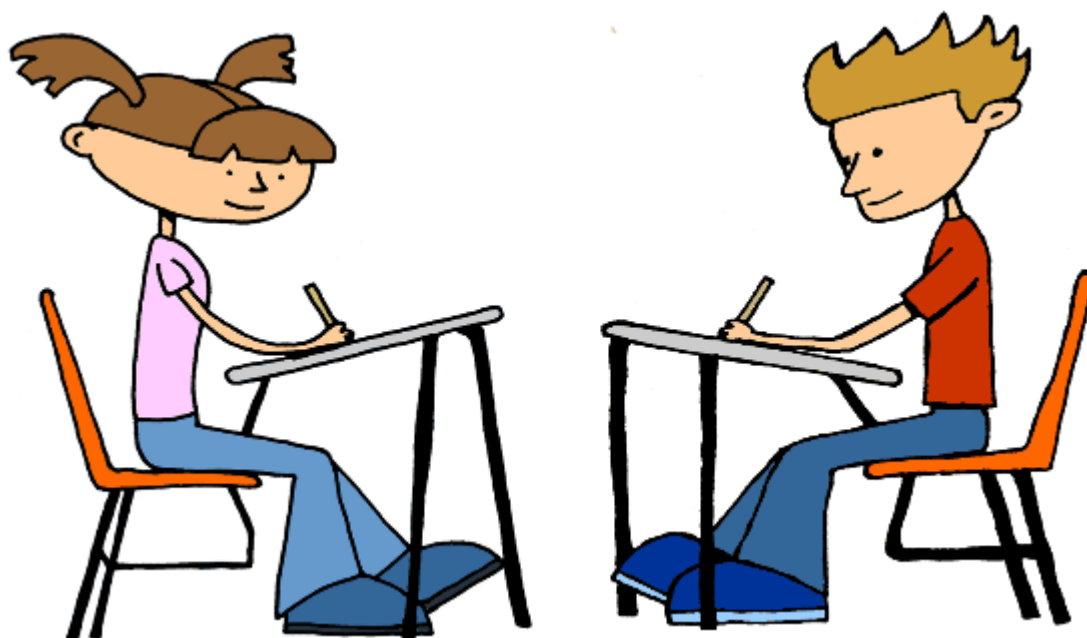


SPaG Activities for Lower KS2

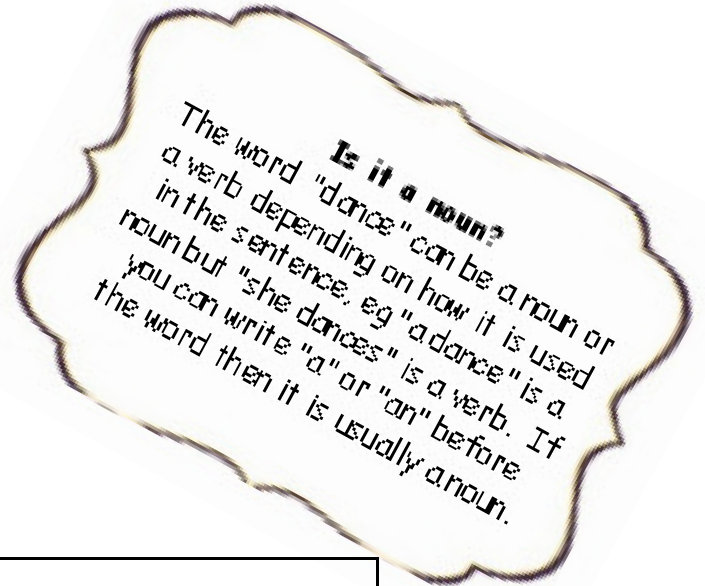


Name.....

Know your nouns

A **noun** is a person, place or thing.

The sentences below don't make sense because the nouns are incorrect. Cross out the noun (underlined) and replace it with a noun from the box.



Nouns:			
stars	footballer	baby	car
bed	walk	fish	horse

1. I don't want to go to thumb
2. The chair is eating carrots.
3. Light is my favourite food.
4. Let's go for a lion.
5. Don't wake the cushion.
6. I'm going for a drive in my parrot.
7. The dogs are shining in the sky.
8. When I grow up, I'd like to be a teapot.

Collective Nouns

A collective noun is a word given to groups of things,

Example: a **fleet** of ships.

Choose a collective noun from the list to complete the phrases below.

