordinate clause.

- He stopped to rest when it grew dark.
- A hand grabbed him as he jumped from the bus.
- He could not escape although he tried.

**A Warm-up**

Write a sentence using these words and a conjunction.

- dark scream quiet**  
It was just getting dark when a scream cut through the quiet evening.
- woke hungry bed**  
I woke up feeling hungry and jumped out of bed.

Use a prefix to write an antonym.

- possible** impossible
- agreeable** disagreeable
- definite** indefinite

**PART A Focus**  
1-2: sentence formation  
3-5: antonyms and prefixes  
6-7: plural spelling rules  
8-10: question marks; exclamation marks

Write the nouns as plurals.

- orange** oranges **berry** berries
- banana** bananas **peach** peaches

Put a question mark or an exclamation mark at the end of each sentence.

- What a tremendous job !
- Have you caught a fish yet ?
- Sarah takes the plunge !

**C Sentence work**

Proofread the sentences. Add the missing punctuation and capital letters.

- The car slowed down. <sup>I</sup> it seemed to be following someone. <sup>W</sup> who was it?
- An hour passed. <sup>N</sup> no-one came. <sup>I</sup> it was getting dark.
- Jed turned off his torch. <sup>T</sup> the rain poured down. <sup>W</sup> what now?

**PART C Focus**  
1-3: proofreading: punctuating sentence boundaries  
4-6: editing: suggesting improvements  
7-10: conjunctions and subordinate clauses; giving reasons

Cross out the verb **went**. Write a new verb that makes the character sound angry.

- The man ~~went~~ out of the room. charged
- The prince ~~went~~ out of the palace. stormed
- Michelle ~~went~~ off. stomped

Continue the sentence with a subordinate clause that explains or gives a reason.

- You cannot see a dinosaur now because they have all died out.
- A yacht moves quickly when there is a strong wind.
- Doctors look at X-rays so that they can see if any bones are broken.
- The after-school club will have to close if it cannot find more helpers.

**B Word work**

Complete the word sum.

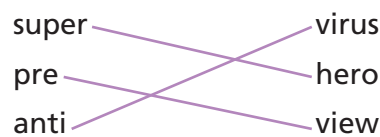
- carry** + **er** = carrier
- vary** + **s** = varies
- reply** + **ed** = replied
- healthy** + **est** = healthiest
- What spelling rule did you use?  
Change the 'y' to an 'i' to add a verb ending or a suffix.

**PART B Focus**  
1-5: rules for adding suffixes  
6-9: technical verbs; word meanings  
10: prefixes

Write the verb beside the correct definition.

- evaluate evacuate consider conserve**
- evacuate move from danger
  - conserve save or protect
  - consider think about
  - evaluate decide the value of

- Draw a line to join the prefix and the root word.



**A Warm-up**

Finish the next sentence.

- 1 Jack sat down and rested under a tree.

**Suddenly,** a wolf sprang out.

- 2 Jack sat down and rested under a tree.

**Meanwhile,** Jill carried on digging.

- 3 Jack sat down and rested under a tree.

**Later,** Jill found him fast asleep.

Draw a line to join the synonyms.

- |             |                  |
|-------------|------------------|
| 4 finally   | all of a sudden  |
| 5 suddenly  | before long      |
| 6 meanwhile | at last          |
| 7 soon      | at the same time |

**PART A Focus**  
 1-3: linked sentences; adverbs  
 4-7: synonyms; adverbs and preposition phrases  
 8-10: rules for adding er and est

Complete the word chain.

**cold colder coldest**

- |         |               |                |
|---------|---------------|----------------|
| 8 cosy  | <u>cosier</u> | <u>cosiest</u> |
| 9 close | <u>closer</u> | <u>closest</u> |
| 10 hot  | <u>hotter</u> | <u>hottest</u> |

**B Word work**

Write the word with an apostrophe added.

- 1 Im I'm couldnt couldn't  
 2 youre you're well we'll

Add the suffixes. **ing ation**

- 3 **consider** considering consideration  
 4 **explore** exploring exploration  
 5 **admire** admiring admiration

**PART B Focus**  
 1-2: apostrophes in contractions  
 3-5: rules for adding suffixes ing, ation  
 6-7: suffixes  
 8-10: homonyms; homographs

The words and suffixes are mixed up. Write them correctly.

- 6 **lively hateless realful**  
lifeless hateful really  
 7 **punishhood completement childness**  
punishment completeness childhood

Write a definition of the word in **bold**.

- 8 He took a **bow** at the end of the play.  
 bow: a bend forwards at the waist  
 9 We tied the ribbon in a **bow**.  
 bow: a fancy knot  
 10 He had a **bow** and arrow.  
 bow: a weapon that shoots arrows

**C Sentence work**

Add the punctuation and capital letters to the dialogue.

- 1 "Are we nearly there?" asked Jenny.  
 2 "That's the third time you've asked," sighed Dad. "Try to be patient."  
 3 "But I'm bored," grumbled Jenny.

**PART C Focus**  
 1-3: punctuating direct speech; apostrophes in contractions  
 4-6: a or an before vowels and consonants; noun phrases  
 7-10: sentence structure; preposition phrases to clarify where

Write a noun or noun phrase in each space.

- 4 An elderly lady was carrying a large shopping bag and an umbrella.  
 5 On a distant hillside, a cunning fox sat watching an eagle.  
 6 An acrobat in an orange costume arrived on an elephant.

Continue the sentence to say **what happened** and **where**. Use at least one preposition.

- 7 Last night, a young child was rescued from a fire at his home in Hyde.  
 8 On Saturday, a car crashed into a bus on the high street.  
 9 Many years ago, an old man found a wooden box in his garden.  
 10 One summer's evening, Nina was taking a walk in the village.

**A Warm-up**

Finish the sentence after the conjunction.

- Alfie was in a good mood because his team had won.
- Alfie was in a good mood until he saw the state of his garden.
- Alfie was in a good mood so he bought us ice-creams.

Write the pairs of words that rhyme. Add two more words to each pair.

**young such score third**  
**drawer stung touch heard**

- |   |              |               |               |               |
|---|--------------|---------------|---------------|---------------|
| 4 | <u>young</u> | <u>stung</u>  | <u>tongue</u> | <u>sprung</u> |
| 5 | <u>such</u>  | <u>touch</u>  | <u>much</u>   | <u>crutch</u> |
| 6 | <u>score</u> | <u>drawer</u> | <u>more</u>   | <u>for</u>    |
| 7 | <u>third</u> | <u>heard</u>  | <u>bird</u>   | <u>word</u>   |

8 What do the words have in common?

**cinema circus century cement**

They all start with a 's' sound spelt 'c'.

Write two more words that are similar.

- 9 circle                      10 citizen

**PART A Focus**  
1-3: using conjunctions  
4-7: alternative spellings of vowel phonemes  
8-10: s sound spelt c

**B Word work**

Cross out the words that are wrongly spelt. Write the correct spellings.

- ~~Terrable, scarey~~ men ~~gard~~ the ~~treashure~~.  
terrible   scary   guard   treasure
- He ~~thort~~ the ~~questons~~ were ~~to~~ ~~difercult~~.  
thought   questions   too   difficult
- A ~~bilder~~ ~~desides~~ ~~witch~~ ~~matereals~~ to use.  
builder   decides   which   materials

4 The nouns all have the same prefix. Underline it.

prefix   preview   prediction

5 What does it mean? before

6 The nouns all have the same prefix. Underline it.

submarine   subway   subheading

7 What does it mean? under

**PART B Focus**  
1-3: common spelling errors  
4-7: meaning of prefixes  
8-10: synonyms for common verbs

Write three synonyms for the verb.

- |    |             |               |                 |                |
|----|-------------|---------------|-----------------|----------------|
| 8  | <b>find</b> | <u>locate</u> | <u>discover</u> | <u>uncover</u> |
| 9  | <b>jump</b> | <u>leap</u>   | <u>spring</u>   | <u>bound</u>   |
| 10 | <b>look</b> | <u>glance</u> | <u>stare</u>    | <u>gaze</u>    |

**C Sentence work**

Add the missing punctuation.

- Shopkeeper:** Can I help you?
- Leanne:** I hope so. I am looking for some magic dust.
- Shopkeeper:** Magic dust! <sup>W</sup>What makes you think you'll get magic dust here?
- Leanne:** Its <sup>'</sup>a long story.

**PART C Focus**  
1-4: proofreading: full stops, question marks, exclamation marks, apostrophes in contractions  
5-8: present perfect form of verbs  
9-10: time adverbials

Write the sentence using the present perfect form of the verb to show the events are ongoing.

- |   |                                |  |
|---|--------------------------------|--|
| 5 | The police blocked the road.   | <u>The police have blocked the road.</u>   |
| 6 | We found some buried treasure. | <u>We have found some buried treasure.</u> |
| 7 | The player left the club.      | <u>The player has left the club.</u>       |
| 8 | The author wrote a new story.  | <u>The author has written a new story.</u> |

9 Write the adverbials in order of time, starting with the smallest.

**by daybreak, after many years, the next moment, several weeks later**

the next moment, by daybreak, several weeks later, after many years

10 Write two adverbials that could be used instead of **the next moment**.

just then                      at that very moment

**A Warm-up**

1 Write a sentence using these words.

**man television explosion**

The man was watching television when suddenly there was an explosion.

Underline the word that is **not** a real word.

- 2 sadness joyness wickedness
- 3 madness tidiness fearness
- 4 endless wishless nameless

**PART A Focus**  
 1: sentence composition  
 2-4: suffixes  
 5-7: clarifying reasons  
 8-10: silent letters

Continue the sentence so that it gives a reason.

- 5 He began to sneeze because someone had spilt pepper everywhere.
- 6 Mia screamed as the alien came closer.
- 7 He climbed a tree to find out if he could see the village.

Each word in the pair is missing the same silent letter. Write the words correctly.

- 8 bom bomb crum crumb
- 9 rapper wrapper rench wrench
- 10 narled gnarled nome gnome

**B Word work**

Add a prefix and/or a suffix to the root word **like** to match the definition.

**un ly ness a**

- 1 alike similar
- 2 likely probable
- 3 likeness something looking similar
- 4 unlikely doubtful

**PART B Focus**  
 1-4: prefixes, suffixes; root words; word meanings  
 5-6: inferring meaning from context  
 7-10: apostrophes in contractions

Write a definition of the word in **bold**.

- 5 There was a **lavish** feast.  
lavish: plentiful, abundant
- 6 Deepak was in a **genial** mood.  
genial: friendly

Add the missing apostrophe. Then write the full form.

- 7 t h e y ' d they would or they had
- 8 I ' d I would or I had
- 9 w o n ' t will not
- 10 y o u ' v e you have

**C Sentence work**

Rewrite the sentences so that they say **where** and **when**. Use adverbs and/or prepositions.

- 1 A car crashed into a bus shelter. Today, a car crashed into a bus shelter in town.
- 2 Elford lost 3-0. On Saturday, Elford Town lost 3-0 at Norton.
- 3 There was a fire. There was a fire at the factory on Friday evening.
- 4 Thieves escaped with a million pounds.  
On Monday, thieves escaped from the bank with a million pounds.

Underline the past progressive form of a verb used in the sentence below.

- 5 Tara was fiddling with her lucky charm as she paced up and down.
- 6 Why was the progressive form used? To show it was happening for some time.

**PART C Focus**  
 1-4: using adverbs and prepositions to express time and place  
 5-9: past progressive form of verbs  
 10: apostrophe for possession

Use the past progressive form of the verb to write a sentence about a character.

- 7 **stare** Ben was staring at us as he stood up.
- 8 **peer** Sal was peering through the window as the rain fell.
- 9 **shiver** Ally was shivering as he waited in the doorway.

- 10 Underline the word that should have an apostrophe. Write it correctly.  
 as delicate as a spiders web spider's as rare as a dragons egg dragon's

## A Warm-up

Complete the sentence with a subordinate clause.

- 1 People stopped what they were doing as Leah began to sing.
- 2 There would be water everywhere if Luke did not turn the tap off.
- 3 The old man had gone before Molly could say anything.

Two words in the list have more than one meaning. Underline them.

