

Diagnostic check marking key: English Skills 2

Use the **Activity prompts** to help pupils overcome problems with particular question types. Other activities may be developed from these prompts.

Expanded noun phrases

- 1 our house those trees a book these animals 2 my colourful picture
3 a ramshackle building 4 the famous actor 5 the new teacher in school
6 a hidden garden behind a high wall 7 the winding path through the forest

Activity prompt: Make sure that the pupils understand terms associated with noun phrases such as ‘determiner’ and ‘preposition’. Use the photocopiable resource **Word class wheel** to reinforce these. Select objects and work with the children to build up extended noun phrases (e.g. **bag – my bag – my black bag – my black school bag – my black school bag with the broken strap**). Discuss the use of prepositions to extend after the noun (e.g. **a box of chocolates; the best team in the world**).

Homophones

- 8 grate mane scene break knot bury 9 piece 10 plain 11 medal
12 know whether missed

Activity prompt: Make sure that the children understand the term ‘homophones’ – words that sound the same but have different spellings and meanings. Ask the children for examples, using the words in context to show the different meanings. Discuss particular homophones that are causing confusion and discuss the different meanings (e.g. **piece/peace**). Sometimes a mnemonic will help link the spelling to the meaning (e.g. **a piece of pie**).

Fronted adverbials and commas after fronted adverbials

- 13 With waves crashing, they rowed to the beach. 14 On Saturdays, the pool opens at 10 o’clock.
15 In the evening, they went to the theatre. From the top of the cliff, the boat looked tiny.
When I looked again, the cage was empty. 16 After many years of searching, they found the cave.
17 In the distance, the sun was setting.

Activity prompt: Make sure that the children understand the term ‘adverbial’ – a word, phrase or clause that works like an adverb. They add more detail about events in sentences (e.g. where, when, how, where). Start with a short sentence (e.g. **he left**) and add adverbials to it. Then start with a sentence containing a number of adverbials and remove them one at a time.

Write a sentence ending with an adverbial on a long strip of paper. Ask the children to identify the adverbial. Then cut it off and move it to the start of the sentence. Punctuate the new sentence, adding a comma after the now fronted adverbial.

Applying rules for adding vowel suffixes

- 18 admiration variation famous furious natural historic 19 sensation 20 extremely
21 galloped 22 forgotten 23 limitations

Activity prompt: Recap the rules for adding vowel suffixes to words ending **e** or **y** (dropping the final **e**; changing **y** to **i**). Explain that these rules apply to longer words and all vowel suffixes so we use them to add suffixes such as **ation, ous, al**. The rule about doubling the final consonant applies to longer words only if the last syllable of a word is stressed (e.g. **forgotten**).