HeadStart Primary

Year 5 Activity Sheets & Assessments Book 2



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HeadStart Primary

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Year 5 V5

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Assessment/Test Analysis Record Sheets

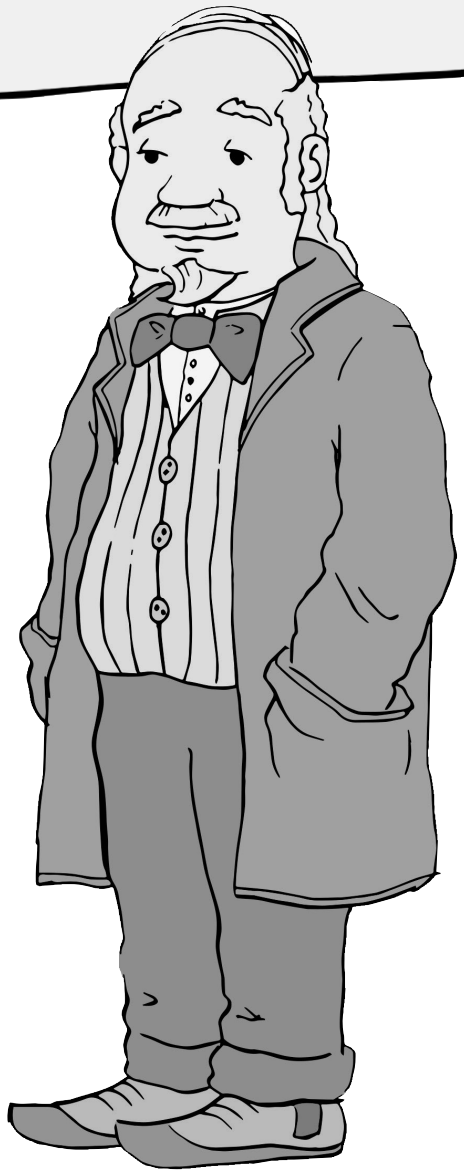
Assessment/Test Record Sheet
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Optional Test Analysis Grids
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Year 5

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Teachers' Notes



Year 5

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Book 2

English Grammar & Punctuation
Teachers' Notes Year 5

Activity sheets

Book 2 contains a further set of activity sheets which follow the witches theme. They include fun facts, stories, poems, jokes and a variety of activities that will keep the children motivated and inspired. These activity sheets are designed to be used in a variety of ways at the discretion of the teacher. They may be used for whole-class sessions, group work or even as homework practice.

There are two types of additional activity sheets; those that match the objectives of Book 1, and those which introduce new concepts – some of which need to be taught in order to cover the statutory requirements for that year group. (The coverage tables at the back of this book show where the objectives have come from.) The additional activity sheets (that include objectives not covered within the main section) are clearly identified with a wand symbol. They are arranged in the same order as Book 1, for easy reference. However, they can be taught in whatever order the teacher feels is appropriate for the class.

End-of-Term Assessments and Optional Tests

To help the teacher assess the children's progress against the age-related expectations, there are three End-of-Term Assessments and three Optional Tests. **Raw score/scaled score conversion charts for the Optional Tests are supplied on the CD-ROM.**



The inclusion of this variety of assessment and testing options is intended to provide schools with greater flexibility, in order to meet their curriculum needs.

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Some possible approaches to testing are outlined below.

End-of-Term Assessments

The Autumn, Spring and Summer Assessments are designed to be administered at the end of each term or when the content for each section has been delivered. These assessments will only assess the children on the concepts taught for that particular term. Analysis of the results will indicate which concepts have been understood and which will require further teaching. Information gleaned from this formative approach would constitute an integral part of any assessment for learning strategy or policy.

Optional Tests

The Optional Tests feature concepts (objectives) from the whole Year 5 curriculum. Concepts from other year groups which underpin the learning for Year 5 are also included. These tests are designed to be used at any time during the school year to provide a 'snapshot' of progress against curriculum objectives. The content of each Optional Test is purposely very similar, thus enabling assessment and tracking of progress on a like-for-like basis. **Raw score/scaled score conversion charts are supplied on the CD-ROM**. Scaled scores facilitate very effective progress tracking.

One possible model is as follows:

One of the Optional Tests is administered at the very beginning of the school year as soon as the children have 'settled in'. This will provide a 'baseline' benchmark. The second Optional Test is administered halfway through the Spring Term and the third Optional Test is administered at the end of the school year to provide a summative judgement. In this way, progress can be tracked and valuable assessment data can be passed to the teacher in the next year group.

There are several other models which could be used but it is important to remember that this data should always be used to complement (and not replace) the ongoing assessment strategies and professional judgement of the teacher.

At HeadStart, we have intentionally chosen not to include too many multiple-choice questions in our assessments. Although multiple-choice questions have the advantage of being quicker and easier to mark, they do not help a teacher understand where pupils' misconceptions lie or to know when a pupil has simply guessed the correct answer. Questions that allow children to demonstrate their writing skills help teachers identify the areas where pupils are struggling and address their problems immediately.

Terminology

Terminology, which is introduced in the activity pages, is often included for the benefit of the teacher. Children need to understand the concepts, but do not always need to know the terminology until a later age group. Therefore, children will not be tested on their understanding of the terminology in the Optional Tests until the appropriate age group.

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Marking and administration

The End-of-Term Assessments are marked out of 25 and it is recommended that they are completed in approximately 25 minutes. The Optional Tests are scored out of 50 and it is recommended that they are completed in approximately 50 minutes. When a tracking judgement is required, **End-of-Term** test scores should be converted to a percentage, as shown below. **Optional Test raw scores can be converted to scaled scores using the tables supplied on the CD-ROM.**

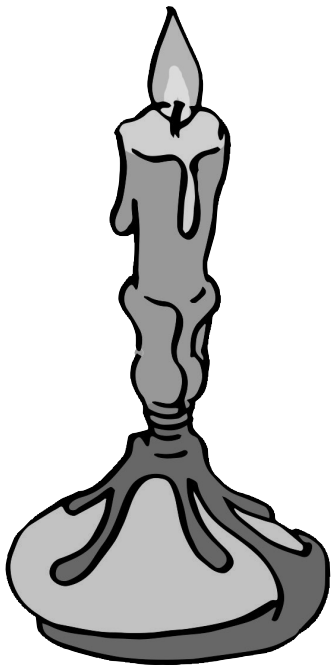
Percentage score for End-of-Term Assessment = $\frac{\textbf{assessment mark}}{\textbf{25}} \times \textbf{100}$ **(or score × 4)**

The table below can then be used to identify progress against one of the six stages. **(The table for the Optional Tests is supplied on the CD-ROM.)**

Percentage Score	Stage	
0 – 25	Emerging	Below average range
26 – 50	Developing	
51 – 63	Progressing	Average range
64 – 75	Secure	
76 – 88	Mastering	Above average range
89 – 100	Exceeding	

0 – 50%	Below
51 – 75%	Average
76 – 100%	Above

This data should always be used in conjunction with the ongoing assessment and professional judgement of the teacher.



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Answers

A complete set of answers is provided, both for the activity sheets and the tests.

Assessment and Analysis Record Sheets

Assessment/Test Record Sheet:

This sheet can be used to record pupils' scores for all the End-of-Term Assessments and the Optional Tests.

End-of-Term Assessment Analysis Grids (Autumn, Spring and Summer):

These grids can be used to record pupils' scores for the End-of-Term Assessments. The completed grids will clearly identify strengths and weaknesses.

Optional Test Analysis Grid (Tests 1, 2 and 3):

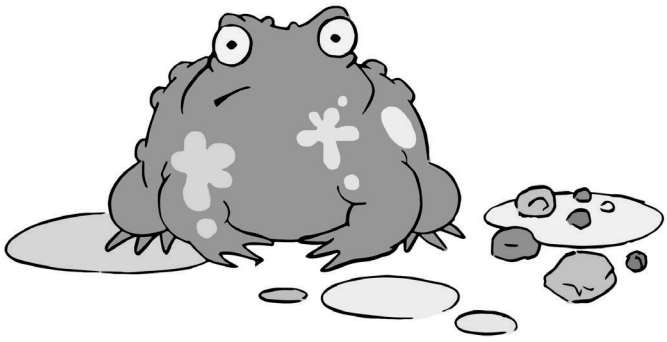
This grid can be used to record pupils' scores for the Optional Tests. The completed grid will also clearly identify strengths and weaknesses.

National Curriculum Statutory Requirements Record Sheet:

This sheet can be used to measure progress against the objectives which are National Curriculum statutory requirements. A variety of recording methods could be used on this sheet, depending on schools' or teachers' preferences.

Using the CD-ROM

The CD-ROM follows the structure of the book and contains all of the photocopiable pages, both in full colour for displaying on an interactive whiteboard and in black and white for copying or printing. It contains all the answer pages and marking schemes for the tests. **The CD-ROM also contains information and tables pertaining to scales scores for the Optional Tests.**



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Activity Sheets



Consider enlarging activity sheets to A3
to increase the space for children's writing.

Year 5

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Activity Sheet

Name:

I can use capital letters for titles.

*When writing titles of films or books only use **capital letters** for the main words.*

*Don't use **capital letters** for the **articles** (a, an, the) – unless the title starts with the article*
<u>The</u> Witches

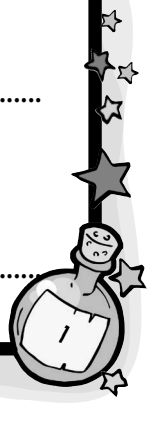
***conjunctions** (and, but, or)*
Harry Potter <u>and</u> the Half-Blood Prince

***prepositions** (of, in, on)*
The Lord <u>of</u> the Rings



Here are some titles of films and books that feature wizards or witches. Write them out correctly using capital letters for all the main words.

1. harry potter and the chamber of secrets
   .....
2. the lion, the witch and the wardrobe
   .....
3. the wizard of oz
   .....
4. adventures of the wishing chair
   .....
5. a bad spell for the worst witch
   .....
6. not just a witch
   .....
7. the voyage of the dawn treader
   .....
8. the fellowship of the ring
   .....
9. the sorcerer's apprentice
   .....
10. hocus pocus
    .....
11. the witches
    .....
12. which witch?
    .....
13. witches abroad
    .....
14. the black cauldron
    .....



Year 5

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Name:

Activity Sheet

I can correctly punctuate addresses.

All the proper nouns in an address will need capital letters: the names of people, streets, towns, countries.

Write the person's name on the first line. You would normally write their title (Mr, Mrs, Miss, Ms), their initial and their surname.

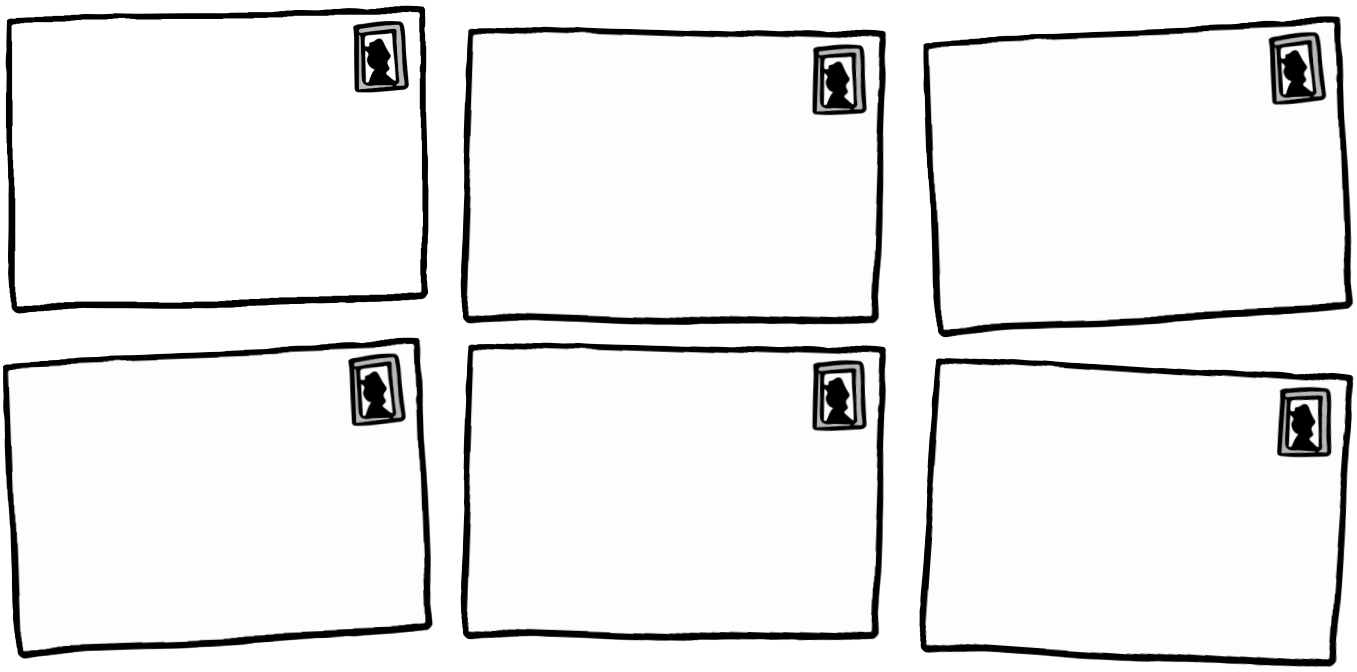
Write the street address on the second line.
You can use abbreviations (St for street; Rd for road).

Write the town, county, country on separate lines.
Each line should end in a comma. The last line ends in a full stop.

Mr Majeika,
St Barty's Primary School,
Much Barty,
England.

Match the name to the address and then set out on the envelopes.

the wizard of oz	hogwarts school, glencoe, scotland
ron weasley	bag end, hobbiton, the shire
bilbo baggins	tintagel, cornwall, england
harry potter	133, collins road, westbridge, massachusetts, america
sabrina spellman	the burrow, otterley street, catchpole, devon, england
merlin	yellow brick road, emerald city, land of oz



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Activity Sheet

Name:

I can punctuate using speech marks.

*Another term for **speech marks** is **inverted commas.** Inverted commas go around the actual words that someone speaks.*
Sometimes the speech goes at the beginning of the sentence.
"I am dressing up as a witch for the fancy dress party," said Timira.
Sometimes the speech goes at the end of the sentence.
Timira said, "I am dressing up as a witch for the fancy dress party."



Whether the speech starts or ends the sentence, always use a capital letter when someone starts to speak.
*If the sentence carries on after the speech use a **comma**, **exclamation mark** or **question mark** after the words spoken.*
*If the sentence ends with the speech use a full stop, exclamation mark or **question mark**.*

Rewrite these sentences using speech marks and all other appropriate punctuation.

1. have you read all the harry potter books asked chelsea

   .....

2. no but i have seen all the harry potter films replied henry

   .....

3. did you know it was written by j k rowling questioned mark

   .....

4. josh stated i prefer the lord of the rings by j r r tolkien

   .....

5. julie exclaimed the wizard of oz is a fabulous film

   .....

6. judy agreed all the songs are really good

   .....

7. do you know any other books with wizards or witches wondered meg

   .....

8. tanya responded i ve read all the worst witch series of books by jill murphy

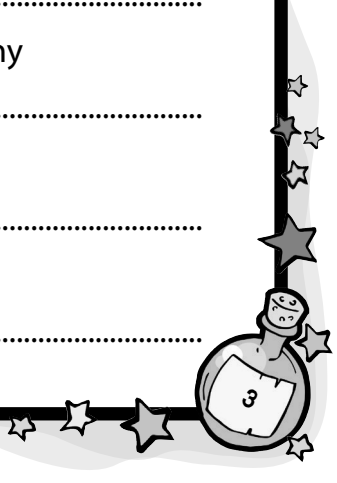
   .....

9. and i read mister majeika by humphrey carpenter jazz answered

   .....

10. wow you ve read a lot of books between you declared their teacher

    .....



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Name:

Activity Sheet

I can use commas to separate items in a list.

*You can use **commas** to separate things in a list.*

It could be a list of items: The witch wore a hat, a cloak, a dress and black boots.

A list of adjectives: The witch was ugly, tall, old and wicked.

A list of actions: She loved cackling, chanting, dancing and flying.

A list of phrases: She liked making potions, reciting incantations, dancing in the moonlight and riding on a broomstick.

Items	**Adjectives**	**Actions**	**Phrases**
pointed hat	green	cackling	casting spells
cauldron	warty	chanting	mixing potions
broomstick	old	dancing	test driving broomsticks
magic wand	wrinkly	flying	chanting incantations
black cat	dirty	healing	gathering herbs
spell book	hideous	cursing	dancing in the moonlight
toad	grotesque	bewitching	turning people into toads



Write your own sentences with lists about witches using commas. (The lists above will give you some ideas.)

.....

.....

.....

.....

.....

.....

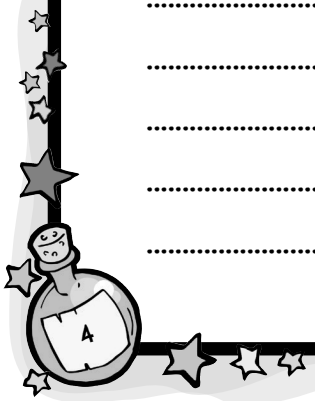
.....

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Year 5

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Activity Sheet

Name:

I can use a colon to introduce a list or add further detail.

*There are two reasons for using a **colon**.*

We use a colon to show that a list is about to begin.
The magician had all his equipment in his bag: a top hat, a magic wand, a pack of cards and a white rabbit.

We also use a colon to add extra information.
Houdini had a problem: he had only ten seconds left to escape from the straitjacket.

A Place the colons where you think they should go.

Harry Houdini

1. Harry Houdini had all these skills magician, illusionist, escapologist and stunt performer.
2. He escaped from all manner of places jail cells, coffins, underwater boxes and even a shipwreck.
3. He escaped from all manner of shackles handcuffs, leg irons, straitjackets and all sorts of locks and chains.
4. Born Erik Weisz in America, he was known by many names Harry Weiss, The Prince of the Air, King of Cards and finally Harry Handcuff Houdini.

When we use the colon to introduce more information it is important to remember that the first clause must make sense on its own.



B Write an appropriate first clause to go with these lists. (Don't forget the colon!)

1. ..... England, Scotland, Holland, Germany, France and Russia.
2. ..... circus performing, cross-country running, acting, film producing and even piloting a plane!

C Add the extra detail from the box to the sentences below. (Remember to change the full stop to a colon.)

it took him over an hour.	**blood poisoning.**
a straitjacket.	**The Chinese Water Torture Cell.**

1. One of his most popular stunts was escaping from a special piece of clothing that ties the arms to the body. .....
2. Another of his most popular escapes was hanging upside down in a tank filled with water. .....
3. In London he struggled to escape from some specially made handcuffs. .....
4. After collapsing on stage during a performance he died of peritonitis. .....



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Name:

Activity Sheet

I can use modal verbs to indicate degrees of possibility.

Modal verbs *change or affect the other verbs in a sentence. They are often used to show the level of possibility. (They also indicate ability, show obligation or give permission.)*
Some modal verbs are interchangeable depending on the situation (e.g. may / might).

There are no hard-and-fast rules, but the following list may be helpful. (Sometimes it depends on the emphasis the speaker places on the word.)

I **will** be able to make the pencil disappear. (It's a fact: 100% guaranteed!)
I **can** make the pencil disappear. (99% sure.)
I **should** be able to make the pencil disappear. (A bit of uncertainty creeping in.)
I **may** be able to make the pencil disappear. (It certainly isn't guaranteed.)
I **might** be able to make the pencil disappear. (Doesn't seem likely.)
I **can't** make the pencil disappear. (100% sure you won't be able to do it.)
I **won't** be able to make the pencil disappear. (No way is that happening!)

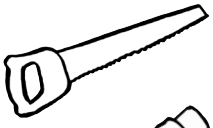
Here are some famous magic tricks. Write a sentence using a modal verb to show the possibility of you being able to learn how to perform it. Try to use a different modal verb for each sentence. (The first one has been done for you.)

1. Find a hidden card in a deck.



I will be able to perform the card trick

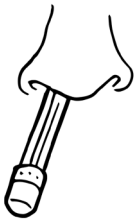
2. Sawing a lady in half.



3. Make a pencil look like it is wobbly.



4. Make a pencil disappear up your nose.



5. Cut a hole in a piece of A4 paper big enough to walk through.



6. Make a rabbit appear in a hat.



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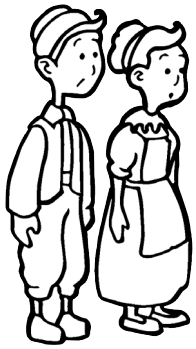
Activity Sheet

Name:

I can use modal verbs to indicate degrees of politeness.

*The **modal verbs** (**can**, **could**, **may**, **might**, **shall**, **should**, **will** and **would**) can be used for asking permission and making requests. Some modal verbs have a more formal and polite connotation than others.*

Here are Hansel and Gretel making a request to the witch.



Can we go home, please?

You can do better than that.

Could we go home, please?

That's a bit more formal and polite than ***can***, but still not good enough for me!



May we go home, please?

You have got good manners, but I think you ***could*** be even politer and more formal.

Might we be able to go home?

No!

Write sentences making requests using the modal verbs above.

1. You want to borrow your friend's pencil. .....
2. You want your mum to get you a takeaway. .....
3. You need to go to the toilet in the middle of a lesson. .....
4. Your friend is standing on your foot. .....
5. The headteacher is looking for volunteers to help. .....
6. You want another helping of cake. .....
7. You want to impress your rich auntie. .....
8. Your teacher is handing out sweets. .....



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Name:

Activity Sheet

I can identify and use modal adverbs.

Adverbs *tell us more about a verb.* The witch stirred the potion slowly.



Modal adverbs *express the likelihood of something happening.*

A ***modal adverb*** *usually comes between the* ***modal verb*** *and the* ***main verb*** *in a sentence.*
The witch will **probably** turn me into a frog.

certainly	definitely	never	possibly	surely
clearly	perhaps	probably	really	absolutely

Rewrite the sentences below using a modal adverb from the box above. Make sure you place the modal adverb in the correct position within the sentence. (Modal adverbs are often interchangeable, but try to use each word only once.)

1. You will learn magic if you don't practise.

   .....

2. You can fly fast on that broomstick.

   .....

3. I shall finish my Harry Potter book today.

   .....

4. By looking in her crystal ball she can see into the future.

   .....

5. I may make the coin disappear.

   .....

6. I would hurt my head if I tried to walk through the wall on platform 9¾.

   .....

7. I would like to buy a wand from the shop in Diagon Alley.

   .....

8. I would be scared if I had to meet the White Witch.

   .....

9. She may choose the Nimbus 2000 broomstick.

   .....

10. I can assure you that this magic potion will turn him into a frog.

    .....





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Activity Sheet

Name:

I can use coordinating conjunctions.

*There are seven coordinating conjunctions – **and**, **but**, **for**, **nor**, **or**, **so** and **yet**.*

*A good way to remember them is to learn the acronym **FANBOYS**.*
***F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o*

*However, some of these conjunctions are rarely used so it may be easier just to learn **BOYS**:*
***B** for **B**ut, **O** for **O**r, **Y** for **Y**et, and **S** for **S**o.*

A coordinating conjunction places equal emphasis on the clauses before and after the conjunction.
I ate a chocolate frog, **and** you ate a Bertie Bott's Every Flavour Bean.

Write an appropriate coordinating conjunction to link the two clauses together. Use each conjunction two times only. (Double check you've used each conjunction just twice because some conjunctions will fit in a number of spaces.)

Witches V Fairy Godmothers

1. Witches often feature in fairy tales, ... fairy godmothers appear in fairy tales as well.
2. Fairy godmothers rarely appear outside of fairy tales, ... witches often appear in other genres.
3. They both perform magic, ... it is only witches who are seen as evil.
4. The fairy godmother is usually portrayed as motherly and kind, ... she uses her magic to help people.
5. Witches are often cast in the evil role, ... they use magic for their own wicked ends.
6. Fairy godmothers use their magic to help the protagonist, ... they might even grant wishes.
7. Witches can be seen casting spells, ... mixing potions in their cauldrons.
8. Some witches capture children and imprison them, ... they can fatten them up to eat them.
9. You could probably name dozens of witches, ... you may only be able to recall a few fairy godmothers.
10. Some people believe that they are witches, ... everyone knows that fairy godmothers belong to fiction.





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Name:

Activity Sheet

I can identify and use subordinating conjunctions.

Subordinating conjunctions *work in much the same way as* ***coordinating conjunctions****, but the* ***subordinating clause*** *(the clause that comes after the conjunction) is not as important as the clause which comes before.*

The True Story of the Pendle Witches

Choose the subordinating conjunction that makes most sense between the two clauses.

1. The trial of the Pendle Witches is one of the most famous witch trials ..... no less than twelve people were accused of witchcraft. ***(because / although)***
2. It took place in Lancashire in 1612 ..... people were obsessed with witches. ***(while / when)***
3. It was an accepted part of village life ..... there were healers dealing with herbs and medicine. ***(as / that)***
4. The poor would often ask for help from village healers ..... they could not afford doctors. ***(since / after)***
5. One day a pedlar selling pins in Pendle suffered a stroke ..... he had been cursed by Alison Device. ***(if / after)***
6. He accused Alison of witchcraft ..... he found out that she was known to be a witch. ***(before / when)***
7. Alison admitted using witchcraft ..... she also blamed members of the Chattox family of being witches. ***(because / although)***
8. It is thought she accused the other family ..... she wanted revenge for an earlier incident. ***(when / because)***
9. Alison's father, John Device, said the Chattox family had threatened to hurt him ..... he hadn't paid them some protection money. ***(when / until)***
10. Some of the Pendle witches seemed genuinely convinced of their guilt ..... others fought to clear their names. ***(unless / whereas)***
11. At the end of the three-day trial a total of ten people were hanged ..... they were found guilty of witchcraft. ***(though / because)***
12. One of the accused died ..... she was held in custody at Lancaster Castle. ***(while / until)***



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Activity Sheet

Name:

I can write sentences using relative clauses.

Relative clauses *are clauses that start with the relative pronouns* ***who***, ***that***, ***whose***, ***which***, *and the relative adverbs* ***where*** *and* ***when***.



Join the relative clause to the first part of the sentence to complete the joke.

1	I know the witch **They called her the light's witch!**	**that** held up all the traffic?
2	What happened to the witches **They became a foot!**	**where** they held the witches' coven.
3	Do you know the witch **She was a right road hag!**	**whose** nails were twelve inches long?
4	The witch was late at the cave **She had lost her witch-watch!**	**who** turned the lights off at Halloween.

5	There was once a witch **She put her nose on upside down!**	**when** a witch has a glass eye?
6	How can you tell **It comes out in conversation!**	**whose** hat blew off every time she sneezed.
7	What happened to the naughty witch **She was ex-spelled!**	**that** would never wear flat caps?
8	Have you met the witch **She couldn't see the point!**	**who** was always in trouble at school.

9	I saw a witch **She was one itchy witchy!**	**where** the witch said she parked her vehicle.
10	Esmerelda had a broomstick **As long as they were broom-mates!**	**who** kept turning into Mickey Mouse?
11	Did you hear about the witch **She kept having Disney spells!**	**which** could carry two witches.
12	I couldn't find the garage **I should have looked in the broom cupboard!**	**when** she was stung by poison ivy.





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Activity Sheet

I can use the passive voice.

*A sentence written in the **active voice** is when the subject of the sentence is performing the action.*

The witch is riding the broomstick. (In this sentence the **witch** is the **subject**.)

*A sentence written in the **passive voice** is when the subject of the sentence has something done to it by someone or something.*

The broomstick is being ridden by the witch. (In this sentence the **broomstick** is the **subject**.)

When we are writing we tend to use the active voice, but the passive voice can be very useful too.

Sometimes we use it when we don't know who has done the action.

The boy has been turned into a frog.

Sometimes we use it when it is not important who did the action.

Twelve residents of Pendle have been accused of witchcraft.

Sometimes we use it to emphasise a word or phrase.

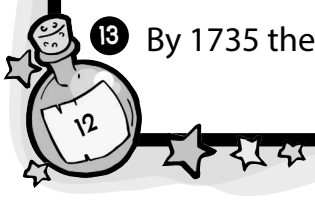
You were spoken to by a cat!



Can you tell if the following sentences are active or passive? Simply write A for active, or P for passive at the end of each sentence.

The History of Witches

1. Witchcraft was made a capital offence in Britain in 1563. .....
2. Most women accused of witchcraft were often old and poor. .....
3. If the unfortunate women had warts, missing teeth or a hairy lip this was taken as proof. .....
4. Many women were condemned on this sort of evidence. .....
5. They were often tortured to obtain their confessions and then hanged. .....
6. All of Britain was gripped by witch fever. .....
7. In one year, in one town alone, sixty-eight people were put to death. .....
8. It wasn't just women who were accused of being witches. .....
9. A quarter of those executed for witchcraft were men. .....
10. In England witches were hanged. .....
11. In Scotland and Europe they were burnt at the stake. .....
12. In Scotland nearly four thousand supposed witches died between 1590 and 1662. .....
13. By 1735 the Witchcraft acts were repealed. .....



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I can use the semi-colon to break up clauses in a sentence.

A semi-colon is often used to link two separate sentences (or clauses) that are closely related, and make them into one sentence.

Old-fashioned witches ride on broomsticks. Modern witches ride on vacuum cleaners.

Old-fashioned witches ride on broomsticks; modern witches ride on vacuum cleaners.

*If you can link two sentences with a coordinating conjunction then you can usually link them with a semi-colon. The sentences above could be linked by **and** or **but**.*

Identify the sentences in the passage below that could be written using semi-colons instead of coordinating conjunctions. (Not all coordinating conjunctions can be replaced by semi-colons; only those that link two equally-balanced sentences.)

Hecate – Greek Goddess of Witchcraft

Hecate is one of the very first witches mentioned in Greek mythology, and she is the goddess of the moon, magic and witchcraft. She is also supposed to have a knowledge of herbs and poisonous plants. Some say she looked like an old crone, but others say she had three heads. One head looked into the past, one into the present and one into the future. She could tell fortunes and grant wishes. She was often seen accompanied by a black dog, and her approach was often heralded by the howling of a dog. Ancient Greeks would leave meat at a three-way crossroads for her dog, but sometimes dogs themselves would be sacrificed. Although Hecate is often associated with the Underworld, it was a friendly female dog who would not do anyone harm. Myth tells us that the dog was once the Trojan Queen Hekabe who leapt into the sea after the fall of Troy. Hecate saved the queen from death, but she transformed her into a dog. Hades, the god of the Underworld, invited Hecate to become a permanent resident in his kingdom, but unlike mere mortals she was allowed to come and go as she liked. Because of her role in the Underworld, the land of the sleeping and the dead, she had great influence in the "spirit world". She could be called upon to help those who were dying, and she helped them to prepare for death and their journey to the next life.





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Activity Sheet

I can use the perfect tense to mark relationships of time and cause.

*The **present perfect progressive** (with **have** or **has**) is used when we want to show that something happened some time in the past and is still happening now.*

She has <u>been mixing potions</u> since she was a child.

*The **past perfect progressive** (with **had**) is used when we want to show that something started in the past and continued up until another time in the past.*

She <u>had been mixing</u> potions up until the day she was burnt at the stake.

*The **past perfect progressive** can also be used before another action in the past to show cause and effect. (You will usually see it after the conjunction **because**.)*

Because she <u>had been mixing</u> potions, she was put on trial for being a witch.

A Complete the sentences below using a verb in the <u>present</u> perfect progressive to mark the relationship of time.



1. The witches ..... for over an hour. (**cackle**)
2. Severus Snape ..... at Hogwarts for years. (**teach**)
3. The wizard ..... his spell book for over three years. (**write**)
4. Harry Potter ..... quidditch for the house competition. (**practise**)

B Complete the sentences below using a verb in the <u>past</u> perfect progressive to mark the relationship of time.

1. The apprentice witch ..... the broomstick for hours before she could get it to stop. (**ride**)



2. Hermione Granger ..... sorcery at Hogwarts before Harry Potter arrived. (**study**)
3. Merlin ..... the boy Arthur long before he became King Arthur. (**teach**)
4. Ron Weasley ..... Bertie Bott's Every Flavour Beans when Harry entered the carriage. (**eat**)

C Complete the sentences below using a verb in the <u>past</u> perfect progressive to mark the relationship of cause.

1. Amber Dripping failed the test because she ..... not ..... at home. (**study**)
2. The witches were sent for trial because they ..... potions. (**make**)
3. Dorothy Gale was crying because the Wicked Witch of the West .... at her. (**shout**)



4. The Samlesbury witches were arrested because they .... witchcraft. (**practise**)



Year 5

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Activity Sheet

Name:

I can use prepositions of time.