- 4 stairs table today form sheep
- 5 pop grape basket east train
- 6 door letter flour safe story

Add the missing letters. **Clue: older stories**

- 7 t r a d i t i o n a l t a l e
- 8 m y t h
- 9 l e g e n d
- 10 f o l k t a l e

**PART A Focus**  
1–3: adding subordinate clauses  
4–6: homonyms  
7–10: topic words (stories); spelling

## C Sentence work

Rewrite the sentence using the present perfect form of the verb.

- 1 We trained hard all this week. We have trained hard all this week.
- 2 They were friends for many years. They have been friends for many years.
- 3 Today it was sunny all day. Today it has been sunny all day.

Underline the adverbs.

- 4 A light shone faintly somewhere in the distance.
- 5 He played the violin really badly.
- 6 "Come here," he said crossly.
- 7 Why do we use adverbs? They give extra information about where or how the action happened.

Add the missing punctuation and capital letters to these newspaper quotes.

- 8 M B r b r o w n t o l d o u r r e p o r t e r ," I d o n ' t k n o w w h a t a l l t h e f u s i s a b o u t ."
- 9 M i s s h a h s a i d ," I t h i n k i t i s a r e a r e a p i t y ." W h a t a r e w e s u p p o s e d t o d o ?"
- 10 S e r g e a n t " M o o r e s a i d ," w e a r e l o o k i n g i n t o w h a p p e n e d ."

## B Word work

Write two more nouns starting with the same prefix.

- 1 mischief misfortune mistake
- 2 superstar superstore supermarket
- 3 internet interface interview

What do the prefixes mean?

- 4 mis means wrong
- 5 super means bigger
- 6 inter means between

**PART B Focus**  
1–6: meaning of prefixes; formation of nouns  
7–8: rules for adding ly  
9–10: synonyms; choice of verbs

7 Add the suffix **ly**.

- actual actually dreadful dreadfully  
lazy lazily complete completely

8 Write a sentence using one of the **ly** words.

I can't believe I am actually here.

Write three words you could use to show that someone was

- 9 speaking happily smiled giggled joked
- 10 speaking fearfully shrieked screamed screached

**PART C Focus**  
1–3: present perfect form of verbs  
4–7: identifying adverbs and their purpose  
8–10: inverted commas and other punctuation; direct quotes

## A Warm-up

Write four sentences using some of these words only.

**he they sell sells bake bakes bread**

- 1 He sells bread.
- 2 He bakes bread.
- 3 They sell bread.
- 4 They bake bread.

Use these prefixes and suffixes and the word **forget** to make four new words.

**un ful able ly**

- 5 forgetful
- 6 unforgettable
- 7 forgettable
- 8 forgetfully

**PART A Focus**  
1-4: grammatical agreement  
5-8: word structure; spelling rules for adding suffixes  
9-10: syllables; tion endings

Write in the missing syllables.

- 9 con ver sa tion **Clue:** chat, talk
- 10 inve sti ga tion **Clue:** study, enquiry

## C Sentence work

Use one of these conjunctions to join the two clauses.

**wherever when whenever whether**

- 1 It was late when we arrived home.
- 2 They were going out whether it rained or not.
- 3 The cat followed George wherever he went.
- 4 People can use the gym whenever they want.

Rewrite the sentence improving the choice of verb.

- 5 He asked for the money. He demanded the money.
- 6 He put the ball into the back of the net. He struck the ball into the back of the net.
- 7 He made his way through the crowd. He forced his way through the crowd.

Add commas.

- 8 He queued, bought a ticket, checked the time of the train and waited on the platform.
- 9 He ducked under the barrier, dodged behind the fence, scrambled over it and emerged here.
- 10 Why are the commas needed? To separate the different actions.

## B Word work

Add the suffix that makes the words into adverbs. Some letters may need to be crossed out.

- 1 neat ly soft ly sad ly
- 2 weary ily happy ily lazy ily
- 3 gentle y idle y noble y
- 4 Write the root word.  
creation create ability able  
knowledge know opposite oppose

Write another word belonging to the word family.

- 5 creation creative
- 6 ability disable
- 7 knowledge unknown
- 8 opposite opposition

Write in the missing word.

**heel heal hole whole**

- 9 A blister on my heel will not heal.
- 10 The whole town gathered round the big hole.

**PART B Focus**  
1-3: spelling rules for adding ly  
4-8: root words and word families  
9-10: distinguishing homophones

**PART C Focus**  
1-4: conjunctions; subordinate clauses  
5-7: improving vocabulary  
8-10: commas in lists of actions



**A Warm-up**

Add a verb to complete the sentence.

- 1 The thunder rumbled in the distance.
- 2 The flames crept closer.
- 3 Shadows danced on the walls.

Add the suffix **y** and write the new word.

- 4 **guilt** guilty
- 5 **sparkle** sparkly
- 6 **nut** nutty

**PART A Focus**  
 1-3: choice of verbs  
 4-6: spelling rules for adding y  
 7: word classes  
 8-10: statements

- 7 What sort of words have you made? Underline the correct answer.

nouns                  verbs                  adjectives

Write a statement.

- 8 Matthew was the best player on the pitch.
- 9 Paris is the capital city of France.
- 10 Snow forms in the clouds.

**C Sentence work**

Add an adverb to say **where**, **when** or **how**.

- 1 **where** I saw him waiting outside.
- 2 **how** He stamped his foot angrily.
- 3 **when** He came to see me later.
- 4 **how** The crowd shouted excitedly.

- 5 Put the adverbials in order, using 1 for the shortest amount of time and 4 for the longest.

**an hour later**                  3                  **a few days later**                  4  
**after a few seconds**                  1                  **as minutes ticked by**                  2

**PART C Focus**  
 1-4: adverbs to show time, place, manner  
 5-6: time adverbials  
 7-10: past tense and present perfect form

- 6 Write two adverbials showing that even more time has passed.

after several weeks                  nearly a year later

Write the sentence in the past tense and then using the present perfect form of the verb.

- 7 I come here.                  I came here.                  I have come here.
- 8 I drive here.                  I drove here.                  I have driven here.
- 9 I choose a colour.                  I chose a colour.                  I have chosen a colour.
- 10 I take a photo.                  I took a photo.                  I have taken a photo.

**B Word work**

Cross out the incorrect word in the sentence.

- 1 It was a ~~super~~ ~~supper~~ day out.
- 2 It tasted ~~biter~~ bitter.
- 3 Water was ~~sloping~~ slopping over the side.
- 4 Add the missing letter.

a c c e p t                  a c c i d e n t                  a c c e n t

- 5 Add the correct suffix to make the words into adjectives.

**al ic y ing less ful**  
 age less                  sensation al  
 health y                  wonder ful  
 athlete ic                  amaze ing

**PART B Focus**  
 1-3: double and single consonants  
 4: spelling patterns  
 5: suffixes to form adjectives  
 6-8: words ending ture, sure  
 9-10: synonyms for common verbs

Add the same ending to each pair of words.

- 6 trea sure and mea sure
- 7 crea ture and fea ture
- 8 cul ture and vul ture

Write three synonyms.

- 9 **run** sprint                  jog                  scamper
- 10 **walk** stroll                  saunter                  stride

## A Warm-up

Add an adverb to complete the sentence.

- 1 A snake slithered slowly under the rock.
- 2 The cat crept silently along the wall.
- 3 The bears slept safely in the cave.
- 4 Rabbits hopped happily in the grass.

These compound words are mixed up.  
Write them correctly.

**breakboard guidethrough**  
**noticetaking breathbook**

- 5 breakthrough
- 6 noticeboard
- 7 guidebook
- 8 breathtaking

**PART A Focus**  
1–4: using adverbs  
and prepositions  
5–8: compound words  
9–10: synonyms

Write three synonyms.

- 9 **shout** yell cry call
- 10 **ate** gobbled munched scoffed

## B Word work

Write the past tense.

- 1 **signal** signalled
- 2 **supply** supplied
- 3 **buy** bought
- 4 **catch** caught

**PART B Focus**  
1–4: regular and  
irregular past  
tense verbs  
5–7: consonant  
spellings; s sound  
spelt sc; k sound  
spelt ch  
8–10: meaning  
of adverbs

Underline the correct spelling.

- 5 **desend** **decend** descend
- 6 **mekanic** mechanic **meckanic**
- 7 **chemikal** chemical **cemichal**

Write a definition of the adverb.

- 8 Books were scattered **haphazardly**.  
haphazardly: all over the place
- 9 Far away an owl hooted **mournfully**.  
mournfully: sadly
- 10 He waved his arms **frantically**.  
frantically: madly, anxiously

## C Sentence work

Complete the noun phrases to give details about the character.

- 1 Jo Hawkins is an astronaut and she lives in a spacecraft.
- 2 Akash was a rich merchant and he lived in an enormous mansion.
- 3 Mira was a keen gardener with an amazing knowledge of plants.
- 4 Sebastian was an awful man with a steely look and a blunt manner.

Continue the sentence by adding a main clause.

- 5 Before you open the door, check that there is no-one behind it.
- 6 If you are ill, take things easy for a few days.
- 7 Since the adventure playground opened, it has proved to be very popular.

**PART C Focus**  
1–4: noun phrases; a or an  
5–7: main and subordinate clauses  
8–10: writing and punctuating  
direct speech

Rewrite these lines from a play as direct speech.

- 8 **Mrs Jones:** I know I had a ticket. "I know I had a ticket," said Mrs Jones.
- 9 **Lee:** (*helpfully*) Perhaps it's in your pocket. "Perhaps it's in your pocket," said Lee, helpfully.
- 10 **Mrs Jones:** (*thinking*) My pocket ... No, it's not in my pocket.  
"My pocket," thought Mrs Jones. "No, it's not in my pocket."

## A Warm-up

Complete the sentence.

- The old man looked up at the moon in the dark sky.
- In the morning, the snow began to fall more quickly.
- The children jumped over the waves as they splashed onto the beach.

Write two synonyms.

- |   |                |            |           |
|---|----------------|------------|-----------|
| 4 | <b>sadly</b>   | miserably  | unhappily |
| 5 | <b>happily</b> | cheerfully | joyfully  |
| 6 | <b>quickly</b> | rapidly    | swiftly   |

Sort these verbs to show different tenses of the same verb.

**give go wear write gone given  
wore gave wrote went worn written**

- |    |       |       |         |
|----|-------|-------|---------|
| 7  | give  | gave  | given   |
| 8  | go    | went  | gone    |
| 9  | wear  | wore  | worn    |
| 10 | write | wrote | written |

**PART A Focus**  
1-3: sentence formation  
4-6: synonyms for adverbs; suffixes  
7-10: irregular verbs; past and perfect forms

## B Word work

- What consonant spelling do all these words share?  
**brochure sachet quiche**  
They all have a 'sh' sound spelt 'ch'.
- Write two words that begin with this spelling.  
2 **chauffeur** (a driver) 3 **chef** (a cook)

Underline the prefix and suffix.  
Write the root word.

- |   |                      |        |
|---|----------------------|--------|
| 4 | <u>unnatural</u>     | nature |
| 5 | <u>dishearten</u>    | heart  |
| 6 | <u>disappearance</u> | appear |

**PART B Focus**  
1-3: consonant spelling; sh sound spelt ch  
4-6: word structure; root words  
7-10: meaning of homophones

Write a definition of the word in **bold**.

- |    |              |                                     |
|----|--------------|-------------------------------------|
| 7  | <b>piece</b> | a part or bit of something          |
|    | <b>peace</b> | calm quietness                      |
| 8  | <b>great</b> | wonderful                           |
|    | <b>grate</b> | shred into bits (or part of a fire) |
| 9  | <b>main</b>  | the most important                  |
|    | <b>mane</b>  | hair round a lion's head            |
| 10 | <b>bury</b>  | to put underground                  |
|    | <b>berry</b> | a type of fruit                     |

## C Sentence work

Complete the sentence with a list of information.

- This season, United have beaten Coventry City, Blackburn Rovers, Wolves and Hull City.
- Carbohydrates are found in bread, rice, pasta and potatoes.
- You can build a simple electrical circuit with a battery, wires, a bulb and a switch.
- To get to the office, go down the corridor, walk past the hall and turn left at the library.

Complete the sentence with a phrase that gives a reason or cause.

- My flight was cancelled due to bad weather.
- He started to sneeze because of the dust.
- The man went to Spain for a holiday.

Add a comma after the adverb. Continue the sentence so that it sounds like a recipe.

- Gradually, beat in the eggs.
- Carefully, stir the sugar.
- Slowly, add the milk.

