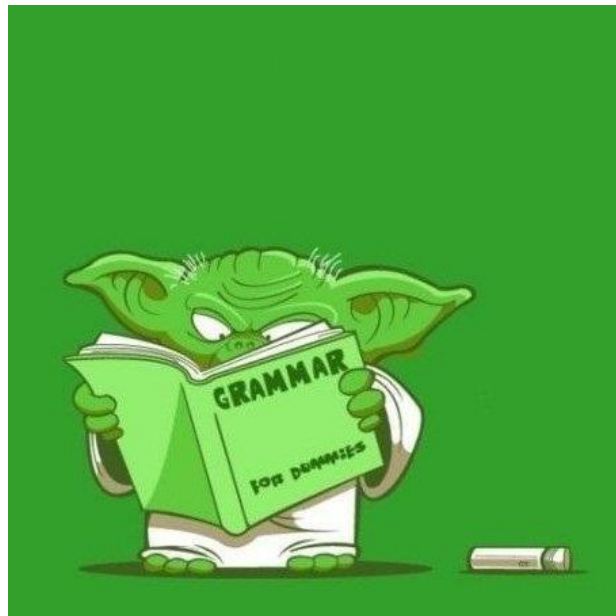




Vocabulary, Grammar & Punctuation



Year 5 & 6 spelling word list

accommodate	correspond	identity	queue
accompany	criticise	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip/-ped/- ment	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Year 3 & 4 spelling word list

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman
describe	important	potatoes	women
different	increase	pressure	
difficult	interest	probably	
disappear	island	promise	

<p>active voice (in contrast to passive voice) [V]</p>	<p>The subject of the sentence completes the action of the verb</p> <p>The dog saw the cat. subject verb object</p>	<p>Which sentence is written in the active voice? <i>The apple was stolen by the hungry boy</i> <i>The book was written by JK Rowling.</i> <i>The library held 15000 books.</i></p>
<p>adjective</p>	<p>Adjectives can be used:</p> <p>before a noun to make it more specific (to modify it) <i>The plant had <u>attractive</u> blossom.</i></p> <p>after the verb be (as its complement) <i>The blossom was <u>pretty</u>.</i></p>	<p>Complete the sentence with an adjective formed from the verb <u>describe</u>.</p> <p><i>The language of the poem was very _____.</i></p>
<p>adverb</p>	<p>Adverbs are <u>single words</u> usually used to modify a verb but can also modify an adjective or a whole clause. Sometimes end in -ly. <i>The dog <u>soon</u> started snoring <u>loudly</u>.</i> <i>We were <u>very</u> excited.</i> <i>Happily, they soon found the missing cat.</i></p>	<p>Decide whether the underlined word is an adjective (adj) or an adverb (adv).</p> <p><i>It was a <u>straight</u> line all the way.</i> <i>I hate sleeping <u>late</u>.</i> <i>The crocodile's jaws opened <u>wide</u>.</i> <i>That is the <u>wrong</u> colour.</i></p> <p>Circle the adverb in the sentence below.</p> <p><i>"Later," he thought, "I'll be able to see them."</i></p>
<p>adverbial</p>	<p>A word or a phrase that is used like an adverb. <i>The bus leaves <u>in five minutes</u></i> <i>We ate fish and chips <u>last night</u>.</i> <i><u>Quick as a flash</u>, she answered the question.</i></p> <p>Remember fronted adverbials are followed by a comma.</p>	<p>Underline the adverbial in this sentence.</p> <p><i>Later that day, I heard the bad news.</i></p>