Prepositions *are linking words in a sentence.*

Some prepositions tell us ***where*** *something is (****in****,* ***on****,* ***under****,* ***beside*** *etc.).*
These are prepositions of ***place****.*

Some prepositions tell us ***when*** *something is happening (****at****,* ***during****,* ***until****,* ***after*** *etc.).*
These are prepositions of ***time****.*



after	at	between	before	by	during	for
from .... to	from .... until	in	on	prior to	since	within

Use the prepositions in the box above to complete the sentences below.

The Witches of Salem

1. The Salem witch trials occurred in Massachusetts, America, ... 1692 and 1693.
2. The infamous trials were conducted in Salem Town beginning ..... March 1692.
3. ..... 1560 ..... 1670 witch persecutions were common.
4. Many women had been already been executed in Massachusetts ..... the 17th century.
5. Twelve people had been executed for witchcraft in New England ..... 1692.
6. ..... June 18th 1689 the villagers of Salem Village appointed their own minister, Reverend Parris.
7. Many ministers had left Salem ..... only a short period because of the problems between the residents of Salem Town and the villagers of Salem Village.
8. ..... a short time of being appointed, the new minister, Samuel Parris, had made matters worse.
9. ..... this time, there was a feud between several families of Salem, including the Parris family.
10. Strange afflictions happened to the girls of the Parris family ..... January 1692 ..... May 1693.
11. ..... 1692, there had been rumours of witchcraft in neighbouring villages.
12. The girls initially blamed three women for their fits ..... the time they moved to Salem.
13. ..... May 1693 the girls had accused over forty people, men and woman, of being witches.
14. The trials resulted in the execution of twenty innocent people by hanging, apart from one who was crushed to death ..... September 19th 1692.
15. Although the trials finished in May 1693 the effects of the accusations of witchcraft were felt ..... many years after.



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Activity Sheet

I can use apostrophes correctly.

Apostrophes *are used to show that something belongs to somebody.* The magician's wand.

This means the wand belongs to the magician.

They can also be used to join two words together. And that's magic!

Two words, ***that*** *and* ***is****, have been joined together. The apostrophe shows where the missing letter should be.*

Never use apostrophes for plurals!

A Mark the sentences below with a tick if the apostrophe has been used correctly, or a cross if it is wrong.

1. The magician's tricks were very good.
2. The magicians' hat had a rabbit inside.
3. There were two lady assistant's.
4. One of the ladies' stepped inside a box.
5. He cut the lady's body in two.
6. He asked for volunteer's to help him.
7. The men's knees were shaking.
8. The mens' faces were a picture.
9. His head was still on his shoulder's.
10. Doves' appeared from inside silk handkerchiefs.
11. The rabbit's ears were white.
12. The ladies' costumes were covered in sequins.
13. The magicians' saw was sharp.
14. She wiggled her toes' to show she was fine.
15. He had a guillotine behind some curtain's.
16. He placed the man's head under the sharp blade.
17. The guillotine's blade came crashing down.
18. The audience's applause lasted a long time.

B Write the contracted version of the words in bold at the end of each sentence.

1. **I would** like to perform a magic trick. .....
2. **I will** produce a rabbit from my hat. .....
3. I can see you **do not** believe me. .....
4. **Let us** say the magic words together. .....
5. Ooops! **I have** made a mistake! .....
6. I **cannot** believe it! .....
7. It **is not** a rabbit; **it is** a snake! ....
8. I hope the snake **has not** eaten the rabbit! .....
9. I **will not** be doing that trick again! .....





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Activity Sheet

Name:

I can use imperative verbs (commands). 1

Imperative verbs *are sometimes called* ***bossy verbs*** *because they tell you what to do. Imperative verbs go at the beginning of a sentence. We use them for commands or instructions. It is important to make your instructions short and precise, so leave out any unnecessary words. Always use the root form of the verb.*

Write out the instructions for a magic trick using the imperative form of the verb. (The first one has been started for you.)

Amazing Coin Vanish Trick.

1. First, you need to <u>place</u> a coin on a table.

   Place .....

2. An upturned glass is then <u>positioned</u> next to the coin.

   .....

3. The glass is then <u>covered</u> with a silk handkerchief.

   .....

4. Next, you lower the glass over the coin.

   .....

5. The silk handkerchief is then removed.

   .....

The coin has mysteriously vanished!

6. The silk handkerchief is then replaced over the glass.

   .....

7. Then you lift the glass up.

   .....

Amazingly, the coin has reappeared!

Now go on to the next page to find out how the trick is performed.



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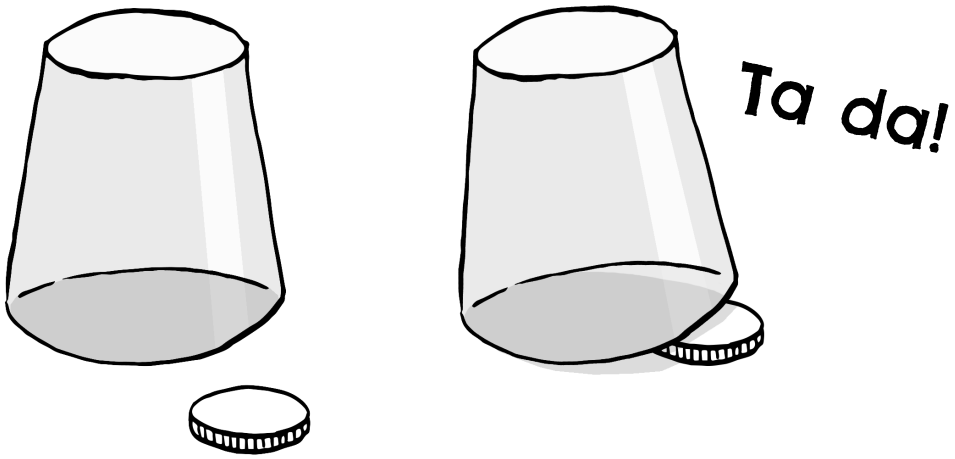
Activity Sheet

I can use imperative verbs (commands). 2

How to perform the Amazing Coin Vanish Trick

Now write the instructions without using the imperative verb.
(The first one has been done for you.)

1. **Prepare your trick well in advance.**
   It is important to prepare your trick well in advance.
2. Place an upturned glass on a piece of white card.
3. Draw round the circumference of the glass.
4. Cut out the circle of white card.
5. Glue the white card to the rim of the glass.
6. Make sure the trick is performed on a white surface.



When the glass is placed over the coin it will make it look like the coin has vanished!

Year 5

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Activity Sheet

Name:

I can use hyphens to form compound words.

Hyphens are used for three main reasons. Firstly, to make compound words. We often join two words together with a hyphen to make a compound adjective.

Have you ever seen a good-looking witch?

Secondly, hyphens are used to join some prefixes to another word, especially if the prefix ends in a vowel and the other word starts with a vowel.

The three witches who shared one eye had to co-operate.

We also use the hyphen to avoid confusion with another word which would otherwise look the same.

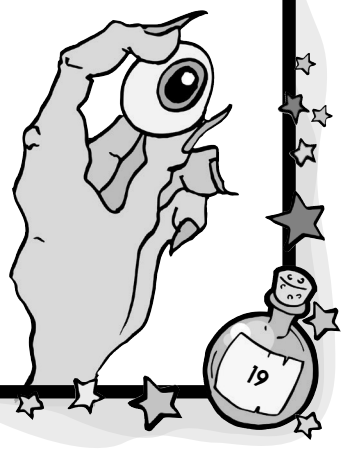
The witch recovered from falling off her broomstick by lying down on her recently re-covered sofa.

Don't get hyphens muddled up with dashes. Dashes are longer than a hyphen and are used for a very different function.

In the passage below there are a number of hyphens missing. Add hyphens between two words that can be made into a hyphenated compound word. (Hint: there are sixteen hyphenated words to find.)

The Graeae

The Graeae were three grey haired crone sisters who shared one eye and one tooth between them. They passed the eye and the tooth around so that they could take turns at eating and seeing. Their sister was the snake haired Gorgon who could turn people to stone. They may not sound the best looking sisters, but when they were young they were known for being fair faced and swan like. By the time we meet them in the myths they have become old and hideous. The best known myth about them features the strong armed, strong minded hero, Perseus. He was given the task of cutting off Medusa's head and bringing it back for the ill tempered King Polydectes. He hoped that the old hags could give him some vital information that would help him defeat Medusa. As they were sitting side by side passing their eye between them, the quick thinking Perseus snatched it from them and refused to give it back until they gave him the much needed low down about their sister. Despite giving him their assistance, Perseus threw the eye into the lake leaving the muddle headed hags open mouthed and bad tempered.



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Activity Sheet

I can identify and use fronted adverbials. 1

Fronted adverbials *are words or phrases at the beginning of a sentence which describe the action that follows. They act just like adverbs, adding more information to the verb. They are quite easy to identify because they are always followed by a comma.*

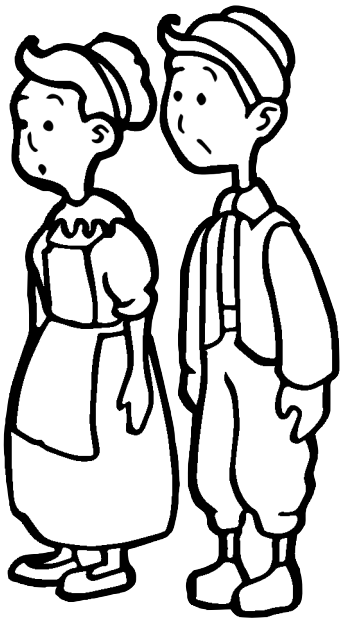
Hansel and Gretel

1 **Identify the fronted adverbials by underling them.**

Once upon a time, there was a poor woodcutter who had two children called Hansel and Gretel. Sadly, his wife died and he was left to bring up the children on his own. Quite understandably, he remarried several years later. Unfortunately, his new wife had no time for his children. Without warning, a terrible famine hit the land and there wasn't enough food to feed them all. Every day, the wife urged her husband to abandon the children so that there would be enough for them to eat. One evening, Hansel and Gretel heard the conversation between their father and their cruel stepmother. Sensibly, Hansel filled his pockets with little white pebbles.

2 **Underline the adverbial phrase that could be placed at the front of the sentence.**

Their browbeaten father took the children, the next day, into the deep dark forest and when night fell he deserted them. Hansel, fortunately, had dropped the pebbles (that he had collected earlier) behind them without his father seeing. They followed the trail back to their cottage in the light of the moon. When their stepmother discovered what had happened the following morning, she went into a rage. She immediately locked them in a room with only a crust of bread to eat. Hansel wisely didn't eat his share, but put it in his pocket instead.



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I can identify and use fronted adverbials. 2

Hansel and Gretel (continued)

1 Use the adverbial phrases in the box to "front" the sentences below.



Uncontrollably	Frantically
Without arousing attention	
When dawn broke	Tragically
With a lame excuse	Consolingly

..... , the poor intimidated woodcutter once again took his children into the woods. ..... , Hansel managed to leave a trail of breadcrumbs behind him. ..... , their father left the children on their own in the middle of the forest. ..... , Gretel burst into tears. ..... , Hansel told Gretel that he had once again left a trail for them to follow. ..... , they searched for the breadcrumbs. ..... , the bread had all be eaten by the hungry forest animals.

2 Make up your own fronted adverbials for the next part of the story.

..... , the two children wandered the forest until they were well and truly lost. ..... , they fell asleep at the foot of an old tree. .... they discovered a path. ..... , they followed the path hoping it would them out of the forest. ..... , the path led to a little cottage in the middle of a glade. ..... , they ran up to the cottage and took hold of the knocker. ..... , the knocker came away in Hansel's hand. ..... , he discovered it was made of chocolate! (To be continued.)



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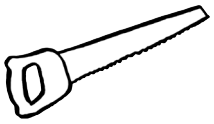
I can build cohesion within paragraphs using adverbs and conjunctions.

*There are lots of **conjunctive adverbs** that link sentences within a paragraph.*
*Some conjunctive adverbs are similar to <u>and</u>: **also, furthermore, in addition, moreover.***
*Some are similar to <u>but</u>: **however, instead, nevertheless, nonetheless, otherwise.***
*Some are similar to <u>so</u>: **consequently, then, therefore, thus.***
*There are **conjunctions** that link a sentence with the sentence before: **although, as a result of, because, even though, despite, on the other hand, since, therefore, unless, while.***
*And there are **sequential connectives** (sometimes called **time connectives**) that link one sentence with another: **firstly** (**secondly**, **thirdly** etc), **finally, after, then, when, next, lastly.***

❶ Underline all the conjunctions and adverbs used to link the sentences.

Sawing a Woman in Half

Since the early 1920s, this trick has been very popular. First, the magician presents the audience with a large oblong box on its side with a door that can be opened along its length. In addition to the main door, there are holes at either end. After the cabinet has been thoroughly displayed the lady assistant climbs inside. Once inside, she puts her head and feet through the holes. Then, the door is shut and she is locked inside. Next, the magician produces a saw which he displays to the audience. The magician then cuts the cabinet in half. While he is doing this, we can see the assistant smiling and wiggling her toes. When he has cut the box in two, he then separates the two halves of the cabinet to show that the lady has truly been sawn in half. Lastly, the halves are put back together, the cabinet opened, and the assistant steps out – back in one piece!

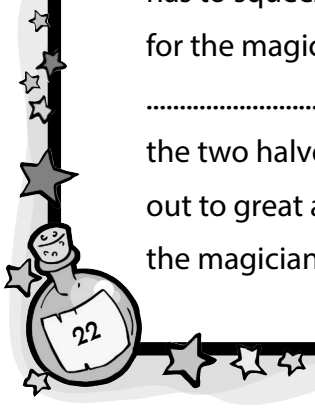


❷ Use the connectives below to complete the sentences.

Of course	However	When	Moreover	Furthermore
Because	Consequently	Finally	As a result	Since

The Secret Behind the Sawing a Woman in Half Trick

There are a number of ways this trick can be performed. ....., the easiest way to perform the effect is to have two assistants. ..... they need to squeeze into a small space they are generally small-framed. ..... , they are often very flexible. ..... , the audience won't know about the second assistant who is already concealed within the lower end of the box. ..... the first assistant climbs into the box, the second assistant pokes her feet out of the far end as if they belonged to the first lady. ..... the first assistant has to squeeze her body inside the top half of the cabinet. ..... , it is then possible for the magician to saw through the middle of the box without harming either of his assistants. ..... the two assistants are in either end of the box the magician can then separate the two halves. ..... , the box is put back together, the door opened and the lady steps out to great applause. ..... of the audience only seeing the one assistant, the magician fools the audience into thinking he has really sawn a lady in half!



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Activity Sheet

Name:

I can write in the first person and the third person (using pronouns).

First person *means the narrator will be a character in the text and will write "I" or "we" in the sentences. Everything written is from the one character's point of view.*

Third person *means the narrator of the story will be the writer who may write from several characters' viewpoints. The sentences will be written with "he", "she", "it" or "they".*

Rewrite the story, which has been written in the third person, into the first person. You can choose to be either Hansel or Gretel. You will need to change some of the text, including a lot of the pronouns.

Hansel and Gretel (continued)

"This is delicious!" said Hansel licking the chocolate door knocker which had come off in his hand. Chocolate was a novelty for them. Their father was poor; they had never tasted sweets before. Gretel, however, wasn't tempted.
"It might contain rennet," said Gretel. Gretel was a vegetarian and she wouldn't eat anything that contained animal products.
"Who cares?" said Hansel breaking off the window sill and sticking a chunk in his mouth. "Mmm! Seaside rock!" Hansel was ravenously hungry and began nibbling on other parts of the house: marshmallow tiles, liquorice downspouts and chocolate-chip cookie bricks.
"Come on! Have some! You must be hungry," Hansel said, breaking off some pebbledash rendering, which was in fact made of jelly beans, and trying to stuff it into Gretel's mouth. They began fighting each other and they didn't notice an old lady who had come to the door.
"Enjoying my house?" she asked them. "There's plenty more inside." Hansel rather foolishly followed her into the house, but Gretel stayed where she was. She wouldn't follow him inside. "Are you not coming in?" the old woman asked Gretel. "My whole house is made from candy!" *(to be continued.)*

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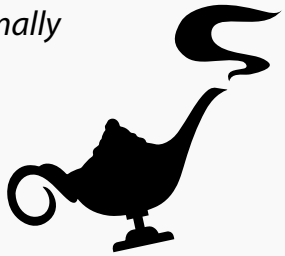
I can use the subjunctive form.

The subjunctive form *is a way of making language sound more formal, for making wishes, or for exploring ideas that we know will not happen.*

Making language sound formal

The Grand High Witch **demanded that** she leave the meeting immediately.

Many command words are followed by ***that****. The verb leave would normally end in an s, but because it follows the command word* ***demanded*** *it is written in its subjunctive form without the s.*



Making wishes

I **wish** I were able to make myself disappear.

After the verb ***wish*** *we use the subjunctive form. We would usually write* ***I was****, but because it is in the subjunctive form it has been changed to* ***I were****.*

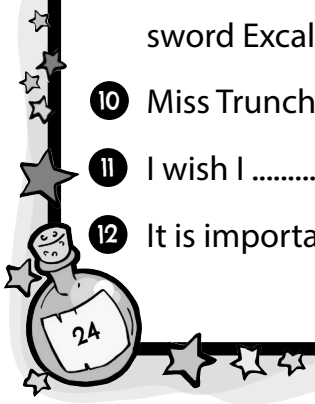
Exploring ideas that won't happen

If I were a genie, I would grant everyone three wishes.

The word ***if*** *precedes an action that we know will not happen, so we use the subjunctive form; instead of* ***I was*** *we write* ***I were****.*

Insert the correct form of the verbs in brackets.

1. If I ..... *(be)* you, I wouldn't enter the witch's house.
2. I wish I ..... *(be)* able to go to Hogwarts School.
3. It is essential that the young wizard ..... *(practise)* his magic every day.
4. If I ..... *(be)* chosen to play quidditch, I would capture the golden snitch.
5. If Amber's mum ..... *(be)* alive today, she would be very proud of her.
6. The Wicked Witch of the West demanded that Dorothy ..... *(give)* her the ruby slippers.
7. I wish I ..... *(be)* able to travel in the Tardis with Dr Who.
8. If I ..... *(be)* at Hogwarts I would want to be in Gryffindor House.
9. King Arthur requested that Merlin ..... *(help)* him obtain the magical sword Excalibur.
10. Miss Trunchbull insisted that Bruce Bogtrotter ..... *(eat)* the entire cake.
11. I wish I ..... *(be)* able to perform real magic.
12. It is important that he ..... *(feed)* the witch's cat twice a day.



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Activity Sheet

Name:

I can punctuate with bullet points.

*We use **bullet points** to make what we are saying clear and easy to understand. They break up big blocks of text into easy-to-read lists. They organise information so that the main points stand out, and can be easily followed. Bullet points don't need capital letters at the beginning, don't need to be written in full sentences and don't need full stops at the end.*

Below is a passage about Harry Kellar, one of the first magicians to perform large-scale illusions. Decide which are the main points and present as a list using bullet points. (Try to limit yourself to no more than twelve bullet points.)

Harry Kellar

Harry Kellar had the largest and most elaborate magic show in the late Victorian period. He toured all over the world and he earned a lot of money. His most famous illusion was making a girl mysteriously rise up from a couch, float across the stage and then disappear into thin air. He retired in 1908.

Kellar was born Heinrich Keller to German immigrants in Pennsylvania, America, in 1849. At the age of ten he went to work at a chemist's. One day he was experimenting with the chemicals, which he was not allowed to touch, and blew a hole in the shop floor. To avoid punishment he jumped on a train and ran away to New York. He was a street vagabond for a while before a minister took him in and cared for him. He had the chance to study for the ministry himself, but after seeing a travelling magic show he decided he wanted to be a magician.

He became the magician's apprentice and began his professional training. Then he went to work for the Davenport Brothers and learnt how to make props for the magic shows. He teamed up with an old partner of the Davenport Brothers and together they toured South America where they were very popular and earned a lot of money. They decided to take their show to England, but the ship they were on sank along with all their money and their magic props. He then joined Ling Look, a Chinese magician, and among other places they toured Asia. While performing in China in 1877 his partner died and he was forced to tour alone. On returning to America he decided to set up his own theatre where he could perform even more elaborate illusions.

He was not a magician who performed card tricks and sleight-of-hand, but rather illusions that required the use of elaborate apparatus. It was at his theatre, which he called the Egyptian Hall, that he perfected the Levitation of Princess Karnac. Many magicians today still use the techniques that he invented. Towards the end of his life he became friends with Harry Houdini to whom he passed on some of his knowledge. For twenty years he was one of the most well-known magicians in the world, and he even performed at the White House for President Theodore Roosevelt and his family.



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Activity Sheet

I can use brackets to indicate parenthesis.

Brackets *(sometimes called parentheses) are punctuation marks used within, or at the end of a sentence. They include more information which is not essential to the understanding of the sentence. Without the words in brackets, the meaning would still make perfect sense.*

They can be used in the middle of a sentence.

The sight of the Grand High Witch (Anjelica Huston) removing her mask in Roald Dahl's *The Witches* is truly spine-chilling.

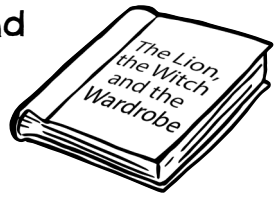
They can be used at the end of a sentence.

The sight of the Grand High Witch removing her mask in Roald Dahl's *The Witches* is a truly spine-chilling performance (played by Anjelica Huston).

Or they can form a complete sentence of their own.

The sight of the Grand High Witch removing her mask in Roald Dahl's *The Witches* is truly spine-chilling. (The part is played by Anjelica Huston.)

In the passages below there are some words, phrases and sentences that could be written within brackets. Identify the parts you think should be in parentheses and put brackets around them. (Clue: there are ten to find.)



The Lion, the Witch and the Wardrobe by C. S. Lewis

Peter, Susan, Edmund and Lucy Pevensie are four children who have been evacuated to the country to live with their uncle Professor Kirke during the Second World War. He is a rather eccentric man. Whilst playing hide and seek Lucy the youngest discovers an enormous wardrobe. She decides to hide in the wardrobe, but finds herself in some strange, snowy woods. Here she meets a faun called Mr Tumnus who invites her home to tea. The faun bursts into tears and explains to Lucy that he was going to kidnap her. He is a servant to the evil White Witch. He tells Lucy that he has been enlisted by the White Witch to capture human beings. The Witch has enchanted Narnia so that it will always be winter but never Christmas. When Lucy returns, she struggles to convince her brothers and sisters of the existence of Narnia. Edmund knows the truth but he won't admit it for one day he followed Lucy through the wardrobe into Narnia. Here he met the White Witch she was travelling across the country by sledge. Edmund became devoted to her once she had given him some enchanted sweets Turkish Delight – his favourite. Then one day as they are hiding from the housekeeper, Mrs Macready, the children all four of them enter the wardrobe and find themselves in Narnia. This is when their adventure really begins!

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Activity Sheet

Name:

I can use reported speech.

Reported speech *(sometimes called* ***indirect speech****) is when you report back what someone has said using your own words. Reported speech doesn't need speech marks because you are not repeating the words the person actually spoke.*

You need to change the pronouns when reporting what someone has said, and you need to change the tense of the verbs.

Direct speech "Do **you** want to eat **my** candy house?" the witch asked the children.

Indirect speech The witch asked the children if **they** wanted to eat **her** candy house.

Note that the pronouns have changed from ***you*** *to* ***they****, and from* ***my*** *to* ***her****.*

The tense has also changed from the present (want) to the past (wanted).



Change the direct speech into reported speech.

Hansel and Gretel (continued – again!)

1. "I have lots more candy for hungry girls and boys," the old hag told the children.

.....

2. "I can't eat it because I'm a vegetarian," Gretel told the old woman.

.....

3. "Don't be stupid, child!" said the old crone. "I'm offering you sweets, not meat!"

.....

4. "Lots of sweets contain gelatine," Gretel informed her.

.....

5. "I'll build a vegetable cottage next time!" joked the old woman.

.....

6. Gretel asked, "Why? Are you a vegetarian?"

.....

7. "Goodness me! No!" replied the hag. "I'm a cannibal!"

.....

8. "Are you a meat-eater then?" asked Gretel naively.

.....

9. "You judge," said the witch. "I'm going to eat your brother!"

.....



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Activity Sheet

I can use adverbs of manner, time, place, degree, frequency and certainty.

Adverbs *modify verbs – they add more information to a* ***verb****. (Some adverbs modify an adjective or another adverb.) A lot of adverbs end in* ***ly****, but there are lots of different types of adverbs that don't!*

Below is a list of the different types of adverbs with a few examples of each.

Manner	**Time**	**Place**	**Degree**	**Frequency**	**Certainty**
politely	today	here	just	always	certainly
fondly	later	there	almost	never	probably
angrily	now	everywhere	quite	often	surely
cautiously	tomorrow	outside	extremely	rarely	definitely
enthusiastically	yesterday	nearby	hardly	usually	perhaps

Identify the adverbs in the following sentences and state at the end which type of adverb they are. (You won't find them all in the lists above!)

'The Witches' by Roald Dahl

1. The young hero and his grandma eagerly go on holiday to a beachfront hotel. .....
2. The young lad finds it extremely difficult to locate a quiet place to train his mice. .....
3. He searches everywhere before finding an empty room in the hotel. .....
4. But he accidentally finds himself in the middle of the annual meeting of witches. .....
5. Fortunately, at least for the time being, he is concealed behind a screen. .....
6. He has never been surrounded by witches before. .....
7. He sees a boy he had met earlier enter the room. .....
8. He watches as the boy is incredibly transformed into a mouse. .....



9. He hears the witches plan how they will later turn all children into mice. .....
10. He realises that if he doesn't escape the same fate probably awaits him. .....
11. The witches finally smell him out and he too is turned into a mouse. .....
12. He's totally unfazed by the whole thing and goes in search of his grandma. .....
13. His grandma calmly accepts the fact that her grandson has been changed into a mouse. .....
14. His grandma knows a thing or two about witches for she has often come across them in the past. .....
15. Together they decide that they will definitely get their revenge on the witches. .....

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Activity Sheet

Name:

I can convert nouns and adjectives to verbs using suffixes.

Suffixes *can change nouns and adjectives into verbs.*
Adding ***ate***, ***ise***, ***en*** *and* ***ify*** *are the most common suffixes.*
All the usual spelling rules apply. There are some words which require further changes.

Change the noun or the adjective in the brackets into a verb by adding one of the suffixes.

Circe, the Greek Goddess of Magic

1. Odysseus and his men were sailing home from the Trojan wars when they were ..... by Cyclops, a one-eyed giant. (terror)
2. Unable to ..... the giant, Odysseus blinded him and made his escape. (peace)
3. Poseidon, the Sea God, was ..... that his son, Cyclops, had been hurt and destroyed all of Odysseus' ships except for the one he was sailing in. (horror)
4. ..... by the loss of his men, Odysseus sailed to a nearby island to recover. (sad)
5. ..... that they would have to spend some time on the island, he sent some of his men to search for provisions. (real)
6. Unknown to Odysseus, ... in the middle of the island was a villa where Circe, a beautiful witch, lived. (site)
7. Circe invited his men to eat and ..... with her. (social)
8. She ..... in making potions and the enchanted food transformed the men into beasts. (special)
9. ..... that his men didn't return to the ship, Odysseus went to search for them. (mystery)
10. He met a young man whom he later ..... as Hermes, the messenger of the gods. (identity)
11. Hermes told Odysseus not to be ....., but to eat the molly plant which would protect him from Circe's magic. (fright)
12. Though the whole island was now ..... by wild beasts, Odysseus boldly walked up to her villa. (colony)
13. Because he had eaten the molly plant, her potions had no effect on him, and now it was her turn to be ..... (terror)
14. Pulling out his sword, he ..... to kill her if she didn't return his men. (threat)
15. Circe quickly ..... for her behaviour and changed the beasts back to men. (apology)
16. Odysseus ..... the situation and decided he could trust her. (value)
17. His intuition was right for Circe ..... the brave, young warrior; helping him prepare for his journey. (idol)
18. Circe was ..... when Odysseus finally left a whole year later. (heart)



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Activity Sheet

I can identify determiners.

Determiners *are words placed in front of a noun to tell you more detail about the noun.*

The articles ***the***, ***a*** *and* ***an*** *are determiners.*

There are also possessive determiners (sometimes called possessive adjectives): ***my***, ***your***, ***his***, ***her***, ***its***, ***our***, ***your***, ***their***.



Demonstrative determiners are ***this***, ***that***, ***these***, ***those***.

The biggest group of determiners are quantifiers which include: ***a little***, ***all***, ***another***, ***any***, ***both***, ***each***, ***either***, ***enough***, ***every***, ***few***, ***less***, ***many***, ***more***, ***most***, ***much***, ***neither***, ***other***, ***several***, ***some***.

Numbers are also determiners as they tell you how many of the noun there are.

Underline all the determiners you can identify in the passage below.

Hello, I'm Nigella Darkmore. Welcome to the Saturday Morning Cauldron where we will be tempting you with some delicious potions. My guest on today's programme is that bedazzling beautiful witch, Samantha Stephens. Today she will either be facing her potion heaven or her potion hell. We'll be seeing more of Samantha later in the show.

Now, many viewers have telephoned in and said, "Nigella, how do I make a simple love potion?" So without any more ado, this is my recipe for a potent potion that is sure to help you get your man.

First, you will need to get several ingredients together. These are stocked by most good potion retailers, though you may have to gather some ingredients yourself. We'll need several litres of purified rain water in the cauldron. Added to that we'll put a few drops of bat's blood. That's enough blood, I think! Boil for ten minutes. I personally don't make any potions without an eye or two of newt. I'm going to put both eyes in. Each eye has its own distinctive flavour! Yummy! Now either jasmine or rosemary will go very well with this recipe. Another plant I recommend for making a love potion is the periwinkle. Take five periwinkle flowers and stir every petal in. Our final ingredient is the entrails of the toad. I know that these days it can be very difficult finding reasonably priced entrails, but don't skimp! All entrails must go in. Simmer for approximately three hours. Other witches may disagree and say simmer for less time, but I say simmer for as much time as possible. When it has cooled, pour a little potion into his flask and serve. Don't forget, you must take some potion as well if it is to work properly.

However, if neither person has fallen madly in love with the other person don't ring up and complain. I loathe those miserable complainers! Don't do it, viewers – you'll be wasting your time! Now, before we speak to Samantha we've got a short video to watch of two wicked witches travelling the country on bicycles on their quest to find the perfect potion – The Scary Bikers! Enjoy!

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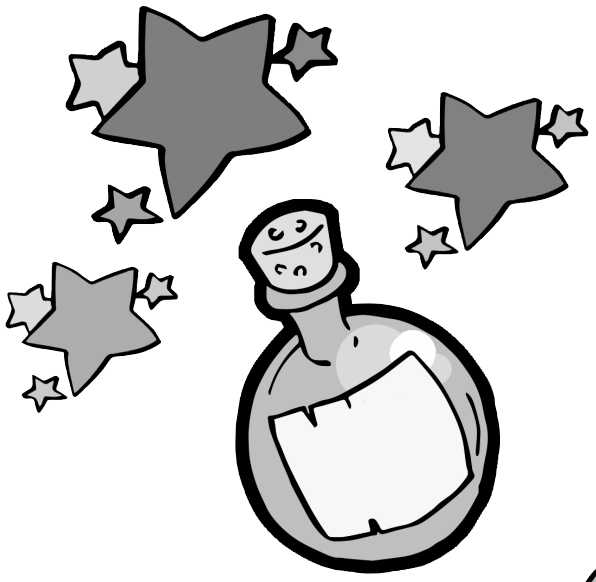
I can use prefixes to change the meaning of verbs. 1

A **prefix** *is a letter or group of letters placed before a word to form a new word.*
The most frequently used ones are:

dis*- which reverses the meaning as in* ***disappear****.*
mis*- meaning badly or wrongly as in* ***misbehave****.*
de*- meaning to do the opposite of as in* ***declutter****.*
trans*- meaning across or change as in* ***transform****.*
re*- meaning back or again as in* ***revisit****.*
over*- meaning too much as in* ***overwork****.*
un*- which reverses the meaning as in* ***untie****.*

Add prefixes so that the words make sense in the context of the sentence.

It was turning out to be a bad day for Marvin the Marvellous. It should have been a triumphant .....turn to the place that had .....launched his career: the city that .....formed him from a mediocre magician into the celebrity illusionist that he now was. He had perhaps .....done the celebrations the night before, but he hadn't really .....behaved himself too badly! But now everything was going horribly wrong! First, he hadn't heard his alarm and had .....slept. Perhaps he had been .....-eating after all, for he woke up with the most awful stomach ache. Then he couldn't find his toothbrush. Every item had been .....packed from his suitcase, but he couldn't find it anywhere. He was usually so careful with his packing: it was unusual for him to .....lay anything. He had checked and .....checked. At least he had remembered the toothpaste! Unfortunately, he couldn't .....screw the top off the toothpaste tube. Somebody must have .....tightened it. He .....liked starting the day without cleaning his teeth. He decided to get dressed, but even this caused problems. He fastened his shirt buttons incorrectly, and had to .....button them and .....start. As he pulled up his trousers, his shirt tail got caught in the fly zip and he couldn't .....fasten it. The night before he had .....dressed in a hurry and he hadn't bothered .....tying his shoelaces. Now he couldn't .....do the knot that had formed.