**PART C Focus**  
1-4: using commas in lists of information  
5-7: using prepositions to show cause  
8-10: commands; commas

## A Warm-up

- 1 Underline the phrase starting with a preposition.

The man travelled in disguise.

Rewrite the sentence ending with a preposition phrase.

- 2 The man travelled through the desert.  
\_\_\_\_\_

Add the second syllable.

- 3 fos sil **Clue:** found in rocks  
4 punc ture **Clue:** a flat tyre  
5 man sion **Clue:** a large house

Use the letters to make five past-tense words.

**br c f t th aught ough t**

- 6 brought  
7 caught  
8 fought  
9 taught  
10 thought

**PART A Focus**  
1-2: preposition phrases  
3-5: word endings  
6-10: irregular verbs;  
past tense

## B Word work

- 1 Add the same suffix to make four nouns.  
enjoy ment encourage ment  
announce ment merry iment

Use two of the words in this sentence.

- 2 He needed encouragement to make the announcement.

**PART B Focus**  
1-2: noun suffixes: ment  
3-5: word endings: sion  
6-10: common letter strings

Add the correct missing syllables.

- 3 com pre hen sion **Clue:** understanding  
4 pen sion er **Clue:** older person  
5 diver sion **Clue:** a different way

Write three words with the letter string.

- 6 **ough** cough rough tough  
7 **kn** know knot knee  
8 **gh** ghost ghostly ghoul  
9 **gui** guide guitar guilty  
10 **eigh** eight weight neigh

## C Sentence work

Complete the sentence giving a reason. Use a conjunction or preposition.

- 1 He stamped his foot because he was angry.  
2 He fetched a ladder so that he could reach the roof.  
3 She could not sleep because of the noise.  
4 No-one saw him since it was already dark.

**PART C Focus**  
1-4: using conjunctions or prepositions to show cause  
5-8: using adverbs to show time  
9-10: proper nouns; capital letters

Complete the sentence using an adverb to say **when**.

- 5 I felt better yesterday. 7 It is raining today.  
6 I will feel better tomorrow. 8 It will rain soon.

Cross out the noun phrases and replace them with proper nouns.

- 9 ~~The girl~~ hurried down ~~the street~~ to meet ~~her friend~~. Ella Park Street Marie  
10 ~~The man, who lives in the town,~~ had just popped into ~~the shop~~ to buy a ~~newspaper~~.  
Benjamin Bury Star News The Daily Record

## A Warm-up

Add details about two different settings.

- 1 He passed the cow shed where the farmer was milking the cows.
- 2 He passed the garage where the mechanic was trying to fix a broken-down van.

Underline the odd one out.

- 3 you ewe your yew
- 4 too two to tow
- 5 What makes these the odd ones out?  
All the other words are homophones.

**PART A Focus**  
1–2: precise nouns; setting  
3–5: homophones  
6–8: punctuating speech  
9–10: statements and questions

Complete the sentence.

- 6 "What time is it?" \_\_\_\_\_ asked Mikey.
- 7 "Help!" \_\_\_\_\_ screamed Shelley.
- 8 "What can you see?" \_\_\_\_\_ whispered Doug.

Write two sentences about the Moon.

- 9 a statement The Moon orbits the Earth.
- 10 a question How big is the Moon?

## B Word work

Write the correct spelling.

- 1 simpathy sympathy
- 2 nurish nourish
- 3 obeyed obeyed

Change the word into a noun by adding **ation**.

- 4 combine combination
- 5 inspire inspiration
- 6 vary variation

**PART B Focus**  
1–3: vowel spellings  
4–9: suffixes: ation  
10: word families

Use each noun in one of the sentences.

- 7 A writer needs some inspiration.
- 8 I like the combination of ideas.
- 9 There is a variation in colour.
- 10 Write three words belonging to this word family.  
cycle bicycle recycle cyclist

## C Sentence work

Cross out some words to leave four words that sound like a headline.

- 1 ~~Last night City managed to win a match at last.~~
- 2 ~~Local people joined together to protest over a possible school closure.~~
- 3 ~~An elderly lady called Lily strikes it lucky by winning the lottery.~~

**PART C Focus**  
1–3: editing  
4–6: checking punctuation  
7–10: preposition phrases

Rewrite the sentence with the correct punctuation marks and capital letters.

- 4 Sadly Mr Cohen, shook his head. And turned away  
Sadly, Mr Cohen shook his head and turned away.
- 5 "Im' cold. said Ellie," "I'm cold," said Ellie.
- 6 "Neil Adams saw what happened, I phoned the police, at once he said,"  
Neil Adams saw what happened. "I phoned the police at once," he said.

Add a preposition phrase to complete these instructions for taking a penalty.

- 7 Place the ball on the penalty spot.
- 8 Look at the target.
- 9 Strike the ball with a firm kick.
- 10 Aim for the top corner.

Remind the pupil to complete Section 1 of the Progress chart on page 46 of the pupil book.

## Writing task assessment sheet: Saved by a superhero!

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sentence structure and punctuation

	Always/often	Sometimes	Never
A variety of sentence types is used			
Sentences with more than one clause are used			
A range of conjunctions is used to develop ideas			
Adverbs and prepositions are used to show time and place			
Expanded noun phrases are used to add detail			
Use of tense is maintained, including progressive and perfect forms			
Sentences are demarcated accurately with full stops, capital letters, ? or !			
Capital letters are used for names, places and in dates			
Commas are used to separate words or phrases in a list			
Inverted commas are used for quotes			
Apostrophes are used for contractions and possession			

### Composition and effect

Form of newspaper report is maintained (e.g. short headline, quotes)			
Content is organised appropriately (e.g. lead sentence or overview, paragraphs for main events)			
Events are developed through a series of linked sentences			
Precise word choices (e.g. proper nouns, carefully chosen adjectives and adverbs)			

### Spelling

Knowledge of alternative spellings for phonemes is applied correctly			
Multi-syllable words are correct, including endings (e.g. <b>tion, sion, ture, sure</b> )			
Correct spelling of words that are often misspelt			
Words with prefixes and suffixes are correct			
Rules for adding verb endings and suffixes are applied correctly			
Spelling of plurals is correct			

### Writing task summary

## Completed proofreading task: The man with the tall hat

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Harry hurried through the busy London streets. He was supposed to be following the man with the tall hat and wooden cane. He knew he must be careful or the man could easily disappear in the crowd. Harry had to keep him in his vision at all times.

Harry's bare feet were icy from the frosty pavement. He stepped in some rotten froth that had fallen off a barrow. Then a carriage drove by and splashed him so he was completely soaked.

Suddenly the man turned and gesticulated to Harry. "I think you're following me, lad. What are you up to?" the man asked Harry gruffly.

Harry trembled as the man peered at him with pitiless eyes. Now he was in trouble.

### Proofreading task summary

### Section 1 tasks summary

## A Warm-up

Complete the sentences.

- The old man grumbled about the news.
- The hippo wallowed in the mud.

Write in extra letters to make a noun.

- s c i s s o r s
- s c h o o l
- s y m p a t h y
- s q u i r r e l

**PART A Focus**  
1–2: sentence construction  
3–7: spelling patterns  
8–10: alliteration; adverbs

- Cross out the words that are wrong.  
Write them correctly.

The ~~diner~~ tasted ~~biter~~. dinner bitter

Continue the sentence with a verb and adverbs like this.

**Nigel never nibbles nervously.**

- Harry hops home happily.
- Erica eats eagerly everywhere.
- Salma sometimes swims steadily.

## C Sentence work

Write a sentence beginning with the adverb.

- cheerfully** Cheerfully, the boy chatted with his friend.
- nervously** Nervously, they waited for the show to begin.
- menacingly** Menacingly, the lion prowled his enclosure.
- silently** Silently, she crept down the stairs.

- Add the missing comma.

After morning break, Mrs Lucas spoke to the class.

- How did you know where to put the comma?

It goes after the adverbial at the start of the sentence.

Write another two sentences that use commas in the same way.

- In the morning, we heard a strange noise.
- In the baking competition, Ravi won first prize.

Complete the sentence. Add a different determiner before each noun.

- Our teacher arrived and placed some books on the table.
- Many aeroplanes land at an airport in one day.

**PART C Focus**  
1–4: using adverbs at the start of a sentence  
5–8: commas after fronted adverbials  
9–10: determiners

## B Word work

- Add a suffix to make an adjective.

**al** **ous** **ic**

**post** postal **history** historic

**fame** famous

Use each word in one of these sentences.

- It was an historic victory.
- I met a famous author.
- It was a postal competition.

Write the noun to match the definition.

- length how long it is
- strength how strong it is
- width how wide it is

**PART B Focus**  
1–4: adding suffixes to form adjectives: al, ous, ic  
5–7: words that are often misspelt  
8–10: word definitions and meanings; using a dictionary

Write a definition. You can use a dictionary.

- irate** very angry
- erratic** with no regular pattern
- aloof** distant or unfriendly



## A Warm-up

Underline the correct use of the apostrophe.

- he's hop's hed' have'nt
- shell' she's shed' sha'nt
- hadn't have'nt hate's he ll'
- What does the apostrophe replace in a shortened form?

missing letters

These words and suffixes are mixed up. Write the nouns correctly.

premierment stateful thoughter gardenship

- premiership      statement
- thoughtful      gardener

Cross out the nouns. Write new nouns that make the sentence different.

- ~~Smoke~~ was drifting in the ~~breeze~~.

Seaweed      surf

- The ~~alien~~ had green ~~scales~~.

singer      hair

**PART A Focus**  
1-4: apostrophes in contractions  
5-8: noun suffixes  
9-10: precise choice of nouns

## B Word work

Write two words from the same word family.

- medicine**      medic      medical
- memory**      memorise      remember
- horror**      horrific      horrify

- Write the correct ending to complete the word.

gue que

lea gue      anti que

uni que      dialo gue

mos que      ton gue

**PART B Focus**  
1-3: root words; word families  
4-6: words ending gue, que  
7-10: meaning of adverbs; synonyms

Write the correct spelling of the underlined word.

- I read the plack.      plaque
- Did rats spread the plage?      plague

Match the adverb to its nearest synonym.

**firmly gloomily pleasantly precisely**

- miserably      gloomily
- securely      firmly
- exactly      precisely
- agreeably      pleasantly

## C Sentence work

Cross out the incorrect words in the sentence.

- There were once three ~~sisters~~ ~~sister's~~ ~~sisters'~~.
- The ~~childs~~ ~~child's~~ ~~childs'~~ bedroom was untidy.
- ~~Helens~~ ~~Helens's~~ ~~Helen's~~ donkey trotted off down the road.

- Underline the adjectives that tell you about the setting.

Planet Z was a bare, featureless planet with an icy surface.

- How do the words make you feel about the planet?

They make it sound unwelcoming.

Continue the sentence with a long noun phrase that describes the setting.

- Greystone Peak was a cold, windswept place in the middle of the moors.
- Seal Cove is a quiet, sandy beach away from the busy beaches.

Underline the two adverbials in the sentence.

- On Saturdays, the museum is open until six o'clock.
- When we eat, food is digested in the stomach.
- In the Middle Ages, knights fought on horseback.

**PART C Focus**  
1-3: distinguishing plural s and possessive s  
4-7: noun phrases; choosing adjectives for effect  
8-10: identifying adverbials

## A Warm-up

Write the notes as two complete sentences.

**leopard – cat family – Asia, forests – climb trees**

- The leopard is a member of the cat family found in Asia.
- It lives in forests and climbs trees.
- Cross out one letter to change the tense.

feed meet bite slide

- Make four past tense verbs.

**l k w s ept**

kept wept swept slept

- Add one letter so the verb could be used in the perfect form.

chose n shake n stole n broke n

Add single **p** or double **pp**.

- a pp ear
- a p art

Add the missing letters. **Clue:** found in a playscript

- n a r r a t o r
- s c e n e
- d i a l o g u e

**PART A Focus**  
1–2: forming complete sentences  
3–4: irregular verbs  
5: perfect forms  
6–7: single and double consonants  
8–10: topic words (plays); spelling

## B Word work

Complete the sentence with a word formed from the root word **honest**.

- Thank you for your honesty.
- Taking the money was dishonest.
- Honestly, I forgot all about it.

Complete the word sum.

