

SPAG

Unit 4 - Thursday

Year 5 do the 5 Star. Year 6 do the 6 star

We have put Grammar Mats first to remind you what you need to know in year 5 and 6. This should help you with your SPAG.

Y5 Expected Grammar Mat

Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had **sharp teeth**.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

'An enormous, menacing monster in the mouth of a dark cave'

Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

Past simple – the action took place in the past and is now finished.

I walked to my friend's house.

Past progressive – the action took place in the past over a period of time.

I was walking to my friend's house.

Past perfect – the action was completed by a particular point in the past

I was walking to my friend's house.

Present simple – the action takes place regularly.

I walk to my friend's house.

Present progressive – the action is taking place now.

I am walking to my friend's house.

Present perfect – the action is now completed.

I have walked to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

Co-ordinating conjunctions

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. There are many co-ordinating conjunctions but some of the main ones can be remembered using the acronym FANBOYS.

F – for

A – and

N – nor

B – but

O – or

Y – yet

S – so

I like swimming **and** my brother likes football.

We might go to the cinema **or** we could go to the funfair.

I want to wear my sunhat **but** it is raining.

Subordinating conjunctions

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym A WHITE BUS.

A – although, after, as

WH – when

I – if

T – that

E – ever though

B – because

U – until, unless

S – since

We couldn't do PE today **because** it was raining.

When playtime was over, the teacher **rang** the bell.

Make sure you wear your coat **if** it gets too cold.

We wanted to eat the cake **that** my mum made yesterday.

Relative clauses and relative pronouns

A **relative clause** is a specific type of subordinate clause that adapts, describes or modifies a noun. They add information to sentences by using a **relative pronoun** (who, that, which, when, where, whose, whom).

The book, **which is very popular with the class**, is unavailable in the school library.

Modal verbs

A modal verb is a special type of verb which changes or affects other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission. Examples: **will, must, should, would, could, might, ought to, can**

You **must** brush your teeth at least twice a day.

He **could** decide whether to do his homework now or later.

Sentence types

Statement – tells the reader something.

Tigers have sharp teeth.

Command – tells you to do something.

Go and look at the tiger.

Question – gains further information by asking something.

Did you see the tiger at the zoo?

Exclamation – makes a statement but is usually said with a strong emotion such as anger or surprise

What sharp teeth the tiger had!

Adverbs and fronted adverbials

Adverbs give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym TRAMP.

T – time (when) R – reason (why) M – manner (how) P – place (where)

Please make sure that you come home **soon**. (time)

The dog **greedily** ate its dinner. (manner)

Fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

As fast as he could, the little boy sprinted for the finishing line.

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I **have walked** to my friend's house.

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Subjunctive form

The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.

I wish I **were** able to fly.

I suggest you **take** an umbrella with you.

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Y6 Expected Grammar Mat

My Mixed Grammar Workout



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Convert the words in brackets into **verbs** using a **suffix**.

Do you have to (terror) _____ your sister?

(Intense) ` _____ the heat so that it boils.

Add a different **modal verb** to each sentence.

I _____ do the washing up.

You _____ be a footballer!

I _____ eat marmite.

Tick the sentences which uses **parenthesis** correctly.

My (annoying) sister knocked on my door.

I saw the cutest hamster (the black and white one) the hamster was tiny!

I love (when) my cousins come round - unless it's Jon, because they are so much fun!



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Tick the sentences which use **-s** as **plural**.

The balloons are flying away!.

The dog's ear had been bitten!

My sisters love me!

My sister's hat is comfortable.

Add **commas** to clarify meaning.

Make sure you put the toy dog and bricks in the corner.

Am I going to learn how to cook mum?

I found a rock star and two shells at the beach.

Circle the sentence which has been written in **Standard English**.

I done it first!

All of us were being loud.

You was here first.

My Mixed Grammar Workout



Circle the two words in the sentence below that are **synonyms** of each other.

Indeed, he is gracious- yet simultaneously humorous. He does need to remember though, being considerate can be a downfall in life.

Insert a **colon** in the correct place in the sentence below.

I have to brush up on my maths skills my test is in two weeks.

Look at the question below. Change the **question** into a **command**.

Can you tie my shoelaces?



Draw a line to match each word to its correct **antonym**.

Word

complex

attack

achieve

blunt

Antonym

simple

sharp

defend

fail

Rewrite the sentence below as **direct speech**. Remember to punctuate your answer correctly.

Natalie whispered to her friend to get out.

Tick the sentence that must end in a **question mark**.

Tick **one**

When you arrive, tell me

What a shame that is

How amazing you are

How did you do that

Answers

My Mixed Grammar Workout

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Convert the words in brackets into **verbs** using a **suffix**.

Do you have to (terror) terrorise your sister?

(Intense) Intensify the heat so that it boils.

Add a different **modal verb** to each sentence.

I will do the washing up.

You should be a footballer!

I might eat marmite.

examples

Tick the sentences which uses **parenthesis** correctly.

My (annoying) sister knocked on my door.

I saw the cutest hamster (the black and white one) the hamster was tiny!

I love (when) my cousins come round - unless it's Jon, because they are so much fun!

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Insert a **colon** in the correct place in the sentence below.

I have to brush up on my maths skills: my test is in two weeks.



Look at the question below. Change the **question** into a **command**.

Can you tie my shoelaces?

Tie my shoelaces.

Draw a line to match each word to its correct **antonym**.

Word	Antonym
complex	simple
attack	sharp
achieve	defend
blunt	fail

Rewrite the sentence below as **direct speech**. Remember to punctuate your answer correctly.

Natalie whispered to her friend to get out.

Natalie whispered to her friend, "Get out."

"Get out," Natalie whispered to her friend.

Tick the sentence that must end in a **question mark**.

Tick **one**

When you arrive, tell me

What a shame that is

How amazing you are

How did you do that