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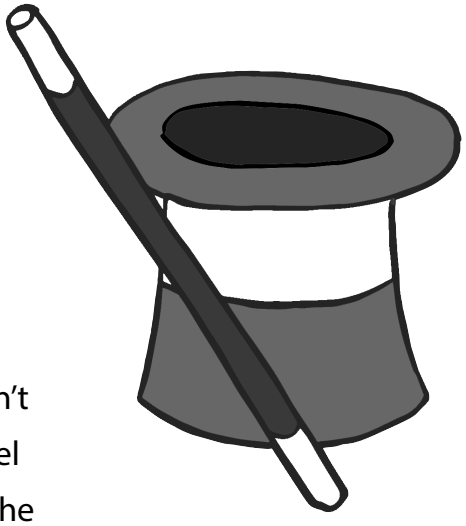
Activity Sheet

I can use prefixes to change the meaning of verbs. 2

A **prefix** *is a letter or group of letters placed before a word to form a new word.*
The most frequently used ones are:

dis*- which reverses the meaning as in* ***disappear****.*
mis*- meaning badly or wrongly as in* ***misbehave****.*
de*- meaning to do the opposite of as in* ***declutter****.*
trans*- meaning across or change as in* ***transform****.*
re*- meaning back or again as in* ***revisit****.*
over*- meaning too much as in* ***overwork****.*
un*- which reverses the meaning as in* ***untie****.*

Add prefixes so that the words make sense in the context of the sentence.



.....come with emotion, he flopped onto his bed, only to .....cover he had sat on his glasses and bent them. As he tried to .....bend the frames he actually broke the glass! He hoped that Angela, his assistant, would be able to .....pair the glasses and this desperate situation. But worse things were yet to come! The door handle came off in his hand and try as he might he couldn't .....lock the door. He decided to ring through to the hotel reception, but there was no dial tone. He .....placed the phone on its base and then tried to .....dial the number, but he was still .....able to .....connect the line. .....reacting, he flung the phone to the floor and promptly broke it. .....whelmed by events he climbed back into bed, and .....-covered himself with the duvet. Though he was a man who usually .....approved of emotion, he cried himself to sleep. He .....-awoke to hear knocking on the door. It was Angela. "What are you up to in there?" she shouted through the door. "You're on in twenty minutes. You have to saw me in half with a chainsaw, make me .....appear from the cabinet and then .....appear in the audience." The idea of a poorly magician .....handling a chainsaw was too horrible for words. He decided it was time to .....train for something else. If Angela knew what had happened that morning she certainly wouldn't .....agree with him!



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Activity Sheet

Name:

I can use commas to indicate parenthesis.

Commas *have lots of functions. They separate items in a list. They can be used before a coordinating conjunction. They are used to separate main clauses from subordinate clauses. Now we are going to use them for* ***parenthesis****. That means we are going to add some extra information, which is not essential to the meaning of the sentence, in between pairs of commas. (A bit like brackets.)*



The witch's cat refused to ride on the broomstick.

The witch's cat, **that gets travel sick**, refused to ride on the broomstick.

Sometimes the parenthesis can come at the end, so then only one comma is needed.

The witch called her vicious black dog Satan.

The witch called her vicious black dog Satan, **another name for the devil**.

Make up your own non-essential information to complete these jokes. (Don't forget the commas!)

1. The magician ..... got so angry he pulled his hare out!
2. The tractor..... must have been magical because it turned into a field!
3. When Houdini ..... was younger he used a lot of trap doors, but he was only going through a stage!
4. My magician friend ..... practised sawing his family in half. He has one half-brother and two half-sisters.
5. The chocolate-loving magician ..... performed a lot of Twix!
6. The amateur magician ..... boasted that he could do the catch-the-bullet-in-the-mouth trick! That's the last time he'll shoot his mouth off!
7. The magician ..... fell in love with the witch. He had fallen under her spell!
8. The wizard ..... accidentally turned his whole family into a three-piece suite. When he took them to Accident and Emergency the doctor said they were comfortable!
9. I know what's inside Aladdin's lamp ..... I must be a genie – us!
10. Hansel ate all the liquorice off the house ..... Well, it takes all sorts!





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Activity Sheet

I can use dashes to indicate parenthesis and mark boundaries between clauses.

Dashes *have two functions.*

A pair of dashes can be used just like brackets (or a pair of commas) to give extra information.

Thousands of women accused of witchcraft – particularly in mainland Europe – were burnt at the stake.

Or you can use a single dash (like a colon or a semi-colon) to separate two main clauses.

Burning witches was the favoured method of execution – it was considered more painful.

So why use the dash and not the other forms of punctuation? The dash (bigger and bolder than other punctuation) is used when you want to draw attention to the words in parenthesis. It can also make the clause that comes after it seem more dramatic.

Clara Geisslerin from Germany was not only accused of being a witch – she was also believed to be a vampire!

Replace the existing punctuation in the following sentences with dashes.

The Top Ten Wicked Witches in Films

10. Mother Gothel (the witch mother) in Disney's *Tangled* is a nasty piece of work, but her only real crime is that she wants to stay young.
9. The Wicked Witch of the West from *The Wizard of Oz*, created by L. Frank Baum, does a lot of screeching but not a lot else!
8. Ursula (half witch, half octopus) from Disney's *The Little Mermaid* is the most evil sea witch going, but can't do much harm out of the water.
7. Maleficent, the witch from Disney's *Sleeping Beauty*, gets in a right stew when she isn't invited to a christening, and eventually transforms herself into a dragon.
6. Muriel (the witch in *Hansel and Gretel: Witch Hunters*) has a lot of powers, but she ends up getting killed by a couple of kids.
5. The White Witch of *The Lion, the Witch and the Wardrobe* by C. S. Lewis dishes out some terrible punishments; her enemies are turned to stone.
4. In *Snow White and the Huntsman* Queen Ravenna doesn't like it when Snow White is declared "the fairest"; she plans to kill her and eat her heart!
3. Like Mother Gothel, the witch queen in *Stardust* wants to regain her youth and beauty; another witch who enjoys cutting out hearts and eating them!
2. There are countless witches in *Harry Potter* by J. K. Rowling, but none quite as fearsome as Bellatrix; a follower of Lord Voldemort.
1. The Grand High Witch of Roald Dahl's *The Witches* is not only evil (she wants to kill children), but she is horrifying to look at as well.



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Activity Sheet

Name:

I can use synonyms to improve my sentences.

*A **synonym** is a word or phrase that has either the same, or very similar meaning, to another word or phrase.*

We vary the words we use to make language more expressive and interesting. It would get very boring if we were to use the same word for something over and over again.

Words from any part of speech (word class) can have synonyms.

Using a thesaurus find synonyms for the underlined words in the sentences below.

The Top Ten Wizards and Witches in Films and TV Series

10 A seemingly <u>normal</u> housewife, Samantha Stephens from *Bewitched* is in fact a witch who has vowed to give up magic for the sake of her mortal husband. .....

9 Glinda, the Good Witch from *The Wizard of Oz*, welcomes Dorothy to The Land of Oz and then at the end helps her to <u>leave</u>. .....

8 Mickey Mouse in *The Sorcerer's Apprentice* has all sorts of <u>problems</u> completing his chores as the overwrought assistant wizard. .....

7 Merlin in Walt Disney's *The Sword and the Stone* is very powerful, but equally <u>forgetful</u> and clumsy. .....

6 Willow Rosenberg from *Buffy the Vampire Slayer* started off as a meek and mild computer nerd, but then turned into a very <u>powerful</u> witch indeed. .....

5 Grand Jedi Master Yoda might be the most <u>elderly</u> Jedi in *Star Wars*, but he was responsible for training almost every Jedi from Count Dooku to Luke Skywalker. .....

4 Professor Dumbledore of Harry Potter fame was considered to be the <u>greatest</u> headmaster Hogwarts had ever seen. .....

3 Although Gandalf of *The Lord of the Rings* was one of the most powerful wizards of Middle Earth, he still had time to go to the Shire and <u>entertain</u> hobbits. .....

2 Hermione Granger of *Harry Potter* is incredibly <u>intelligent</u> and logical, but more importantly she is a good and loyal friend to Harry. .....

1 And at number one is Harry Potter himself who, considering he doesn't realise he is a wizard until his eleventh birthday, quickly <u>conforms</u> to a life of wizardry and magic. .....



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Activity Sheet

I can find antonyms of words. 1

*An **antonym** is a word with the opposite meaning to another word.*

Using a thesaurus find antonyms for the underlined words in the sentences below. Then see if you can find antonyms for other words in the sentences.

The Top Ten Wizards and Witches in Films and TV Series



10 A seemingly normal housewife, Samantha Stephens from *Bewitched* is in fact a witch who has vowed to give up magic for the sake of her mortal husband.

.....

9 Glinda, the Good Witch from the *Wizard of Oz*, welcomes Dorothy to The Land of Oz and then at the end helps her to leave.

.....

8 Mickey Mouse in *The Sorcerer's Apprentice* has all sorts of problems completing his chores as the overwrought assistant wizard.

.....

7 Merlin in Walt Disney's *The Sword and the Stone* is very powerful, but equally forgetful and clumsy.

.....

6 Willow Rosenberg from *Buffy the Vampire Slayer* started off as a meek and mild computer nerd, but then turned into a very powerful witch indeed.

.....

5 Grand Jedi Master Yoda might be the oldest Jedi in *Star Wars*, but he was responsible for helping almost every Jedi from Count Dooku to Luke Skywalker.

.....

4 Professor Dumbledore of *Harry Potter* fame was considered to be the greatest headmaster Hogwarts had ever seen.

.....

3 Although Gandalf of *Lord of the Rings* was one of the most powerful wizards of Middle Earth, he still had time to go to the Shire and entertain hobbits.

.....

2 Hermione Granger of *Harry Potter* is incredibly intelligent and logical, but more importantly she is a good and loyal friend to Harry.

.....

1 And at number one is Harry Potter himself who, considering he doesn't realise he is a wizard until his eleventh birthday, quickly conforms to a life of wizardry and magic.

.....



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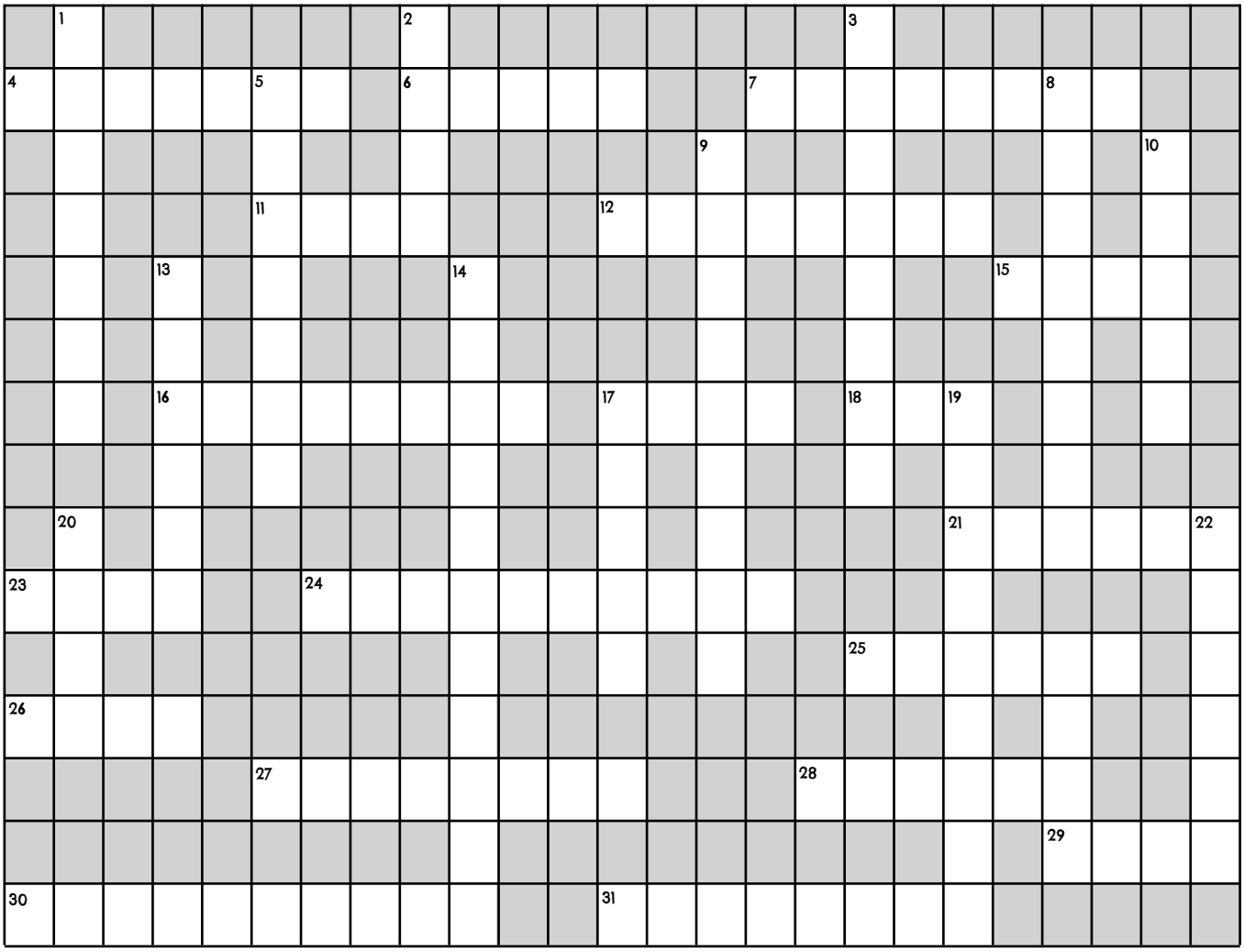
Activity Sheet

Name:

I can find antonyms of words. 2

Antonyms *are opposites.*

Complete the crossword. All the clues are antonyms.
(You may use a thesaurus.)



Across

4 artificial
6 refuse
7 majority
11 hot
12 seldom
15 far
16 plural
17 shrink
18 young
21 wide
23 first
24 voluntary
25 strong
26 hinder
27 increase
28 unknown
29 fat
30 comfort
31 accepts

Down

1 minimum
2 timid
3 superior
5 modern
8 apart
9 permanent
10 disagree
13 present
14 opaque
17 host
19 safe
20 common
22 stupidity





Year 5

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Activity Sheet

I can add prefixes and suffixes to make a word an antonym.

*A **prefix** is a group of letters that is added to the beginning of a word to change its meaning. There are a number of prefixes that, when added, will give the word the opposite meaning.*

The witch is very friendly.
The witch is very unfriendly.

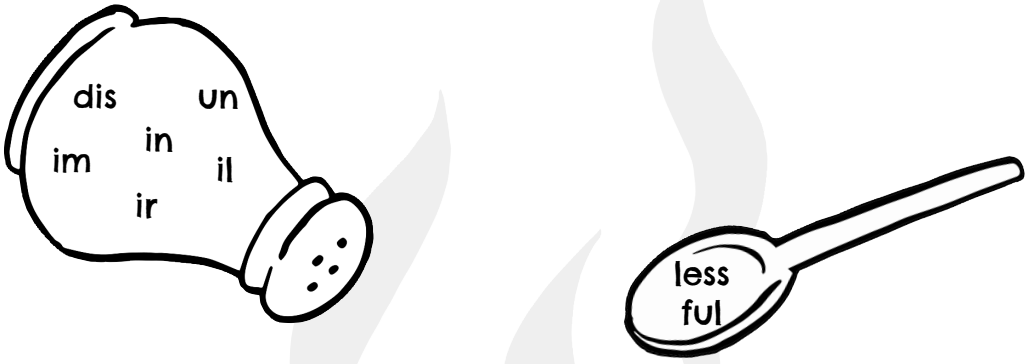
*When you add the prefixes **dis**, **un**, **in**, **im**, **ir** and **il** to words, the words have the opposite meaning.*

*A **suffix** is a group of letters that is added to the end of the word to change its meaning.*

*The suffix **ful** means full of. The suffix **less** means without. So when you change **ful** for **less** you make the word an antonym.*

The judge was merci<u>ful</u> when he sentenced the witch.
The judge was merci<u>less</u> when he sentenced the witch.

The words in the cauldron need to be made into antonyms by adding prefixes or suffixes.



.....capable .....advantage .....possible

.....approve care<u>less</u> .....comfort .....agree

.....correct .....appear .....legal .....honest

.....important .....regular hope<u>ful</u> .....safe

.....secure use<u>ful</u> .....visible .....just .....like

harm<u>ful</u> .....limited .....loyal

.....obedient .....polite



Year 5

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Activity Sheet

Name:

I can use expanded noun phrases. 1

*A **noun phrase** is a phrase that contains a noun and a group of words that modify it. Noun phrases are very important because they make sentences more interesting and help to build a picture in the reader's mind.*

A noun phrase could include a determiner or a quantifier.
Those witches are scary.
All of those witches are scary.

Noun phrases also include phrases with adjectives.
All of those ancient witches are scary.

Some words or phrases come after the noun. These are called post-modifiers.
All of those ancient witches with crooked teeth are scary.

Underline the expanded noun phrases in the sentences below. Then write some similar noun phrases following the examples. (Make a note of all the different ways you can expand a noun phrase.)

1 With a prepositional phrase

All those ancient witches with hairy pimples are scary.

All of those ancient witches with ..... are scary.



All of those ancient witches in the black pointed hats are scary.

All of those ancient witches in ..... are scary.

All of those ancient witches on broomsticks are scary.

All of those ancient witches on ..... are scary.



2 With an –ing phrase

I asked the wizard standing by the cauldron if I could make a potion.

I asked the wizard standing ..... if I could make a potion.

I asked the wizard talking ..... if I could make a potion.

I asked the wizard .....ing ..... if I could make a potion.

3 With a relative clause

The magician who we saw yesterday really did saw his wife in half.

The magician that made all the mistakes really did saw his wife in half.

The magician who ..... really did saw his wife in half.

That magician that ..... really did saw his wife in half.



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Name:

Activity Sheet

I can use expanded noun phrases. 2

*To recap: a **noun phrase** can have –*

a determiner and/or a quantifier.	*The magician did <u>some</u> tricks.*
an adjective	*The magician did some <u>amazing</u> tricks.*
several adjectives	*The magician did some <u>amazing mind-blowing</u> tricks.*
a prepositional phrase	*The magician did some amazing mind-blowing tricks <u>on the television programme</u>.*
an –ing phrase	*The magician <u>performing illusions from his one-man show</u> did some amazing mind-blowing tricks on the television programme.*
a relative clause	*The magician <u>who we saw in Blackpool</u> performing illusions from his one-man show did some amazing mind-blowing tricks on the television programme.*

As we can see above there can be more than one expanded noun phrase in a sentence.

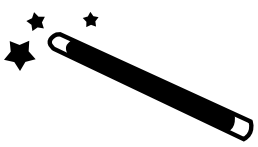
<u>The magician who we saw in Blackpool performing his one-man show</u> did <u>some amazing mind-blowing tricks on the television programme.</u>

Extend the sentences below using noun phrases. Add another noun phrase to the sentence in the same way as they were added in the examples above.

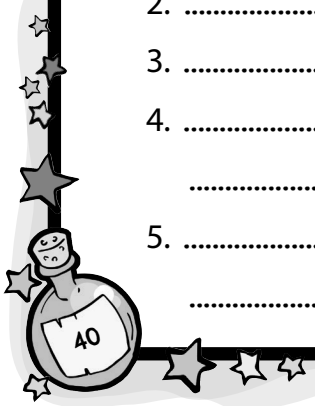


1. The witch made a potion.
   1. .....
   2. .....
   3. .....
   4. .....
      .....
   5. .....
      .....

2. The wizard made a spell.



   1. .....
   2. .....
   3. .....
   4. .....
      .....
   5. .....
      .....



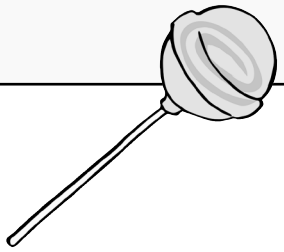
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Activity Sheet

Name:

I can identify expanded noun phrases. 1

Expanded noun phrases *are phrases which you add to the sentence to give more detail to the noun.*



Identify the noun phrases in the concluding episode of Hansel and Gretel by underlining them.

Hansel and Gretel (continued – again!)

"You judge," said the witch with a penchant for human flesh. "I'm going to eat your brother!" Before Gretel had a chance to react, the witch grabbed her and forced her into a cage, locking the door with a large key which was made from Blackpool rock. She then sat Hansel down in a marshmallow chair. "You are free to eat whatever you like," she told Hansel who was already nibbling on the deliciously sweet cushions, "for everything really is made from candy!" She felt his skinny arm and told him he needed to put on some weight. Hansel couldn't wait to get started and began chomping on a sticky toffee shelf unit.

"Don't! Can't you see what she's trying to do? She's trying to fatten you up to eat you!" Gretel shouted to her brother, but the greedy boy, who thought he was in candy heaven, wasn't listening. He had already started on a chocolate fireguard which had melted in the heat from the Extra Strong Fisherman's Friend's fire! Over the next few days, Hansel gorged himself on every conceivable sweet you could imagine. I'm sure there's no need to remind you that sugar is very addictive and when some people get a taste for it there's no stopping them. That was certainly the case for sugar-dependent Hansel. During the next few days he chomped his way through a nougat table, three praline chairs, a marzipan mat and a three-piece bathroom suite made from Turkish Delight. And as he munched on he got fatter and fatter; for mixed in with the sugary confection there was a considerable amount of magic which made Hansel put on weight at an alarming rate.



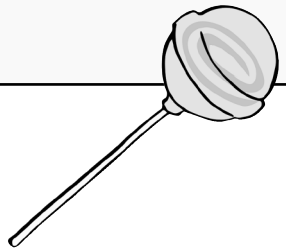
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Name:

Activity Sheet

I can identify expanded noun phrases. 2

Expanded noun phrases *are phrases which you add to the sentence to give more detail to the noun.*

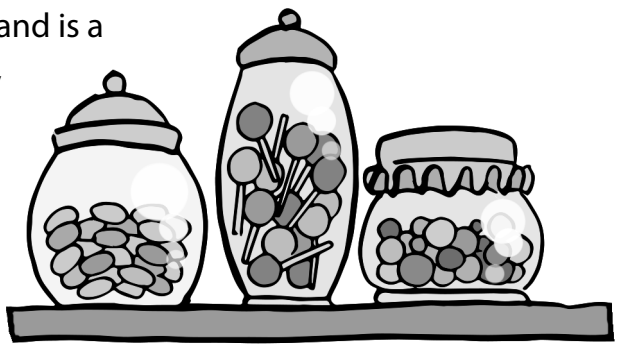


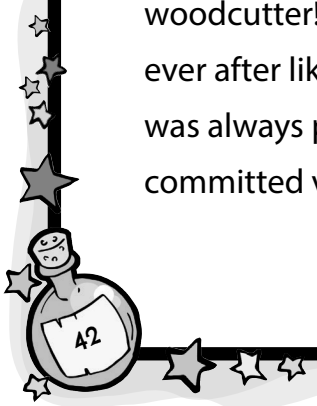
Identify the noun phrases in the concluding episode of Hansel and Gretel by underlining them.

Hansel and Gretel (continued – for the last time!)

Gretel, meanwhile, was starting to waste away. She had discovered that her cage was made from the same hard candy as a gobstopper and had managed to persuade Hansel to start licking the bars. If he could suck on the bars and make them thinner, there was a chance that she would be able to slip through the widening gap and escape. But this turned out to be an immense task even for a twenty-stone boy with a prodigious craving for sugar. One evening while the witch was asleep, Hansel even managed to get his sticky hands on the key made of Blackpool rock. Unfortunately, his craving was so strong he couldn't resist crunching the end of the key before unlocking the door, and poor Gretel was forced to remain a prisoner.

After ten days of scoffing sweets, the witch decided he was ripe for eating. (Hansel had swelled to the size of a small beached whale.) She took a fork and prodded him in that once-skinny arm which had now expanded like some giant inflatable punch bag. The fork punctured his thin stretched skin and I'm afraid to say he exploded like a twenty litre bottle of fizzy pop after it has been shaken for several hours in a concrete mixer. The force of the explosion sent the witch hurtling backwards into a cauldron of scalding hot caramel cream from which she never re-emerged. Gretel survived the explosion and, forgetting her qualms of eating animal products, eventually licked her way to freedom. She returned to her father's house where she was pleased to discover that her cruel stepmother had died from some weird allergy to pine trees – tough when your husband is a woodcutter! Gretel didn't exactly live happily ever after like you may have heard, but she was always pleased to think that being a committed vegetarian had saved her life!





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Activity Sheet

Name:

I can use formal language for writing letters. 1

*We use **formal language** when we are writing about something serious to show that we understand its importance. We also use formal language when we are writing a letter to someone we don't know in order to show respect.*
Formal language is more common when we write and informal language is more common when we speak (though there are some situations when the reverse is true).
Formal language is a case of making the right grammar and vocabulary choices.

*We don't as a rule use **contractions** when writing formal letters.*
I have decided to accept the position of president to the Magic Circle.
Rather than –
I've decided to accept the position of president to the Magic Circle.

*We wouldn't use **implied relative pronouns**.*
The teacher who I interviewed yesterday has been offered a post at Hogwarts.
Rather than –
The teacher I interviewed yesterday has been offered a post at Hogwarts.

*The **subjunctive form** would be used wherever possible as it expresses a degree of formality.*
I insist that the apprentice witch complete at least an hour's detention.
Rather than –
I want the apprentice witch to complete at least an hour's detention.

*Some **modal verbs** sound more formal and polite then others.*
Might I offer you a ride on my Nimbus 2000 broomstick?
Rather than –
Can I offer you a ride on my Nimbus 2000 broomstick?



Underline all the words and phrases in this extract from a complaint letter which could be changed to make it sound more formal. Then rewrite the letter, changing the grammar as indicated above.

I'm writing to complain about the magic wand I bought from your shop yesterday. The shop assistant I spoke to told me that it didn't need batteries. But on getting back home I can't get it to work. I want you to give me all my money back straightaway. Can I also ask you not to carry on selling these rubbish wands to buyers ever again?

.....

.....

.....

.....

.....

.....



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Name:

Activity Sheet

I can use formal language for writing letters. 2

*To write using **formal language** you need to make the right grammar choices.*

*Don't use **contractions**. Don't use **implied relative pronouns**. Use the **subjunctive** form where you can. Choose polite forms of **modal verbs**.*

I am writing to complain about the magic wand which I bought from your shop yesterday. The shop assistant who I spoke to told me that it did not need batteries. But on getting back home I cannot get it to work. I insist that you give me all my money back straightaway. Might I also ask you not to carry on selling these rubbish wands to buyers ever again?

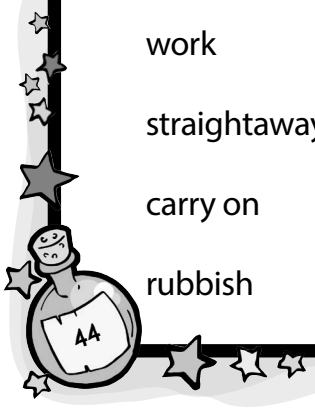
This is better, but it still doesn't sound formal enough. So what's missing? In order to make our letter sound more formal we need to use a more formal language. As we know there are synonyms for most words; some of those synonyms have a more formal connotation. Usually, longer words or those words with Latin or Greek origins sound more formal than shorter words with Anglo-Saxon origins.

In the version of the letter below, underline all the more formal words which have replaced the informal ones in the letter above.

I am writing to complain about the magic wand which I purchased from your retail store yesterday. The shop assistant who I conversed with, informed me that it did not require batteries. However, on returning to my residence I was unable to make it function. I insist that I have a complete refund to take effect immediately. Might I also request that you do not continue to market these substandard wands to customers in the future?

Write the new formal vocabulary next to the informal words.

bought	.....	shop	.....
spoke to	.....	told	.....
need	.....	but	.....
getting back	.....	home	.....
work	.....	give money back	.....
straightaway	.....	ask	.....
carry on	.....	sell	.....
rubbish	.....	buyers	.....



Year 5

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Activity Sheet

Name:

I can use formal language for writing letters. 3

*There are fixed rules for writing **formal letters**. The complaint letter has now been set out correctly.*

Your full postal address with postcode in the top right corner →

13, Luckless Lane,
Doom Town,
Worstluckshire.
DT5 0PW

Mr Ollivander,
Ollivander's Wand Shop,
South Side,
Diagon Alley,
London.

← The name of person and address you are writing to below your address on the left-hand side of the page.

The date when the letter is written → Monday 17th April 2016

Dear Mr Ollivander,

← The greeting is "Dear Sir" or "Dear Madam" if you don't know their name, or their name and title if you have spoken to them or written to them before.

I am writing to complain about the magic wand which I purchased from your retail store yesterday. The shop assistant who I conversed with informed me that it did not require batteries. However, on returning to my residence I was unable to make it function. I insist that I have a complete refund to take effect immediately. Might I also request that you do not continue to market these substandard wands to customers in the future?

Yours sincerely,

← End "Yours faithfully" if you have opened with "Sir" or "Madam" and "Yours sincerely" if you have used a name.

Ivor Nochance

← You can print your name after your signature, especially if your signature is difficult to read.

On a separate sheet of paper –

1. **Write a formal reply from Mr Ollivander to Ivor Nochance.**
2. **Write your own complaint letter to a Broom Manufacturer's because the broom which you purchased will not fly.**



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Name:

Activity Sheet

I can use commas to clarify meaning and avoid ambiguity.

*As we have seen, a **comma** is a very important punctuation mark. They are used to separate items in a list, used before a subordinating clause, used after a fronted adverbial and can be used for parenthesis.*
Commas also help to clarify meaning and avoid embarrassing mistakes, but you've got to place them in the right place.
"Let's eat Hansel," said Gretel.
It sounds like Gretel wants to eat her brother and is suggesting the witch joins her!
Perhaps it should have read: **"Let's eat, Hansel," said Gretel.**

The following sentences have no commas and they don't sound right. Try placing the comma in the correct place and see how this affects the meaning.

1. Most of the time lords can be found in Parliament's House of Lords.
   (So our country is run by time lords – I knew it!) Now put the comma in.
   Most of the time lords can be found in Parliament's House of Lords.

2. Maria likes cooking her dog and watching television.
   (How can she admit to cooking her dog? That's just cruel!) Where does the comma go?
   Maria likes cooking her dog and watching television.

3. The witch wasn't killed mercifully.
   (She must have been burnt at the stake!) A comma can change the meaning.
   The witch wasn't killed mercifully.

4. The sign post read: slow children crossing.
   (They need to move a bit quicker then!) Another comma needed!
   The sign post read: slow children crossing.



5. I saw the teachers eating children running down the path.
   (What sort of teachers would eat children?) Who forgot the comma?
   I saw the teachers eating children running down the path.

6. I can't wait to get home work started early today.
   (You're keen to do your homework, aren't you?) Where does the missing comma go?
   I can't wait to get home work started early today.

7. The judge having hanged the witch was able to go home for lunch.
   (So the judge got hanged – that's a turn-up for the book!) Two commas needed here.
   The judge having hanged the witch was able to go home for lunch.

8. Don't wear black witches.
   (I wouldn't even dream of wearing one black witch!) One final comma needed here.
   Don't wear black witches.



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Activity Sheet

Name:

I can link ideas across paragraphs using adverbials of time, place and number. 1

Adverbials are often used as linking words between paragraphs.
Adverbials of time say:

- ***when* something happened**. *They include* **later**, **ago**, **during**, **now**, **today**, **tomorrow** *etc.*
- ***for how long***. *They include* ***all* day**, ***for* two weeks**, ***since* Monday**.
- ***how often***. *They include* **often**, **never**, **always**, **seldom**, **rarely**.

Adverbials of place *say* ***where*** *something happened. They include* **here**, **there**, **nearby**, **faraway**, **above**, **below**, **inside**, **outside**, **everywhere**, **somewhere** *etc.*
Adverbials of number *say in* ***what order*** *something happened. They include* **first**, **secondly**, **lastly**, **once**, **twice** *etc.*

Underline the linking adverbials and state what type of adverbial has been used.

During the 16th century, witchcraft persecutions had been rare in Britain. This changed, however, when King James VI of Scotland (later James I of England) accused around seventy people of raising a storm which nearly sank the ship he was sailing in.

In 1597, James wrote a book on demonology which declared the existence of witches and advanced the idea that there were covens of satanic witches trying to destroy the world with their evil ways. His paranoid fantasy provoked fear in the minds of his subjects.