- forbid + en =** forbidden
- ignore + ing =** ignoring
- arrive + al =** arrival

**PART B Focus**  
1–3: root words, prefixes and suffixes  
4–6: rules for adding vowel suffixes  
7: k sound spelt ch  
8–10: word meanings; writing definitions

- Add the missing letters to complete the noun phrase.

a ship's a n c h o r

a bad h e a d a c h e

a deep c h a s m

a good a r c h i t e c t

Write a definition of the adjective.

- mobile** able to move around
- innocent** not guilty of anything
- outstanding** especially good

## C Sentence work

Add two adverbials to give more detail about the event.

- The audience waited patiently for over half an hour.
- He walked briskly down the road.
- A light shone for a moment in the distance.
- Suddenly, a figure appeared out of the mist.

Add a comma if one is needed. Give a reason for your choice.

- Because we were late, the coach had already left.  
I have used a comma because the sentence starts with an adverbial.
- They ran outside into the street that was full of people.  
I have not used a comma because the adverbials are at the end.
- With a screech of brakes, the car sped away.  
I have used a comma to separate the adverbial at the start.

Continue the sentence using a subordinate clause to explain **why**.

- A glossary can be helpful if you don't know the meaning of a word.
- Some people wear glasses as it helps them see better.
- There is no life on the Moon because there is no water there.

**PART C Focus**  
1–4: adding adverbials  
5–7: using a comma after fronted adverbials  
8–10: subordinate clauses to explain

**A Warm-up**

Continue the sentence in different ways.

- 1 Jemma spoke to Amy while she was waiting for the bus.
- 2 Jemma spoke to Amy whenever they met.
- 3 Jemma spoke to Amy, although she was still angry.

Write the root word.

- 4 **humbly** humble
- 5 **furious** fury
- 6 **permission** permit

The same three-letter word completes all the words. Write it in.

- 7 h u m our
- 8 f a v our i t e
- 9 f l a v our i n g
- 10 c our a g e

**PART A Focus**  
 1-3: using conjunctions to continue sentences  
 4-6: root words  
 7-10: common spelling patterns

**B Word work**

Change each noun into a plural.

- 1 the **thief**                      the three thieves
- 2 the **elf**                              the three elves
- 3 one **potato**                      three potatoes
- 4 one **superhero**                      three superheroes

Add the suffixes to the adjectives.

- est ly**
- 5 **simple**                      simplest                      simply
  - 6 **humble**                      humblest                      humbly

Use the words in these sentences.

- 7 It seems the simplest solution was simply the best.
- 8 The humblest of servants stepped forward to bow humbly before the king.

**PART B Focus**  
 1-4: plural spelling rules  
 5-8: rules for adding suffixes: est, ly  
 9-10: synonyms for adverbs

Write two synonyms.

- 9 **fortunately**                      luckily                      happily
- 10 **unfortunately**                      unluckily                      regretfully

**C Sentence work**

Underline the commas and explain why they are needed.

- 1 The wind blew, tossing the leaves on the trees. It separates the clauses of the sentence.
- 2 The boy sat up, rubbed his eyes, stretched and looked around. They separate the different actions in the list.
- 3 In the house next door, Jessica had a real surprise. It separates the adverbial at the start of the sentence.
- 4 Finally, it was time to leave. It separates the adverb at the start of the sentence.

**PART C Focus**  
 1-4: commas  
 5-8: noun phrases; determiners and adjectives  
 9-10: identifying pronouns

Add a determiner and an adjective to the noun to write a noun phrase.

- 5 **teacher**                      our new teacher
- 6 **landscape**                      the bleak landscape
- 7 **cottage**                      a cosy cottage
- 8 **seagull**                      that noisy seagull

Underline the pronouns.

- 9 We were late and they grew restless waiting for us.
- 10 The invention was his and he was proud of it.

## A Warm-up

On Friday evening, fire swept through a disused warehouse, threatening nearby homes.

- 1 This text is from a newspaper report.
- 2 The verbs used are swept and threatening.
- 3 The adjectives used are disused and nearby.

Carefully, tuck the flap into the slot.

- 4 This text is from instructions.
- 5 The adverb used is carefully.
- 6 The adverb has been chosen because it tells the reader that this could be tricky.

**PART A Focus**  
1–6: language features of text types  
7–10: root words and suffixes

The words and suffixes are mixed up. Write them correctly.

deafless personment faultness enjoyal

- 7 deafness
- 8 faultless
- 9 personal
- 10 enjoyment

## C Sentence work

- 1 How has the writer changed this sentence?  
Slowly, <sup>t</sup>The door opened. slowly. He has moved the adverb to the start of the sentence.
- 2 Why do you think the writer made this change? To slowly build suspense.

Rewrite these sentences, changing them in a similar way.

- 3 He gobbled up all the food greedily. Greedily, he gobbled up all the food.
- 4 He climbed into bed wearily. Wearily, he climbed into bed.
- 5 He stormed down the road angrily. Angrily, he stormed down the road.

Add an adverbial to say **where**. Start the adverbial with one of these prepositions.

on by in

- 6 They sat under a tree on the bank of the river.
- 7 They came to a small cottage in the shadow of the mountain.
- 8 By the lake, there was a tall tower.

Complete the sentence.

- 9 "Put down your weapons!" ordered the commander.
- 10 "Look out!" yelled the captain.

**PART C Focus**  
1–5: fronting adverbials for effect  
6–8: preposition phrases as adverbials  
9–10: writing and punctuating direct speech

## B Word work

- 1 Underline the odd one out.  
weight neigh height eighth
- 2 In what way are all the words the same?  
They all have the same spelling pattern.
- 3 Why is the odd one out different?  
The letters 'eigh' represent a different vowel sound.

Add the missing letters to the adjective.

- 4 e n o r m o u s **Clue: huge**
- 5 f a b u l o u s **Clue: wonderful**
- 6 g e n e r o u s **Clue: kind-hearted**

Write two synonyms for the word in **bold**.

- 7 That was **smart** thinking.  
clever intelligent
- 8 His clothes were **smart**.  
neat stylish
- 9 He did **pretty** well.  
fairly quite
- 10 It was a **pretty** cottage.  
beautiful attractive

**PART B Focus**  
1–3: words with eigh spelling  
4–6: words ending ous  
7–10: homonyms: distinguishing meaning by context

**A Warm-up**

- Write a sentence using these words.  
**cat bowl suitcase**  
The cat found its bowl hidden behind the suitcase.
- Write the same sentence starting with an adverb.  
Luckily, the cat found its bowl hidden behind the suitcase.
- Underline the word that is **not** an adverb.  
sadly brightly woolly shamelessly
- How do you know? It is an adjective.  
It describes a noun, not an action.

Make the word into an adverb.

- rare** rarely
- lazy** lazily

Write in extra letters to make a word.

- c e n tral
- c e l ebrate
- c e r tain

**PART A Focus**  
1-2: sentence construction  
3-6: adverbs  
7-9: spelling patterns  
10: alphabetical order

- Write the words in alphabetical order.  
celebrate central certain

**B Word work**

Use the suffix **ous** to change the word into an adjective.

- vary** various
- envy** envious
- What spelling rule did you use?  
Change the 'y' to an 'i'.

Use the suffix **ation** to change the verb into a noun.

- admire** admiration
- prepare** preparation
- What spelling rule did you use?  
Remove the final 'e' to add a vowel suffix.

**PART B Focus**  
1-6: rules for adding suffixes: ous, ation  
7-10: homonyms

Write a definition of the word in **bold**.

- Who will **present** the trophy?  
present: give or hand over
- This is my birthday **present**.  
present: a gift
- Six people were **present** at the meeting.  
present: there, attending

Give one way in which the words are different.

- They are pronounced differently.

**C Sentence work**

- Underline the longest noun phrase in the sentence below.

**I took it to that new charity shop in the shopping centre.**

Write a noun phrase that includes the noun, a determiner, an adjective and a preposition.

- mist** a light mist of rain
- porridge** my bowl of steaming hot porridge
- wizard** the clever wizard with the long beard

Reorder the sentence so that it begins with an adverbial.

- The sun rose slowly over the village. Slowly, the sun rose over the village.
- He said goodbye before he left. Before he left, he said goodbye.
- He saw a lake on his left. On the left, he saw a lake.
- A man was waiting in the shadows. In the shadows, a man was waiting.

Underline the words that are wrong. Write them correctly.

- Petal's fell and landed gently at Megans feet. Petals Megan's
- Strange object's whizzed over the mans head. objects man's

**PART C Focus**  
1-4: noun phrases with adjectives, nouns, determiners and preposition phrases  
5-8: fronting adverbials; use of commas  
9-10: plural s and possessive s

**A Warm-up**

Complete the subordinate clause.

- The car stopped when it came to the crossroads.
- The car stopped before it hit the lorry.
- The car stopped while the lights were on red.

Read the words from a sign and cross out the word that is wrongly spelt. Write the correct spelling.

- No children ~~aloud~~. allowed
- No way ~~threw~~. through
- Welcome on ~~bored~~. board
- In what way were all the signs wrong?  
They all used the wrong homophone.

Draw a line to join the antonyms.

- |            |         |
|------------|---------|
| 8 certain  | excited |
| 9 outraged | unsure  |
| 10 subdued | calm    |

**PART A Focus**  
1-3: using conjunctions  
4-7: homophones  
8-10: antonyms

**B Word work**

Change the nouns and verbs into plurals.

- Here is my scarf and my glove.  
Here are my scarves and my gloves.

Write the underlined word correctly.

- He was a bit of a roge. rogue

Add a suffix to make the word an adjective.

**al ous ic**

- ~~danger~~ dangerous
- ~~nature~~ natural
- ~~enthusiast~~ enthusiastic

**PART B Focus**  
1: plural spellings  
2: words ending gue  
3-8: suffixes to form adjectives  
9-10: synonyms and shades of meaning

Use the words in these sentences.

- Wild animals can be dangerous.
- He is an enthusiastic supporter.
- It looked like natural woodland.

Write two words that mean

- ~~extremely cold~~ freezing bitter
- ~~extremely unsafe~~ dangerous hazardous

**C Sentence work**

How does the change alter the character?

- Aziz ~~smiled~~ at the others. glowered It makes the character sound angry rather than happy.
- The man ~~stormed~~ through the door. sneaked 'Stormed' suggests that the character is angry. 'Sneaked' suggests that he doesn't want to be seen.

Make similar changes to these sentences.

- "Can I help you?" the man ~~asked~~. demanded
- He ~~put~~ the book on the table. flung
- Sarah ~~bounced~~ into the room. charged

**PART C Focus**  
1-5: choice of verbs  
6-8: appropriate choice of pronouns  
9-10: proofreading: capital letters and sentence punctuation

Add pronouns in these sentences.

- Charles Dickens was a writer. He wrote many novels. They were very popular.
- Ducks are birds that swim. They have webbed feet. Many of them feed in fresh water.
- Milk comes from cows. It is an important food. It gives us protein and minerals.

Correct the punctuation and add capital letters.

- Paris is the capital city of France. It lies on the River Seine.
- The first modern Olympic games took place in Athens in 1896. Four years later, the games were held in Paris.

## A Warm-up

Rewrite the sentence using a different adverb.

**She was frequently late.**

- 1 She was often late.
- 2 She was sometimes late.
- 3 She was always late.

4 The same ending completes these words.  
Write it in.

man sion      ten sion      pen sion

Use the five letters to make a word.

- 5 **g h i w e**      weigh
- 6 **g h o r u**      rough
- 7 **g n o u y**      young

**PART A Focus**  
1–3: adverbs  
4: words ending sion  
5–7: spelling patterns:  
eigh, ough, ou  
8–10: synonyms;  
vocabulary

Underline the word that is **not** a synonym.

- 8 curious    odd    normal    strange
- 9 distant    faraway    remote    nearby
- 10 stumble    stamp    stagger    lurch

## C Sentence work

Extend the sentence using adverbials to say **where**, **why** and **how**.

- 1 The man sat quietly on the park bench waiting for his wife.
- 2 She ran hurriedly up and down the street looking for the correct house.
- 3 Suddenly, the bike skidded onto the pavement to avoid a speeding car.

Underline the phrase that is written correctly.

- 4 Joes hat      Joe's hat      Joes' hat
- 5 this mans dog      this man's dog      this mans' dog
- 6 How did you identify the correctly written phrase?

It uses an apostrophe to show that the hat or dog belongs to the person.

**PART C Focus**  
1–3: sentence construction; using adverbials to clarify meaning  
4–6: apostrophes for possession  
7–10: using comparative adjectives; noun phrases

Complete the sentence by adding an interesting noun phrase.