<p>antonym</p>	<p>Two words are antonyms if their meanings are opposites. <i>hot – cold</i> <i>light – dark</i> <i>in – out</i></p>	<p>Draw a line to match each word to its correct antonym.</p> <table border="0"> <tr> <td><i>relaxed</i></td> <td><i>cacophonous</i></td> </tr> <tr> <td><i>joyful</i></td> <td><i>anxious</i></td> </tr> <tr> <td><i>knowledgeable</i></td> <td><i>miserable</i></td> </tr> <tr> <td><i>soundless</i></td> <td><i>ignorant</i></td> </tr> </table>	<i>relaxed</i>	<i>cacophonous</i>	<i>joyful</i>	<i>anxious</i>	<i>knowledgeable</i>	<i>miserable</i>	<i>soundless</i>	<i>ignorant</i>
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<i>soundless</i>	<i>ignorant</i>									
<p>clause</p>	<p>A group of words built around a verb.</p> <p>It can be main: <u>The train pulled away from the platform</u>, steam billowing.</p> <p>subordinate: <u>Steam billowed</u> as the train pulled away from the platform.</p> <p>or relative: The train - <u>which was running 10 minutes late</u> - left the platform.</p>	<p>Tick the option that shows how the underlined words are used in the sentence.</p> <p><i>The church <u>where she had sung as a child</u> was in a poor state of repair.</i></p> <p><i>as a preposition phrase</i></p> <p><i>as a relative clause</i></p> <p><i>as a main clause</i></p> <p><i>as a noun phrase</i></p>								
<p>conjunction</p>	<p>Links two words or phrases together.</p> <p>co-ordinating conjunctions make an equal pair: <i>He took his bat <u>and</u> ball.</i> <i>She was small <u>but</u> she could still reach.</i> Examples: and, but, or</p> <p>subordinating conjunctions introduce a subordinate clause: <i><u>When</u> the whistle went, everyone stopped.</i> <i>We can't leave <u>until</u> the bags are packed.</i> Examples: until, when, because, as, although, if, since, whereas, while</p>	<p>Circle all the conjunctions in the sentences below.</p> <p><i>After checking there was enough time, he began his new chapter.</i></p> <p><i>While the sun shone, his photographs would be excellent.</i></p> <p><i>Walking was impossible since the storm had destroyed the path.</i></p> <p>In which sentence is the word <u>after</u> being used as a subordinating conjunction? Tick one.</p> <p><i>He came here <u>after</u> the movie.</i> <i>I ate the popcorn <u>after</u> the trailers had finished.</i> <i>I was collected <u>after</u> 6 o'clock.</i></p>								

<p>contracted forms [V]</p>	<p>An apostrophe is used to show the place of missing letters when words are combined. <i>i.e. would've, shan't, he's, I'm, they'd, etc.</i></p>	<p>Write the contracted form of the underlined words. <i>The working <u>does not</u> match the answer.</i></p>
<p>determiner</p>	<p>Tells you if a noun is general or specific. Goes before adjectives and other modifiers. Examples include: articles - <i>the, a, an</i> demonstratives – <i>this, those, that</i> possessives – <i>my, your, her, their, our</i> quantifiers – <i>some, every, five, sixteen</i></p>	<p>Circle all the determiners in the sentence below. <i>Those trousers were in the windows of three shops.</i></p>
<p>direct speech</p>	<p>Reporting what someone has said by quoting the exact words, demarcated by inverted commas (speech marks). <i>“Come quickly!” he cried.</i> <i>“The weather is awful,” she remarked. “I think we’ll have to cancel the match.”</i></p>	<p>Rewrite the sentence below as direct speech. Remember to punctuate your answer correctly. <i>He asked her if she preferred red or green.</i> <i>He asked her, _____</i> _____ .</p>
<p>infinitive verb</p>	<p>The basic form of a verb found in the dictionary. Can be preceded by <i>to</i> or follows a modal verb. Quick to <u>judge</u>. I will <u>be</u> ready.</p>	<p>Write the infinitive form of each verb. One has been done for you. had to have was swallowed caught</p>

<p>modal verb</p>	<p>Used to change the meaning of other verbs, for example how likely something is to happen.</p> <p>Examples: will, would, can, could, may, might, shall, should, must, ought</p>	<p>Decide whether each modal verb indicates certainty (C) or possibility (P).</p> <p><i>It will rain later this evening.</i> <i>The dog may have lost the ball.</i> <i>I can balance three at a time.</i> <i>You may be chosen for the team.</i></p>
<p>noun</p>	<p>Can be used to name a person, place or thing. Can always be placed after determiners like <i>a</i> or <i>the</i>.</p> <p>common nouns: jug, hand, brother, zebra proper nouns: London, Salisbury, February, May, Charles, Tuesday</p>	<p>Write a sentence using the word <u>walk</u> as a noun. Remember to punctuate your answer correctly.</p> <p>Circle all the words in the sentences below that should start with a capital letter.</p> <p>charlie chaplin was born in london but found fame in hollywood. he died in switzerland.</p>
<p>object</p>	<p>A noun or pronoun which follows the verb and shows what the verb is being done to</p> <p><i>Charlie ate <u>the apples</u>.</i> <i>I prefer <u>that picture</u>.</i></p>	<p>Underline the object in this sentence.</p> <p><i>Freddie hated onions.</i></p>
<p>passive voice (in contrast to active voice)</p> <p>[V]</p>	<p>A sentence is switched so that the object becomes the subject of the verb</p> <p><i>The book was stolen by the boy.</i></p> <p>Look for the past participle of the verb - <u>stolen</u> - as a clue!</p>	<p>Which sentence is written in the passive voice?</p> <p><i>The weather was awful.</i> <i>Frank held on tight to his umbrella.</i> <i>The grass was soaked by a sharp shower.</i></p>