By 1604, just a year after ascending to the English throne, James passed his new Witchcraft Act which made practising witchcraft a crime punishable by execution. Local magistrates, keen to please the king, sentenced many women to death and before long England was in the middle of a Jacobean witch-hunt.

Two years later, Shakespeare performed his play Macbeth for King James and his court. This was the first time any play had depicted witches. In the play, the witches make prophesies and plant the idea in Macbeth's head that he could become king if certain individuals were removed.



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Name:

Activity Sheet

I can link ideas across paragraphs using adverbials of time, place and number. 2

Underline the linking adverbials and state what type of adverbial has been used.

Faraway from the King's court in London, a very different story was taking place. In a little village in Lancashire, life was harsh for the poor inhabitants where unemployment was high and many people were forced into a life of begging.

Somewhere near the foot of Pendle Hill, Old Bess was trying to save her family from poverty by telling fortunes and healing the sick with herbs. She knew about the witch-hunts, but she didn't think anybody would accuse her; she was helping people – not harming them.

Inside her house, there was little in the way of furniture. The floors were bare and the walls were exposed stone. However, everything was clean and the floor frequently swept. Herbs hung in neat lines, drying from the rafters.

Outside her cottage, Old Bess had a small plot of land where she grew her herbs. She was familiar with all the names of the plants and knew all their medicinal properties: feverfew for headaches, peppermint for indigestion and sage for its healing properties – to name but a few.

For years, the villagers had been coming to her for salves and ointments, and for a few pennies were given treatments from removing boils to helping people fall in love. This small income was often all that kept the family from starvation. Not once had any of her clients complained that she was in league with the devil.

One day, however, everything was about to change. Old Bess's granddaughter, Alison Device, had got into an argument with a passing pedlar who later accused her of striking him down by calling on the devil. Alison, convinced of her own powers, confessed to the crime and went on to implicate her own grandmother. Before long, half the village was embroiled in a web of lies and incriminations that led to the most famous witch trials in English history.





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Activity Sheet

Name:

I can recognise and name different punctuation marks.

Punctuation marks *are the signs we use to help us understand and read texts more easily. So far we have used eleven different punctuation marks.*

Identify and name all the punctuation marks that have been used in this extract from Shakespeare's Macbeth. (Because it is a play, some punctuation marks have been used in a slightly different way to how they would be used in other texts.) Are there any punctuation marks that have not been used?

SCENE I. A cavern. In the middle, a boiling cauldron.

(Thunder. Enter the three Witches.)

First Witch: Thrice the brinded cat hath mew'd.

Second Witch: Thrice and once the hedge-pig whined.

Third Witch: Harpier cries: " 'Tis time, 'tis time!"

First Witch: Round about the cauldron go;
In the poison'd entrails throw.
Toad, that under cold stone
Days and nights has thirty-one;
Swelter'd venom sleeping got,
Boil thou first i' the charmed pot!



All: Double, double toil and trouble;
Fire burn, and cauldron bubble.



Second Witch: Fillet of a fenny snake,
In the cauldron boil and bake;
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and owlet's wing,
For a charm of powerful trouble,
Like a hell-broth boil and bubble.



All: Double, double toil and trouble;
Fire burn and cauldron bubble.

Third Witch: Scale of dragon, tooth of wolf,
Witches' mummy, maw and gulf
Of the ravin'd salt-sea shark,
Root of hemlock digg'd i' the dark,
Finger of birth-strangled babe
Ditch-deliver'd by a drab –
Make the gruel thick and slab:
Add thereto a tiger's chaudron,
For the ingredients of our cauldron.

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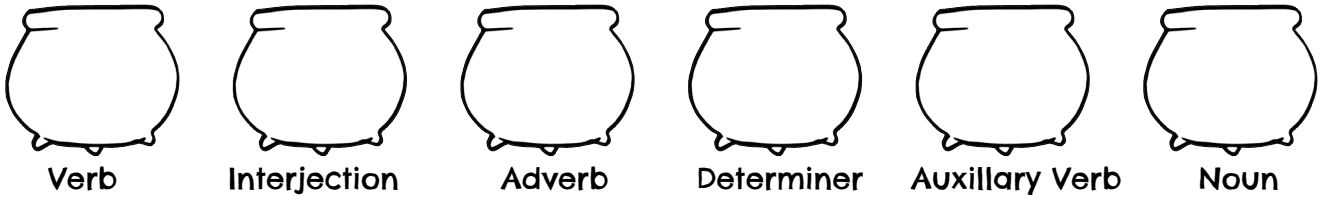
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Activity Sheet

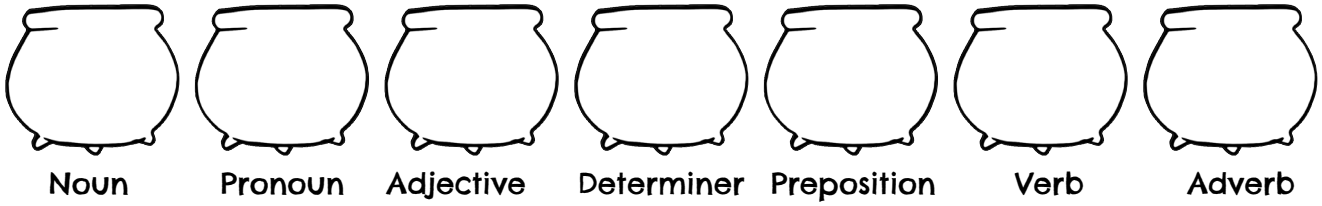
I can identify different word classes (parts of speech). 1

Place each word from the sentence in the correct cauldron below.

1. Wow! Did that cat just talk?



2. She bravely stepped inside the candy cottage.



3. She used an adder's tongue in her potion because she wanted to make him suffer.

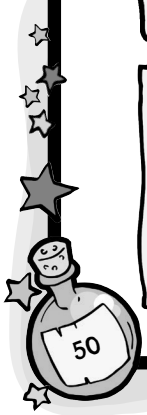
Pronoun	Determiner	Conjunction
1. 2. 3.	1. 2.	

Noun	Preposition	Verb
1. 2. 3.		1. 2. 3. 4.

4. When the magician looked in his hat the white rabbit was nowhere to be found.

Determiner	Conjunction	Noun
1. 2. 3.		1. 2. 3.

Adverb	Adjective	Verb	Preposition
		1. 2. 3. 4.	



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Activity Sheet

Name:

I can identify different word classes (parts of speech). 2

Wanda the Witch woke up one morning to find that her cat had sadly passed away during the night. After burying the poor creature, she decided she wouldn't be happy without a cat to keep her company. She hopped on her broomstick and flew off straightaway to the pet store for witches and wizards. Once inside, she couldn't make her mind up. There were so many different pets to choose from that she hadn't considered before. As well as cats, there were hairy tarantulas, vampire bats, flea-infested rats, warty toads and in the corner, all on its own, a cute-looking baby werewolf. The witch was rather taken with the little werewolf, but she wasn't sure how difficult they were to look after.

"Ahem! Does your werewolf bite?" she asked the pet shop owner.

"Eh! No, my werewolf definitely doesn't bite," answered the shopkeeper.

Reassured by this, the witch put her hand into the cage to stroke the werewolf. Before she could pat him, the werewolf, baring its sharp teeth, had sprung at the witch. As quick as a flash, it had snapped at her hand and removed one of her digits. Then it lay back inside its crate, happily munching on the witch's finger.

"Oow!" screamed the witch, "I thought you said your werewolf didn't bite!"

"Well, duh!" replied the shopkeeper. "That's not my werewolf!"



Place the different parts of speech into their correct categories. (Find at least four of each.)

Nouns	Pronouns	Adjectives
Verbs	Adverbs	Determiners
Conjunctions	Prepositions	Interjections

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Name:

Activity Sheet

I can use Standard English. 1

Standard English *is the English Language when it is written or spoken without any grammatical mistakes or regional differences. We often use Non-Standard English when we are with our friends and family, but there are times when it is important to use Standard English and to understand the difference.*

There are some very common mistakes which lots of people make.

Some people get confused with ***have*** *and* ***of****. Sometimes they write* ***I could of done that****.*

Of *means belonging to* e.g. the spell book of the wizard

or the origin of someone or something. e.g. Merlin of Camelot

So this definitely isn't the right word to use; it doesn't make sense!

We get confused because it sounds like the contracted version of ***have*** *as in the contraction of* ***should have*** *–* ***should've****. e.g. I should****'ve*** *told you.*

A Correct the following sentences.



1. I could of done that trick better than that children's magician.

   .....

2. I must of seen that trick a hundred times!

   .....

3. She should of gone to the fortune-teller on Blackpool promenade.

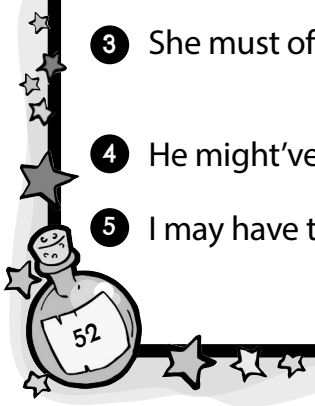
   .....

4. Houdini wouldn't of got out of that milk churn if it didn't have a false lid.

   .....

B Tick the phrases which are written correctly.

1. I should've become a magician myself.
2. I could have joined Harry Potter at Hogwarts.
3. She must of picked up the wrong potion!
4. He might've been a wizard!
5. I may have the wand of Ron Weasley.
6. You should of followed the Yellow Brick Road.
7. The Wizard of Oz would have the answers.
8. The Slytherin quidditch team must've given up!
9. Of all the wizards – it would have to be him!
10. I would of cast the spell if I had a wand.



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Activity Sheet

Name:

I can use Standard English. 2

*A very common mistake is using **double negatives**. This is when you use two negative words in a sentence.*

I haven't got nothing.

*The two negatives would cancel each other out and the logic would be: if **you haven't got nothing** then **you have got something**.*

So never use two negative words together because you end up saying the opposite of what you want to say.

You need to take one of the negatives out of the sentence.

***I haven't got anything** or **I have got nothing**. (Both these sentences use just one negative.)*

Correct the witch's sentences. (Write the two correct ways of saying the sentence.)

I haven't got nobody to love.

.....

.....

You can't do nothing about it.

.....

.....

I can't find my wand nowhere.

.....

.....

I don't want no one to see me.

.....

.....



You shouldn't do nothing to upset me.

.....

.....

I can't find nowhere to land my broomstick.

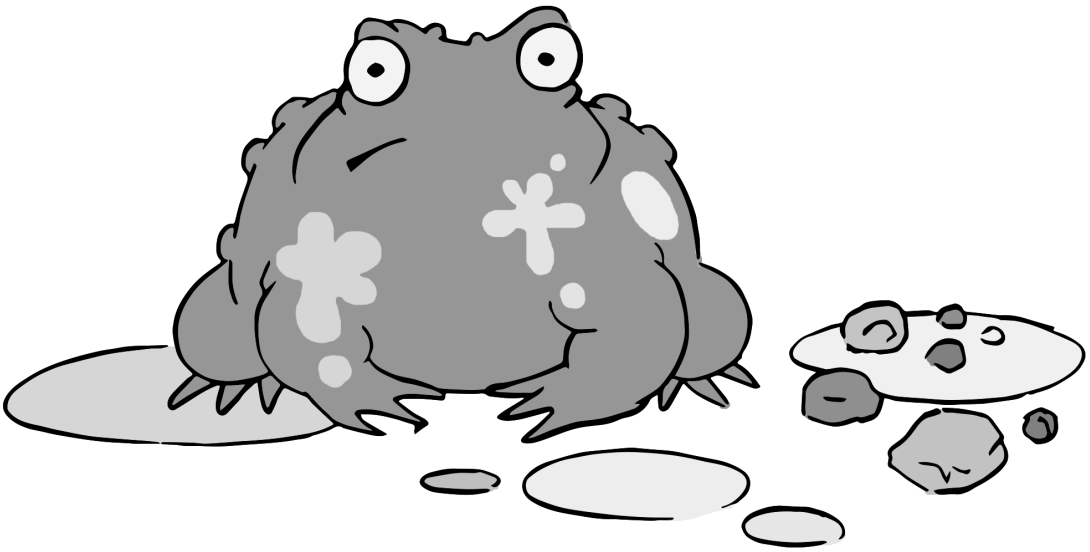
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End-of-Term Assessments and Optional Tests



Raw score/scaled score conversion charts for the Optional Tests are supplied on the CD-ROM.

Year 5

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Year 5 Grammar & Punctuation

Autumn Assessment

Name …… Class …… Date ……

1 **Punctuate** the sentence below.

Tigers lions cheetahs and leopards are all cats

3 marks

2 Put the **speech marks** into the sentence below.

Hammad asked, Do you know where Poppy is?

2 marks

3 Add **two commas** to the sentence below.

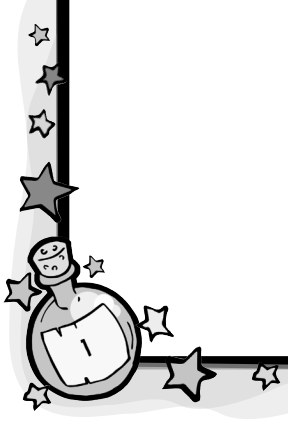
I need new gloves socks boots and a hat.

2 marks

4 Underline the **modal verb** in the sentence below.

I might have the lasagne for lunch today.

1 mark



Page Total

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Year 5 Grammar & Punctuation

Autumn Assessment

5 Tick the sentence which has used the **colon** correctly for introducing items in a list.

My favourite school: subjects are English, art, PE and music. ☐

These are my favourite school subjects: English, art, PE and music. ☐

English, art, PE and music: are my favourite school subjects. ☐

1 mark

6 Underline the **modal adverbs** in each of the sentences below.

"I definitely handed in my homework," said Dylan.

"Well, I certainly haven't got it," replied the teacher.

"Perhaps I put it in my drawer by mistake," suggested Dylan.

3 marks

7 Draw a circle round the **three coordinating conjunctions** below.

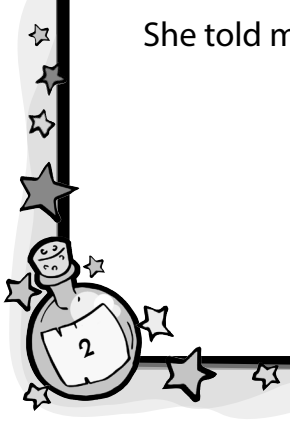
but		because	or
when	that	and	if

3 marks

8 Circle the **relative pronoun** in the sentence below.

She told me that she was going to Alton Towers.

1 mark



Page Total

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Year 5 Grammar & Punctuation

Autumn Assessment

9 Indicate whether the underlined words are **coordinating** or **subordinating conjunctions**.

I thought I would do well in the test <u>if</u> I revised hard.

coordinating/subordinating

I thought I had done well in the test <u>because</u> I had revised so hard.

coordinating/subordinating

I thought I had done well in the test, <u>but</u> it turned out I hadn't.

coordinating/subordinating

3 marks

10 Complete the sentences by including the most appropriate **relative pronoun** from the box.

which	**whose**	**who**

I congratulated the boy ..... had scored in the last minute.

I crossed the flooded stream ..... had broken its banks.

Could you find out ..... homework bag this is?

2 marks

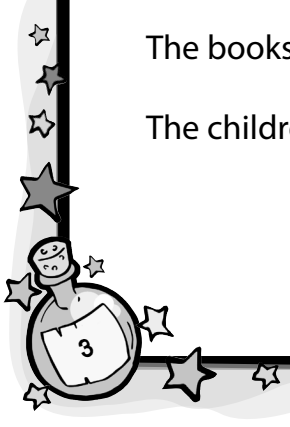
11 Which sentence has been written in the **passive voice**? Tick the box.

The children marked their books. ☐

The books were marked by the children. ☐

The children had to mark their books. ☐

1 mark



Page Total

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Year 5 Grammar & Punctuation

Autumn Assessment

12 Which word from the sentence below could you replace with a **semi-colon**?

Kate didn't go to netball training because she had hurt her knee.

.....

1 mark

13 Tick the sentence below that includes a **modal verb** to show possibility.

I'm having another slice of pizza. ☐

I might have another slice of pizza. ☐

I had another slice of pizza. ☐

1 mark

14 Place an appropriate **punctuation mark** in the box in the sentence below. Choose from a **colon**, a **comma** or a **full stop**.

The drummer of the band had a problem ☐ no drumsticks!

1 mark

End of Autumn Assessment

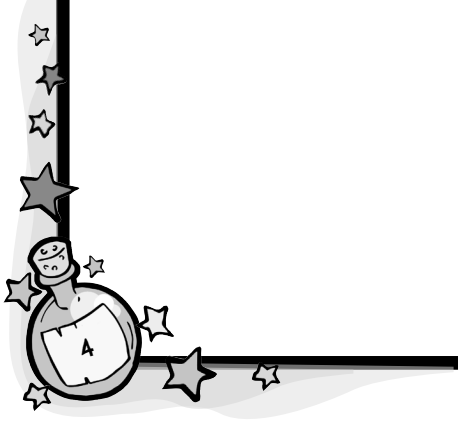
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PERCENTAGE SCORE

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Year 5 Grammar & Punctuation

Spring Assessment

Name …… Class …… Date ……

1 **Punctuate** the following sentence.

Where is the city of Pristina Laura asked

3 marks

2 Circle the correct form of the **past perfect tense** in the sentences below.

She **had broken** / **has broken** her watch.

I **have seen** / **had seen** him quite recently.

2 marks

3 Tick the sentence that has been written in the **present perfect progressive tense**.

I had practised the guitar for the school concert. ☐

I have been practising the guitar for the school concert. ☐

I was practising the guitar for the school concert. ☐

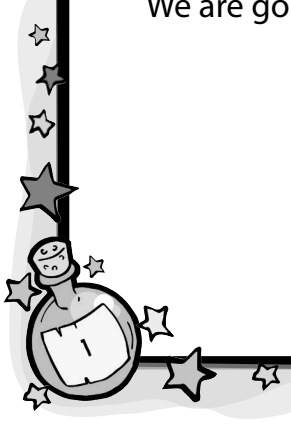
1 mark

4 Complete the sentences below with an appropriate **time preposition**.

Come round to my house any time ..... six and seven o'clock.

We are going camping in the Lakes from Thursday ..... Sunday.

2 marks



Page Total

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Year 5 Grammar & Punctuation

Spring Assessment

5 Tick the **two** phrases which show the correct use of the **apostrophe for possession**.

the men's changing room	☐
the ladie's bathroom	☐
the childrens toy's	☐
the town's shopping centre	☐

2 marks

6 Circle the correct use of the **apostrophe** in the examples below..

will not	**wo'nt**	**won't**
do not	**d'not**	**don't**
shall not	**shan't**	**sha'nt**

3 marks

7 Tick the sentence below that is written as a **command**.

There are lots of chores to do around the house.	☐
Once they are done, I will feel much better.	☐
Put all your dirty clothes in the laundry basket.	☐

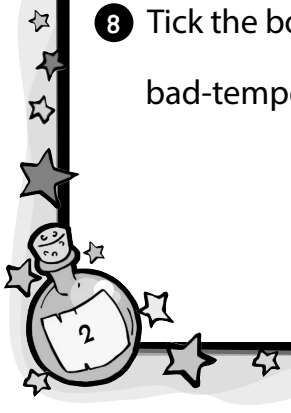
1 mark

8 Tick the box to name the **punctuation mark** that is used with this compound word.

bad-tempered

semi-colon	☐
hyphen	☐
colon	☐

1 mark



Page Total

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Year 5 Grammar & Punctuation

Spring Assessment

9 Identify the adverbial phrase and rewrite the sentence to make a **fronted adverbial**.

The burglar broke in without making a sound.

.....

2 marks

10 Underline the **cohesive devices** in the passage below.

Dad didn't read the instructions; consequently, the shelf unit wasn't put together correctly. As a result, the shelf unit collapsed. However, Mum was at hand with the screwdriver.

3 marks

11 Rewrite the following sentence in the **first person** by changing the **pronouns**. (It has been started for you.)

Paul took the pen which was his.

I took .....

2 marks

12 Tick the sentence which has been written in the **third person**.

She told Shanon that she didn't like football. ☐

I would like to go on holiday. ☐

I like playing football, but Kelsey doesn't. ☐

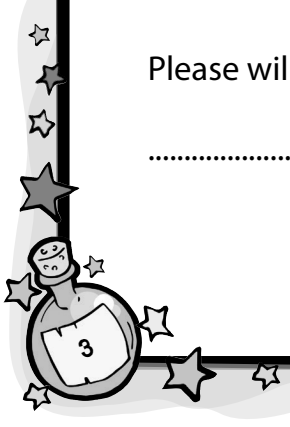
1 mark

13 Change the question below into a **command**.

Please will you finish your homework?

..... .

1 mark



Page Total

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Year 5 Grammar & Punctuation

Spring Assessment

14 Write out the sentence below using **three bullet points**.

The pile of ironing included three white school shirts, two sweatshirts and a pair of jogging bottoms.

Clothes for ironing

- .....
- .....
- .....

1 mark

End of Spring Assessment

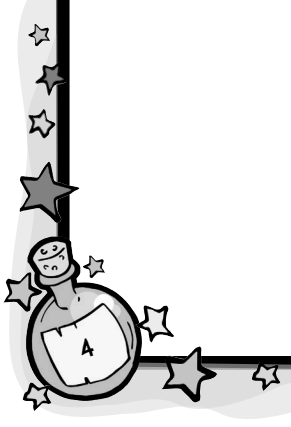
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PERCENTAGE SCORE

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Year 5 Grammar & Punctuation

Summer Assessment

Name …… Class …… Date ……

1 Identify which **word class** the underlined words belong to.

Martin drank a pint of water <u>after</u> he had completed the cross-country <u>run</u>.

noun .....

conjunction .....

2 marks

2 Insert a pair of **brackets** in the correct place in the sentence below.

Jessica won three medals two gold and a bronze in the county swimming gala.

1 mark

3 Put **speech marks** (**inverted commas**) into the sentence below.

Have you had enough to eat? asked Mum.

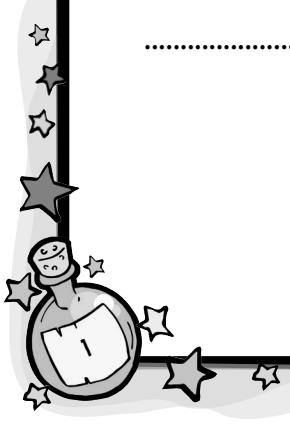
2 marks

4 Rewrite the sentence below putting the **direct speech** at the end of the sentence.

"The train is running ten minutes late," announced the guard.

.....

1 mark



Page Total

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Year 5 Grammar & Punctuation

Summer Assessment

5 Underline the **adverbs** in the following sentence.

You must always wash your hands thoroughly after handling raw meat.

2 marks

6 Circle the three words below that can be used as **verbs**.

fright	frightful	frighten
calculator	calculate	calculation
thought	thoughts	thoughtful

3 marks

7 Underline the **three determiners** in the sentence below.

The children in that school enjoy every day.

2 marks

8 Give these words the opposite meaning by adding a **prefix**.

..... tie ..... appear

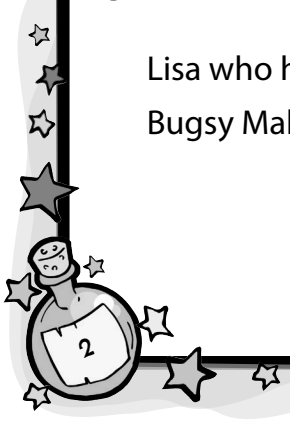
..... possible

2 marks

9 Insert **commas for parenthesis** in the correct place in the sentence below.

Lisa who has been dancing since she was six took a leading role in Bugsy Malone.

1 mark



Page Total

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Year 5 Grammar & Punctuation

Summer Assessment

10 Circle the punctuation in the sentence below that you could replace with **dashes**.

The referee, not popular with the home supporters, awarded a controversial penalty in the last minute of the game.

1 mark

11 Underline the **expanded noun phrase** in the sentence below.

The tall man with the tattoos on his arm used to be a professional footballer.

1 mark

12 Complete the words in the sentence below using a **suffix**.

Smoking will do you a lot of harm. It is very harm..... .

I had another night without sleep. I had a sleep ..... night.

2 marks

13 Place a **comma** in the sentence below to avoid ambiguity.

Misha finds cooking her family and her pets are the key to a happy home.

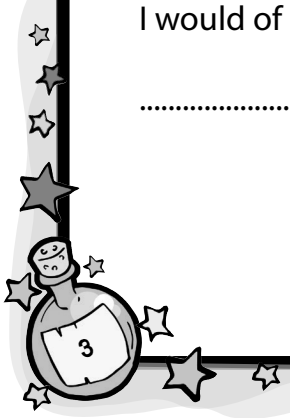
1 mark

14 Correct the following sentence so that it is written in **Standard English**.

I would of helped, but I can't do nothing.

.....

2 marks



Page Total

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Year 5 Grammar & Punctuation

Summer Assessment

15 Complete the table below to show a word with a **similar** meaning and a word with the **opposite** meaning.

	similar	**opposite**
sad	.....	.....
enormous	.....	.....
hot	.....	.....

2 marks

End of Summer Assessment

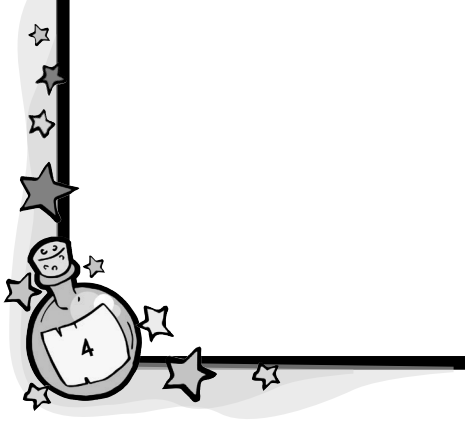
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PERCENTAGE SCORE

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Year 5 Grammar & Punctuation

Optional Test 1

Name …… Class …… Date ……

1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

what time should we come asked james

……

2 marks

2 Insert **two commas** in the sentence below.

After weeding the flower beds pruning the roses and watering the plants grandad had a snooze in the hammock.

1 mark

3 The sentence below needs a **punctuation mark**. Choose from a **dash**, a **comma** or a **full stop**. Put the punctuation mark in the box and draw an arrow to show where it should go.

Nasreen completed the marathon in her best time yet just over four hours.

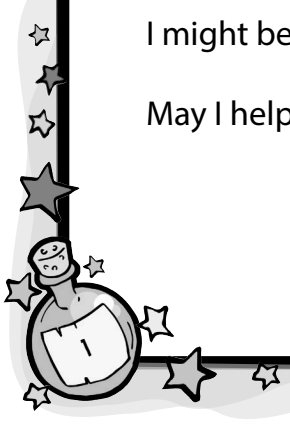
2 marks

4 Underline the **modal verbs** in the sentences below.

I might be able to invite you over for tea this evening.

May I help myself to another biscuit?

2 marks



Page Total

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Year 5 Grammar & Punctuation

Optional Test 1

5 Tick the word which is a **modal adverb**.

quickly ☐

never ☐

Now tick the box where the **modal adverb** should be placed within the sentence.

You will learn your tables if you don't practise at home.

☐ ☐ ☐ ☐

2 marks

6 Circle the **coordinating conjunction** in each of the sentences below.

It is my birthday so I have brought cake to share with everyone in the class.

We could go ice-skating or we could go ten-pin bowling for my birthday treat.

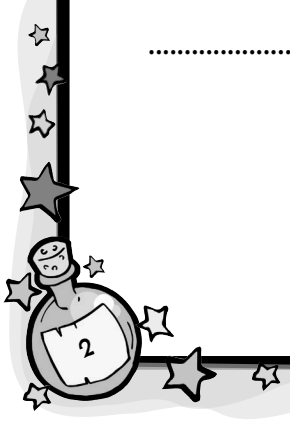
1 mark

7 Complete the sentence below by adding a **subordinate clause**.

I put my hand up to answer the question .....

.....

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 1

8 Tick the sentence which uses a **relative clause**.

I played on the computer game although I didn't have a clue what to do. ☐

I lost my phone which I thought was in my pocket. ☐

Put your homework in your bag. ☐

1 mark

9 Complete the sentence below using a **relative clause**.

That's the girl .....

.....

1 mark

10 Tick the sentence below which has been written as a **command**.

I want you to captain the school football team. ☐

Mia can play in defence. ☐

Take the penalty, Joe. ☐

1 mark

11 What is the name of the **punctuation mark** that separates the clauses in the sentence below?

I can't find my lunch box – I'm sure I left it on the table.

.....

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 1

12 Change the sentence below into the **tenses** shown.

simple past I ate my sandwich.

present perfect .....

present perfect progressive .....

2 marks

13 Complete the sentences below with an appropriate **time preposition**.

I waited ..... six o'clock before catching the bus.

You must hand in your homework ..... tomorrow.

2 marks

14 Write the following using the **apostrophe for possession**.

the tail of the lion

.....

the shoes of the women

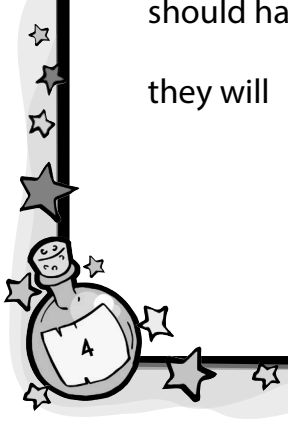
.....

1 mark

15 Circle the correct use of the **apostrophe** in the examples below.

should have	**shouldv'e**	**should've**
they will	**they'll**	**the'yll**

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 1

16 Rewrite the following sentence, changing it from a question to a **command**.

Would you please walk on the left-hand side of the corridor?

.....

1 mark

17 Underline the **three determiners** in the sentence below.

That dog stole some sausages from my bag.

1 mark

18 Rewrite the sentence below so that it starts with a **fronted adverbial phrase**.

I go shopping in Manchester once a week.

.....

2 marks

19 Rewrite the following sentence in the first person, by changing the **pronouns**. (It has been started for you.)

Hana made sure she was first in the queue.

I made sure .....

1 mark

20 Complete the sentence below by adding an **expanded noun phrase**.

I gave the pretty doll with .....
to my friend .

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 1

21 Identify the different **word classes** (parts of speech) by putting the following underlined words under the correct heading.

Layla has no money, so unfortunately she can't buy anything at the busy shop.

proper noun	**verb**	**adjective**	**adverb**
.....	.....	.....	.....

preposition	**pronoun**	**conjunction**
.....	.....	.....

3 marks

22 Insert a pair of **brackets** into the correct place in the sentence below.

Imran has two brothers Abbas and Sufiyan who are younger than him.

1 mark

23 Rewrite the sentence below using **direct speech**. Remember to use a question mark.

The teacher asked Archie if he needed a drink.

.....

.....

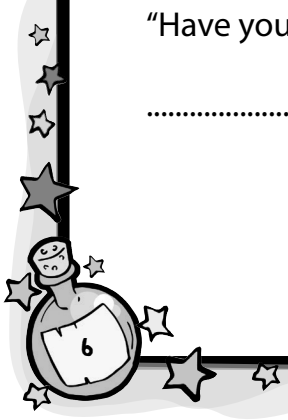
1 mark

24 Rewrite the sentence below putting the **direct speech** at the end of the sentence.

"Have you bought concert tickets?" asked Phoebe.

.....

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 1

25 Indicate whether the underlined word is an **adjective** or an **adverb** by drawing a circle round the correct answer.

I will <u>happily</u> help you with the crossword puzzle. **adjective / adverb**

The teacher was <u>really</u> cross with the way we behaved in assembly. **adjective / adverb**

The <u>kind</u> air steward served me with a drink of orange. **adjective / adverb**

2 marks

26 Identify the **subordinate clause** in the following sentence by underlining it.

When the lesson ended, he was able to go out to play.

1 mark

27 Draw a line to match each **prefix** to the correct word so that it makes a new word. (One has been done for you.)

mis	prepared
re	understood
in	take
un	frost
de	consistent

2 marks

Page Total

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Year 5 Grammar & Punctuation

Optional Test 1

28 Add a **suffix** to the underlined words so that the sentences make sense.

Waiting for the delayed plane was a <u>dread</u> ..... experience.

Trying to undo the padlock without the combination number was <u>hope</u> .....

2 marks

29 Insert **two commas** into the correct place in the sentence below.

The shop assistant who was so rude wouldn't give me a refund for the ripped jeans.

1 mark

30 Tick which sentence has used the **dash** correctly.

Noah not only won the egg and spoon race, he also won – the sack race. ☐

Noah not only won – the egg and spoon race, he also won the sack race ☐

Noah not only won the egg and spoon race – he also won the sack race. ☐

1 mark

31 Complete the table below to show a word with a **similar** meaning and a word with the **opposite** meaning.

	similar	**opposite**
fast	.....	.....
big	.....	.....
happy	.....	.....