- 7 He was faster than a rocket zooming through space.
- 8 He was taller than a city skyscraper.
- 9 It was colder than the North Pole in a blizzard.
- 10 It was fiercer than a trapped lion.

## B Word work

Complete the word sum.

- 1 **begin** + **er** = beginner
- 2 **forgot** + **en** = forgotten
- 3 **metal** + **ic** = metallic

**PART B Focus**  
1–3: rules for adding suffixes  
4–6: root words;  
word families  
7–10: synonyms;  
working out meaning; technical verbs

Write two words from the same word family.

- 4 **edit**      editor      edition
- 5 **person**      personality      personal
- 6 **connect**      connective      connection

Write a synonym for each of the words in **bold**.

- 7 Eyelashes **prevent** dust **entering** the eye.  
stop      going into
- 8 The sound is **produced** by air **vibrating** in the pipes.  
made      moving
- 9 Water is **absorbed** by the roots and **transported** to the leaves.  
soaked up      moved
- 10 Some satellites **orbit** the Earth **transmitting** information.  
go round      sending out

**A Warm-up**

1 Write a sentence using **an** twice.  
 An elderly driver ran into an  
 obstacle on the motorway.

Add one letter to spell a different word.

2 h aunt      3 w eight      4 f lavour

Cross out the nouns. Write new nouns that make the sentence different.

5 There was a ~~cave~~ hidden behind the ~~waterfall~~, door fireplace

6 Further along the ~~corridor~~ there was a ~~door~~.  
street factory

**PART A Focus**  
 1: a and an  
 2-4: spelling patterns  
 5-6: using nouns  
 7: plural spelling rules  
 8-10: prefixes

7 Cross out the words that are wrong. Write them correctly.  
 two ~~loafs~~ of bread      loaves  
 three ~~potatos~~      potatoes  
 three ~~gooses~~      geese

Add a prefix to write the opposite.

8 **popular** unpopular      10 **usual** unusual  
 9 **natural** unnatural

**B Word work**

Cross out the words that are wrongly spelt. Write the correct spellings.

1 The ~~referee~~ ~~mist~~ the penalty ~~decision~~.  
referee missed decision

2 We ~~arived~~, ~~thou~~ by a ~~different~~ route.  
arrived though different

3 I have ~~resently~~ ~~groan~~ some ~~tomatos~~.  
recently grown tomatoes

Complete the word sum.

4 **nerve** + **ous** = nervous  
 5 **adventure** + **ous** = adventurous  
 6 **peril** + **ous** = perilous  
 7 **fury** + **ous** = furious

**PART B Focus**  
 1-3: common spelling errors and homophones  
 4-7: the suffix ous  
 8-10: definitions; vocabulary

Write a definition of the word in **bold**.

8 This snake is highly **venomous**.  
 venomous: poisonous

9 This animal is close to **extinction**.  
 extinction: having died out

10 The creature was most **inquisitive**.  
 inquisitive: curious

**C Sentence work**

It seemed that everyone knew about the party **except** for me.

1 What does the preposition **except** mean? apart from

**PART C Focus**  
 1-4: using the preposition except  
 5-7: grammatical accuracy  
 8-10: punctuating direct speech

Use the preposition **except** to help complete the sentence.

2 This week, it rained every day except Tuesday.  
 3 I answered all the questions except the last one.  
 4 Everyone was listening carefully except the boy at the back.

Cross out the words that are wrong. Write them correctly.

5 A elephant uses ~~it's~~ trunk to drink.      An its  
 6 ~~Mole's~~ are almost blind, but ~~it has~~ very good hearing.      Moles they have  
 7 A alligator spends most of ~~it's~~ life in the water.      An its

Complete the sentence.

8 "Help me!" screamed Rachel.  
 9 The old man sighed and said, "I'm sorry. I can't help you."  
 10 The boy looked pleased and said, "Thank you. That is very helpful."



## A Warm-up

Write the notes as a complete sentence.

1 **animals – oxygen – stay alive**  
All animals need oxygen to stay alive.

2 **compass – shows north**  
A compass is a device that shows the direction of north.

Complete the word sum.

3 **dazzle + ing + ly** = dazzlingly

4 **mad + en + ing** = maddening

5 **envy + ous + ly** = enviously

Add a short word to complete the longer word.

6 a c c i dent

7 c o m f o r table

8 e l e c t r i city

**PART A Focus**  
 1–2: forming complete sentences  
 3–5: word structure; spelling rules  
 6–8: spelling strategies  
 9–10: fronted adverbials; commas after fronted adverbials

Complete the sentence.

9 **Gradually**, the bucket filled with water.

10 **Courageously**, the man faced the lion.

## C Sentence work

1 Compare these two sentences. Underline the words that are different.

I saw a dog in the playground. I saw your dog in the playground.

2 How does this change the meaning of the sentence? In the second sentence, the determiner 'your' is telling someone it is their dog. In the first sentence 'a' could be any dog.

Cross out any verbs or adjectives. Write new words that change the mood of the sentence.

3 The trees ~~whispered~~ and ~~fluttered~~ their leaves. moaned shook

4 A ~~bright, cheery~~ light ~~flooded~~ the windows. dim murky crept through

Rewrite the phrase using a possessive apostrophe.

5 the coat belonging to the girl the girl's coat

6 the hair belonging to the teacher the teacher's hair

7 the cloak belonging to the actor the actor's cloak

**PART C Focus**  
 1–2: determiners  
 3–4: expressive language; creating mood  
 5–7: possessive apostrophes  
 8–10: using time adverbials to link events; commas after fronted adverbials

Write a second sentence starting with a time adverbial.

8 The door closed. A moment later, all the lights went out.

9 First, food is chewed. Next, it is swallowed.

10 There was a flash of lightning. One second later, there was a clap of thunder.

## B Word work

Correct the spelling of the word in **bold**.

1 The hailstones **ricoshayed** off the roof.  
ricocheted

2 The idea was **abserd**. absurd

3 The king was rather **pompus**. pompous

Write the meaning of each word.

4 'ricocheted': bounced off

5 'absurd': stupid, not making sense

6 'pompous': arrogant

Add the correct prefix. **in im il ir**

7 im perfect in expensive

8 ir responsible il legal

9 All these prefixes mean not.

10 Sort the words into two groups.

**glad thrilled elated**  
**cheerful ecstatic pleased**  
**quite happy**

glad cheerful pleased

**extremely happy**

thrilled elated ecstatic

**PART B Focus**  
 1–3: checking spellings; using a dictionary  
 4–6: word meanings  
 7–9: more prefixes: in, im, ir, il  
 10: synonyms and shades of meaning

## A Warm-up

- 1 Write a sentence containing a list of people.

Marek, Lucy, Nell and Callum all live in houses on my street.

Write two synonyms.

- 2 **sly** cunning sneaky  
3 **fragile** delicate breakable

- 4 Add adjectives.

He was wearing tatty trousers, a stained T-shirt and scruffy shoes.

- 5 Add different adjectives to change the picture.

He was wearing baggy trousers, an orange T-shirt and red shoes.

Add the same prefix to all the words.

- 6 dis loyal  
7 dis like  
8 dis infect  
9 dis honest

**PART A Focus**  
1: using commas in a list  
2-3: synonyms  
4-5: adjectives  
6-9: prefixes  
10: alphabetical order

- 10 Write the words in alphabetical order.

dishonest disinfect dislike disloyal

## B Word work

Write the meaning of the underlined word.

- 1 It is said that a strange old lady dwells in the woods. lives

- 2 He held the sword aloft. high up

Write the correct spelling of the underlined word.

- 3 A vage memory. vague

- 4 Stick insects intrege me. intrigue

**PART B Focus**  
1-2: word meanings  
3-4: words ending gue  
5-7: words that are often misspelt  
8-10: prefixes

Underline the correct spelling.

- 5 diffrent different diffarent differrent

- 6 speshial special special special

- 7 percular peculiar pequiar

Add the same prefix to all three words.

- 8 ad jective ad verb ad apt

- 9 al though al ready al ways

- 10 im polite im mature im moral

## C Sentence work

Add adverbials to the start and the end of the sentence.

- 1 For six hours, the plane waited on the runway to take off.  
2 Just then, Alia walked in with a letter in her hand.  
3 Above the trees, the balloon burst with a sudden pop.

Rewrite the sentence using pronouns in place of the underlined words.

- 4 Ben chose an apple. Apples are Ben's favourite fruit. Ben prefers apples to pears.  
Ben chose an apple. They are his favourite fruit. He prefers them to pears.
- 5 The customers tried the cake. The customers said the cake was delicious.  
The customers tried the cake. They said it was delicious.
- 6 Ella and I saw a robin. As Ella and I stood there, the robin looked at Ella and me.  
Ella and I saw a robin. As we stood there, it looked at us.
- 7 Why do we use pronouns like this? It sounds better than repeating the same nouns.

**PART C Focus**  
1-3: adding adverbials (to the start and end of sentences)  
4-7: pronouns to avoid repetition  
8-10: proofreading and checking punctuation

Proofread and correct the punctuation.

- 8 "what flavour ice-cream do you want? there is mint or vanilla," explained Jodie.  
9 which is your favourite colour? is it red, blue, yellow or green?  
10 "Stop!" screamed Gus. "Dont do it!"

**A Warm-up**

Write three sentences using these words only.

**slowly spoke Lila**

- 1 Lila spoke slowly.
- 2 Lila slowly spoke.
- 3 Slowly, Lila spoke.

**PART A Focus**  
 1-3: sentence variation  
 4-6: word structures:  
 suffixes  
 7-10: suffixes

Complete the table.

	verb	noun	adjective
4	<b>excite</b>	<u>excitement</u>	<u>excited</u>
5	<b>punish</b>	<u>punishment</u>	<u>punishing</u>
6	<b>use</b>	<u>user</u>	<u>useful</u>

Underline the word that you **cannot** add the suffix to.

- 7 **ic** atom plural angel poet
- 8 **al** occasion nation origin reaction
- 9 **ness** fit might pure like
- 10 **ous** poison joy colour cavern

**C Sentence work**

Write a second sentence to follow the one given. Use a pronoun in place of the underlined noun phrase.

- 1 We all have five senses. They help us find out about the world around us.
- 2 Last Saturday, Park Lane Primary School held a Summer Fete. It was very successful with lots of people enjoying the many attractions.
- 3 A torch is a handheld device for giving light. It is powered by a battery.

Complete the sentence with a noun or noun phrase.

- 4 Isabel's hat looked like a wedding cake.
- 5 The snow on the ground looked like a white duvet over the world.
- 6 The roof of the building was shaped like an onion.
- 7 The alien's teeth were like daggers.

**PART C Focus**  
 1-3: linked sentences; using pronouns  
 4-7: similes; noun phrases  
 8-10: writing and punctuating direct speech

Write the sentence as direct speech.

- 8 Ben asked Alia for help. "Alia, can you help me?" asked Ben.
- 9 Josh shouted hello to Ravi. "Hello, Ravi!" shouted Josh.
- 10 I asked the man his name. "What is your name?" I asked the man.

Remind the pupil to complete Section 2 of the Progress chart on page 46 of the pupil book.

**B Word work**

Add the prefix that makes the opposite.

- 1 in accurate
- 2 il logical
- 3 im patient
- 4 ir regular

**PART B Focus**  
 1-4: prefixes: in, im, ir, il  
 5-6: adding ly  
 7-8: comparatives and superlatives  
 9-10: synonyms

5 Add the suffix **ly** to these words.

- cuddle** cuddly      **crumble** crumbly
- terrible** terribly      **probable** probably

6 Which of these words are not adverbs?

- cuddly and crumbly

7 Add **er** and **est** to these words.

- cruel** crueller cruellest
- naughty** naughtier naughtiest

8 Underline the adjective that you **cannot** add **er** and **est** to.

- hard difficult tough clear

Write three synonyms.