		<p>Rewrite the sentence so that it is written in the passive voice. Remember to punctuate it correctly.</p> <p><i>The blanket covered me.</i></p> <p>_____</p>
<p>perfect form [V]</p>	<p>Verb form that uses a form of the verb have with the past participle of the verb.</p> <p>Present perfect: <i>The dog <u>has eaten</u> all of it!</i> <i>My children <u>have slept</u> much later today.</i></p> <p>Past perfect: <i>The dog <u>had eaten</u> all of it!</i> <i>My children <u>had slept</u> much later that day.</i></p>	<p>Underline the verb form that is in the present perfect in the passage below.</p> <p><i>The boy arrived at school early this morning. He isn't happy but at least he has brought his homework.</i></p>
<p>phrase</p>	<p>A group of words that expand a single word – a noun or preposition.</p> <p><i><u>The boy with the red jacket</u> called out to her.</i> <i>He examined <u>the box with a jewelled lid</u>.</i></p> <p>Groups of words which expand a verb are called clauses.</p>	<p>Expand the noun in this sentence.</p> <p><i>The cat walked away.</i></p>
<p>possessive</p>	<p>A possessive can be:</p> <ul style="list-style-type: none"> - a noun followed by an apostrophe <p><i>The team's coach</i> <i>St James's Park</i></p>	<p>Which sentence uses an apostrophe correctly?</p> <p><i>The childrens' books were piled neatly</i> <i>The children's books were piled neatly.</i> <i>The childrens book's were piled neatly.</i> <i>The childrens books' were piled neatly.</i></p>

	<p>- a possessive pronoun That is <u>mine</u>. Take <u>your</u> place.</p>	<p>Complete the sentence below with a possessive pronoun.</p> <p><i>They are _____ .</i></p>										
prefix	<p>Added to the beginning of a word to change its meaning.</p> <p>Examples: un, dis, anti, extra, super, il, im, in, ir, de, re, bi, ex, mis, sub</p>	<p>Draw a line to match each prefix to the correct word so that it makes a new word.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>re</i></td> <td style="width: 50%;"><i>lodge</i></td> </tr> <tr> <td><i>mis</i></td> <td><i>regular</i></td> </tr> <tr> <td><i>im</i></td> <td><i>take</i></td> </tr> <tr> <td><i>dis</i></td> <td><i>possible</i></td> </tr> <tr> <td><i>ir</i></td> <td><i>place</i></td> </tr> </table>	<i>re</i>	<i>lodge</i>	<i>mis</i>	<i>regular</i>	<i>im</i>	<i>take</i>	<i>dis</i>	<i>possible</i>	<i>ir</i>	<i>place</i>
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preposition	<p>Links words in a sentence often to describe location or direction.</p> <p><i>She waved goodbye <u>to</u> her mother.</i></p> <p><i>She'll be home <u>from</u> school <u>in</u> ten minutes.</i></p>	<p>Circle the preposition in each sentence.</p> <p><i>The boy walked over the bridge.</i></p> <p><i>The bus should arrive in ten minutes.</i></p> <p><i>Nervously, he walked through the doorway.</i></p>										
progressive form [V]	<p>The form of a verb which describes events in progress (ending in -ing).</p> <p>Present progressive: The choir <u>is singing</u> in the concert.</p> <p>Past progressive: Until the lights went out, the show <u>was going</u> well.</p> <p>Past perfect progressive: He has been working hard.</p>	<p>Tick to show which sentence uses the past progressive.</p> <p><i>After tea finished, the children played.</i></p> <p><i>Frank was washing the car.</i></p> <p><i>Turkeys dread Christmas.</i></p> <p><i>It was difficult to guess the answer.</i></p>										
pronoun	<p>Pronouns are used like/in place of nouns:</p> <p>He waved to her.</p> <p>Her mum called out.</p> <p>This is who won.</p> <p>They behaved themselves.</p>	<p>Circle all the pronouns in the sentence below.</p> <p><i>She chose a green apple for herself and a red for him.</i></p>										