3 marks

Page Total

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Year 5 Grammar & Punctuation

Optional Test 1

32 Underline the **expanded noun phrase** in the sentence below.

Selima is talking to the ginger-haired boy with the cute smile.

1 mark

33 Correct the following sentence so that it is written in **Standard English**.

Saying them words could of caused trouble.

.....

2 marks

34 Place **commas** in the following sentences to avoid **ambiguity**.
(Put two **commas** in the first sentence and one **comma** in the second.)

We had chocolate ice cream jelly and cake for the party.

We had chocolate ice cream jelly and cake for the party.

2 marks

End of Optional Test 1

Page Total

TOTAL / 50

PERCENTAGE SCORE %

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Year 5 Grammar & Punctuation

Optional Test 2

Name …… Class …… Date ……

1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

did you enjoy the film asked lucas

……

2 marks

2 Insert **two commas** in the sentence below.

Before being allowed out Elliot had to tidy his bedroom help with the drying up and clean his muddy football boots.

1 mark

3 The sentence below needs a **punctuation mark**. Choose from a **dash**, a **comma** or a **full stop**. Put the punctuation mark in the box and draw an arrow to show where it should go.

Roy could blame only one person for his team's poor record himself.

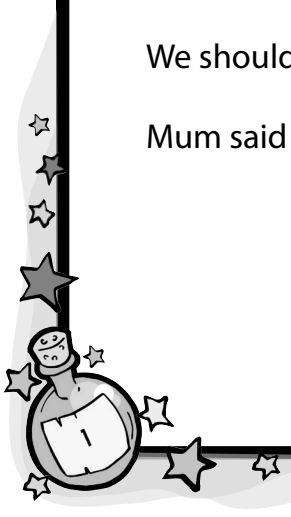
2 marks

4 Underline the **modal verbs** in the sentences below.

We should have a chance of finishing in the top four.

Mum said that we might not be able to go on holiday.

2 marks



Page Total

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Year 5 Grammar & Punctuation

Optional Test 2

5 Tick the word which is a **modal adverb**.

always ☐

kindly ☐

Now tick the box where the **modal adverb** should be placed within the sentence.

I will treasure the ring that Grandma has given me.

☐ ☐ ☐ ☐

2 marks

6 Circle the **coordinating conjunction** in each of the sentences below.

I don't want your money and I don't want your charity.

We will break the last biscuit in two so that nobody goes without.

1 mark

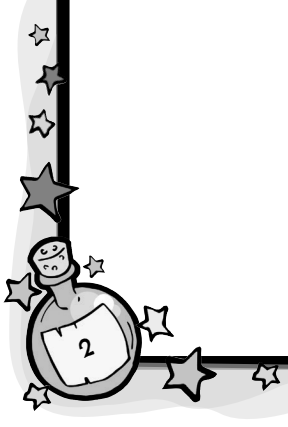
7 Complete the sentence below by adding a **subordinate clause**.

I went to the library in town .....

.....

1 mark

Page Total



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Year 5 Grammar & Punctuation

Optional Test 2

8 Tick the sentence which uses a **relative clause**.

Roksana, who is in Year 4, learnt to whistle. ☐

Do you know where Jacob is hiding? ☐

Tao didn't go to school all last week. ☐

1 mark

9 Complete the sentence below using a **relative clause**.

The teacher taking the register today was Miss Smith, ...

.....

1 mark

10 Tick the sentence below which has been written as a **command**.

I was picked to be a member of the quiz team. ☐

I answered some difficult questions. ☐

Press the buzzer quickly. ☐

1 mark

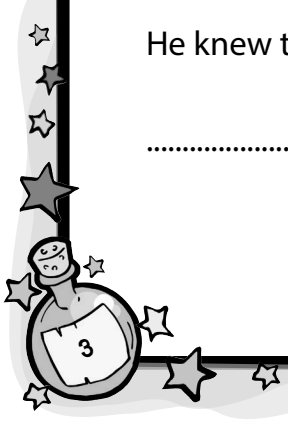
11 What is the name of the **punctuation mark** that separates the clauses in the sentence below?

He knew the answer to all the questions – he had seen them on the internet.

.....

1 mark

Page Total



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Year 5 Grammar & Punctuation

Optional Test 2

12 Change the sentence below into the **tenses** shown.

simple past I did my homework.

present perfect .....

present perfect progressive .....

2 marks

13 Complete the sentences below with an appropriate **time preposition**.

..... the school holidays, the weather was perfect.

The train will depart for Glasgow ..... exactly eight o'clock.

2 marks

14 Write the following using the **apostrophe for possession**.

the teeth of the shark

.....

the books of the children

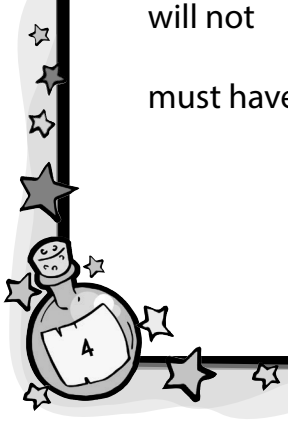
.....

1 mark

15 Circle the correct use of the **apostrophe** in the examples below.

will not	**wo'nt**	**won't**
must have	**must've**	**mustv'e**

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 2

16 Rewrite the following sentence, changing it from a question to a **command**.

Would you please pick up that litter?

.....

1 mark

17 Underline the **three determiners** in the sentence below.

My sister is going to the cinema with some friends.

1 mark

18 Rewrite the sentence below so that it starts with a **fronted adverbial phrase**.

Yusayrah plays hockey at the weekend.

.....

2 marks

19 Rewrite the following sentence in the first person, by changing the **pronouns**. (It has been started for you.)

Maurice was playing cricket with his younger brother.

I was .....

1 mark

20 Complete the sentence below by adding an **expanded noun phrase**.

The funny clown with .....

made the children laugh.

1 mark

Page Total

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Year 5 Grammar & Punctuation

Optional Test 2

21 Identify the different **word classes** (parts of speech) by putting the following underlined words under the correct heading.

Adele sang superbly at the concert because she has a beautiful voice.

proper noun	**verb**	**adjective**	**adverb**
.....	.....	.....	.....

preposition	**pronoun**	**conjunction**
.....	.....	.....

3 marks

22 Insert a pair of **brackets** into the correct place in the sentence below.

You will need to put two coins a pound and a fifty pence piece in the meter.

1 mark

23 Rewrite the sentence below using **direct speech**. Remember to use a question mark.

The teacher asked Joel why he wanted to be a firefighter.

.....

.....

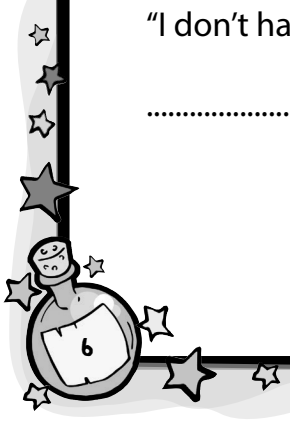
1 mark

24 Rewrite the sentence below putting the **direct speech** at the end of the sentence.

"I don't have any change," said Georgia.

.....

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 2

25 Indicate whether the underlined word is an **adjective** or an **adverb** by drawing a circle round the correct answer.

I <u>never</u> have any trouble finding a place to park. **adjective / adverb**

Mr Khan always greets us with a <u>friendly</u> smile. **adjective / adverb**

Oscar smiles <u>broadly</u> when he hears the good news. **adjective / adverb**

2 marks

26 Identify the **subordinate clause** in the following sentence by underlining it.

After only ten minutes, the opposition had scored their third goal.

1 mark

27 Draw a line to match each **prefix** to the correct word so that it makes a new word. (One has been done for you.)

mis	capable
re	legal
in	pronounce
un	dial
il	used

2 marks

Page Total

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Year 5 Grammar & Punctuation

Optional Test 2

28 Add a **suffix** to the underlined words so that the sentences make sense.

The policeman wanted us to make a state..... about the robbery.

I really appreciate your friend ..... at this difficult time.

2 marks

29 Insert **two commas** into the correct place in the sentence below.

The manager who dealt with our complaint gave us a voucher for ten pounds.

1 mark

30 Tick which sentence has used the **dash** correctly.

Carlos had one word to describe the trip – fantastic! ☐

Carlos had – one word to describe the trip fantastic! ☐

Carlos had one word to describe – the trip fantastic! ☐

1 mark

31 Complete the table below to show a word with a **similar** meaning and a word with the **opposite** meaning.

	similar	**opposite**
sad	.....	.....
tiny	.....	.....
beautiful	.....	.....

3 marks

Page Total

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Year 5 Grammar & Punctuation

Optional Test 2

32 Underline the **expanded noun phrase** in the sentence below.

The chubby actor with the grey beard collapsed on stage.

1 mark

33 Correct the following sentence so that it is written in **Standard English**.

I would of told you, but I didn't know nothing about it.

.....

2 marks

34 Place **commas** in the following sentences to avoid **ambiguity**.
(Put two **commas** in the first sentence and one **comma** in the second.)

Claudia collected silver paper felt and buttons for her collage.

Claudia collected silver paper felt and buttons for her collage.

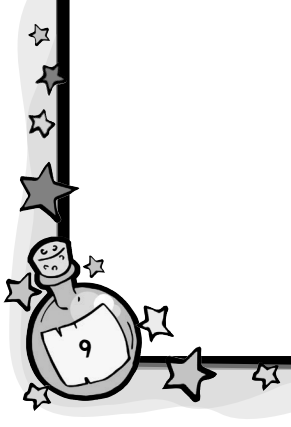
2 marks

End of Optional Test 2

Page Total

TOTAL / **50**

PERCENTAGE SCORE **%**



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Year 5 Grammar & Punctuation

Optional Test 3

Name …… Class …… Date ……

1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

did you catch any fish asked abigail

.....

2 marks

2 Insert **two commas** in the sentence below.

During the afternoon Paolo completed his story drew a picture to illustrate it and then read it to the class.

1 mark

3 The sentence below needs a **punctuation mark**. Choose from a **dash**, a **comma** or a **full stop**. Put the punctuation mark in the box and draw an arrow to show where it should go.

There was one thing she hated more than anything else bad manners.

2 marks

4 Underline the **modal verbs** in the sentences below.

I'm really pleased with my picture; I might enter it in the competition.

Raeesah wanted to know if she should stay in class or go out to play.

2 marks

Page Total

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Year 5 Grammar & Punctuation

Optional Test 3

5 Tick the word which is a **modal adverb**.

certainly ☐

quickly ☐

Now tick the box where the **modal adverb** should be placed within the sentence.

I can remember who told me the answer first.

☐ ☐ ☐ ☐

2 marks

6 Circle the **coordinating conjunction** in each of the sentences below.

I don't have the permission slip but I do have the money for the trip.

I have written it in my diary so that I don't forget.

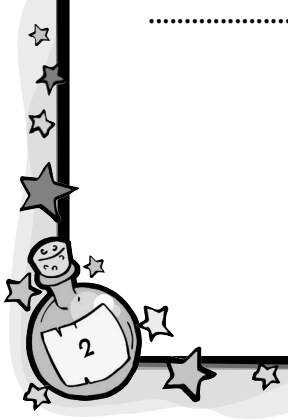
1 mark

7 Complete the sentence below by adding a **subordinate clause**.

I showed the boy where to hang his coat .....

.....

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 3

8 Tick the sentence which uses a **relative clause**.

Tina had four brothers but no sisters. ☐

This is the path which goes to the park. ☐

That is the last of the matches. ☐

1 mark

9 Complete the sentence below using a **relative clause**.

Tom and Suriya served the sandwiches .....

.....

1 mark

10 Tick the sentence below which has been written as a **command**.

I was made team captain for our house. ☐

Work hard to get house points. ☐

We were awarded a trophy at the end of the term. ☐

1 mark

11 What is the name of the **punctuation mark** that separates the clauses in the sentence below?

Cerys wanted to know why I hadn't replied to her email – it had gone into junk mail.

.....

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 3

12 Change the sentence below into the **tenses** shown.

simple past I drank lemonade.

present perfect .....

present perfect progressive .....

2 marks

13 Complete the sentences below with an appropriate **time preposition**.

You have ..... Friday morning to complete your assignment.

Samuel was told to finish the exercise ..... morning break.

2 marks

14 Write the following using the **apostrophe for possession**.

the trunk of the elephant

.....

the boots of the men

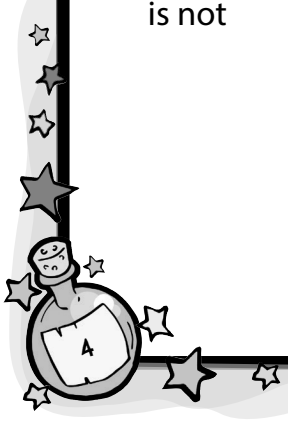
.....

1 mark

15 Circle the correct use of the **apostrophe** in the examples below.

she has	**sh'es**	**she's**
is not	**isn't**	**is'nt**

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 3

16 Rewrite the following sentence, changing it from a question to a **command**.

Would you please close that door?

.....

1 mark

17 Underline the **three determiners** in the sentence below.

Those girls go to an event every week.

1 mark

18 Rewrite the sentence below so that it starts with a **fronted adverbial phrase**.

Humaid goes to mosque every evening after school.

.....

2 marks

19 Rewrite the following sentence in the first person, by changing the **pronouns**.
(It has been started for you.)

Neha put the trip money in her bag.

I put .....

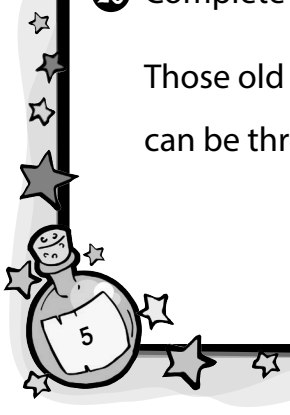
1 mark

20 Complete the sentence below by adding an **expanded noun phrase**.

Those old pumps with .....

can be thrown away.

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 3

21 Identify the different **word classes** (parts of speech) by putting the following underlined words under the correct heading.

Stefan couldn't answer every question in the test but he got a good score surprisingly.

proper noun	**verb**	**adjective**	**adverb**
.....	.....	.....	.....

preposition	**pronoun**	**conjunction**
.....	.....	.....

3 marks

22 Insert a pair of **brackets** into the correct place in the sentence below.

Bradley ten last Sunday was the youngest boy in the class.

1 mark

23 Rewrite the sentence below using **direct speech**. Remember to use a question mark.

Mr Jackson asked Dylan if he would like to volunteer.

.....

1 mark

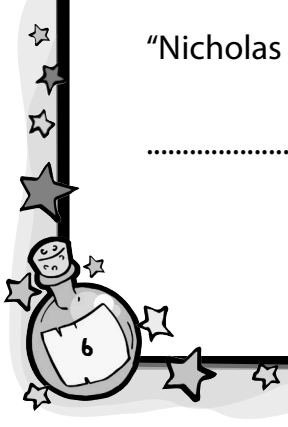
24 Rewrite the sentence below putting the **direct speech** at the end of the sentence.

"Nicholas sings very sweetly," said Ashanti.

.....

1 mark

Page Total



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Year 5 Grammar & Punctuation

Optional Test 3

25 Indicate whether the underlined word is an **adjective** or an **adverb** by drawing a circle round the correct answer.

I <u>always</u> seem to solve these puzzles. **adjective / adverb**

It was a <u>hot</u> day for playing rounders. **adjective / adverb**

Miss Parks got really cross with Crystal's <u>silly</u> behaviour. **adjective / adverb**

2 marks

26 Identify the **subordinate clause** in the following sentence by underlining it.

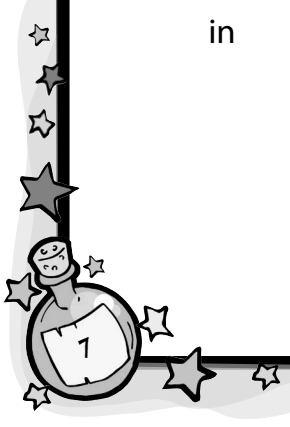
Before playing the match, Ronaldo changed into his lucky shorts.

1 mark

27 Draw a line to match each **prefix** to the correct word so that it makes a new word. (One has been done for you.)

un	agree
dis	visit
mis	accurate
re	invited
in	behaved

2 marks



Page Total

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Year 5 Grammar & Punctuation

Optional Test 3

28 Add a **suffix** to the underlined words so that the sentences make sense.

We could all see the <u>disappoint</u> ..... in the teacher's face.

The lesson in first aid proved to be very <u>use</u> .....

2 marks

29 Insert **two commas** into the correct place in the sentence below.

The cook who sent me to the back of the queue gave me second helpings.

1 mark

30 Tick which sentence has used the **dashes** correctly.

The beach – wet and miserable in the autumn drizzle – was deserted. ☐

The beach wet and miserable – in the autumn drizzle – was deserted. ☐

The beach wet and miserable in the autumn drizzle was – deserted. ☐

1 mark

31 Complete the table below to show a word with a **similar** meaning and a word with the **opposite** meaning.

	similar	**opposite**
huge	.....	.....
nasty	.....	.....
generous	.....	.....

3 marks

Page Total

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Year 5 Grammar & Punctuation

Optional Test 3

32 Underline the **expanded noun phrase** in the sentence below.

The teacher in the striped jumper and black mask went as Burglar Bill for National Book Day.

1 mark

33 Correct the following sentence so that it is written in **Standard English**.

Josh didn't know nothing about it, so it couldn't of been him.

.....

.....

2 marks

34 Place **commas** in the following sentences to avoid **ambiguity**.
(Put two **commas** in the first sentence and one **comma** in the second.)

He made the junk from paper cups boxes and card.

He made the junk from paper cups boxes and card.

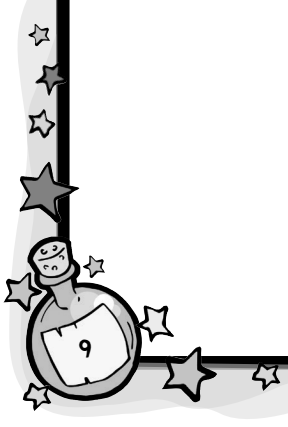
2 marks

End of Optional Test 3

Page Total

TOTAL / **50**

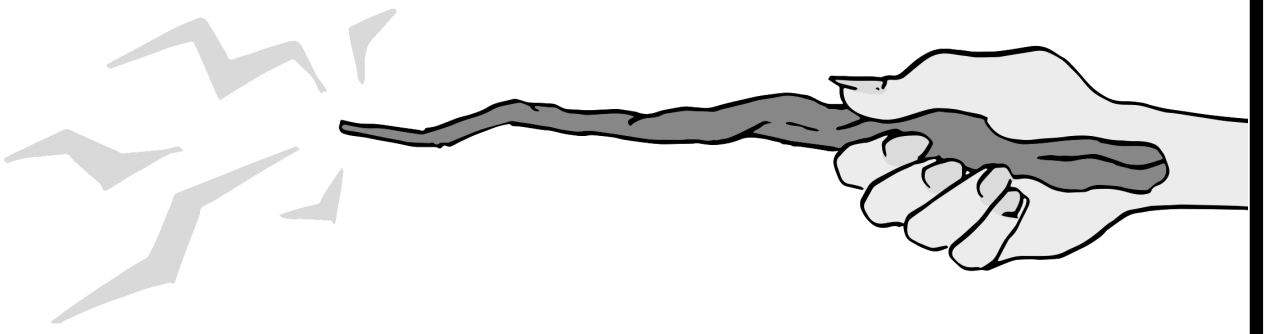
PERCENTAGE SCORE **%**



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Answers

Activity Sheets & Assessments/Tests



Raw score/scaled score conversion charts for the Optional Tests are supplied on the CD-ROM.

Year 5

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I can use capital letters for titles.
Page 1

Harry Potter and the Chamber of Secrets
The Lion, the Witch and the Wardrobe
The Wizard of Oz
Adventures of the Wishing Chair
A Bad Spell for the Worst Witch
Not Just a Witch
The Voyage of the Dawn Treader
The Fellowship of the Ring
The Sorcerer's Apprentice
Hocus Pocus
The Witches
Which Witch?
Witches Abroad
The Black Cauldron

I can correctly punctuate addresses.
Page 2

The Wizard of Oz,
Yellow Brick Road,
Emerald City,
Land of Oz.

Bilbo Baggins,
Bag End,
Hobbiton,
The Shire.

Sabrina Spellman,
133, Collins Road,
Westbridge,
Massachusetts,
America.

Ron Weasley,
The Burrow,
Otterley Street,
Catchpole,
Devon,
England.

Harry Potter,
Hogwarts School,
Glencoe,
Scotland.

Merlin,
Tintagel,
Cornwall,
England.

I can punctuate sentences using speech marks.
Page 3

"Have you read all the Harry Potter books?" asked Chelsea.
"No, but I have seen all the Harry Potter films," replied Henry.
"Did you know it was written by J. K. Rowling?" questioned Mark.
Josh stated, "I prefer The Lord of the Rings by J. R. R. Tolkien."
Julie exclaimed, "The Wizard of Oz is a fabulous film."
Judy agreed, "All the songs are really good!"
"Do you know any other books with wizards or witches?" wondered Meg.
Tanya responded, "I've read all The Worst Witch series of books by Jill Murphy."
"And I read Mister Majeika by Humphrey Carpenter," Jazz answered.
"Wow! You've read a lot of books between you!" declared their teacher.

I can use commas to separate items in a list.
Page 4

Ensure that the children have used commas between the items in their lists with the exception of a comma before and.

I can use a colon to introduce a list or add further detail.
Page 5

Harry Houdini had all these skills: magician, illusionist, escapologist and stunt performer.
He escaped from all manner of places: jail cells, coffins, underwater boxes and even a shipwreck.
He escaped from all manner of shackles: handcuffs, leg irons, straitjackets and all sorts of locks and chains.
Born Erik Weisz, in America he was known by many names: Harry Weiss, The Prince of the Air, King of Cards and finally Harry Handcuff Houdini.
He performed magic shows all over Europe: England, Scotland, Holland, Germany, France and Russia.
He tried his hand at all sorts of ventures: circus performing, cross-country running, acting, film, producing and even piloting a plane!
One of his most popular stunts was escaping from a special piece of clothing that ties the arms to the body: **a straitjacket.**
Another of his most popular escapes was hanging upside down in a tank filled with water: **The Chinese Water Torture Cell.**

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In London he struggled to escape from some specially made handcuffs: **it took him over an hour.**
After collapsing on stage during a performance he died of peritonitis: **blood poisoning**.

I can use modal verbs to indicate degrees of possibility.

Page 6

(Answers may differ.)

Find a hidden card in a deck.
I will be able to perform the card trick.
Sawing a lady in half.
I can't saw a lady in half.
Make a pencil look like it is wobbly.
I should be able to make a pencil look like it is wobbly.
Make a pencil disappear up your nose.
I might be able to make a pencil disappear up my nose.
Cut a hole in a piece of A4 paper big enough to walk through.
I can cut a hole in a piece of A4 paper big enough to walk through.
Make a rabbit appear in a hat.
I may be able to make a rabbit appear in a hat.

I can use modal verbs to indicate degrees of politeness.

Page 7

(Answers may differ.)

You want to borrow your friend's pencil.
Can I borrow your pencil?
You want your mum to get you a takeaway.
Please could you get us a takeaway?
You need to go to the toilet in the middle of a lesson.
May I go to the toilet?
Your friend is standing on your foot.
Could you get off my foot?
The headteacher is looking for volunteers to help.
Might I be able to help?
You want another helping of cake.
Please may I have another piece of cake?
You want to impress your rich auntie.
Might I show you to your room?
Your teacher is handing out sweets.
May I have some, please?

I can identify and use modal adverbs.

Page 8

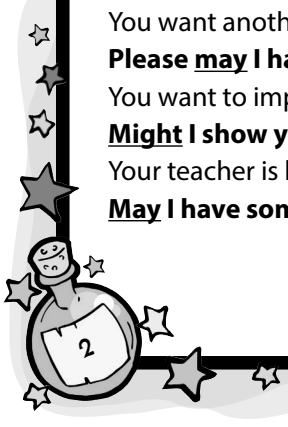
(Answers may differ.)

You will **never** learn magic if you don't practise.
You can **certainly** fly fast on that broomstick.
I shall **probably** finish my Harry Potter book today.
By looking in her crystal ball she can **clearly** see into the future.
I may **possibly** make the coin disappear.
I would **surely** hurt my head if I tried to walk through the wall on platform 9¾.
I would **really** like to buy a wand from the shop in Diagon Alley.
I would **definitely** be scared if I had to meet the White Witch.
She may **perhaps** choose the Nimbus 2000 broomstick.
I can **absolutely** assure you that this magic potion will turn him into a frog.

I can use coordinating conjunctions.

Page 9

Witches often feature in fairy tales, **and** fairy godmothers appear in fairy tales as well.
Fairy godmothers rarely appear outside of fairy tales, **but** witches often appear in other genres.
They both perform magic, **yet** it is only witches who are seen as evil.
The fairy godmother is usually portrayed as motherly and kind, **so** she uses her magic to help people.
Witches are often cast in the evil role, **and** they use magic for their own wicked ends.
Fairy godmothers use their magic to help the protagonist, **or** they might even grant wishes.
Witches can be seen casting spells, **or** mixing potions in their cauldrons.
Some witches capture children and imprison them, **so** they can fatten them up to eat them.
You could probably name dozens of witches, **yet** you may only be able to recall a few fairy godmothers.
Some people believe that they are witches, **but** everyone knows that fairy godmothers belong to fiction.



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I can identify and use subordinating conjunctions.

Page 10

The trial of the Pendle Witches is one of the most famous witch trials **because** no less than twelve people were accused of witchcraft.
It took place in Lancashire in 1612 **when** people were obsessed with witches.
It was an accepted part of village life **that** there were healers dealing with herbs and medicine.
The poor would often ask for help from village healers **since** they could not afford doctors.
One day a pedlar selling pins in Pendle suffered a stroke **after** he had been cursed by Alison Device.
He accused Alison of witchcraft **when** he found out that she was known to be a witch.
Alison admitted using witchcraft **although** she also blamed members of the Chattox family of being witches.
It is thought she accused the other family **because** she wanted revenge for an earlier incident.
Alison's father, John Device, said the Chattox family had threatened to hurt him **when** he hadn't paid them some protection money.
Some of the Pendle witches seemed genuinely convinced of their guilt **whereas** others fought to clear their names.
At the end of the three-day trial a total of ten people were hanged **because** they were found guilty of witchcraft.
One of the accused died **while** she was held in custody at Lancaster Castle.

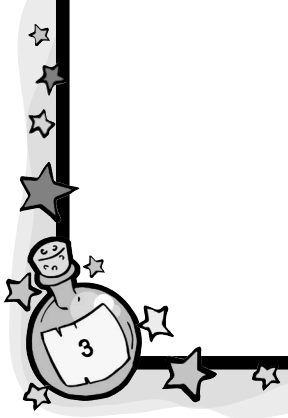
I can write sentences using relative clauses.

Page 11

I know the witch **who turned the lights off at Halloween.**
They called her the light's witch.
What happened to the witches **whose nails were twelve inches long?**
They became a foot!
Do you know the witch **that held up all the traffic?**
She was a right road hag!
The witch was late at the cave **where they held the witches' coven.**
She had lost her witch-watch!

There was once a witch **whose hat blew off every time she sneezed.**
She put her nose on upside down.
How can you tell **when a witch has a glass eye?**
It comes out in conversation.
What happened to the naughty witch **who was always in trouble at school?**
She was ex-spelled!
Have you met the witch **that would never wear flat caps?**
She couldn't see the point!

I saw a witch **when she was stung by poison ivy.**
She was one itchy witchy!
Esmerelda had a broomstick **which could carry two witches.**
As long as they were broom-mates!
Did you hear about the witch **who kept turning into Mickey Mouse?**
She kept having Disney spells!
I couldn't find the garage **where the witch said she parked her vehicle.**
I should have looked in the broom cupboard!



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I can use the passive voice.
Page 12

Witchcraft was made a capital offence in Britain in 1563. **P**
Most women accused of witchcraft were often old and poor. **P**
If the unfortunate women had warts, missing teeth or a hairy lip this was taken as proof. **P**
Many women were condemned on this sort of evidence. **P**
They were often tortured to obtain their confessions and then hanged. **P**
All of Britain was gripped by witch fever. **P**
In one year, in one town alone, sixty-eight people were put to death. **P**
It wasn't just women who were accused of being witches. **P**
A quarter of those executed for witchcraft were men. **P**
In England witches were hanged. **P**
In Scotland and Europe they were burnt at the stake. **P**
In Scotland nearly four thousand supposed witches died between 1590 and 1662. **A**
By 1735 the Witchcraft acts were repealed. **P**

I can use the semi-colon to break up clauses in a sentence.
Page 13

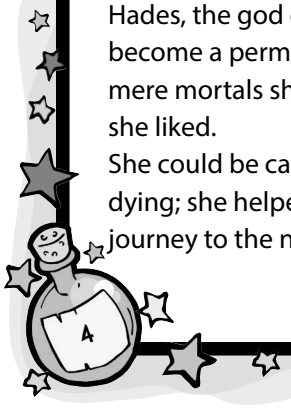
Hecate is one of the very first witches mentioned in Greek mythology; she is the goddess of the moon, magic and witchcraft.
Some say she looked like an old crone; others say she had three heads.
She was often seen accompanied by a black dog; her approach was often heralded by the howling of a dog.
Ancient Greeks would leave meat at a three-way crossroads for her dog; sometimes dogs themselves would be sacrificed.
Hecate saved the queen from death; she transformed her into a dog.
Hades, the god of the Underworld, invited Hecate to become a permanent resident in his kingdom; unlike mere mortals she was allowed to come and go as she liked.
She could be called upon to help those who were dying; she helped them to prepare for death and their journey to the next life.

I can use the perfect tense to mark relationships of time and cause.
Page 14

The witches **have been cackling** for over an hour.
Severus Snape **has been teaching** at Hogwarts for years.
The wizard **has been writing** his spell book for over three years.
Harry Potter **has been practising** quidditch for the house competition.
The apprentice witch **had been riding** the broomstick for hours before she could get it to stop.
Hermione Granger **had been studying** sorcery at Hogwarts before Harry Potter arrived.
Merlin **had been teaching** the boy Arthur long before he became King Arthur.
Ron Weasley **had been eating** Bertie Bott's Every Flavour Beans when Harry entered the carriage.
Amber Dripping failed the test because she **had not been studying** at home.
The witches were sent for trial because they **had been making** potions.
Dorothy Gale was crying because the Wicked Witch of the West **had been shouting** at her.
The Samlesbury witches were arrested because they **had been practising** witchcraft.

I can use prepositions of time.
Page 15

The Salem witch trials occurred in Massachusetts, America, **between** 1692 and 1693.
The infamous trials were conducted in Salem Town beginning **in** March 1692.
From 1560 **to** 1670 witch persecutions were common.
Many women had been already been executed in Massachusetts **during** the 17th century.
Twelve people had been executed for witchcraft in New England **before** 1692.
On June 18th 1689 the villagers of Salem Village appointed their own minister, Reverend Parris.
Many ministers had left Salem **after** only a short period because of the problems between the residents of Salem Town and the villagers of Salem Village.
Within a short time of being appointed, the new minister, Samuel Parris, had made matters worse.



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At this time, there was a feud between several families of Salem, including the Parris family.
Strange afflictions happened to the girls of the Parris family **from** January 1692 **until** May 1693.
Prior to 1692, there had been rumours of witchcraft in neighbouring villages.
The girls initially blamed three women for their fits **since** the time they moved to Salem.
By May 1693 the girls had accused over forty people, men and woman, of being witches.
The trials resulted in the execution of twenty innocent people by hanging, apart from one who was crushed to death **on** September 19th 1692.
Although the trials finished in May 1693 the effects of the accusations of witchcraft were felt **for** many years

I can use apostrophes correctly.
Page 16

The magician's tricks were very good. ✔
The magicians' hat had a rabbit inside. **X**
There were two lady assistant's. **X**
One of the ladies' stepped inside a box. **X**
He cut the lady's body in two. ✔
He asked for volunteer's to help him. **X**
The men's knees were shaking. ✔
The mens' faces were a picture. **X**
His head was still on his shoulder's. **X**
Doves' appeared from inside silk handkerchiefs. **X**
The rabbit's ears were white. ✔
The ladies' costumes were covered in sequins. ✔
The magicians' saw was sharp. **X**
She wiggled her toes' to show she was fine. **X**
He had a guillotine behind some curtain's. **X**
He placed the man's head under the sharp blade. ✔
The guillotine's blade came crashing down. ✔
The audience's applause lasted a long time. ✔

I would like to perform a magic trick. **I'd**
I will produce a rabbit from my hat. **I'll**
I can see you do not believe me. **don't**
Let us say the magic words together. **Let's**
Ooops! I have made a mistake! **I've**
I cannot believe it! **can't**
It is not a rabbit; it is a snake! **isn't it's**
I hope the snake has not eaten the rabbit! **hasn't**
I will not be doing that trick again! **won't**

I can use imperative verbs (commands) (1).
Page 17

First, you need to place a coin on a table.
Place a coin on a table.
An upturned glass is then positioned next to the coin.
Position upturned glass next to the coin.
The glass is then covered with a silk handkerchief.
Cover the glass with a silk handkerchief.
Next, you lower the glass over the coin.
Lower the glass over the coin.
The silk handkerchief is then removed.
Remove the silk handkerchief.
The coin has mysteriously vanished!
The silk handkerchief is then replaced over the glass.
Replace the silk handkerchief over the glass.
Then you lift the glass up.
Lift the glass up.