- 9 **eerie** spooky creepy weird
- 10 **hazy** misty foggy smoky

**Writing task assessment sheet: Jen’s computer adventure**

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher’s name: \_\_\_\_\_ Date: \_\_\_\_\_

**Sentence structure and punctuation**

	<b>Always/often</b>	<b>Sometimes</b>	<b>Never</b>
A variety of sentence types is used			
Sentences are extended using conjunctions, adverbs and preposition phrases to add detail			
A range of subordinating conjunctions is used (e.g. <b>although, until</b> )			
Sentence openings are varied (e.g. starting with an adverbial)			
Expanded noun phrases are used to add detail			
Use of tense is maintained, including progressive and perfect forms			
Appropriate choice of pronouns			
Sentences are demarcated accurately with full stops, capital letters, <b>?</b> or <b>!</b>			
Inverted commas and other punctuation are used for direct speech			
Commas are used in lists and after fronted adverbials			
Apostrophes are used for contractions and possession			

**Composition and effect**

Setting is presented to interest reader			
Story is shaped round the events (e.g. new paragraph for new event/new focus)			
Atmosphere is developed through description			
Adverbials are used to link ideas and events			
Vocabulary is chosen for effect (e.g. adjectives, verbs)			

**Spelling**

Knowledge of alternative spellings for phonemes is applied correctly			
Multi-syllable words are correct, including endings			
Correct spelling of words that are often misspelt			
Rules for adding prefixes are applied correctly			
Rules for adding verb endings and suffixes are applied correctly			
Spelling of plurals is correct			
Common homophones are correct			

**Writing task summary**

## Completed proofreading task: All about spiders

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Spiders are small animals with <sup>eight</sup> ~~ate~~ legs, and a body made up of two <sup>two</sup> ~~sechs~~ round sections.

Spiders are <sup>quick</sup> ~~unicke~~ and <sup>captivating</sup> ~~fasiating~~ creatures. They produce thin <sup>threads</sup> ~~threds~~ to spin their webs. The spider <sup>attaches</sup> ~~attachis~~ the <sup>thread</sup> ~~thred~~ to an object and then <sup>builds</sup> ~~bilds~~ the web. <sup>Although</sup> ~~althou~~ the web looks like silk, it is <sup>actually</sup> ~~actuly~~ very <sup>strong</sup> ~~strung~~.

Food is <sup>caught</sup> ~~cought~~ in the spider's web. <sup>An</sup> ~~a~~ insect flies into it, gets stuck and struggles to get free. <sup>The</sup> ~~t~~ spider <sup>simply</sup> ~~simply~~ feels the <sup>movement</sup> ~~movment~~, rushes out and traps the insect.

Spiders live in many <sup>different</sup> ~~diffrent~~ places. The trapdoor spider hides in a burrow waiting for a <sup>likely</sup> ~~likly~~ victim. <sup>It</sup> ~~it~~ then pops out and <sup>attacks</sup> ~~atacks~~.

<sup>Although</sup> ~~althou~~ spiders have a <sup>poisonous</sup> ~~poisonus~~ bite, <sup>only</sup> ~~ownly~~ a few are harmful to people. <sup>The</sup> ~~the~~ black widow spider can be very <sup>dangerous</sup> ~~dangerus~~.

### Proofreading task summary

### Section 2 tasks summary

## A Warm-up

Complete the sentence to explain what happens.

- When we breathe in, air enters our lungs.
- As we grow, we get taller and stronger.

**PART A Focus**  
1–2: clauses to explain  
3–6: double letters  
7–10: suffixes; adjectives

Add single **d** or double **d**.

- a ddress                      a ddition
- a dverb                        a djective

Add **er** to make the verbs into nouns.

- rob ber                      stir rer                      blend er
- What spelling rule did you use?  
Double the letter if there is just one letter after the vowel.

Add a suffix to make adjectives.

- season al                      tropic al                      tradition al
- poet ic                        class ic                      organ ic
- wood en                        gold en                      wool len
- danger ous                      jeal ous                      peril ous

## C Sentence work

Add an adverb that says **how** the action is performed.

- Slowly, they opened the door.
- Eagerly, they looked in the trunk.
- Cautiously, they peeped round the corner.

**PART C Focus**  
1–3: fronted adverbials;  
commas after fronted  
adverbials  
4–7: pronoun consistency  
8–10: Standard English

Read the sentence. Pretend you are Oscar. Write the sentence in the first person.

- Oscar sold his mother's best cooking pot. I sold my mother's best cooking pot.
- It belonged to Oscar's mother, not to him. It belonged to my mother, not to me.
- Oscar told everyone that the pot was his. I told everyone that the pot was mine.
- Should Oscar keep the money for himself? Should I keep the money for myself?

Cross out the word that is not Standard English. Write it correctly.

- The road is ~~dangerouser~~ now. more dangerous
- This is the ~~importantest~~ reason. most important
- This is the ~~goodest~~ idea. best

## B Word work

- Underline the odd one out.  
terribly nobly wholly gently
- It is the odd one out because all the others change 'le' to 'ly'. 'Wholly' changes 'le' to 'lly'.
- Underline the odd one out.  
serious curious obvious hideous
- It is the odd one out because all the others end with 'ious'.

Write the root word.

- cavity                        cave
- various                      vary
- separation                      separate

**PART B Focus**  
1–4: spelling rules and exceptions  
5–9: root words and related words  
10: synonyms; word meanings

Write four words related to the root word in **bold**.

- head**                      headline                      headphones  
headlights                      header
- script**                      scribe                      scribble  
describe                      scripture
- Underline the word that is **not** a synonym.  
dependable shameful faithful reliable

**A Warm-up**

Cross out the noun phrase. Write a longer, more interesting one of your own.

- 1 As ~~happy as a lark~~ the owner of a winning lottery ticket.
- 2 As ~~brave as a lion~~ the hero battling the aliens.
- 3 As ~~strong as an ox~~ six mighty elephants.

4 Make four words from the word parts.

**point view re inter er**  
review      interview  
viewpoint   pointer

5 Write four words related to the word **sense**.

sensitive      nonsense  
sensible      sensation

**PART A Focus**  
 1-3: noun phrases  
 4-5: words related by meaning  
 6-10: spelling of homophones

Write the homophone.

- 6 **right** write                      9 **new** knew
- 7 **not** knot                         10 **peace** piece
- 8 **stair** stare

**C Sentence work**

Complete the sentence by adding a subordinate clause.

- 1 Although he was nervous, he tried to do his best.
- 2 When the baby stopped crying, Ellen heaved a sigh of relief.
- 3 As soon as the wolf left, Sam climbed out of the tree.

4 **Three boys share a tent.**

Underline the correct phrase.

the boy's tent      the boys' tent

5 **The girl has a tent to herself.**

Underline the correct phrase.

the girl's tent      the girls' tent

6 Give a reason for your answers. The apostrophe goes after the 's' if the thing belongs to more than one person. It goes before the 's' if the thing belongs to just one person.

Write a sentence of direct speech using the given adverb.

- 7 **meekly**      "Please let me go," he whispered meekly.
- 8 **defiantly**   "I will never surrender," she said defiantly.
- 9 **spitefully**   "That's mine," she said spitefully, "and I'm taking it."
- 10 **softly**      He said softly, "Let me help you."

**B Word work**

Complete the table.

	verb	noun
1	attract	attraction
2	complete	completion
3	vibrate	vibration

- 4 Write the root of the word **pressure**. press
- 5 Write a definition.

**pressure** a force pressing on something

6 Write another word from the same word family.  
depress

7 Underline the root word.

blockage   medicine   describe

**PART B Focus**  
 1-3: words ending **tion**  
 4-7: root words and word families  
 8-10: spelling errors

Cross out the words that are wrongly spelt. Write the correct spellings.

- 8 Rats ~~tunneled~~ into the ~~ancient~~ walls of the ~~casle~~. tunnelled   ancient   castle
- 9 He has ~~recovered~~ after his ~~resent~~ ~~accident~~.  
recovered   recent   accident
- 10 It is ~~inposable~~ to ~~discribe~~ the ~~experence~~.  
impossible   describe   experience

## A Warm-up

Put the words in order so the sentence makes sense.

- The ducks fed the children.  
The children fed the ducks.
- The road ran across the squirrel.  
The squirrel ran across the road.
- Many homeless were left survivors.  
Many survivors were left homeless.

Write the root word.

- argument**      argue
- discussion**      discuss
- exception**      except
- Write two words with the same root as **narrative**      narrator      narration

**PART A Focus**  
1-3: sentence structure; word order  
4-7: root words  
8-10: spelling strategies

Add the missing syllables.

- ex cla ma tion      **Clue:** ends with !
- al pha bet ic al      **Clue:** in letter order
- ex pe ri ment      **Clue:** try out, investigate

## B Word work

- Underline the word that is wrongly spelt.  
knight   might   hight   slight
- Write the correct spelling.      height
- Underline the word that is wrongly spelt.  
eight   great   weight   streight
- Write the correct spelling.      straight

Add **sion** to make the verb into a noun.

- expand** + **sion** = expansion
- decide** + **sion** = decision
- divide** + **sion** = division
- explode** + **sion** = explosion

**PART B Focus**  
1-4: spelling patterns; exceptions  
5-8: words ending sion  
9-10: inferring meaning from word structure

Write a definition of the word in **bold**.

- It was an **indescribable** mess.  
indescribable: beyond words
- He spoke **apologetically**.  
apologetically: as if he were sorry

## C Sentence work

Underline the adverb or adverbs. Why has the writer used an adverb?

- They whispered anxiously.      It shows how the characters feel.
- We must act now.      It says when – at once.
- He looked absolutely everywhere.      It adds emphasis and says where they looked.
- Gradually, add the mixture to the pan.      It says exactly how.

Add the missing punctuation and capital letters.

- Although it was dark, we weren't scared <sup>W</sup> well, only a bit.
- "Don't follow me," Alice shouted, as she strutted off down the street.
- "Yes, you," said the voice. "Clear off!"

Rewrite the sentence using noun phrases to create an eerie mood.

- A path twisted through the garden.  
An overgrown path twisted through the wild, unwelcoming garden.
- The castle had stone walls and turrets.  
The castle had cold, grey walls and turrets that seemed to stand guard.
- The river flowed.      The murky river flowed under the darkening clouds.

**PART C Focus**  
1-4: adverbs and their use  
5-7: checking punctuation  
8-10: descriptive noun phrases; choosing vocabulary



**A Warm-up**

Write the sentence with the adverb in a different place.

**Nat walked slowly to school.**

**PART A Focus**  
 1-3: moving adverbs  
 4-5: comparative adjectives  
 6: spelling; word endings  
 7-10: synonyms; word meanings

- 1 Nat walked to school slowly.
- 2 Slowly, Nat walked to school.
- 3 Write a sentence using these words.  
**scrambled hurriedly**  
Carly scrambled hurriedly over the rocks.
- 4 Underline the word that is **not** an adjective.  
 slower colder runner funnier
- 5 Explain your answer.  
Runner is a noun.
- 6 Add the missing letters. **Clue: types of art**  
 s c u l p t u r e      c o l l a g e

Draw a line to join the synonyms.

- |                 |             |
|-----------------|-------------|
| 7 doubtful      | acceptable  |
| 8 shameful      | uncertain   |
| 9 heartless     | disgraceful |
| 10 satisfactory | unfeeling   |

**C Sentence work**

Combine the three sentences into one.

- 1 He hummed softly. He walked across the field. He went towards the barn.  
He hummed softly as he walked across the field towards the barn.
- 2 Charlie tiptoed down the stairs. His sister heard him. She called out.  
Although Charlie tiptoed down the stairs, his sister heard him and called out.

Write a shorter phrase using an apostrophe.

- |   |                              |
|---|------------------------------|
| 3 the cot belonging to the baby         | <u>the baby's cot</u>        |
| 4 the coat belonging to that girl       | <u>that girl's coat</u>      |
| 5 the kit belonging to the team         | <u>the team's kit</u>        |
| 6 the books belonging to the boys       | <u>the boys' books</u>       |
| 7 the spaceship belonging to the aliens | <u>the aliens' spaceship</u> |

Complete the sentence using a possessive pronoun.

- 8 Your idea is not as good as mine.
- 9 This bike is mine and that bike is yours.
- 10 He took my model and put it next to his.

**PART C Focus**  
 1-2: composing sentences with more than one clause  
 3-7: apostrophe for possession  
 8-10: possessive pronouns

**B Word work**

Add the correct spelling of the ending to make a noun.

- 1 **express** expression    **possess** possession
- 2 **reduce** reduction    **direct** direction
- 3 **confuse** confusion    **collide** collision

Write a definition.