<p>relative clause</p>	<p>A special type of subordinate clause that modifies a noun. It is often introduced by a relative pronoun.</p> <p><i>The boy <u>who received the prize</u> was overjoyed.</i> <i>I prefer the bicycle <u>which has a green frame</u>.</i></p>	<p>Tick the part of the sentence which is a relative clause.</p> <p>The chair which has a green seat is well-worn but comfortable.</p>
<p>relative pronouns</p>	<p>who, which, where, when, whose, that</p>	<p>Insert the correct relative pronoun to complete this sentence.</p> <p><i>The ship, _____ had only been finished earlier that year, was lost at sea.</i></p>
<p>root words</p>	<p>can stand alone or have prefixes, suffixes and inflections (changes for past tense or plural)</p> <p><u>helpful</u> <u>helping</u> <u>unfair</u> <u>interrupt</u> <u>rupture</u></p>	<p>What does the root <u>struct</u> mean in the word family below?</p> <p>destruction structure reconstruct</p> <p><i>break build carry touch</i></p>
<p>sentence</p>	<p>A group of connected words which contains one or more clauses.</p> <p>A sentence may be: a statement <i>You are my friend.</i> a question <i>Are you my friend?</i> a command <i>Be my friend!</i> an exclamation <i>What a great friend you are!</i></p>	<p>Which of the sentences is a command?</p> <p><i>After you have finished, you will need to load the dishwasher.</i></p> <p><i>I must remember to do that.</i></p> <p><i>Ask for help if you need it.</i></p>

<p>Standard English</p>	<p>English as it is written rather than spoken: <i>I did it because he asked nicely. (SE)</i> <i>I done it cos he asked nice. (non-SE)</i></p>	<p>Circle one verb in each underlined pair to complete the sentences using Standard English. We <u>was</u> / <u>were</u> busy yesterday. She <u>was</u> / <u>were</u> taller than me.</p>
<p>subject</p>	<p>The subject of a sentence is normally the noun/pronoun/noun phrase who 'does' the verb. Often found just before the verb in a statement or just after the auxiliary verb (be, have, do) in a question.</p> <p><i><u>The child</u> climbed onto the wall.</i> Do <u>you</u> want to come?</p>	<p>Circle the subject in each of these sentences.</p> <p><i>William climbed the stairs slowly.</i> <i>Has the clock struck twelve?</i> <i>Fortune favours the brave.</i></p>
<p>subjunctive form [V]</p>	<p>A form of a verb used in formal styles of writing.</p> <p><i>That law requires that all citizens <u>be</u> honest.</i> <i>If Frank <u>were</u> to be selected, it would be a great honour.</i></p>	<p>Complete the sentence below so that it uses the subjunctive form.</p> <p><i>If I _____ to have a choice, it would be green.</i></p>
<p>subordinate clause</p>	<p>A clause which is subordinate to another part of the sentence. It could not stand alone.</p> <p><i>It grew colder <u>which left me shivering</u>.</i> <i><u>Pulling hard</u>, we tugged at the handle.</i></p>	<p>Decide whether the underlined clause is a main clause (MC) or a subordinate clause (SC).</p> <p><i>Fred, <u>who wore the green shirt</u>, had been unwell.</i> <i>To make him better, <u>the doctor had prescribed medicine</u>.</i> <i>He had to hold his nose, <u>before he could swallow it</u>.</i></p> <p>Rewrite the sentence below, adding a subordinate clause. Remember to punctuate it correctly.</p> <p><i>The classroom was empty.</i></p>

<p>suffix</p>	<p>A suffix is an ending used at the end of one word to turn it into another word.</p> <p><i>talk – talk<u>ed</u></i> <i>small – small<u>est</u></i> <i>force – force<u>ful</u></i></p>	<p>Add a suffix to each noun to make an adjective.</p> <p><i>peace</i></p> <p><i>taste</i></p> <p><i>wind</i></p> <p><i>fame</i></p>
<p>synonym</p>	<p>Words with the same/similar meaning.</p> <p><i>sad/miserable/unhappy</i> <i>large/great/huge/colossal</i></p>	<p>Circle the two words in the sentence below that are synonyms of each other.</p> <p><i>There is no shame in being clever – or embarrassment at being tall!</i></p>
<p>tense [V]</p>	<p>Past: The cat walked along the pavement. Present: The cat walks along the pavement. (Future time is shown using a present tense verb: <i>The cat will walk along the pavement.</i>)</p>	<p>Which sentence below is written in the past tense?</p> <p><i>That is the largest tomato.</i> <i>It has crinkled leaves.</i> <i>I plan to eat it tomorrow.</i> <i>It was planted several weeks ago.</i></p>
<p>verb</p>	<p>Can be 'doing' words and written in present or past tense.</p> <p><i>He <u>covered</u> the barbecue <u>to protect</u> it from the weather.</i> <i>The cover <u>was</u> green and <u>had been used</u> for many years.</i></p>	<p>Write a sentence using the word <u>walk</u> as a verb. Remember to punctuate your answer correctly.</p>