I can use imperative verbs (commands) (2).
Page 18

It is important to prepare your trick well in advance.
First, you must place an upturned glass on a piece of white card.
Then, you need to draw round the circumference of the glass.
Next, you have to cut out the circle of white card.
Finally, the white card has to be glued to the rim of the glass.
You must always make sure the trick is performed on a white surface.

I can use the hyphens to form compound words.
Page 19

The Graeae were three **grey-haired crone-sisters** who shared one eye and one tooth between them. They passed the eye and the tooth around so that they could take turns at eating and seeing. Their sister was the **snake-haired** Gorgon who could turn people to stone. They may not sound the **best-looking** sisters, but when they were young they were known for being **fair-faced** and **swan-like**.

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By the time we meet them in the myths they have become old and hideous. The **best-known** myth about them features the **strong-armed**, **strong-minded** hero, Perseus. He was given the task of cutting off Medusa's head and bringing it back for the **ill-tempered** King Polydectes. He hoped that the old hags could give him some vital information that would help him defeat Medusa. As they were sitting **side-by-side** passing their eye between them, the **quick-thinking** Perseus snatched it from them and refused to give it back until they gave him the **much-needed low-down** about their sister. Despite giving him their assistance, Perseus threw the eye into the lake leaving the **muddle-headed** hags **open-mouthed** and **bad-tempered**.

I can identify and use fronted adverbials (1).
Page 20

Once upon a time, there was a poor woodcutter who had two children called Hansel and Gretel. Sadly, his wife died and he was left to bring up the children on his own. Quite understandably, he remarried several years later. Unfortunately, his new wife had no time for his children. Without warning, a terrible famine hit the land and there wasn't enough food to feed them all. Every day, the wife urged her husband to abandon the children so that there would be enough for them to eat. One evening, Hansel and Gretel heard the conversation between their father and their cruel stepmother. Sensibly, Hansel filled his pockets with little white pebbles.

Their browbeaten father took the children, the next day, into the deep dark forest and when night fell he deserted them. Hansel, fortunately, had dropped the pebbles (that he had collected earlier) behind them without his father seeing. They followed the trail back to their cottage in the light of the moon. When their stepmother discovered what had happened the following morning, she went into a rage. She immediately locked them in a room with only a crust of bread to eat. Hansel wisely didn't eat his share, but put it in his pocket instead.

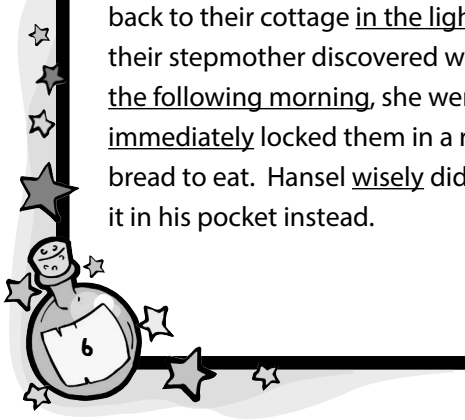
I can identify and use fronted adverbials (2).
Page 21

When dawn broke, the poor intimidated woodcutter once again took his children into the woods. **Without arousing attention**, he managed to leave a trail of breadcrumbs behind him. **With a lame excuse**, their father left the children on their own in the middle of the forest. **Uncontrollably**, Gretel burst into tears. **Consolingly**, Hansel told Gretel that he had once again left a trail for them to follow. **Frantically**, they searched for the breadcrumbs. **Tragically**, the bread had all be eaten by the hungry forest animals.

(Answers will vary for this section.)
All night long, the two children wandered the forest until they were well and truly lost. ***Completely exhausted***, they fell asleep at the foot of an old tree. ***The following morning***, they discovered a path. ***As fast as they could***, they followed the path hoping it would them out the forest. ***Eventually***, the path led to a little cottage in the middle of a glade. ***Quickly***, they ran up to the cottage and took hold of the knocker. ***Surprisingly***, the knocker came away in Hansel's hand. ***Amazingly***, he discovered it was made of chocolate!

I can build cohesion within paragraphs using adverbs and conjunctions.
Page 22

Since the early 1920s this trick has been very popular. First, the magician presents the audience with a large oblong box on its side with a door that can be opened along its length. In addition to the main door, there are holes at either end. After the cabinet has been thoroughly displayed the lady assistant climbs inside. Once inside, she puts her head and feet through the holes. Then, the door is shut and she is locked inside. Next, the magician produces a saw which he displays to the audience. The magician then cuts the cabinet in half. While he is doing this, we can see the assistant smiling and wiggling her toes. When he has cut the box in two, he then separates the two halves of the cabinet to show that the lady has truly been sawn in half. Lastly, the halves are put back together, the cabinet opened, and the assistant steps out back in one piece.



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There are a number of ways this trick can be performed. **However**, the easiest way to perform the effect is to have two assistants. **Since** they need to squeeze into a small space they are generally small-framed. **Furthermore**, they are often very flexible. **Of course**, the audience won't know about the second assistant who is already concealed within the lower end of the box. **When** the first assistant climbs into the box, the second assistant pokes her feet out of the far end as if they belonged to the first lady. **Moreover**, the first assistant has to squeeze her body inside the top half of the cabinet. **Consequently**, it is then possible for the magician to saw through the middle of the box without harming either of his assistants. **Because** the two assistants are in either end of the box the magician can then separate the two halves. **Finally**, the box is put back together, the door opened and the lady steps out to great applause. **As a result** of the audience only seeing the one assistant, the magician fools the audience into thinking he has really sawn a lady in half!

I can write in the first person and the third person (using pronouns).

Page 23

(As Hansel)

"This is delicious!" **I** said licking the chocolate door knocker which had come off in **my** hand. Chocolate was a novelty for **us**. **Our** father was poor; **we** had never tasted sweets before. Gretel, however, wasn't tempted.
"It might contain rennet," said Gretel. Gretel was a vegetarian and she wouldn't eat anything that contained animal products.
"Who cares?" **I** said breaking off the window sill and sticking a chunk in **my** mouth. "Mmm! Seaside rock!" **I** was ravenously hungry and began nibbling on other parts of the house: marshmallow tiles, liquorice downspouts and chocolate-chip cookie bricks.
"Come on! Have some! You must be hungry," **I** said, breaking off some pebbledash rendering, which was in fact made of jelly beans, and trying to stuff it into Gretel's mouth. **We** began fighting each other and **we** didn't notice an old lady who had come to the door.
"Enjoying my house?" she asked **us**. "There's plenty more inside." **I** rather foolishly followed her into the house, but Gretel stayed where she was. She wouldn't follow **me** inside. "Are you not coming in?" the old woman asked Gretel. "My whole house is made from candy!"

(As Gretel)

"This is delicious!" said Hansel licking the chocolate door knocker which had come off in his hand. Chocolate was a novelty for **us**. **Our** father was poor; **we** had never tasted sweets before. **I**, however, wasn't tempted.
"It might contain rennet," **I** said. **I** was a vegetarian and **I** wouldn't eat anything that contained animal products.
"Who cares?" said Hansel breaking off the window sill and sticking a chunk in his mouth. "Mmm! Seaside rock!" Hansel was ravenously hungry and began nibbling on other parts of the house: marshmallow tiles, liquorice downspouts and chocolate-chip cookie bricks. "Come on! Have some! You must be hungry," he said, breaking off some pebbledash rendering, which was in fact made of jelly beans, and trying to stuff it into **my** mouth. **We** began fighting each other and **we** didn't notice an old lady who had come to the door.
"Enjoying my house?" she asked **us**. "There's plenty more inside." Hansel rather foolishly followed her into the house, but **I** stayed where **I** was. **I** wouldn't follow him inside. "Are you not coming in?" the old woman asked **me**. "My whole house is made from candy!"

I can use the subjunctive form.

Page 24

If I **were** you, I wouldn't enter the witch's house.
I wish I **were** able to go to Hogwarts School.
It is essential that the young wizard **practise** his magic every day.
If I **were** chosen to play quidditch, I would capture the golden snitch.
If Amber's mum **were** alive today, she would be very proud of her.
The Wicked Witch of the West demanded that Dorothy **give** her the ruby slippers.
I wish I **were** able to travel in the Tardis with Dr Who.
If I **were** at Hogwarts I would want to be in Gryffindor House.
King Arthur requested that Merlin **help** him obtain the magical sword Excalibur.
Miss Trunchbull insisted that Bruce Bogtrotter **eat** the entire cake.
I wish I **were** able to perform real magic.
It is important that he **feed** the witch's cat twice a day.



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I can punctuate with bullet points.
Page 25

(Children will choose different information to be presented as bullet points, but ensure that they have chosen the important facts and not irrelevant information.)

Harry Kellar

- born in Pennsylvania in 1849
- ran away to New York aged ten
- taken in by a minister who cared for him
- decided he wanted to be a magician
- became a magician's apprentice
- worked for the Davenport Brothers
- toured South America and Asia
- set up his own theatre in America
- perfected the Levitation of Princess Karnac
- had the largest magic show in the Victorian period
- one of the most well-known magicians in the world
- retired in 1908

I can use brackets to indicate parenthesis.
Page 26

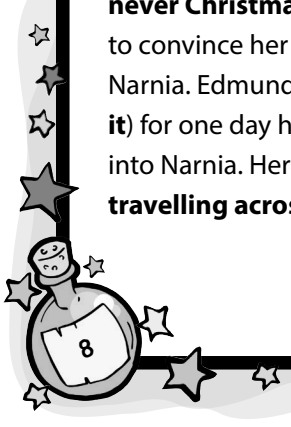
Peter, Susan, Edmund and Lucy Pevensie are four children who have been evacuated to the country to live with their uncle (**Professor Kirke**) during the Second World War. (**He is a rather eccentric man**.) Whilst playing hide and seek Lucy (**the youngest**) discovers an enormous wardrobe. She decides to hide in the wardrobe, but finds herself in some strange, snowy woods. Here she meets a faun (**called Mr Tumnus**) who invites her home to tea. The faun bursts into tears and explains to Lucy that he was going to kidnap her. (**He is a servant to the evil White Witch**.) He tells Lucy that he has been enlisted by the White Witch to capture human beings. The Witch has enchanted Narnia so that it will always be winter (**but never Christmas**). When Lucy returns, she struggles to convince her brothers and sisters of the existence of Narnia. Edmund knows the truth (**but he won't admit it**) for one day he followed Lucy through the wardrobe into Narnia. Here he met the White Witch (**she was travelling across the country by sledge**). Edmund became devoted to her once she had given him some enchanted sweets (**Turkish Delight – his favourite**). Then one day as they are hiding from the housekeeper, Mrs Macready, the children (**all four of them**) enter the wardrobe and find themselves in Narnia. This is when their adventure really begins.

I can use reported speech.
Page 27

The old hag told the children that she had lots more candy for hungry girls and boys.
Gretel told the old woman that she couldn't eat it because she was a vegetarian.
The old crone told her not to be stupid because she was offering her sweets, not meat.
Gretel informed her that lots of sweets contained gelatine.
The old woman joked that she would build a vegetable cottage next time.
Gretel asked her if she was a vegetarian.
The hag replied that she was a cannibal.
Gretel asked her naively if a she was a meat-eater.
The witch told Gretel that she had to decide because she was going to eat her brother.

I can use adverbs of manner, time, place, degree, frequency and certainty.
Page 28

The young hero and his grandma eagerly go on holiday to a beachfront hotel. **manner**
The young lad finds it extremely difficult to locate a quiet place to train his mice. **degree**
He searches everywhere before finding an empty room in the hotel. **place**
But he accidentally finds himself in the middle of the annual meeting of witches. **manner**
Fortunately, at least for the time being, he is concealed behind a screen. **manner**
He has never been surrounded by witches before. **frequency**
He sees a boy he had met earlier enter the room. **time**
He watches as the boy is incredibly transformed into a mouse. **manner**
He hears the witches plan how they will later turn all children into mice. **time**



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He realises that if he doesn't escape the same fate probably awaits him. **certainty**
The witches finally smell him out and he too is turned into a mouse. **time**
He's totally unfazed by the whole thing and goes in search of his grandma. **degree**
His grandma calmly accepts the fact that her grandson has been changed into a mouse. **manner**
His grandma knows a thing or two about witches for she has often come across them in the past. **frequency**
Together they decide that they will definitely get their revenge on the witches. **certainty**

I can convert nouns and adjectives to verbs using suffixes.
Page 29

Odysseus and his men were sailing home from the Trojan wars when they were **terrorised** by Cyclops, a one-eyed giant.
Unable to **pacify** the giant, Odysseus blinded him and made his escape.
Poseidon, the Sea God, was **horrified** that his son, Cyclops, had been hurt and destroyed all of Odysseus' ships except for the one he was sailing in.
Saddened by the loss of his men, Odysseus sailed to a nearby island to recover.
Realising that they would have to spend some time on the island, he sent some of his men to search for provisions.
Unknown to Odysseus, **situated** in the middle of the island was a villa where Circe, a beautiful witch, lived.
Circe invited his men to eat and **socialise** with her.
She **specialised** in making potions and the enchanted food transformed the men into beasts.
Mystified that his men didn't return to the ship, Odysseus went to search for them.
He met a young man whom he later **identified** as Hermes, the messenger of the gods.
Hermes told Odysseus not to be **frightened**, but to eat the molly plant which would protect him from Circe's magic.
Though the whole island was now **colonised** by wild beasts, Odysseus boldly walked up to her villa.
Because he had eaten the molly plant, her potions had no effect on him, and now it was her turn to be **terrified**.
Pulling out his sword, he **threatened** to kill her if she didn't return his men.
Circe quickly **apologised** for her behaviour and changed the beasts back to men.
Odysseus **evaluated** the situation and decided he could trust her.
His intuition was right for Circe **idolised** the brave, young warrior; helping him prepare for his journey.
Circe was **disheartened** when he finally left a whole year later.

I can identify determiners.
Page 30

Hello, I'm Nigella Darkmore. Welcome to the Saturday Morning Cauldron where we will be tempting you with some delicious potions. My guest on today's programme is that bedazzling beautiful witch, Samantha Stephens. Today she will either be facing her potion heaven or her potion hell. We'll be seeing more of Samantha later in the show.

Now, many viewers have telephoned in and said, "Nigella, how do I make a simple love potion?"
So without any more ado, this is my recipe for a potent potion that is sure to help you get your man.

First, you will need to get several ingredients together. These are stocked by most good potion retailers, though you may have to gather some ingredients yourself. We'll need several litres of purified rain water in the cauldron. Added to that we'll put a few drops of bat's blood. That's enough blood, I think! Boil for ten minutes. I personally don't make any potions without an eye or two of newt. I'm going to put both eyes in. Each eye has its own distinctive flavour! Yummy! Now either jasmine or rosemary will go very well with this recipe. Another plant I recommend for making a love potion is the periwinkle. Take five periwinkle flowers and stir every petal in. Our final ingredient is the entrails of the toad. I know that these days it can be very difficult finding reasonably priced entrails, but don't skimp! All entrails must go in. Simmer for approximately three hours. Other witches may disagree and say simmer for less time, but I say simmer for as much time as possible.

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When it has cooled, pour a little potion into his flask and serve. Don't forget, you must take some potion as well if it is to work properly.
However, if neither person has fallen madly in love with the other person don't ring up and complain. I loathe those miserable complainers! Don't do it, viewers – you'll be wasting your time! Now, before we speak to Samantha we've got a short video to watch of two wicked witches travelling the country on bicycles on their quest to find the perfect potion – The Scary Bikers! Enjoy!

I can use prefixes to change the meaning of verbs (1 & 2).
Page 31 & 32

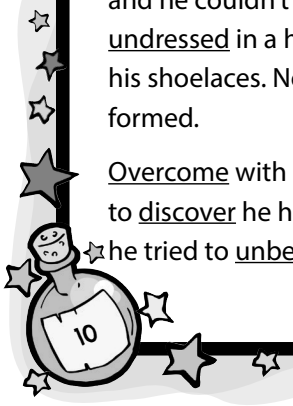
It was turning out to be a bad day for Marvin the Marvellous. It should have been a triumphant return to the place that had relaunched his career: the city that transformed him from a mediocre magician into the celebrity illusionist that he now was. He had perhaps overdone the celebrations the night before, but he hadn't really misbehaved himself too badly!
But now everything was going horribly wrong! First, he hadn't heard his alarm and had overslept. Perhaps he had been over-eating after all, for he woke up with the most awful stomach ache. Then he couldn't find his toothbrush. Every item had been unpacked from his suitcase, but he couldn't find it anywhere. He was usually so careful with his packing: it was unusual for him to mislay anything. He had checked and rechecked. At least he had remembered the toothpaste! Unfortunately, he couldn't unscrew the top off the toothpaste tube. Somebody must have overtightened it. He disliked starting the day without cleaning his teeth. He decided to get dressed, but even this caused problems. He fastened his shirt buttons incorrectly, and had to unbutton them and restart. As he pulled up his trousers, his shirt tail got caught in the fly zip and he couldn't unfasten it. The night before he had undressed in a hurry and he hadn't bothered untying his shoelaces. Now he couldn't undo the knot that had formed.

Overcome with emotion, he flopped onto his bed, only to discover he had sat on his glasses and bent them. As he tried to unbend the frames he actually broke the glass! He hoped that Angela, his assistant, would be able to repair the glasses and this desperate situation. But worse things were yet to come! The door handle came off in his hand and try as he might he couldn't unlock the door. He decided to ring through to the hotel reception, but there was no dial tone. He replaced the phone on its base and then tried to redial the number, but he was still unable to reconnect the line. Overreacting, he flung the phone to the floor and promptly broke it. Overwhelmed by events he climbed back into bed, and re-covered himself with the duvet. Though he was a man who usually disapproved of emotion, he cried himself to sleep. He re-awoke to hear knocking on the door. It was Angela. "What are you up to in there?" she shouted through the door. "You're on in twenty minutes. You have to saw me in half with a chainsaw, make me disappear from the cabinet and then reappear in the audience."
The idea of a poorly magician mishandling a chainsaw was too horrible for words. He decided it was time to retrain for something else. If Angela knew what had happened that morning she certainly wouldn't disagree with him!

I can use commas to indicate parenthesis.
Page 33

(The children will have a variety of ideas for the information in parenthesis.)

The magician, ***who messed up all the tricks***, got so angry he pulled his hare out!
The tractor, ***which was large and red***, must have been magical because it turned into a field!
When Houdini, the ***famous escapologist***, was younger he used a lot of trap doors, but he was only going through a stage!
My magician friend, ***who lives next door,*** practised sawing his family in half. He has one half-brother and two half-sisters.
The chocolate-loving magician, ***who is over twenty stone***, performed a lot of Twix!
The amateur magician, ***who thinks he is better than Dynamo***, boasted that he could do the catch-the-bullet-in-the-mouth trick! That's the last time he'll shoot his mouth off!



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The magician, ***who has never been married***, fell in love with the witch. He had fallen under her spell!
The wizard, ***who is rather absent-minded***, accidentally turned his whole family into a three-piece suite. When he took them to Accident and Emergency the doctor said they were comfortable!
I know what's inside Aladdin's lamp, ***the one he found in the cave***. I must be a genie – us!
Hansel ate all the liquorice off the house, ***even though he didn't like it***. Well, it takes all sorts!

I can use dashes to indicate parenthesis and mark boundaries between clauses.

Page 34

10. Mother Gothel – the witch mother – in Disney's *Tangled* is a nasty piece of work, but her only real crime is that she wants to stay young.
9. The Wicked Witch of the West from *The Wizard of Oz* – created by L. Frank Baum – does a lot of screeching but not a lot else!
8. Ursula – half witch, half octopus – from Disney's *The Little Mermaid* is the most evil sea witch going, but can't do much harm out of the water.
7. Maleficent – the witch from Disney's *Sleeping Beauty* – gets in a right stew when she isn't invited to a christening, and eventually transforms herself into a dragon.
6. Muriel – the witch in *Hansel and Gretel: Witch Hunters* – has a lot of powers, but she ends up getting killed by a couple of kids.
5. The White Witch of *The Lion, the Witch and the Wardrobe* by C. S. Lewis dishes out some terrible punishments – her enemies are turned to stone.
4. *In Snow White and the Huntsman* Queen Ravenna doesn't like it when Snow White is declared "the fairest" – she plans to kill her and eat her heart!
3. Like Mother Gothel, the witch queen in *Stardust* wants to regain her youth and beauty – another witch who enjoys cutting out hearts and eating them!
2. There are countless witches in Harry Potter by J. K. Rowling, but none quite as fearsome as Bellatrix – a follower of Lord Voldemort.
1. The Grand High Witch of Roald Dahl's *The Witches* is not only evil – she wants to kill children – but she is horrifying to look at as well.

I can use synonyms to improve my sentences.

Page 35

(Answers may vary.)

10. A seemingly normal housewife, Samantha Stephens from *Bewitched* is in fact a witch who has vowed to give up magic for the sake of her mortal husband. **ordinary**
9. Glinda, the Good Witch from *The Wizard of Oz*, welcomes Dorothy to The Land of Oz and then at the end helps her to leave. **depart**
8. Mickey Mouse in *The Sorcerer's Apprentice* has all sorts of problems completing his chores as the overwrought assistant wizard. **troubles**
7. Merlin in Walt Disney's *The Sword and the Stone* is very powerful, but equally forgetful and clumsy. **absent-minded**
6. Willow Rosenberg from *Buffy the Vampire Slayer* started off as a meek and mild computer nerd, but then turned into a very powerful witch indeed. **mighty**
5. Grand Jedi Master Yoda might be the most elderly Jedi in *Star Wars*, but he was responsible for training almost every Jedi from Count Dooku to Luke Skywalker. **ancient**
4. Professor Dumbledore of Harry Potter fame was considered to be the greatest headmaster Hogwarts had ever seen. **finest**
3. Although Gandalf of *The Lord of the Rings* was one of the most powerful wizards of Middle Earth, he still had time to go to the Shire and entertain hobbits. **amuse**
2. Hermione Granger of *Harry Potter* is incredibly intelligent and logical, but more importantly she is a good and loyal friend to Harry. **clever**
1. And at number one is Harry Potter himself who, considering he doesn't realise he is a wizard until his eleventh birthday, quickly adapts to a life of wizardry and magic. **adjusts**

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I can find antonyms of words (1).

Page 36

(Answers may vary.)

10. A seemingly <u>normal</u> housewife, Samantha Stephens from *Bewitched* is in fact a witch who has vowed to <u>give up</u> magic for the sake of her <u>mortal</u> husband.
    abnormal continue immortal
9. Glinda, the <u>good</u> witch from the *Wizard of Oz*, welcomes Dorothy to The Land of Oz and then at the <u>end</u> helps her to <u>leave</u>.
    evil beginning stay
8. Mickey Mouse in *The Sorcerer's Apprentice* has all sorts of <u>problems</u> completing his <u>chores</u> as the <u>overwrought</u> assistant wizard.
    solutions jobs calm
7. Merlin in Walt Disney's *The Sword and the Stone* is very <u>powerful</u>, but equally <u>forgetful</u> and <u>clumsy</u>.
    weak mindful adroit
6. Willow Rosenberg *from Buffy the Vampire Slayer* <u>started</u> off as a <u>meek</u> and mild computer nerd, but then turned into a very <u>powerful</u> witch indeed.
    finished tough puny
5. Grand Jedi Master Yoda might be the <u>oldest</u> Jedi in *Star Wars*, but he was <u>responsible</u> for <u>helping</u> almost every Jedi from Count Dooku to Luke Skywalker.
    youngest irresponsible hindering
4. Professor Dumbledore of *Harry Potter* <u>fame</u> was <u>considered</u> to be the <u>greatest</u> Headmaster Hogwarts had ever seen.
    oblivion ignored worst
3. Although Gandalf of *Lord of the Rings* was one of the most <u>powerful</u> wizards of Middle Earth, he still had time to <u>go</u> to the Shire and <u>entertain</u> hobbits.
    feeble come bore
2. Hermione Granger of *Harry Potter* is incredibly <u>intelligent</u> and <u>logical</u>, but more importantly she is a good and <u>loyal</u> friend to Harry.
    stupid illogical disloyal
1. And at number one is Harry Potter himself who, considering he doesn't <u>realise</u> he is a wizard until his eleventh birthday, <u>quickly</u> <u>conforms</u> to a life of wizardry and magic.
    misunderstands slowly rebels

I can find antonyms of words (2). Page 37

	1 m							2 b									3 i							
4 n	a	t	u	r	5 a	l		6 o	f	f	e	r			7 m	i	n	o	r	i	8 t	y		
	x				n			l						9 t			f				o		10 a	
	i				11 c	o	l	d				12 f	r	e	q	u	e	n	t		g		g	
	m		13 a		i				14 t					m			r			15 n	e	a	r	
	u		b		e				r					p			i				t		e	
	m		16 s	i	n	g	u	l	a	r		17 g	r	o	w		18 o	l	19 d		h		e	
			e		t				n			u		r			r		a		e			
	20 r		n						s			e		a					21 n	a	r	r	o	22 w
23 l	a	s	t			24 c	o	m	p	u	l	s	o	r	y				g					i
	r								a			t		y			25 f	e	e	b	l	e		s
26 h	e	l	p						r										r		o			d
					27 d	e	c	r	e	a	s	e				28 f	a	m	o	u	s			o
									n										u		29 s	l	i	m
30 d	i	s	c	o	m	f	o	r	t			31 d	e	c	l	i	n	e	s					

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I can add a prefixes and suffixes to make a word an antonym.
Page 38

incapable	**di**sadvantage	**im**possible
disapprove	care**ful**	**dis**comfort
disagree	**in**correct	**dis**appear
illegal	**dis**honest	**un**important
irregular	hope**less**	**un**safe
insecure	use**ful**	**in**visible
unjust	**dis**like	harm**less**
unlimited	**dis**loyal	**dis**obedient
impolite		

I can use expanded noun phrases (1).
Page 39

(Children write their own noun phrases following the examples.)

I can use expanded noun phrases (2).
Page 40

(Children write their own noun phrases following the examples.)

I can identify expanded noun phrases.
Pages 41 and 42

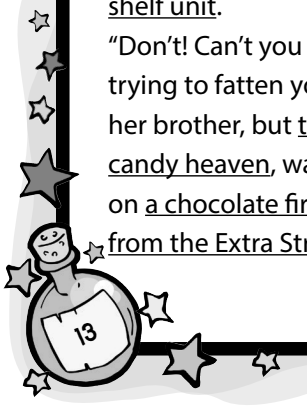
"You judge," said the witch with a penchant for human flesh. "I'm going to eat your brother!" Before Gretel had a chance to react, the witch grabbed her and forced her into a cage, locking the door with a large key which was made from Blackpool rock. She then sat Hansel down in a marshmallow chair. "You are free to eat whatever you like," she told Hansel who was already nibbling on the deliciously sweet cushions, "for everything really is made from candy!" She felt his skinny arm and told him he needed to put on some weight. Hansel couldn't wait to get started and began chomping on a sticky toffee shelf unit.

"Don't! Can't you see what she's trying to do? She's trying to fatten you up to eat you!" Gretel shouted to her brother, but the greedy boy, who thought he was in candy heaven, wasn't listening. He had already started on a chocolate fireguard which had melted in the heat from the Extra Strong Fisherman's Friend's fire!

Over the next few days, Hansel gorged himself on every conceivable sweet you could imagine. I'm sure there's no need to remind you that sugar is very addictive and when some people get a taste for it there's no stopping them. That was certainly the case for sugar-dependent Hansel. During the next few days he chomped his way through a nougat table, three praline chairs, a marzipan mat and a three-piece bathroom suite made from Turkish Delight. And as he munched on he got fatter and fatter; for mixed in with the sugary confection there was a considerable amount of magic which made Hansel put on weight at an alarming rate.

Gretel, meanwhile, was starting to waste away. She had discovered that her cage was made from the same hard candy as a gobstopper and had managed to persuade Hansel to start licking the bars. If he could suck on the bars and make them thinner, there was a chance that she would be able to slip through the widening gap and escape. But this turned out to be an immense task even for a twenty-stone boy with a prodigious craving for sugar. One evening while the witch was asleep, Hansel even managed to get his sticky hands on the key made of Blackpool rock. Unfortunately, his craving was so strong he couldn't resist crunching the end of the key before unlocking the door, and poor Gretel was forced to remain a prisoner.

After ten days of scoffing sweets, the witch decided he was ripe for eating. (Hansel had swelled to the size of a small beached whale.) She took a fork and prodded him in that once-skinny arm which had now expanded like some giant inflatable punch bag. The fork punctured his thin stretched skin and I'm afraid to say he exploded like a twenty litre bottle of fizzy pop after it has been shaken for several hours in a concrete mixer. The force of the explosion sent the witch hurtling backwards into a cauldron of scalding hot caramel cream from which she never re-emerged. Gretel survived the explosion and, forgetting her qualms of eating animal products, eventually licked her way to freedom. She returned to her father's house where she was pleased to discover that her cruel stepmother had died from some weird allergy to pine trees – tough when your husband is a woodcutter! Gretel didn't exactly live happily ever after like you may have heard, but she was always pleased to think that being a committed vegetarian had saved her life!



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I can use formal language for writing letters (1).
Page 43

I'm writing to complain about the magic wand I bought from your shop yesterday. The shop assistant I spoke to told me that it didn't need batteries. But on getting back home I can't get it to work. I want you to give me all my money back straightaway. Can I also ask you not to carry on selling these rubbish wands to buyers ever again?

I am writing to complain about the magic wand which I bought from your shop yesterday. The shop assistant who I spoke to told me that it did not need batteries. But on getting back home I cannot get it to work. I insist that you give me all my money back straightaway. Might I also ask you not to carry on selling these rubbish wands to buyers ever again?

I can use formal language for writing letters (2).
Page 44

I am writing to complain about the magic wand which I purchased from your retail store yesterday. The shop assistant who I conversed with informed me that it did not require batteries. However, on returning to my residence I was unable to make it function. I insist that I have a complete refund to take effect immediately. Might I also request that you do not continue to market these substandard wands to customers in the future?

bought	**purchased**	shop	**retail store**
spoke to	**conversed with**	told	**informed**
need	**required**	but	**however**
getting back	**returning**	home	**my residence**
work	**function**	give money back	**refund**
straightaway	**immediately**	ask	**request**
carry on	**continue**	sell	**market**
rubbish	**substandard**	buyers	**customers**

I can use formal language for writing formal letters (3).
Page 45

(Children write their own letters following the example.)

I can use commas to clarify meaning and avoid ambiguity.
Page 46

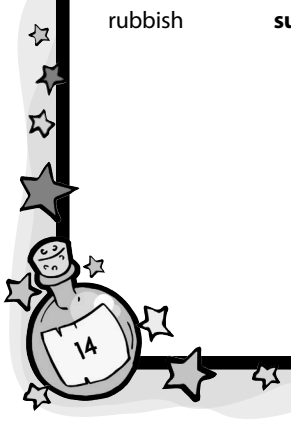
Most of the time, lords can be found in Parliament's House of Lords.
Maria likes cooking, her dog and watching television.
The witch wasn't killed, mercifully.
The sign post read: slow, children crossing.
I saw the teachers eating, children running down the path.
I can't wait to get home, work started early today.
The judge, having hanged the witch, was able to go home for lunch.
Don't wear black, witches.

I can link ideas across paragraphs using adverbials of time, place and number (1).
Page 47

During the 16th century	**adverbial of time**
In 1597	**adverbial of time**
By 1604	**adverbial of time**
Two years later	**adverbial of time**

I can link ideas across paragraphs using adverbials of time, place and number (2).
Page 48

Faraway	**adverbial of place**
Somewhere	**adverbial of place**
Inside	**adverbial of place**
Outside	**adverbial of place**
For years	**adverbial of time**
One day	**adverbial of time**
Before long	**adverbial of time**



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I can recognise and name different punctuation marks.
Page 49

The children should be able to identify:
full stops, commas, apostrophes, exclamation marks, inverted commas, brackets, colons, semi-colons, hyphens and dashes.
The only punctuation mark not used is a question mark.