- 4 **roadworthy** safe to go on the road
- 5 **departure** going away
- 6 **balloonist** someone who flies a hot air balloon
- 7 **household** the people who live in a house

**PART B Focus**  
 1-3: words ending sion, tion, ssion  
 4-7: word structure; word meanings  
 8-10: checking spelling; homophones and near-homophones

Cross out the words that are wrongly spelt. Write the correct spellings.

- 8 He has ~~forgoten~~ to use ~~comas~~ in his ~~sentences~~.  
forgotten    commas    sentences
- 9 I ~~mist~~ the ~~whether~~ ~~forcast~~ last night.  
missed    weather    forecast
- 10 All of the ~~wimen~~ had ~~bicycles~~ ~~accept~~ one.  
women    bicycles    except

## A Warm-up

- 1 Write a sentence that lists the information.  
**woke early – shower, dressed, porridge**  
I woke early, had a shower, got dressed  
and had some porridge for breakfast.

Complete the sentence.

- 2 A squirrel is a small furry animal with  
a bushy tail.
- 3 Sammy the squirrel watched while  
the other squirrels gathered acorns.
- 4 The baby squirrels slept soundly into spring.

Underline the word that is **not** a real word.

- 5 funniest amusingest wittiest silliest
- 6 speedier difficulter frostier bigger
- 7 How do you know that the words are  
 not real? You should say 'most amusing'  
and 'more difficult'.

Write two synonyms for the verb.

- 8 **quake** shake tremble
- 9 **confuse** puzzle baffle
- 10 **throw** hurl fling

**PART A Focus**  
 1: writing list sentences; commas  
 2-4: extending sentences; adverbials  
 5-7: comparatives and superlatives  
 8-10: synonyms

## B Word work

Write in the missing syllables.

- 1 de ter min a tion **Clue: willpower**
- 2 sen sa tion al **Clue: wonderful**
- 3 su per son ic **Clue: faster than sound**

Underline the word that is **not** linked by meaning.

- 4 triangle tricycle triumph tripod
- 5 How are the other three words linked?  
The 'tri' prefix means 'three'.

Underline the shared prefix.

- 6 microscope microphone microwave
- 7 What is the meaning of the prefix? very small

**PART B Focus**  
 1-3: spelling strategies; syllables  
 4-7: common roots; meanings  
 8-10: its and it's; common spelling errors

Write the correct word.

**it's its**

- 8 The cat drank its milk.
- 9 Today it's going to be sunny.
- 10 The van has lost its wheel and it's  
 going to crash.

## C Sentence work

Write the next three sentences. Use a pronoun after the given adverbial.

**Many people would benefit from a new leisure centre.**

- 1 For example, they could attend keep fit classes held there.
- 2 However, it would be expensive to build.
- 3 Clearly, it is an important decision.

Move the commas to the correct places.

- 4 Yes, Mount Everest, is the tallest mountain in the world.
- 5 When it reaches boiling point, water, turns to steam.
- 6 As the wind blew, leaves, fell from the trees.

**PART C Focus**  
 1-3: adverbials; pronouns for cohesion  
 4-6: commas to separate words and clauses at the start of sentences  
 7-10: word classes and their use

Add suitable words. Tick the sentence where you have added determiners.

- 7 House for sale – this is a delightful detached house in a quiet location. \_\_\_\_\_
- 8 There are no apples on the tree this autumn. \_\_\_\_\_ ✓
- 9 Fold the card in half and measure it with a ruler. \_\_\_\_\_
- 10 From the treetop, he could see the soldiers in their uniforms. \_\_\_\_\_

**A Warm-up**

- Write a two-clause sentence.  
On a sunny day, I like to walk in the park before I go to school.
- Write an exclamation using the word **sunny**.  
What a sunny day!

Underline the suffix that you **cannot** add to the word.

- correct** ly tion ive ful
- hard** ly en ship ist ness
- thick** ly en ness ment est

Add a short word to complete the longer word.

- g l a m our
- s a v age
- p r a c t ice

**PART A Focus**  
1-2: varying sentence structures  
3-5: word structure  
6-8: spelling strategies  
9-10: sentence construction

Write a sentence using these words.

- murmur gather**  
Outside, there was a murmur of voices as a crowd began to gather.
- waited leaping**  
The lion waited patiently before leaping out on to its prey.

**B Word work**

Cross out the word that is wrong. Write the correct spelling.

- Frosty flakes – a great new ~~serial~~. cereal
- Available in ~~plane~~ or patterned. plain
- Special offers on air ~~fares~~. fares
- A gold-~~meddle~~-winning recipe. medal

Use two of these suffixes to complete the word sum.

**PART B Focus**  
1-4: homophones  
5-7: adding multiple suffixes  
8-10: words with multiple meanings

**al ive tion ly**

- secret** + ive + ly = **secretively**
- educate** + tion + al = **educational**
- occasion** + al + ly = **occasionally**

Write a synonym for the word in **bold**.

- a **flat** surface even
- a **flat** refusal complete
- his voice was **flat** uninteresting

**C Sentence work**

Rewrite the sentence using Standard English verb forms.

- I **buyed** a new book. I bought a new book.
- The post **come** late today. The post came late today.
- We **was** planning a surprise. We were planning a surprise.
- Who has **broked** the window? Who has broken the window?
- It **weren't** my fault. It wasn't my fault.

Sort the phrases into two groups.

**the boy's late, the boy's bag, Mark's room, Mark's sorry, Sophie's gone, Sophie's friend**

- apostrophes for possession** the boy's bag Mark's room Sophie's friend
- apostrophes for shortened forms** the boy's late Mark's sorry Sophie's gone

Complete these sentences with a noun phrase to describe a new vacuum cleaner.

- It is speedier than a Formula One racing car.
- It is quieter than a whisper.
- It is more powerful than a jet engine.

**PART C Focus**  
1-5: Standard English verb forms  
6-7: apostrophes for omission or possession  
8-10: using comparatives; descriptive noun phrases

**A Warm-up**

Continue the sentence to give a clear picture of **where** the event took place.

- 1 Kelly jumped over the fence and hid behind the shed.
- 2 Gareth ran across the field to the farmhouse.

Underline the odd one out.

- 3 they can't                      he'll help  
we're late                      Jack's drink
- 4 Give a reason for your choice.  
It uses an apostrophe for possession.

Change the prefix to make a new word.

- 5 **interrelated** → unrelated
- 6 **inactive** → interactive
- 7 **supernatural** → unnatural

**PART A Focus**  
1-2: expressing place  
3-4: using apostrophes  
5-10: prefixes; word structure

Write three words starting with the prefix **auto**.

- 8 autograph                      10 automatic
- 9 automobile

**B Word work**

- 1 Underline the letter string that is found in all these words. hour journey mourn
- 2 What do you notice about the sounds made? 'our' makes a different sound in each word.
- 3 Write four more words with this letter string.  
flour    journal    humour    tourist

Write the suffixes that you can add to the word.

**ed ing er est s ly ful less**

- 4 **use**                      ed ing er s ful less
- slow**                      ed ing er est s ly

Write words belonging to the same word family as **horrible**. Sort the words into groups.

- 5 **nouns**                      horror
- 6 **adjectives**                      horrible    horrid    horrific
- 7 **verbs**                      horrify    horrifying    horrified

Draw a line to join the synonyms.

- 8 enviously                      ~~clumsily~~
- 9 awkwardly                      ~~firmly~~
- 10 determinedly                      ~~jealously~~

**PART B Focus**  
1-3: tricky letter strings  
4-7: suffixes; word classes; word families  
8-10: synonyms; word meanings

**C Sentence work**

- 1 Underline the adjectives.                      We are innocent victims of these thoughtless actions.
- 2 Why have the adjectives been added?                      To make the argument stronger.

Add adjectives to achieve a similar effect.

- 3 These wicked people have caused needless suffering.
- 4 It is a sad fact that many helpless animals are mistreated.

**PART C Focus**  
1-4: adjectives and their use  
5: identifying sentence types; punctuating sentences  
6-7: constructing sentences with subordinate clauses  
8-10: possessive pronouns

5 Identify the type of sentence. Add punctuation.

- What a mess!                      exclamation                      Turn that tap off.                      command
- Can you help me?                      question                      It is too late.                      statement

Rewrite the sentence with a subordinate clause. Do it in two different ways.

**Raj tried hard but Kaz won.**

- 6 Although Raj tried hard, Kaz won.
- 7 Kaz won, even though Raj tried hard.

Write a sentence using the possessive pronoun.

- 8 **hers**                      These shoes are hers.
- 9 **ours**                      These pictures are ours.
- 10 **theirs**                      This house must be theirs.

## A Warm-up

Complete the sentence to say **where** and **when**.

- Simon sings in the bath on Sundays.
- Molly sleeps at my house sometimes.
- Tarun runs in the park after school.
- Will walked to school yesterday.

Write three words beginning with the prefix.

**PART A Focus**  
1-4: adverbials to add detail  
5-7: prefixes  
8-10: suffixes

- anti**  
anticlockwise   antibiotic   antifreeze
- mini**  
minibus   miniskirt   minicab
- super**  
supermarket   superstar   superstore

Add the same suffix to make three nouns.

- friend ship   owner ship   hard ship
- depress ion   express ion   impress ion
- reac tion   subtrac tion   reflec tion

## C Sentence work

- Rewrite the sentence to say **where**, **when** and **why**.

**Lucas arrived late.**

On Monday morning, Lucas arrived late at the office due to the bad traffic.

Edit the sentence. Cross out the words that sound wrong. Write them using Standard English.

- I ~~done~~ the shopping while you ~~was~~ asleep.   did   were
- We could ~~of~~ waited and ~~catched~~ the bus together.   have   caught
- I have ~~give~~ Molly ~~me~~ spare trainers.   given   my

Complete the sentence with a subordinate clause.

- The flowers began to open as if they were just waking up.
- The three butterflies fluttered around as if they were dancing.
- Rain pounded on the roof as if we were under attack.

**PART C Focus**  
1: clarifying time, place, cause  
2-4: Standard English verb forms  
5-7: sentences with more than one clause; expressive language  
8-10: proofreading; punctuation

Add the missing punctuation and capital letters.

- I heard my father's voice. "It's too late," he said.
- I saw Molly's glove on the floor. where was she now? perhaps I could still catch her.
- "Hello," croaked the frog. "I believe that's my lily pad."

## B Word work

Add the same vowel to all three words.

- touch   cousin   courage
- vague   plague   rogue
- vein   beige   veil

Add the same ending to all four words.

**Clue: occupations**

- optic ian   music ian
- electric ian   magic ian

Write two more words with the same ending.

- politician   **Clue: works in politics**
- mathematician   **Clue: works with maths**

Write a definition of the word in **bold**.

- The island was **deserted**.  
deserted: no-one there
- There will be a **temporary** bus shelter.  
temporary: there for just a short time
- Write an antonym.

**deserted**   populated  
**temporary**   permanent

**PART B Focus**  
1-3: spelling patterns  
4-7: words ending in -ian  
8-10: word meanings; antonyms

## A Warm-up

Continue the sentence to make the meaning clear.

- Put a full stop at the end of a sentence unless it is a question or exclamation.
- Use an apostrophe when you write the shortened form of a word.
- A dictionary can be used to check a spelling or find the meaning of a word.

Add the same two letters to all three words.

- au t u m n    s au s a g e    n au g h t y
- s e r io u s    o b v io u s    c u r io u s
- s e ss i o n    m i ss i o n    p a ss i o n

Change the prefix to make a new word.

- adjust** → unjust
- advent** → invent
- misplace** → replace
- telescope** → microscope

**PART A Focus**  
1–3: using conjunctions to clarify meaning  
4–6: spelling patterns  
7–10: prefixes; word structure

## B Word work

Complete the word sum.

- history** + **ic** + **al** = historical
- future** + **ist** + **ic** = futuristic
- except** + **tion** + **al** = exceptional
- relate** + **tion** + **ship** = relationship

- Cross out the incorrect word in the sentence.

I **accept** ~~except~~ the gift.

**PART B Focus**  
1–4: adding multiple suffixes; using spelling rules  
5: near-homophones  
6: word families  
7: suffixes: ous, ly, ation  
8–10: word meanings

- Write four words that belong to the same word family as the word **use**.

reuse    usable    unused    useless

- Add the suffix needed to complete the word.

They danced energetic ally.

There was thunder ous applause.

It was a real tempt ation.

Write a definition of the words you have made.