Punctuation

Sample questions	
<p>Tick the sentence that must end with a question mark.</p> <p><i>What I believe is personal to me</i> <i>That's right, isn't it</i> <i>When will you finish</i> <i>Stand up quickly</i></p>	<p>question mark for tag question</p>
<p>Which sentence has been punctuated correctly?</p> <p><i>As soon as the light, faded they crept indoors.</i> <i>As soon as, the light faded they crept indoors.</i> <i>As soon as the light faded they crept, indoors.</i> <i>As soon as the light faded, they crept indoors.</i></p>	<p>comma after fronted adverbial</p>
<p>Write the contracted form of the underlined words.</p> <p><i>That <u>must not</u> be allowed to continue.</i></p> <p>_____</p>	<p>apostrophe used for contracted form</p>
<p>Which sentence uses an apostrophe correctly?</p> <p><i>The children's pegs were full.</i> <i>The childrens' pegs were full.</i> <i>The childrens peg's were full.</i> <i>The childrens pegs' were full.</i></p>	<p>apostrophe to mark plural possession</p>
<p>What is the name of the punctuation mark used between the two main clauses below?</p> <p><i>Chocolate remains my brother's favourite cinema treat; my sister, however, prefers something lighter - popcorn.</i></p>	<p>semi-colon used to separate main clauses</p>
<p>Rewrite the sentence below, adding a subordinate clause. Remember to punctuate your answer correctly.</p> <p><i>The children played with their toys.</i></p>	<p>comma to separate clauses</p>

<p>Circle all the words in the sentences below that should start with a capital letter.</p> <p><i>her married name was ethel smith and she was born in newcastle in april 1910. her story is remarkable.</i></p>	<p>capital letters to start sentences and for proper nouns</p>
<p>Which sentence is punctuated correctly?</p> <p><i>She was saddened no, distraught – at the loss of her favourite toy.</i> <i>She was saddened - no, distraught – at the loss of her favourite toy.</i> <i>She was - saddened no, distraught at the loss of her favourite toy.</i> <i>She was saddened, no - distraught – at the loss of her favourite toy.</i></p>	<p>use of commas for parenthesis</p>
<p>Tick one space where a dash should go in the sentence below.</p> <p><i>Tricycles are an interesting mode of transport they have three wheels.</i></p>	<p>dash to mark the boundary between clauses</p>
<p>Rewrite the sentence below as direct speech. Remember to punctuate your answer correctly.</p> <p><i>Desperately, she called for help.</i></p>	<p>inverted commas and punctuation between the speech and reporting clause</p>
<p>Insert a pair of brackets in the correct place in the sentence below.</p> <p><i>The boy his hair blowing in the breeze swooped down the hill .</i></p>	<p>brackets for parenthesis</p>
<p>Explain how the use of commas changes the meaning in the two sentences.</p> <p><i>Homework, which is set on a Thursday, is compulsory.</i></p> <p><i>Homework which is set on a Thursday is compulsory.</i></p>	<p>use of commas to clarify meaning or avoid ambiguity</p>

<p>Which sentence uses the hyphen correctly?</p> <p><i>There are twenty six year-olds in school today.</i> <i>There are twenty-six year olds in school today.</i> <i>There are twenty-six-year olds in school today.</i> <i>There are twenty six-year olds in school today.</i></p>	<p>hyphens to avoid ambiguity</p>
<p>Write a sentence that lists all the information given in the box below. Remember to punctuate your answer correctly.</p> <p>Scrambled egg ingredients eggs milk butter pepper</p>	<p>commas to separate items in a list; capital letter and full stop to mark sentence boundaries; use of colon to introduce a list</p>
<p>Insert a colon in the correct place in the sentence below.</p> <p><i>There were three choices of science subject for new pupils chemistry, physics and biology.</i></p>	<p>use of colon to introduce a list</p>
<p>Which punctuation mark should be used in the place indicated by the arrow?</p> <p><i>"Where are you going?" he cried ↓ Michael was worried there might be trouble.</i></p> <p>Tick one.</p> <p>exclamation mark full stop question mark comma</p>	<p>accurate sentence punctuation</p>