I can identify different word classes (parts of speech) (1).
Page 50

Verb
talk
Determiner
that

Interjection
wow
Auxiliary Verb
did

Adverb
just
Noun
cat

Noun
cottage
Determiner
the
Adverb
bravely

Pronoun
she
Preposition
inside

Adjective
candy
Verb
stepped

Pronoun
she
she
him

Determiner
an
her

Conjunction
because

Noun
adder
tongue
potion

Preposition
in

Verb
used
wanted to make
suffer

Determiner
the
his
the

Conjuction
when

Noun
magician
hat
rabbit

Adverb
nowhere

Adjective
white

Verb
looked
was
to be found

Preposition
in

I can identify different word classes (parts of speech) (2).
Page 51

(Answers will vary.)

Nouns	**Pronouns**	**Adjectives**
Wanda	she	poor
broomstick	they	hairy
morning	him	warty
werewolf	it	little

Verbs	**Adverbs**	**Determiners**
woke up	rather	the
to find	definitely	one
had passed away	happily	her
burying	straightaway	your

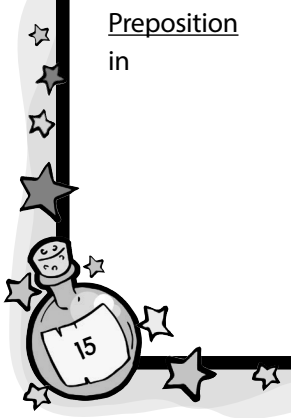
Conjunctions	**Prepositions**	**Interjections**
that	during	Ahem!
but	after	Eh!
and	inside	Oow!
before	on	Well, duh!

I can use Standard English (1).
Page 52

I could **have** done that trick better than that children's magician.
I must **have** seen that trick a hundred times!
She should **have** gone to the fortune-teller on Blackpool promenade.
Houdini wouldn't **have** got out of that milk churn if it didn't have a false lid.

I should've become a magician myself. ✔
I could have joined Harry Potter at Hogwarts. ✔
She must of picked up the wrong potion! **X**
He might've been a wizard! ✔
I may have the wand of Ron Weasley. ✔

You should of followed the Yellow Brick Road. **X**
The Wizard of Oz would have the answers. ✔
The Slytherin quidditch team must've given up! ✔
Of all the wizards – it would have to be him! ✔
I would of cast the spell if I had a wand. **X**



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I can use Standard English (2).

Page 53

I haven't got nobody to love.
I have got nobody to love.
I haven't got anybody to love.

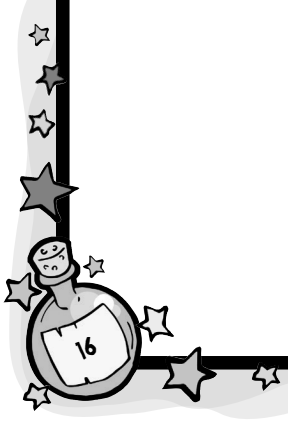
You can't do nothing about it.
You can't do anything about it.
You can do nothing about it.

I can't find my wand nowhere.
I can't find my wand anywhere.
I can find my wand nowhere.

I don't want no one to see me.
I don't want anyone to see me.
I want no one to see me.

You shouldn't do nothing to upset me.
You shouldn't do anything to upset me.
You should do nothing to upset me.

I can't find nowhere to land my broomstick.
I can find nowhere to land my broomstick.
I can't find anywhere to land my broomstick.



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Year 5 Grammar & Punctuation

Autumn Assessment ANSWERS

Name …… Class …… Date ……

1 **Punctuate** the sentence below.

Tigers, lions, cheetahs and leopards are all cats.

(Award 3 marks for 3 correct. Award 2 marks for 2 correct. Award 1 mark for 1 correct.)

3 marks

2 Put the **speech marks** into the sentence below.

Hammad asked, "Do you know where Poppy is?"

(Award 2 marks if speech marks are correct.)

2 marks

3 Add **two commas** to the sentence below.

I need new gloves, socks, boots and a hat.

(Award 2 marks for both commas correctly placed.)

2 marks

4 Underline the **modal verb** in the sentence below.

I **might** have the lasagne for lunch today.

(Award 1 mark if the modal verb has been correctly identified.)

1 mark

Page Total

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Year 5 Grammar & Punctuation

Autumn Assessment ANSWERS

5 Tick the sentence which has used the **colon** correctly for introducing items in a list.

My favourite school: subjects are English, art, PE and music. ☐

These are my favourite school subjects: English, art, PE and music. ☑

English, art, PE and music: are my favourite school subjects. ☐

(Award 1 mark if the correct sentence has been identified.)

1 mark

6 Underline the **modal adverbs** in each of the sentences below.

"I **definitely** handed in my homework," said Dylan.

"Well, I **certainly** haven't got it," replied the teacher.

"**Perhaps** I put it in my drawer by mistake," suggested Dylan.

(Award 3 marks if all 3 modal adverbs identified. Award 2 marks for 2 identified. Award 1 mark for 1 identified.)

3 marks

7 Draw a circle round the **three coordinating conjunctions** below.

but	because		or
when	that	and	if

(Award 3 marks for 3 coordinating conjunctions correctly identified. Award 2 marks for 2 identified.)

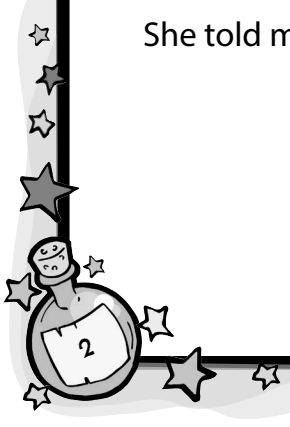
3 marks

8 Circle the **relative pronoun** in the sentence below.

She told me that she was going to Alton Towers.

(Award 1 mark for correct answer.)

1 mark



Page Total

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Year 5 Grammar & Punctuation

Autumn Assessment **ANSWERS**

9 Indicate whether the underlined words are **coordinating** or **subordinating conjunctions**.

I thought I would do well in the test **<u>if</u>** I revised hard.

coordinating/<u>subordinating</u>

I thought I had done well in the test **<u>because</u>** I had revised so hard.

coordinating/<u>subordinating</u>

I thought I had done well in the test, **<u>but</u>** it turned out I hadn't.

<u>coordinating</u>/subordinating

(Award 3 marks for all 3 conjunctions named correctly.
Award 2 marks for 2 named correctly. Award 1 mark for 1 named correctly.)

3 marks

10 Complete the sentences by including the most appropriate **relative pronoun** from the box.

which	**whose**	**who**

I congratulated the boy .....**who**..... had scored in the last minute.

I crossed the flooded stream .....**which**..... had broken its banks.

Could you find out .....**whose**..... homework bag this is?

(Award 2 marks for 3 correct. Award 1 mark for 2 correct.)

2 marks

11 Which sentence has been written in the **passive voice**? Tick the box.

The children marked their books. ☐

The books were marked by the children. ☑

The children had to mark their books. ☐

(Award 1 mark for the correct answer.)

1 mark

Page Total

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Year 5 Grammar & Punctuation

Autumn Assessment **ANSWERS**

12 Which word from the sentence below could you replace with a **semi-colon**?

Kate didn't go to netball training because she had hurt her knee.

because

1 mark

(Award 1 mark if 'because' has been identified.)

13 Tick the sentence below that includes a **modal verb** to show possibility.

I'm having another slice of pizza. ☐

I might have another slice of pizza. ☑

I had another slice of pizza. ☐

1 mark

(Award 1 mark for the correct answer.)

14 Place an appropriate **punctuation mark** in the box in the sentence below. Choose from a **colon**, a **comma** or a **full stop**.

The drummer of the band had a problem [:] no drumsticks!

1 mark

(Award 1 mark if a colon has been inserted.)

End of Autumn Assessment

Page Total

TOTAL

/ 25

PERCENTAGE SCORE

%

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Year 5 Grammar & Punctuation

Spring Assessment **ANSWERS**

Name …… Class …… Date ……

1 **Punctuate** the following sentence.

"Where is the city of Pristina?" Laura asked.

(Award 3 marks for 4 identified, 2 marks for 3 identified, 1 mark for 2 identified.)

3 marks

2 Circle the correct form of the **past perfect tense** in the sentences below.

She **had broken** / **has broken** her watch.

I **have seen** / **had seen** him quite recently.

(Award 2 marks for both correct. Award 1 mark for 1 correct.)

2 marks

3 Tick the sentence that has been written in the **present perfect progressive tense**.

I had practised the guitar for the school concert. ☐

I have been practising the guitar for the school concert. ☑

I was practising the guitar for the school concert. ☐

(Award 1 mark for the correctly identified sentence.)

1 mark

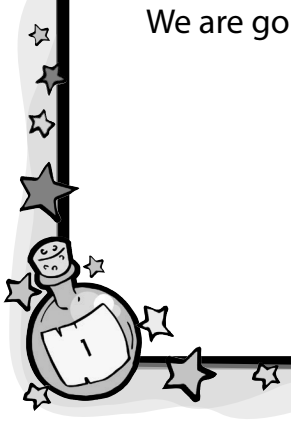
4 Complete the sentences below with an appropriate **time preposition**.

Come round to my house any time **between** six and seven o'clock.

We are going camping in the Lakes from Thursday **until** Sunday.

(Award 2 marks for 2 correct prepositions, 1 mark for 1 correct. Accept appropriate alternatives.)

2 marks



Page Total

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Year 5 Grammar & Punctuation

Spring Assessment **ANSWERS**

5 Tick the **two** phrases which show the correct use of the **apostrophe for possession**.

the men's changing room	☑
the ladie's bathroom	☐
the childrens toy's	☐
the town's shopping centre	☑

2 marks

(Award 2 marks for both correctly identified, 1 mark for 1 correctly identified.)

6 Circle the correct use of the **apostrophe** in the examples below..

will not	**wo'nt**	**won't**
do not	**d'not**	**don't**
shall not	**shan't**	**sha'nt**

3 marks

(Award 3 marks for 3 correct, 2 marks for 2 correct, 1 mark for 1 correct.)

7 Tick the sentence below that is written as a **command**.

There are lots of chores to do around the house.	☐
Once they are done, I will feel much better.	☐
Put all your dirty clothes in the laundry basket.	☑

1 mark

(Award 1 mark for correctly identified command.)

8 Tick the box to name the **punctuation mark** that is used with this compound word.

bad-tempered

semi-colon	☐
hyphen	☑
colon	☐

1 mark

(Award 1 mark if correctly identified.)

Page Total

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Year 5 Grammar & Punctuation

Spring Assessment **ANSWERS**

9 Identify the adverbial phrase and rewrite the sentence to make a **fronted adverbial**.

The burglar broke in without making a sound.

Without making a sound, the burglar broke in.

(Award 2 marks for adverbial placed at the beginning of the sentence with the comma included. Award 1 mark if comma omitted.)

2 marks

10 Underline the **cohesive devices** in the passage below.

Dad didn't read the instructions; **consequently**, the shelf unit wasn't put together correctly. **As a result**, the shelf unit collapsed. **However**, Mum was at hand with the screwdriver.

(Award 3 marks for 3 identified, 2 marks for 2 identified, 1 mark for 1 identified.)

3 marks

11 Rewrite the following sentence in the **first person** by changing the **pronouns**. (It has been started for you.)

Paul took the pen which was his.

I took **the pen which was mine.**

(Award 2 marks for the pronoun correctly changed.)

2 marks

12 Tick the sentence which has been written in the **third person**.

She told Shanon that she didn't like football. ☑

I would like to go on holiday. ☐

I like playing football, but Kelsey doesn't. ☐

(Award 1 mark if correctly identified.)

1 mark

13 Change the question below into a **command**.

Please will you finish your homework?

Finish your homework. .

(Award 1 mark for a correct command.)

1 mark

Page Total

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Year 5 Grammar & Punctuation

Spring Assessment **ANSWERS**

14 Write out the sentence below using **three bullet points**.

The pile of ironing included three white school shirts, two sweatshirts and a pair of jogging bottoms.

Clothes for ironing

- three white school shirts
- two sweatshirts
- a pair of jogging bottoms

1 mark

(Award 1 mark if the three items are listed correctly.)

End of Spring Assessment

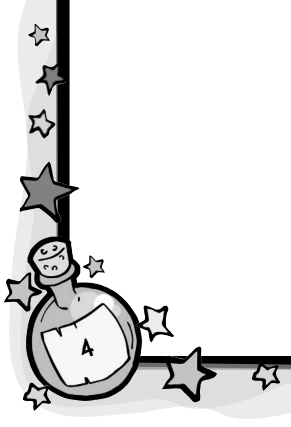
Page Total

TOTAL

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PERCENTAGE SCORE

%



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Year 5 Grammar & Punctuation

Summer Assessment **ANSWERS**

Name …… Class …… Date ……

1 Identify which **word class** the underlined words belong to.

Martin drank a pint of water <u>after</u> he had completed the cross-country <u>run</u>.

noun **run**

conjunction **after**

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 Insert a pair of **brackets** in the correct place in the sentence below.

Jessica won three medals **(**two gold and a bronze**)** in the county swimming gala.

1 mark

(Award 1 mark for correctly placed brackets.)

3 Put **speech marks** (**inverted commas**) into the sentence below.

"Have you had enough to eat?" asked Mum.

2 marks

(Award 2 marks for speech marks placed correctly.)

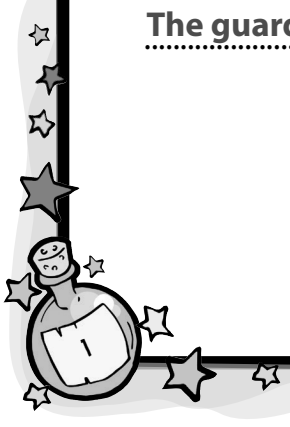
4 Rewrite the sentence below putting the **direct speech** at the end of the sentence.

"The train is running ten minutes late," announced the guard.

The guard announced, "The train is running ten minutes late."

1 mark

(Award 1 mark for correctly placed speech.)



Page Total

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Year 5 Grammar & Punctuation

Summer Assessment **ANSWERS**

5 Underline the **adverbs** in the following sentence.

You must <u>always</u> wash your hands <u>thoroughly</u> after handling raw meat.

2 marks

(Award 2 marks for 2 identified, 1 mark for 1 identified.)

6 Circle the three words below that can be used as **verbs**.

fright	frightful	frighten
calculator	calculate	calculation
thought	thoughts	thoughtful

3 marks

(Award 3 marks for 3 correct, 2 marks for 2 correct, 1 mark for 1 correct.)

7 Underline the **three determiners** in the sentence below.

<u>The</u> children in <u>that</u> school enjoy <u>every</u> day.

2 marks

(Award 2 marks for 3 identified. Award 1 mark for 2 identified.)

8 Give these words the opposite meaning by adding a **prefix**.

un tie **dis** appear

im possible

2 marks

(Award 2 marks for 3 correct, 1 mark for 2 correct.)

9 Insert **commas for parenthesis** in the correct place in the sentence below.

Lisa, who has been dancing since she was six, took a leading role in Bugsy Malone.

1 mark

(Award 1 mark for correct positioning of commas.)

Page Total

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Year 5 Grammar & Punctuation

Summer Assessment **ANSWERS**

10 Circle the punctuation in the sentence below that you could replace with **dashes**.

The referee, not popular with the home supporters, awarded a controversial penalty in the last minute of the game.

(Award 1 mark for both commas circled.)

1 mark

11 Underline the **expanded noun phrase** in the sentence below.

The tall man with the tattoos on his arm used to be a professional footballer.

(Award 1 mark if correctly underlined.)

1 mark

12 Complete the words in the sentence below using a **suffix**.

Smoking will do you a lot of harm. It is very harm**ful**.

I had another night without sleep. I had a sleep**less** night.

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

13 Place a **comma** in the sentence below to avoid ambiguity.

Misha finds cooking**,** her family and her pets are the key to a happy home.

(Award 1 mark for correct positioning of comma.)

1 mark

14 Correct the following sentence so that it is written in **Standard English**.

I would of helped, but I can't do nothing.

I would have have helped, but I can't do anything. *(Accept: I can do nothing.)*

(Award 2 marks for both corrections made, 1 mark for one correction made.)

2 marks



Page Total

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Year 5 Grammar & Punctuation

Summer Assessment **ANSWERS**

15 Complete the table below to show a word with a **similar** meaning and a word with the **opposite** meaning.

	similar	opposite
sad	miserable	happy
enormous	massive	tiny
hot	roasting	cold

2 marks

(Award 2 marks for 6 correct, 1 mark for 4 or 5 correct. Allow other appropriate words.)

End of Summer Assessment

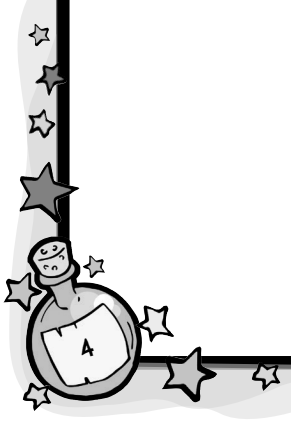
Page Total

TOTAL

25

PERCENTAGE SCORE

%



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Year 5 Grammar & Punctuation

Optional Test 1 ANSWERS

Name …… Class …… Date ……

1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

what time should we come asked james

"What time should we come?" asked James.

(Award 2 marks for 6 correct. Award 1 mark for 4 or 5 correct.)

2 marks

2 Insert **two commas** in the sentence below.

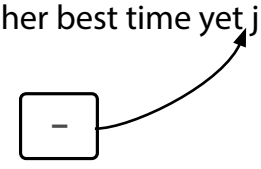
After weeding the flower beds**,** pruning the roses and watering the plants**,** grandad had a snooze in the hammock.

(Award 1 mark for both commas placed correctly.)

1 mark

3 The sentence below needs a **punctuation mark**. Choose from a **dash**, a **comma** or a **full stop**. Put the punctuation mark in the box and draw an arrow to show where it should go.

Nasreen completed the marathon in her best time yet just over four hours.



(Award 1 mark for a dash and 1 mark for correct placement.)

2 marks

4 Underline the **modal verbs** in the sentences below.

I <u>might</u> be able to invite you over for tea this evening.

<u>May</u> I help myself to another biscuit?

(Award 2 marks for both correct, 1 mark for 1 correct.)

2 marks

Page Total

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Year 5 Grammar & Punctuation

Optional Test 1 ANSWERS

5 Tick the word which is a **modal adverb**.

quickly ☐

never ☑

Now tick the box where the **modal adverb** should be placed within the sentence.

You will learn your tables if you don't practise at home.

☐ ☑ ☐ ☐

2 marks

(Award 2 marks for both ticks correct. Award 1 mark for the correct adverb.)

6 Circle the **coordinating conjunction** in each of the sentences below.

It is my birthday (so) I have brought cake to share with everyone in the class.

We could go ice-skating (or) we could go ten-pin bowling for my birthday treat.

1 mark

(Award 1 mark for both correct.)

7 Complete the sentence below by adding a **subordinate clause**.

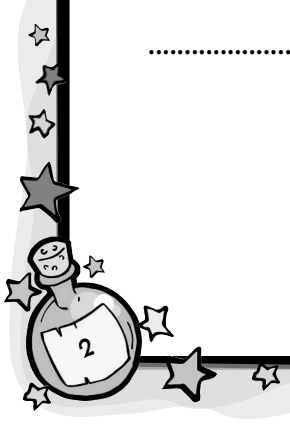
I put my hand up to answer the question **because I knew the answer.**

.....

(suggestion only)

1 mark

(Award 1 mark for any appropriate subordinate clause.)



Page Total

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Year 5 Grammar & Punctuation

Optional Test 1 ANSWERS

8 Tick the sentence which uses a **relative clause**.

I played on the computer game although I didn't have a clue what to do. ☐

I lost my phone which I thought was in my pocket. ☑

Put your homework in your bag. ☐

1 mark

(Award 1 mark for correct answer.)

9 Complete the sentence below using a **relative clause**.

That's the girl **who lives on our road.**

.....

(suggestion only)

1 mark

(Award 1 mark for an appropriate relative clause.)

10 Tick the sentence below which has been written as a **command**.

I want you to captain the school football team. ☐

Mia can play in defence. ☐

Take the penalty, Joe. ☑

1 mark

(Award 1 mark for correct answer.)

11 What is the name of the **punctuation mark** that separates the clauses in the sentence below?

I can't find my lunch box – I'm sure I left it on the table.

dash

1 mark

(Award 1 mark for correct answer.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 1 ANSWERS

12 Change the sentence below into the **tenses** shown.

simple past I ate my sandwich.

present perfect **I have eaten my sandwich.**

present perfect progressive **I have been eating my sandwich.**

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

13 Complete the sentences below with an appropriate **time preposition**.

I waited **until** six o'clock before catching the bus.

You must hand in your homework **by** tomorrow.

2 marks

(Award 2 marks for both correct. Accept appropriate alternatives.)

14 Write the following using the **apostrophe for possession**.

the tail of the lion

the lion's tail

the shoes of the women

the women's shoes

1 mark

(Award 1 mark for both correct.)

15 Circle the correct use of the **apostrophe** in the examples below.

should have **shouldv'e** **should've**

they will **they'll** **the'yll**

1 mark

(Award 1 mark for both correct.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 1 ANSWERS

16 Rewrite the following sentence, changing it from a question to a **command**.

Would you please walk on the left-hand side of the corridor?

Walk on the left-hand side of the corridor.

(Award 1 mark if correct.)

1 mark

17 Underline the **three determiners** in the sentence below.

That dog stole some sausages from my bag.

(Award 1 mark for 3 correctly identified determiners.)

1 mark

18 Rewrite the sentence below so that it starts with a **fronted adverbial phrase**.

I go shopping in Manchester once a week.

Once a week, I go shopping in Manchester.

(Award 2 marks for fronted adverbial and comma, 1 mark if comma omitted.)

2 marks

19 Rewrite the following sentence in the first person, by changing the **pronouns**. (It has been started for you.)

Hana made sure she was first in the queue.

I made sure I was first in the queue.

(Award 1 mark for the pronoun changed correctly.)

1 mark

20 Complete the sentence below by adding an **expanded noun phrase**.

I gave the pretty doll with the blue eyes to my friend.

(*suggestion only*)

(Award 1 mark for an expanded noun phrase.)

1 mark

Page Total

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Year 5 Grammar & Punctuation

Optional Test 1 ANSWERS

21 Identify the different **word classes** (parts of speech) by putting the following underlined words under the correct heading.

Layla has no money, so unfortunately she can't buy anything at the busy shop.

proper noun	verb	adjective	adverb
Layla	buy	busy	unfortunately

preposition	pronoun	conjunction
at	she	so

(Award 3 marks for 7 correct, 2 marks for 6 correct, 1 mark for 5 correct.)

3 marks

22 Insert a pair of **brackets** into the correct place in the sentence below.

Imran has two brothers (Abbas and Sufiyan) who are younger than him.

(Award 1 mark if brackets placed correctly.)

1 mark

23 Rewrite the sentence below using **direct speech**. Remember to use a question mark.

The teacher asked Archie if he needed a drink.

"Do you need a drink, Archie?" the teacher asked.

(Award 1 mark if speech marks are placed correctly.)

1 mark

24 Rewrite the sentence below putting the **direct speech** at the end of the sentence.

"Have you bought concert tickets?" asked Phoebe.

Phoebe asked, "Have you bought concert tickets?"

(Award 1 mark for correctly placed speech.)

1 mark

Page Total

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Year 5 Grammar & Punctuation

Optional Test 1 ANSWERS

25 Indicate whether the underlined word is an **adjective** or an **adverb** by drawing a circle round the correct answer.

I will <u>happily</u> help you with the crossword puzzle. **adjective / (adverb)**

The teacher was <u>really</u> cross with the way we behaved in assembly. **adjective / (adverb)**

The <u>kind</u> air steward served me with a drink of orange. **(adjective) / adverb**

2 marks

(Award 2 marks for 3 correct, 1 mark for 2 correct.)

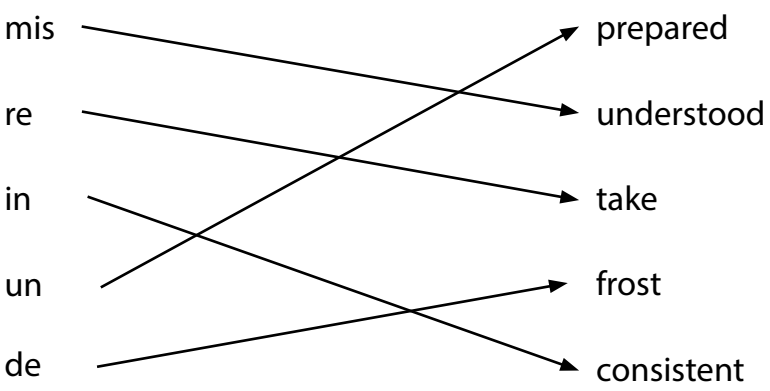
26 Identify the **subordinate clause** in the following sentence by underlining it.

<u>When the lesson ended</u>, he was able to go out to play.

1 mark

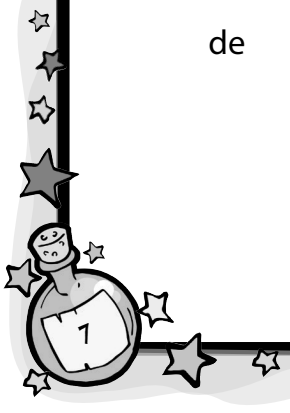
(Award 1 mark if correctly identified.)

27 Draw a line to match each **prefix** to the correct word so that it makes a new word. (One has been done for you.)



2 marks

(Award 2 marks for 4 correct, 1 mark for 3 correct.)



Page Total

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Optional Test 1 ANSWERS

28 Add a **suffix** to the underlined words so that the sentences make sense.

Waiting for the delayed plane was a dread**ful** experience.

Trying to undo the padlock without the combination number was hope**less**.

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

29 Insert **two commas** into the correct place in the sentence below.

The shop assistant**,** who was so rude**,** wouldn't give me a refund for the ripped jeans.

1 mark

(Award 1 mark for both commas correctly placed.)

30 Tick which sentence has used the **dash** correctly.

Noah not only won the egg and spoon race, he also won – the sack race. ☐

Noah not only won – the egg and spoon race, he also won the sack race ☐

Noah not only won the egg and spoon race – he also won the sack race. ☑

1 mark

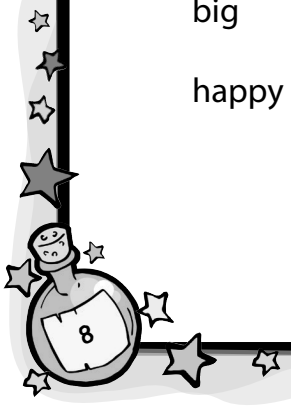
(Award 1 mark for correct answer.)

31 Complete the table below to show a word with a **similar** meaning and a word with the **opposite** meaning.

	similar	opposite
fast	quick	slow
big	large	small
happy	content	sad

3 marks

(Accept any appropriate synonym or antonym.)
(Award 3 marks for 6 correct, 2 marks for 5 correct, 1 mark for 4 correct.)



Page Total

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Year 5 Grammar & Punctuation

Optional Test 1 ANSWERS

32 Underline the **expanded noun phrase** in the sentence below.

Selima is talking to <u>the ginger-haired boy with the cute smile</u>.

(Award 1 mark if correctly underlined.)

1 mark

33 Correct the following sentence so that it is written in **Standard English**.

Saying them words could of caused trouble.

Saying those words could have caused trouble.

(Award 2 marks for both words corrected.)

2 marks

34 Place **commas** in the following sentences to avoid **ambiguity**.
(Put two **commas** in the first sentence and one **comma** in the second.)

We had chocolate, ice cream, jelly and cake for the party.

We had chocolate ice cream, jelly and cake for the party.

(Award 2 marks for the correct use of commas.)

2 marks

End of Optional Test 1

Page Total

TOTAL / **50**

PERCENTAGE SCORE **%**

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

Name …… Class …… Date ……

1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

did you enjoy the film asked lucas

"Did you enjoy the film?" asked Lucas.

2 marks

(Award 2 marks for 6 correct. Award 1 mark for 4 or 5 correct.)

2 Insert **two commas** in the sentence below.

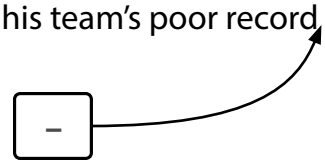
Before being allowed out**,** Elliot had to tidy his bedroom**,** help with the drying up and clean his muddy football boots.

1 mark

(Award 1 mark for both commas placed correctly.)

3 The sentence below needs a **punctuation mark**. Choose from a **dash**, a **comma** or a **full stop**. Put the punctuation mark in the box and draw an arrow to show where it should go.

Roy could blame only one person for his team's poor record himself.



2 marks

(Award 1 mark for a dash and 1 mark for correct placement.)

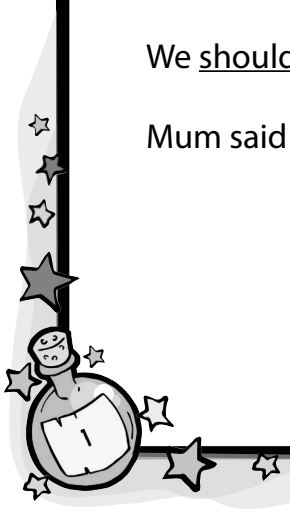
4 Underline the **modal verbs** in the sentences below.

We <u>should</u> have a chance of finishing in the top four.

Mum said that we <u>might</u> not be able to go on holiday.

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)



Page Total

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

5 Tick the word which is a **modal adverb**.

always ☑

kindly ☐

Now tick the box where the **modal adverb** should be placed within the sentence.

I will treasure the ring that Grandma has given me.

☐ ☑ ☐ ☐

2 marks

(Award 2 marks for both ticks correctly placed. Award 1 mark for correct adverb.)

6 Circle the **coordinating conjunction** in each of the sentences below.

I don't want your money (and) I don't want your charity.

We will break the last biscuit in two (so) that nobody goes without.

1 mark

(Award 1 mark for both correct.)

7 Complete the sentence below by adding a **subordinate clause**.

I went to the library in town because I needed to borrow a book.

(suggestion only)

1 mark

(Award 1 mark for any appropriate subordinate clause.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

8 Tick the sentence which uses a **relative clause**.

Roksana, who is in Year 4, learnt to whistle. ☑

Do you know where Jacob is hiding? ☐

Tao didn't go to school all last week. ☐

1 mark

(Award 1 mark for correct answer.)

9 Complete the sentence below using a **relative clause**.

The teacher taking the register today was Miss Smith, **who usually works**

in a different class.

(suggestion only)

1 mark

(Award 1 mark for an appropriate relative clause.)

10 Tick the sentence below which has been written as a **command**.

I was picked to be a member of the quiz team. ☐

I answered some difficult questions. ☐

Press the buzzer quickly. ☑

1 mark

(Award 1 mark for correct answer.)

11 What is the name of the **punctuation mark** that separates the clauses in the sentence below?

He knew the answer to all the questions – he had seen them on the internet.

dash

1 mark

(Award 1 mark for correct answer.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

12 Change the sentence below into the **tenses** shown.

simple past I did my homework.

present perfect **I have done my homework.**

present perfect progressive **I have been doing my homework.**

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

13 Complete the sentences below with an appropriate **time preposition**.

During the school holidays, the weather was perfect.

The train will depart for Glasgow **at** exactly eight o'clock.

2 marks

(Award 2 marks for both correct. Accept appropriate alternatives.)

14 Write the following using the **apostrophe for possession**.

the teeth of the shark

the shark's teeth

the books of the children

the children's books

1 mark

(Award 1 mark for both correct.)

15 Circle the correct use of the **apostrophe** in the examples below.

will not **wo'nt** **won't**

must have **must've** **mustv'e**

1 mark

(Award 1 mark for both correct.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

16 Rewrite the following sentence, changing it from a question to a **command**.

Would you please pick up that litter?

Pick up that litter.

(Award 1 mark if correct.)

1 mark

17 Underline the **three determiners** in the sentence below.

My sister is going to the cinema with some friends.

(Award 1 mark for 3 correctly identified determiners.)

1 mark

18 Rewrite the sentence below so that it starts with a **fronted adverbial phrase**.

Yusayrah plays hockey at the weekend.

At the weekend, Yusayrah plays hockey.

(Award 2 marks for fronted adverbial and comma, 1 mark if comma omitted.)

2 marks

19 Rewrite the following sentence in the first person, by changing the **pronouns**.
(It has been started for you.)

Maurice was playing cricket with his younger brother.

I was **playing cricket with my younger brother.**

(Award 1 mark for the pronoun changed correctly.)

1 mark

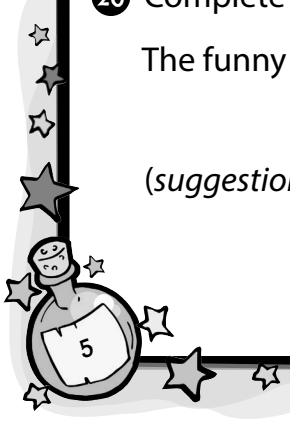
20 Complete the sentence below by adding an **expanded noun phrase**.

The funny clown with **the big feet** made the children laugh.