- energetically means with energy
- thunderous means very loud
- temptation means strong desire

## C Sentence work

Change the statement into a command.

- We should stop polluting the Earth.
- You could test drive the new ZT.
- You might like to visit Oakley Gardens.
- Rather than driving to school, you could try walking.

Stop polluting the Earth.

Test drive the new ZT.

Visit Oakley Gardens.

Don't drive to school. Walk.

Rewrite the text as one sentence, improving the grammar and vocabulary.

- Marie ran off. Marie's heart was beating. Marie got away.  
Marie fled, her heart thumping as she made her escape.
- The beast came out from its cave. The beast looked around. The beast went back in.  
The beast emerged from its cave, glanced around and slid back in.

Add the missing comma.

- By climbing over the fence, he was able to get a better view.
- Swerving suddenly, the car caused other drivers to brake.
- Despite the great weather, our holiday was ruined.
- Why are the commas needed? Because there is a fronted adverbial.

**PART C Focus**  
1–4: turning statements into commands  
5–6: editing: changing sentence structure, grammar, vocabulary and pronouns  
7–10: using commas to mark fronted adverbials

## A Warm-up

Write a sentence using the words in **bold**.

- dog** **curiously**  
The dog sniffed curiously at the bone.
- acrobat** **awkwardly**  
The acrobat fell awkwardly in the net.
- king** **nervously**  
The man spoke nervously to the king.

- Add the missing letters.

f a u l t      p l e a s a n t  
o d o u r      n o u r i s h

**PART A Focus**  
1-3: sentences with adverbs  
4: spelling patterns  
5-6: word endings  
7-10: prefixes

Make these words into two-syllable words.

- c a p t u r e      c a p t i v e      c a p t a i n
- m e n t i o n      m e n t a l      m e n a c e

These words and prefixes are mixed up. Write them correctly.

**microsonic** **autovision** **telematic** **superscope**

- microscope
- television
- automatic
- supersonic

## C Sentence work

Change the nouns into plurals.

- the **boy's scarf**      the boys' scarves
- the **pirate's patch**      the pirates' patches
- the **child's sandwich**      the children's sandwiches
- the **man's desk**      the men's desks

Continue the sentence with a subordinate clause to make the point clear.

- The litter problem will continue unless we have more bins.
- There are some bins, although they are often full.
- The litter is blown around, which makes it difficult to collect.

**PART C Focus**  
1-4: apostrophes for plural possession  
5-7: adding clauses to expand and clarify  
8-10: appropriate choice of modifying adjectives

Cross out the word **good** and write a better word. Do not use the same word twice.

- This is a ~~good~~ bike, which looks ~~good~~ and gives a ~~good~~ ride. brilliant fantastic superb
- This is a ~~good~~ film, with a ~~good~~ cast and ~~good~~ special effects. great wonderful thrilling
- Having a ~~good~~ time. Hotel ~~good~~, food ~~good~~, weather ~~good~~.  
lovely excellent delicious fine

## B Word work

- Add the correct prefix to make the opposite.  
im polite      in active      il legible

Cross out the incorrect word in the sentence.

- Our reporter is at the ~~seen~~ scene.
- Hold on to the ~~reins~~ reigns.
- The baby began to ~~ball~~ bawl.
- ~~Whose~~ Who's the tallest?

**PART B Focus**  
1: meaning of prefixes  
2-5: spelling homophones  
6: spelling rules for adding ly  
7-10: word structure and meaning

- Add the suffix to make the words into adverbs.  
**heroic** heroically      **fantastic** fantastically  
**basic** basically      **dramatic** dramatically

Add a suffix to the word **protect** or **correct** so that it makes sense in the sentence. Write the word.

- tion ly ive**
- I needed protection from my enemies.
  - You guessed the number correctly.
  - They wore protective clothing.
  - There was a correction to be made.

**A Warm-up**

Write a factual statement.

- 1 The Earth is round.
- 2 Aeroplanes use a lot of fuel.
- 3 A desert is a hot place.

Continue the sentence to give a reason.

- 4 Ear protectors should be worn due to loud noise.

Add the same short word to complete the three longer words.

- 5 d a m age      s a v age      a d v a n t age
- 6 l ear n t      w ear y      a p p ear

Add a short word to complete the longer word.

- 7 a t tent i o n
- 8 i n vest i g a t e

**PART A Focus**  
 1-3: statements  
 4: expressing cause or reason  
 5-8: spelling strategies  
 9-10: fronted adverbials

Continue the sentence.

- 9 Gradually, the sky began to clear.
- 10 Surprisingly, it was not too cold.

**B Word work**

Complete the word sum.

- 1 **forgot** + **en** = forgotten
- 2 **begin** + **ing** = beginning
- 3 **worship** + **ed** = worshipped

**PART B Focus**  
 1-7: spelling rules and exceptions; double letters  
 8-9: word structure  
 10: synonyms; word meanings

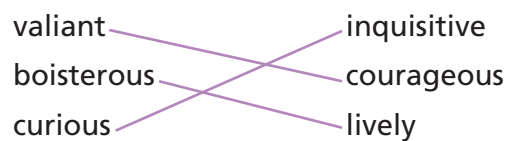
Underline the correct spelling.

- 4 gardener    gardenner    gardner
- 5 gallopped    galloped    galopped
- 6 frightning    frightening    frightenning
- 7 What spelling rule did you use to help you choose the correct spelling?

If the second syllable is unstressed, don't double the last letter.

Remove all prefixes and suffixes. Write the root word.

- 8 **unsurprisingly** – un ing ly = surprise
- 9 **disheartening** – dis en ing = heart
- 10 Draw a line to join the synonyms.



**C Sentence work**

Use some of the words in the statement to make a question for an advertisement.

- 1 You have to be brave to try this ride. Are you brave enough to try?
- 2 This is great if you like chocolate. Do you like chocolate?
- 3 You could win a million pounds. Want to win a million?

- 4 Rewrite the sentence so it begins with the subordinate clause.

**The street lights slowly flickered on as darkness began to fall.**  
As darkness began to fall, the street lights slowly flickered on.

**PART C Focus**  
 1-3: forming questions  
 4-5: fronted subordinate clauses  
 6-8: checking use of commas  
 9-10: forming exclamations

- 5 Complete this descriptive sentence so it begins with a subordinate clause.

As a veil of rain began to fall,                      a mist descended from the heavy skies.

Check the comma is used correctly. Put a ✓ or a ✗.

- 6 Snow fell, while we slept.                      ✗
- 7 By turning off the TV, we save energy.                      ✓
- 8 I was late, the bus had gone.                      ✗

Write an exclamation to follow the sentence.

- 9 He had vanished. How strange!
- 10 I thought it was fine. What a mistake!



**A Warm-up**

Continue the sentence.

- In the silence, Carly began to think about what might happen.
- When Marcus peeped out of the door, he hoped no-one would see him.
- Strangely, everywhere was silent.

Write two words based on the root word.

- |   |               |                 |                  |
|---|---------------|-----------------|------------------|
| 4 | <b>serve</b>  | <u>servant</u>  | <u>service</u>   |
| 5 | <b>invent</b> | <u>inventor</u> | <u>invention</u> |
| 6 | <b>note</b>   | <u>notice</u>   | <u>notebook</u>  |

- 7 Underline the word that is **not** a verb.  
 farming seedling watering planting

Put the letters in order to make a word.

- |    |                  |                  |
|----|------------------|------------------|
| 8  | <b>a n t u</b>   | <u>a u n t</u>   |
| 9  | <b>e o r t u</b> | <u>r o u t e</u> |
| 10 | <b>a e l u v</b> | <u>v a l u e</u> |

**PART A Focus**  
 1-3: extending sentences  
 4-6: root words  
 7: word classes  
 8-10: spelling patterns

**B Word work**

Write the meaning of the word in **bold**.

- |   |                             |                                       |
|---|-----------------------------|---------------------------------------|
| 1 | a remote <b>wilderness</b>  | <u>a place where wild plants grow</u> |
| 2 | a clever <b>contraption</b> | <u>a device</u>                       |
| 3 | a <b>futile</b> attempt     | <u>useless</u>                        |
| 4 | a <b>deserted</b> beach     | <u>empty</u>                          |

- 5 Write three words related to the word in **bold**.  
**vision** visible invisible television

- 6 Make these adjectives into adverbs.  
 able ly true ly sure ly

- 7 Make these nouns into adjectives.  
 glamour ous mystery ious

- 8 Make these verbs into nouns.  
 separate ion hesitate ion

**PART B Focus**  
 1-4: word meanings  
 5: root words; word families  
 6-8: spelling rules for adding suffixes and exceptions  
 9-10: homophones and near-homophones

Cross out the words that are wrong. Write the correct spellings.

- |    |  |
|----|--|
| 9  | I wonder <del>whether</del> <u>whether</u> <del>heel</del> <u>he'll</u> have an <del>effect</del> <u>effect</u> ?                  |
| 10 | All <del>there</del> <u>these</u> stories went <del>threw</del> <u>through</u> to the final <del>accept</del> <u>except</u> Joe's. |
|    | <u>their</u> <u>through</u> <u>except</u>  |

**C Sentence work**

- 1 Underline the adverb that could be used to show cause and effect.  
**however** **moreover** therefore **also** **suddenly** **finally**

Complete the sentence to show cause and effect. Use the adverb from question 1.

- |   |  |
|---|--|
| 2 | The king had a large army and <u>therefore defeated his enemies.</u>             |
| 3 | The clothing has reflective strips and <u>therefore can be seen in the dark.</u> |
| 4 | Hasan was ill and <u>therefore could not come to the event.</u>                  |

Write the next three sentences using a pronoun in place of the underlined noun.

**Joe was looking for the biscuits.**

- |   |   |
|---|---|
| 5 | <u>He</u> thought there should be some in the tin.                |
| 6 | <u>He</u> couldn't find any so he looked in the cupboard instead. |
| 7 | <u>There</u> were none there.                                     |

Add a comma and complete the sentence.

- |    |  |
|----|--|
| 8  | "Alfie, <u>can I borrow your ruler?</u> " asked Mark.      |
| 9  | To win the game, <u>you need to score the most points.</u> |
| 10 | Well, <u>I really didn't expect that to happen.</u>        |

**PART C Focus**  
 1-4: forming sentences with **therefore**  
 5-7: pronoun cohesion  
 8-10: commas

Remind the pupil to complete Section 3 of the Progress chart on page 46 of the pupil book.

## Writing task assessment sheet: Advert for a new car

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

### Sentence structure and punctuation

	Always/often	Sometimes	Never
Sentences with more than one clause. Clauses are joined using a range of conjunctions			
Adverbs, prepositions and conjunctions are used to add detail			
Expanded noun phrases are used to add detail			
A variety of sentence types is used			
Fronted adverbials are used			
Appropriate use of tense, including perfect forms (e.g. <b>it has been tested</b> )			
Appropriate use of pronouns to avoid repetition (e.g. <b>it has...</b> )			
Sentences are demarcated accurately with full stops, capital letters, ? or !			
Commas are used in lists and after fronted adverbials			
Apostrophes are used for contractions and possession			

### Composition and effect

Features of advert form are used (e.g. clear sense of purpose to persuade the reader)			
Simple organisational features are used			
Ideas are developed around themes			
Connections are made between ideas			
Language is chosen for effect (e.g. to create humour, impact, appeal)			
Appropriate tone/style (e.g. friendly)			

### Spelling

Knowledge of alternative spellings for phonemes is applied correctly			
Spelling patterns are applied correctly			
Multiple-syllable words are correct, including endings			
Correct spelling of words that are often misspelt			
Words with prefixes are correct			
Rules for adding verb endings and suffixes are applied correctly			
Spelling of plurals is correct			
Common homophones are correct			

### Writing task summary

## Completed proofreading task: Our very own kingdom

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

We walked to the beech along a country lane. From the top of the dunes, we could see the crescent shaped strip of sand. It felt like a long forgotten place that belonged just to us. It was our special place and we were eager to discover it.

As a sudden breeze whiped across the dunes, a flurry of sand stung our legs and arms. We took no notice as we ran in the direction of the sea.

We went tumbling and stumbling down the dunes. Our feet sank into the sand and we laughed with happiness and excitement. What a pleasure it was!

Up close, the sea was grey and rough. The waves thundered dramatically onto the sand with a furious roar. It was a simply glorious scene.

### Proofreading task summary

### Section 3 tasks summary