1. a _____ of people
2. a _____ of puppies
3. a _____ of ants
4. a _____ of sheep
5. a _____ of wolves
6. a _____ of lions
7. a _____ of musicians
8. a _____ of monkeys
9. a _____ of players
10. a _____ of whales
11. a _____ of fish
12. a _____ of owls

Collective nouns:

pack

flock

band

troop

crowd

team

pod

shoal

parliament

litter

pride

colony

Pronoun Perfection

Pronouns are useful because they can be used instead of repeating a noun.

Replace the nouns (underlined) with personal pronouns from the box below.

Personal pronouns:			
I	they/them	we/us	it
	you	he/she	him/her

1. Sam is in my football team. Do you know Sam?

2. My Dad's name is Jack. Jack is from Scotland.

3. Mr. Finn is very strict. I don't like Mr. Finn.

4. We have a computer at home. I never use the computer.

5. I have two brothers. My brothers are older than me.

6. Janet and Sally are in my class. Janet and Sally are my friends.

7. Our neighbours are friendly when you get to know our neighbours.

8. Helen loved the play when Helen saw it.

Possessive Pronouns

Possessive pronouns tell you who owns something.

Example: The teddy bear belongs to Bill. It's his.

Choose possessive pronouns from the box to complete the sentences.

Possessive pronouns:	
mine/ours	theirs
his/hers	yours

1. The puppy belongs to children. It's _____.
2. The snake belongs to my sister and I. It's _____.
3. The doll belongs to me. It's _____.
4. The slippers belong to Mr. Jones. They're _____.
5. The shoes belong to you. They're _____.
6. The handbag belongs to Annie. It's _____.
7. The computer belongs to them. It's _____.
8. The castle belongs to the king. It's _____.

Adding Adjectives

An **adjective** is a describing word that tells you more about a noun.

Example: a tower... a **tall** tower... a **beautiful, tall** tower.

Adding adjectives before a noun will make your writing more interesting and informative for the reader.

Underline the adjectives in the sentences below.

1. The ferocious lion chased the tiny mouse.
2. The spectacular fireworks lit up the dark sky.
3. The cute, little puppy snuggled into the soft pillow.

Add adjectives before the nouns in these sentences. Write on the lines below.

1. I bit into the apple.
-

2. The princess wore a dress and shoes.
-

3. The witch flew away on her broomstick.
-

Comparing Adjectives

We can use adjectives to make comparisons by adding different endings.

Example: small smaller smallest

Complete the table below. The first one has been done for you.

	er	est
tall	taller	tallest
smart		
cool		
long		
young		

Sometimes we make comparisons by using **more**, **less** or **most** before the adjective.

Example:

less expensive

more expensive

most expensive

Underline the comparative adjectives in the sentences below:

1. Boiled potatoes are healthier than fried potatoes.
2. The sun is hotter than the moon.
3. Of all the cakes, the chocolate cream cake was the most tempting.
4. Ella is the youngest of the three girls.
5. Giraffes are taller than bears.

Verbs

A **verb** is a doing word. It tells us about the action taking place.

Example: The girl ran across the field.

Some verbs are more effective than others.

Which one of these sounds the most interesting?

WEAK VERB

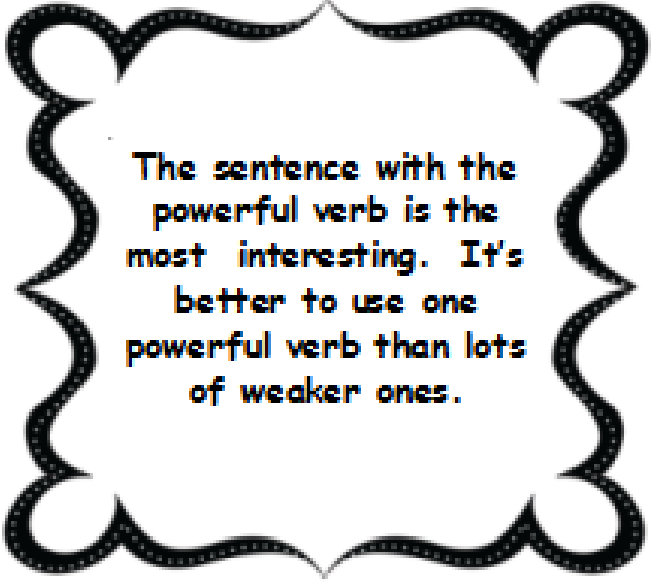
The rabbit **went** into its burrow..

BETTER VERB

The rabbit ran into its burrow.