(*suggestion only*)

(Award 1 mark for an expanded noun phrase.)

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

21 Identify the different **word classes** (parts of speech) by putting the following underlined words under the correct heading.

Adele sang superbly at the concert because she has a beautiful voice.

proper noun	verb	adjective	adverb
Adele	sang	beautiful	superbly

preposition	pronoun	conjunction
at	she	because

(Award 3 marks for 7 correct, 2 marks for 6 correct, 1 mark for 5 correct.)

3 marks

22 Insert a pair of **brackets** into the correct place in the sentence below.

You will need to put two coins (a pound and a fifty pence piece) in the meter.

(Award 1 mark if brackets placed correctly.)

1 mark

23 Rewrite the sentence below using **direct speech**. Remember to use a question mark.

The teacher asked Joel why he wanted to be a firefighter.

"Why do you want to be a firefighter, Joel?" the teacher asked.

(Award 1 mark if speech marks are placed correctly.)

1 mark

24 Rewrite the sentence below putting the **direct speech** at the end of the sentence.

"I don't have any change," said Georgia.

Georgia said, "I don't have any change."

(Award 1 mark for correctly placed speech.)

1 mark



Page Total

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

25 Indicate whether the underlined word is an **adjective** or an **adverb** by drawing a circle round the correct answer.

I never have any trouble finding a place to park. **adjective / (adverb)**

Mr Khan always greets us with a friendly smile. **(adjective) / adverb**

Oscar smiles broadly when he hears the good news. **adjective / (adverb)**

2 marks

(Award 2 marks for 3 correct, 1 mark for 2 correct.)

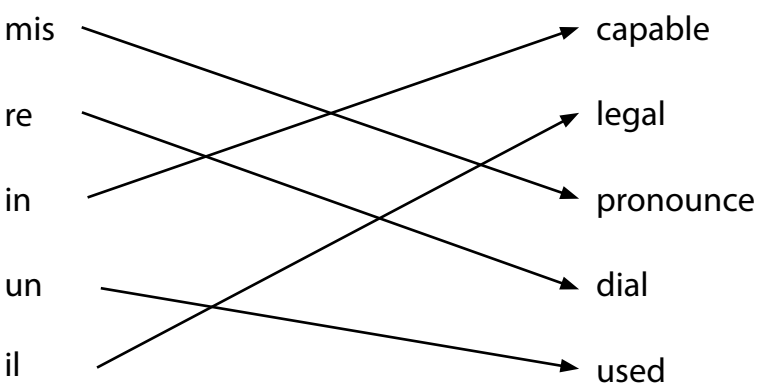
26 Identify the **subordinate clause** in the following sentence by underlining it.

After only ten minutes, the opposition had scored their third goal.

1 mark

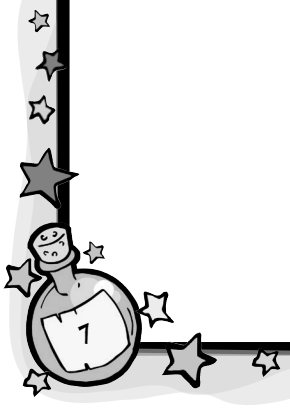
(Award 1 mark if correctly identified.)

27 Draw a line to match each **prefix** to the correct word so that it makes a new word. (One has been done for you.)



2 marks

(Award 2 marks for 4 correct, 1 mark for 3 correct.)



Page Total

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

28 Add a **suffix** to the underlined words so that the sentences make sense.

The policeman wanted us to make a state**ment** about the robbery.

I really appreciate your friend**ship** at this difficult time.

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

29 Insert **two commas** into the correct place in the sentence below.

The manager**,** who dealt with our complaint**,** gave us a voucher for ten pounds.

1 mark

(Award 1 mark for both commas correctly placed.)

30 Tick which sentence has used the **dash** correctly.

Carlos had one word to describe the trip – fantastic! ☑

Carlos had – one word to describe the trip fantastic! ☐

Carlos had one word to describe – the trip fantastic! ☐

1 mark

(Award 1 mark for correct answer.)

31 Complete the table below to show a word with a **similar** meaning and a word with the **opposite** meaning.

	similar	opposite
sad	miserable	happy
tiny	small	large
beautiful	pretty	ugly

3 marks

(Accept any appropriate synonym or antonym.)

(Award 3 marks for 6 correct, 2 marks for 5 correct, 1 mark for 4 correct.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 2 ANSWERS

32 Underline the **expanded noun phrase** in the sentence below.

The chubby actor with the grey beard collapsed on stage.

(Award 1 mark if correctly underlined.)

1 mark

33 Correct the following sentence so that it is written in **Standard English**.

I would of told you, but I didn't know nothing about it.

I would have told you, but I didn't know anything about it.

(Accept 'but I knew nothing about it.')

(Award 2 marks for both corrected.)

2 marks

34 Place **commas** in the following sentences to avoid **ambiguity**.
(Put two **commas** in the first sentence and one **comma** in the second.)

Claudia collected silver, paper, felt and buttons for her collage.

Claudia collected silver paper, felt and buttons for her collage.

(Award 2 marks for the correct use of commas.)

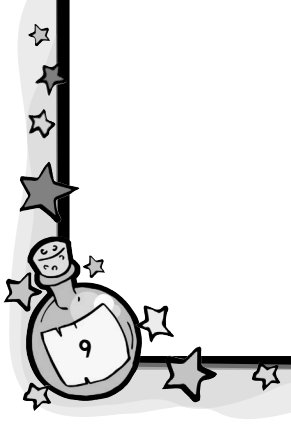
2 marks

End of Optional Test 2

Page Total

TOTAL / **50**

PERCENTAGE SCORE **%**



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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

Name …… Class …… Date ……

1 Rewrite the sentence below putting in any missing **punctuation** including **capital letters**.

did you catch any fish asked abigail

"Did you catch any fish?" asked Abigail.

2 marks

(Award 2 marks for 6 correct. Award 1 mark for 4 or 5 correct.)

2 Insert **two commas** in the sentence below.

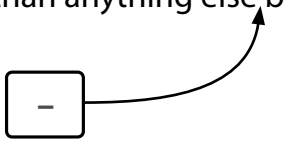
During the afternoon**,** Paolo completed his story**,** drew a picture to illustrate it and then read it to the class.

1 mark

(Award 1 mark for both commas placed correctly.)

3 The sentence below needs a **punctuation mark**. Choose from a **dash**, a **comma** or a **full stop**. Put the punctuation mark in the box and draw an arrow to show where it should go.

There was one thing she hated more than anything else bad manners.



2 marks

(Award 1 mark for a dash and 1 mark for correct placement.)

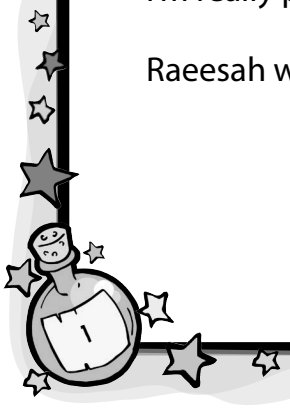
4 Underline the **modal verbs** in the sentences below.

I'm really pleased with my picture; I might enter it in the competition.

Raeesah wanted to know if she should stay in class or go out to play.

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)



Page Total

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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

5 Tick the word which is a **modal adverb**.

certainly ☑

quickly ☐

Now tick the box where the **modal adverb** should be placed within the sentence.

I can remember who told me the answer first.

☑ ☐ ☐ ☐

(Award 2 marks for both ticks correctly placed. Award 1 mark for correct adverb.)

2 marks

6 Circle the **coordinating conjunction** in each of the sentences below.

I don't have the permission slip (but) I do have the money for the trip.

I have written it in my diary (so) that I don't forget.

(Award 1 mark for both correct.)

1 mark

7 Complete the sentence below by adding a **subordinate clause**.

I showed the boy where to hang his coat **because he was new to the school.**

.....

(suggestion only)

(Award 1 mark for any appropriate subordinate clause.)

1 mark

Page Total

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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

8 Tick the sentence which uses a **relative clause**.

Tina had four brothers but no sisters. ☐

This is the path which goes to the park. ☑

That is the last of the matches. ☐

1 mark

(Award 1 mark for correct answer.)

9 Complete the sentence below using a **relative clause**.

Tom and Suriya served the sandwiches **which were delicious.**

.....

(suggestion only)

1 mark

(Award 1 mark for an appropriate relative clause.)

10 Tick the sentence below which has been written as a **command**.

I was made team captain for our house. ☐

Work hard to get house points. ☑

We were awarded a trophy at the end of the term. ☐

1 mark

(Award 1 mark for correct answer.)

11 What is the name of the **punctuation mark** that separates the clauses in the sentence below?

Cerys wanted to know why I hadn't replied to her email – it had gone into junk mail.

dash

1 mark

(Award 1 mark for correct answer.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

12 Change the sentence below into the **tenses** shown.

simple past	I drank lemonade.
present perfect	**I have drunk lemonade.**
present perfect progressive	**I have been drinking lemonade.**

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

13 Complete the sentences below with an appropriate **time preposition**.

You have **until** Friday morning to complete your assignment.

Samuel was told to finish the exercise **by** morning break. *(Accept: at)*

2 marks

(Award 2 marks for both correct. Accept appropriate alternatives.)

14 Write the following using the **apostrophe for possession**.

the trunk of the elephant

the elephant's trunk

the boots of the men

the men's boots

1 mark

(Award 1 mark for both correct.)

15 Circle the correct use of the **apostrophe** in the examples below.

she has	**sh'es**	**she's**
is not	**isn't**	**is'nt**

1 mark

(Award 1 mark for both correct.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

16 Rewrite the following sentence, changing it from a question to a **command**.

Would you please close that door?

Close that door.

1 mark

(Award 1 mark if correct.)

17 Underline the **three determiners** in the sentence below.

Those girls go to an event every week.

1 mark

(Award 1 mark for 3 correctly identified determiners.)

18 Rewrite the sentence below so that it starts with a **fronted adverbial phrase**.

Humaid goes to mosque every evening after school.

Every evening after school, Humaid goes to mosque.

2 marks

(Award 2 marks for fronted adverbial and comma, 1 mark if comma omitted.)

19 Rewrite the following sentence in the first person, by changing the **pronouns**.
(It has been started for you.)

Neha put the trip money in her bag.

I put **the trip money in my bag.**

1 mark

(Award 1 mark for the pronoun changed correctly.)

20 Complete the sentence below by adding an **expanded noun phrase**.

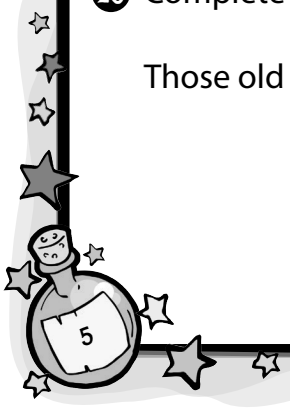
Those old pumps with **holes in** can be thrown away.

(suggestion only)

1 mark

(Award 1 mark for an expanded noun phrase.)

Page Total



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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

21 Identify the different **word classes** (parts of speech) by putting the following underlined words under the correct heading.

Stefan couldn't answer every question in the test but he got a good score surprisingly.

proper noun	verb	adjective	adverb
Stefan	answer	good	surprisingly

preposition	pronoun	conjunction
in	he	but

(Award 3 marks for 7 correct, 2 marks for 6 correct, 1 mark for 5 correct.)

3 marks

22 Insert a pair of **brackets** into the correct place in the sentence below.

Bradley **(**ten last Sunday**)** was the youngest boy in the class.

(Award 1 mark if brackets placed correctly.)

1 mark

23 Rewrite the sentence below using **direct speech**. Remember to use a question mark.

Mr Jackson asked Dylan if he would like to volunteer.

"Would you like to volunteer, Dylan?" Mr Jackson asked.

(Award 1 mark if speech marks are placed correctly.)

1 mark

24 Rewrite the sentence below putting the **direct speech** at the end of the sentence.

"Nicholas sings very sweetly," said Ashanti.

Ashanti said, "Nicholas sings very sweetly."

(Award 1 mark for correctly placed speech.)

1 mark

Page Total

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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

25 Indicate whether the underlined word is an **adjective** or an **adverb** by drawing a circle round the correct answer.

I <u>always</u> seem to solve these puzzles. **adjective / (adverb)**

It was a <u>hot</u> day for playing rounders. **(adjective) / adverb**

Miss Parks got really cross with Crystal's <u>silly</u> behaviour. **(adjective) / adverb**

2 marks

(Award 2 marks for 3 correct, 1 mark for 2 correct.)

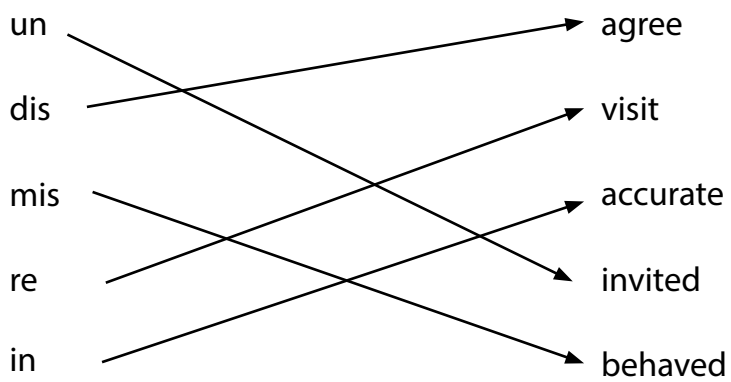
26 Identify the **subordinate clause** in the following sentence by underlining it.

<u>Before playing the match</u>, Ronaldo changed into his lucky shorts.

1 mark

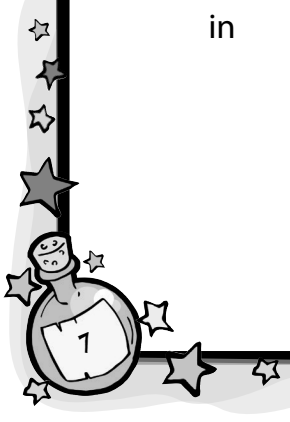
(Award 1 mark if correctly identified.)

27 Draw a line to match each **prefix** to the correct word so that it makes a new word. (One has been done for you.)



2 marks

(Award 2 marks for 4 correct, 1 mark for 3 correct.)



Page Total

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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

28 Add a **suffix** to the underlined words so that the sentences make sense.

We could all see the disappoint**ment** in the teacher's face.

The lesson in first aid proved to be very use**ful**.

2 marks

(Award 2 marks for both correct, 1 mark for 1 correct.)

29 Insert **two commas** into the correct place in the sentence below.

The cook**,** who sent me to the back of the queue**,** gave me second helpings.

1 mark

(Award 1 mark for both commas correctly placed.)

30 Tick which sentence has used the **dashes** correctly.

The beach – wet and miserable in the autumn drizzle – was deserted. ☑

The beach wet and miserable – in the autumn drizzle – was deserted. ☐

The beach wet and miserable in the autumn drizzle was – deserted. ☐

1 mark

(Award 1 mark for correct answer.)

31 Complete the table below to show a word with a **similar** meaning and a word with the **opposite** meaning.

	similar	opposite
huge	massive	tiny
nasty	horrible	nice
generous	kind	mean

3 marks

(Accept any appropriate synonym or antonym.)
(Award 3 marks for 6 correct, 2 marks for 5 correct, 1 mark for 4 correct.)

Page Total

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Year 5 Grammar & Punctuation

Optional Test 3 ANSWERS

32 Underline the **expanded noun phrase** in the sentence below.

The teacher in the striped jumper and black mask went as Burglar Bill for National Book Day.

(Award 1 mark if correctly underlined.)

1 mark

33 Correct the following sentence so that it is written in **Standard English**.

Josh didn't know nothing about it, so it couldn't of been him.

Josh didn't know anything about it, so it couldn't have been him.

(*Accept 'knew nothing about'*)

(Award 2 marks for both words corrected.)

2 marks

34 Place **commas** in the following sentences to avoid **ambiguity**.
(Put two **commas** in the first sentence and one **comma** in the second.)

He made the junk from paper, cups, boxes and card.

He made the junk from paper cups, boxes and card.

(Award 2 marks for the correct use of commas.)

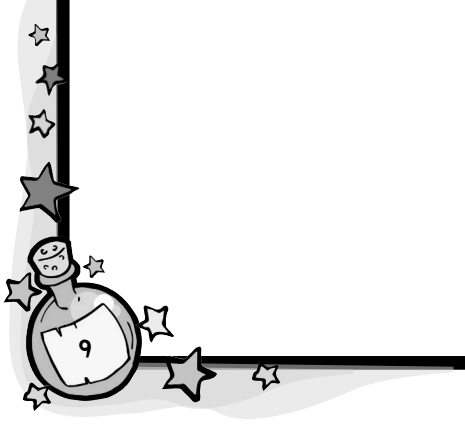
2 marks

End of Optional Test 3

Page Total

TOTAL / **50**

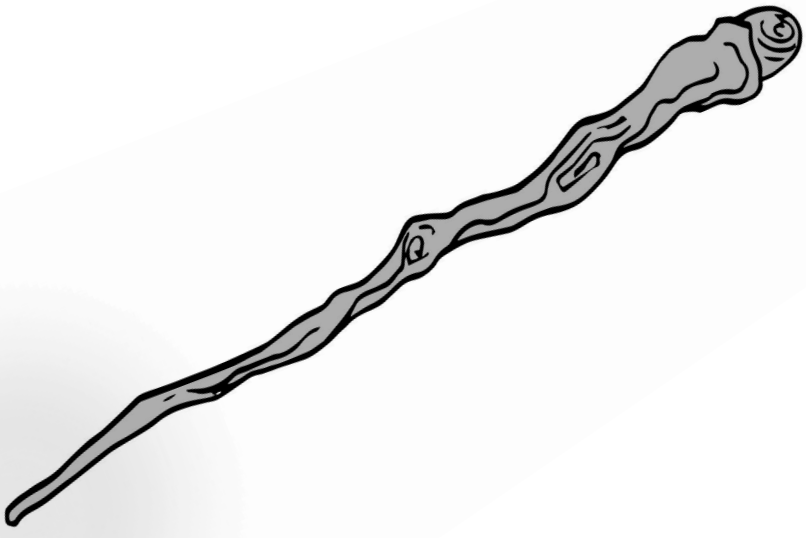
PERCENTAGE SCORE **%**



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Assessments/Test Analysis

Record Sheets



Raw score/scaled score conversion charts for the Optional Tests are supplied on the CD-ROM.

Year 5

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ASSESSMENT/TEST RECORD SHEET

		Children's Names
Autumn	Raw score	
	%	
	Stage	
Spring	Raw score	
	%	
	Stage	
Summer	Raw score	
	%	
	Stage	
Optional 1	Raw score	
	Scaled score	
	Stage	
Optional 2	Raw score	
	Scaled score	
	Stage	
Optional 3	Raw score	
	Scaled score	
	Stage	

Enlarge to A3 for added clarity

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Autumn Assessment

YEAR 5

ANALYSIS GRID

Question Objectives	Children's Names																																					Total correct per question	Percentage per question
1. Punctuation																																							
2. Speech marks																																							
3. Commas in lists																																							
4. Modal verbs																																							
5. Colons for lists																																							
6. Modal adverbs																																							
7. Co-ordinating conjunctions																																							
8. Implied relative pronouns																																							
9. Co-ordinating/subordinating conjunctions																																							
10. Relative pronouns																																							
11. Active/passive voice																																							
12. Semi-colons																																							
13. Modal verbs (for possibility)																																							
14. Colons																																							
Children's Scores																																							
Percentages																																							

Enlarge to A3 for added clarity

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Spring Assessment

YEAR 5

ANALYSIS GRID

Question Objectives	Children's Names																																				Total correct per question	Percentage per question
1. Punctuation																																							
2. Past perfect tense																																						
3. Present perfect progressive																																						
4. Time prepositions																																						
5. Apostrophe for possession																																						
6. Apostrophe for contraction																																						
7. Commands (identifying)																																						
8. Punctuation marks (hyphen)																																						
9. Fronted adverbials																																						
10. Cohesive devices																																						
11. First person (pronouns)																																						
12. Third person (pronouns)																																						
13. Commands (using)																																						
14. Bullet points																																						
Children's Scores																																						
Percentages																																						

Enlarge to A3 for added clarity

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Summer Assessment

YEAR 5

ANALYSIS GRID

Question Objectives	Children's Names																																				Total correct per question	Percentage per question
1. Word classes																																							
2. Brackets																																						
3. Direct speech																																						
4. Speech (at end of sentence)																																						
5. Adverbs																																						
6. Suffixes (verbs)																																						
7. Determiners																																						
8. Prefixes																																						
9. Commas for parenthesis																																						
10. Dashes																																						
11. Expanded noun phrases																																						
12. Suffixes (-ful, -less)																																						
13. Commas (to avoid ambiguity)																																						
14. Standard English																																						
15. Alternatives / opposites																																						
Children's Scores																																						
Percentages																																						

Enlarge to A3 for added clarity

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Optional Tests **YEAR 5**

ANALYSIS GRID

Please mark as **OPTIONAL** **1** **2** or **3**

Question Objectives

		Children's Names																																					Total correct per question	Percentage per question
1.	Punctuation (including speech marks)																																							
2.	Commas (for lists and to separate clauses)																																							
3.	D ashes																																							
4.	Modal verbs																																							
5.	Modal adverbs																																							
6.	Coordinating conjunctions																																							
7.	Subordinate clauses																																							
8.	Relative clauses (identifying)																																							
9.	Relative clauses (using)																																							
10.	Commands (identifying)																																							
11.	Dashes																																							
12.	Perfect tense																																							
13.	Time prepositions																																							
14.	Apostrophe for possession																																							
15.	Apostrophe for contraction																																							
16.	Commands (using)																																							
17.	Determiners																																							
18.	Fronted adverbials																																							
19.	First person/third person (pronouns)																																							
20.	Expanded noun phrases (using)																																							
21.	Word classes (parts of speech)																																							
22.	Brackets																																							
23.	Direct speech																																							
24.	Speech (at the end of sentence)																																							
25.	Adjectives/adverbs (identifying)																																							
26.	Subordinate clauses																																							
27.	Prefixes																																							
28.	Suffixes																																							
29.	Commas (parenthesis)																																							
30.	Dashes																																							
31.	Similar / opposite words																																							
32.	Expanded noun phrases (identifying)																																							
33.	Standard English																																							
34.	Commas to avoid ambiguity																																							
	Raw Scores																																							
	Scaled Scores																																							

Enlarge to A3 for added clarity

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NATIONAL CURRICULUM STATUTORY REQUIREMENTS

RECORD SHEET

YEARS 5 & 6

		Children's Names
Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	
	using passive verbs to affect the presentation of information in a sentence	
	using the perfect form of verbs to mark relationships of time and cause	
	using expanded noun phrases to convey complicated information precisely	
	using modal verbs or adverbs to indicate degrees of possibility	
	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	
	learning the grammar for years 5 and 6 in English Appendix 2	
Pupils should be taught to indicate grammatical and other features by:	using commas to clarify meaning or avoid ambiguity in writing	
	using hyphens to avoid ambiguity	
	using brackets, dashes or commas to indicate parenthesis	
	using semi-colons, colons or dashes to mark boundaries between independent clauses	
	using a colon to introduce a list	
	punctuating bullet points consistently	
Pupils should be taught to use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.		

Enlarge to A3 for added clarity

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National Curriculum Notes & Coverage



Year 5

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National Curriculum Coverage and Notes

Teachers will note that, within the activity sheets, there are a number of exercises that consolidate previous learning, as well as exercises that go beyond the National Curriculum requirements for a particular age group. In the English Programme of Study (p 6 of the introduction) it states:

"Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate."

At HeadStart, we believe that there are a number of appropriate concepts that can be introduced at an earlier stage than stated in English Appendix 2. For example, in the Year 3 and Year 4 Programme of Study for writing composition, it states that children need to build a 'varied and rich vocabulary' (p 29), yet the term 'synonym' is not introduced until Year 6 of Appendix 2 (p 69). We have, therefore, introduced the use of synonyms at a much earlier age, though children will not be tested on the knowledge of the term "synonym" until the appropriate key stage.

Coverage

The following tables show the year group when the concepts are first introduced in the Programme of Study, either in the Statutory Requirements or in the Appendix. Some concepts appear under Spelling or Writing and have been included because of their close relationship to grammar. Some concepts, e.g. irregular adjectives (comparative and superlative), are not mentioned in the Statutory Requirements, but have been included because of the importance of teaching children Standard English. (For example, children need to understand not to use "more bigger", or "my bestest friend", or "worserer".)

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Coverage – Book 1

	Learning Objectives	National Curriculum Programme of Study		
		Statutory Requirements	**Appendix 2**	**Glossary/ Spelling/ Writing**
	Part One			
1.	Direct speech	Year 3 & 4	Year 3	
2.	Commas in lists	Year 2	Year 2	
3.	Colons	Year 5 & 6	Year 6	
4.	Modal verbs of possibility	Year 5 & 6	Year 5	
5.	Modal adverbs	Year 5 & 6	Year 5	
6.	Coordinating conjunctions	Year 2, 3 & 4	Year 2 & 3	
7.	Subordinating conjunctions	Year 2, 3 & 4	Year 2 & 3	
8.	Relative clauses	Year 5 & 6	Year 5	
9.	Passive voice	Year 5 & 6	Year 6	
10.	Semi-colons	Year 5 & 6	Year 6	
	Part Two			
1.	Perfect tense	Year 5 & 6	Year 3	
2.	Prepositions of time	Year 3 & 4	Year 3	
3.	Apostrophes	Year 2, 3 & 4	Year 2 & 4	
4.	Imperative verbs (commands)	Year 2	Year 2	Writing Y3 & 4
5.	Hyphens (in compound words)	Year 5 & 6	Year 6	
6.	Fronted adverbials	Year 3 & 4		
7.	Cohesive devices		Year 5 & 6	Glossary
8.	First person/third person (pronouns)	Year 3 & 4	Year 4	Writing Y2, 3 & 4
9.	Subjunctive form		Year 6	Glossary
10.	Bullet points	Year 5 & 6	Year 6	
	Part Three			
1.	Brackets	Year 5 & 6	Year 5	
2.	Reported speech			Writing Y3 & 4
3.	Adverbs	Year 3 & 4	Year 2	
4.	Suffixes		Year 2 & 5	Spelling Y2
5.	Determiners			Glossary
6.	Prefixes		Year 3 & 5	Spelling Y1, 3 & 4
7.	Commas for parenthesis		Year 5	
8.	Dashes	Year 5 & 6	Year 5	
9.	Synonyms		Year 6	Writing Y3 & 4
10.	Expanded noun phrases	Year 5 & 6	Year 4	

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Learning Objectives *(Headings marked with the wand symbol denote concepts not covered in Book 1.)*	**Statutory Requirements**	**Appendix 2**	**Glossary/ Spelling/ Writing**
1. Capital letters for titles	Year 2		Glossary
2. Punctuating addresses	Year 2		Glossary
3. Direct speech (speech marks)	Year 3 & 4	Year 3	
4. Commas in lists	Year 2	Year 2	
5. Colons	Year 5 & 6	Year 6	
6. Modal verbs of possibility	Year 5 & 6	Year 5	
7. Modal verbs for degrees of politeness			Glossary
8. Modal adverbs	Year 5 & 6	Year 5	
9. Coordinating conjunctions	Year 2, 3 & 4	Year 2 & 3	
10. Subordinating conjunctions	Year 2, 3 & 4	Year 2 & 3	
11. Relative clauses	Year 5 & 6	Year 5	
12. Passive voice	Year 5 & 6	Year 6	
13. Semi-colons	Year 5 & 6	Year 6	
14. Perfect tense	Year 5 & 6	Year 3	
15. Prepositions of time	Year 3 & 4	Year 3	
16. Apostrophes	Year 2, 3 & 4	Year 2 & 4	
17. Imperative verbs (commands) (1)	Year 2	Year 2	Writing Y3 & 4
18. Imperative verbs (commands) (2)	Year 2	Year 2	Writing Y3 & 4
19. Hyphens (in compound words)	Year 5 & 6	Year 6	
20. Fronted adverbials (1)	Year 3 & 4		
21. Fronted adverbials (2)			
22. Cohesive devices		Year 5 & 6	Glossary
23. First person/third person (pronouns)	Year 3 & 4	Year 4	Writing Y2, 3 & 4
24. Subjunctive form		Year 6	Glossary
25. Bullet points	Year 5 & 6	Year 6	
26. Brackets	Year 5 & 6	Year 5	
27. Reported speech			Writing Y3 & 4
28. Adverbs	Year 3 & 4	Year 2	
29. Suffixes		Year 2 & 5	Spelling Y2
30. Determiners			Glossary
31. Prefixes (1)		Year 3 & 5	Spelling Y1, 3 & 4
32. Prefixes (2)		Year 3 & 5	Spelling Y1, 3 & 4
33. Commas for parenthesis		Year 5	
34. Dashes	Year 5 & 6	Year 5	
35. Synonyms		Year 6	Writing Y3 & 4
36. Antonyms (1)		Year 6	Glossary
37. Antonyms (2)		Year 6	Glossary
38. Prefixes and suffixes to form antonyms		Year 6	Glossary
39. Expanded noun phrases (1)	Year 5 & 6	Year 4	
40. Expanded noun phrases (2)	Year 5 & 6	Year 4	
41. Expanded noun phrases (identification) (1)	Year 5 & 6	Year 4	
42. Expanded noun phrases (identification) (2)	Year 5 & 6	Year 4	
43. Formal language (letter writing) (1)	Year 5 & 6	Year 6	
44. Formal language (letter writing) (2)	Year 5 & 6	Year 6	
45. Formal language (letter writing) (3)	Year 5 & 6	Year 6	
46. Commas (to avoid ambiguity)	Year 5 & 6	Year 5	
47. Paragraphs (linking ideas) (1)		Year 5 & 6	Writing Y5 & 6
48. Paragraphs (linking ideas) (2)		Year 5 & 6	Writing Y5 & 6
49. Punctuation marks		Year 5 & 6	Glossary
50. Word classes (parts of speech) (1)	Year 3, 4, 5 & 6		Glossary
51. Word classes (parts of speech) (2)	Year 3, 4, 5 & 6		Glossary
52. Standard English (1)		Year 4	Glossary
53. Standard English (2)		Year 4	Glossary

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The following table shows how the programmes of study are covered by the scheme of work presented in this book.

Pupils should be taught to:
develop their understanding of the concepts set out in English Appendix 2 by:

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms			
Book 1	**p 73 – 76**	**Book 2**	**p 7, 24, 42 – 44**
using passive verbs to affect the presentation of information in a sentence			
Book 1	**p 33 – 36**	**Book 2**	**p 12**
using the perfect form of verbs to mark relationship of time and cause			
Book 1	**p 41 – 44**	**Book 2**	**p 14**
using expanded noun phrases to convey complicated information concisely			
Book 1	**p 117 – 120**	**Book 2**	**p 39 – 41**
using modal verbs to indicate degrees of possibility			
Book 1	**p 13 – 16**	**Book 2**	**p 6**
Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun			
Book 1	**p 29 – 32**	**Book 2**	**p 11**

Learning the grammar for years 5 and 6 in English Appendix 2

indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing			
		Book 2	**p 45**
Using hyphens to avoid ambiguity			
Book 1	**p 57 – 60**	**Book 2**	**p 19**
Using brackets, dashes or commas to indicate parenthesis			
Book 1	**p 81 – 84**	**Book 2**	**p 26, 33, 34**
Book 1	**p 105 – 108**		
Book 1	**p 109 – 112**		

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Using semi-colons, colons or dashes to mark boundaries between clauses			
Book 1	**p 9 – 12**	**Book 2**	**p 5, 13, 34**
Book 1	**p 37 – 40**		
Book 1	**p 109 – 112**		

Using a colon to introduce a list			
Book 1	**p 9 – 12**	**Book 2**	**p 5**

Punctuating bullet points consistently			
Book 1	**p 77 – 80**	**Book 2**	**p 25**

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

Appendix 2: Vocabulary, grammar and punctuation

Converting nouns or adjectives into verbs using suffixes			
Book 1	**p 93 – 96**	**Book 2**	**p 29**

Verb prefixes			
Book 1	**p 101 – 104**	**Book 2**	**p 31 & 32**

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun			
Book 1	**p 29 – 32**	**Book 2**	**p 11**

Indicating degrees of possibility using adverbs			
Book 1	**p 17 – 20**	**Book 2**	**p 8**

Modal verbs			
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Devices to build cohesion within a paragraph			
Book 1	**p 65 – 68**	**Book 2**	**p 22**

Linking ideas across paragraphs using adverbials of time, place and number.			
		Book 2	**p 46, 47**

Brackets, dashes or commas to indicate parenthesis			
Book 1	**p 81 – 84, 105 – 108, 109 – 112**	**Book 2**	**p 26, 33 & 34**

Use of commas to clarify meaning or avoid ambiguity			
		Book 2	**p 45**

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