POWERFUL VERB

The rabbit scurried into its burrow.



The sentence with the powerful verb is the most interesting. It's better to use one powerful verb than lots of weaker ones.

Think of more powerful verbs to replace those underlined below.

1. The old man went down the path. _____
2. The horse went across the field. _____
3. The children went into the haunted house. _____
4. The waves went over the rocks. _____
5. The snake went up the tree. _____
6. The car went down the motorway. _____
7. Father Christmas went down the chimney. _____

Adverbs

A **adverb** will tell us more about a verb.

Example: The lion growled **fiercely**.

Add an adverb to the sentences below. Choose from the box or use your own.

Adverbs:

suddenly

violently

loudly

silently

ferociously

softly

joyfully

bravely

skilfully

effortlessly

1. She crept _____ up the stairs.
2. The thunder cracked _____ .
3. The cat purred _____.
4. The wolf growled _____ at the terrified deer.
5. The volcano erupted _____.
6. The mountaineer climbed _____.
7. The soldiers fought _____.
8. He ran _____ up the hill.

Spelling Tricky Words

Below is a set of words that can be tricky to spell.
Underline the correct spelling of each word.

freind	friend	frend
greatful	gratefull	grateful
beatiful	beautifull	beautiful
heard	heared	heered
thort	thought	thawt
library	librery	libary
pretty	pritty	prety
untill	until	unntill
agane	agian	again
autumn	autum	autunm
height	hight	heighth
bort	borght	bought

Full Stops and Question Marks

We put **full stops** (.) at the end of sentences, in places where we would pause when reading the words. It is also important that we remember to start each new sentence with a **capital letter**.

Below are two passages of writing. It is your job to add full stops where you think the pauses should be.

When you have added your full stops, go back and add capital letters at the start of each sentence.

Passage 1

every morning, I wake up at exactly half past seven the first thing I do is run down the stairs and eat my breakfast usually, I have a boiled egg with toast fingers next, I have a wash and brush my teeth after that I put on my school uniform finally I give my mum and dad a goodbye kiss and walk to school

Passage 2

the wicked witch decided to make a magic potion for turning puppy dogs into mice she began by filling her cauldron with dirty ditch water next she added seven worms and a handful of old men's finger nails after giving her potion a stir, she added a dollop of frog spawn she let the potion boil for exactly twenty-nine minutes finally it was ready

Speech Marks

Speech marks (" ") tell you exactly which words are spoken by characters or people in a passage of writing.

Speech marks are drawn at the beginning and at the end of the spoken words.

Example: "Somebody's been eating my porridge." cried Baby Bear.

Read the story extracts below and draw speech marks around the words that are said by the characters.

Extract 1

Mirror, mirror on the wall, who is the fairest of them all?
asked the wicked queen

Snow White is the fairest. replied the magic mirror.

I'll not have that! screamed the wicked queen.

I must get rid of her immediately.

Extract 2

Grandma, what big ears you have. said Red Riding Hood.

All the better to hear you with. said the wolf.

Grandma, what big eyes you have. said Red Riding Hood.

All the better to see you with. said the wolf.

Grandma, what big teeth you have. said Red Riding Hood.

All the better to eat you with! shouted the wolf.

How to use apostrophes

Apostrophes have two important jobs:

1. An apostrophe tells you who owns what - this is called **possession**.

Example: the dog's tail (the tail belongs to the dog).

2. An apostrophe tells you which words are shortened - this is called **contraction**.

Example: It's a wasp! (It is a wasp!)

Task 1: apostrophes for possession

Write a phrase containing a possessive apostrophe for each statement below.

The first one has been done for you.

1. The football belonging to the girl.

the *girl's* football

2. The wings belonging to the bird.

3. The house belonging to Mrs. Smith.

4. The tractor belonging to the farmer.

5. The stripes belonging to the zebra.

6. The spoon belonging to the chef.

How to use apostrophes (continued)

Task 2: contractions

Study the contractions in the box then use an apostrophe to shorten words in each of the sentences below.

The first one has been done for you.

I am - I'm	do not - don't
he is/she is - he's/she's	did not - didn't
it is - it's	does not - doesn't
you are - you're	cannot - can't
they are - they're	could not - couldn't
we are - we're	would not - wouldn't

1. I am nine years old.

I'm nine years old.

2. Amy does not like peas.

3. They are playing in the park.

4. I cannot remember where I put my hat.

5. Albert would not share his sweets.

6. He is buying some flowers for his mum.
