

Place a comma after the fronted adverbial in the sentence and then underline the subordinate clause.



With his arms outstretched the evil pea shouted at the shocked crowd.

a

Think of **two** different adverbs that could describe this verb:

“What was that noise?” asked the boy _____.

“What was that noise?” asked the boy _____.

b

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find **two** of them?

cent



c

Can you fill the spaces using the correct word?

(there/their/they're)

1. They put on _____ coats.
2. _____ was a squirrel in the garden.
3. “_____ playing well today!” said the coach.

d

Tick all the sentences that contain a conjunction.

- After he had breakfast, Clinton set off for school.
- He ate a chocolate mousse after his sandwich.

e

Explain what is wrong about this sentence and correct it.

The yoga instructor are demonstrating the pose to the class.



f

Place a comma after the fronted adverbial in the sentence and then underline the subordinate clause.



With his arms outstretched, the evil pea shouted at the shocked crowd.

a

Think of **two** different adverbs that could describe this verb:

Accept any adverbs,
e.g. anxiously, happily, fearfully

b

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find **two** of them?

Accept any two correctly spelt words with the root word 'cent' (meaning hundred), e.g. percent, percentage, century, centimetre, centilitre



c

Can you fill the spaces using the correct word?

(there/their/they're)

1. They put on their coats.
2. There was a squirrel in the garden.
3. "They're playing well today!" said the coach.

d

Tick all the sentences that contain a conjunction.



After he had breakfast, Clinton set off for school.



He ate a chocolate mousse after his sandwich.

e

Explain what is wrong about this sentence and correct it.

The yoga instructor are demonstrating the pose to the class.



An explanation that the subject and verb don't agree - are/is

f

a

Place a comma after the fronted adverbial in the sentence and then underline the subordinate clause.



With his arms outstretched the evil pea shouted at the shocked crowd before he flew off into the night.

b

Think of **two** different adverbs that could describe this verb:

“What was that noise?” asked the boy _____.

“What was that noise?” asked the boy _____.

Add a conjunction to one of the sentences and add more detail.

c

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find **three** of them?



cent	

d

Can you fill the spaces using the correct word?

(there/their/they're)

- They put on _____ coats.**
- _____ was a squirrel in the garden.**
- “_____ playing well today!” said the coach.**

Why has an apostrophe been used in the word 'they're'?

e

Tick all the sentences that contain a conjunction.

- After he had breakfast, Clinton set off for school.**
- He ate a chocolate mousse after his sandwich.**
- During playtime, he ate an apple from his lunchbox.**

f

Explain the **two** things that are wrong with these sentences and correct them.



The yoga instructor are demonstrating the pose to the class. Yoga can have a great affect on a person's flexibility.

Place a comma after the fronted adverbial in the sentence and then underline the subordinate clause.



With his arms outstretched, the evil pea shouted at the shocked crowd before he flew off into the night.

a

Think of **two** different adverbs that could describe this verb:

Accept any adverbs, e.g. anxiously, happily, fearfully.

Add a conjunction to one of the sentences and add more detail.

Accept any sentence with an added conjunction and additional information, e.g. "What was that noise?" asked the boy fearfully but he dare not move.

b

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find four of them?

Accept any three correctly spelt words with the root word 'cent' (meaning hundred), e.g. percent, percentage, century, centimetre, centilitre.

c

Can you fill the spaces using the correct word?

(there/their/they're)

1. They put on their coats.
2. There was a squirrel in the garden.
3. "They're playing well today!" said the coach.

Accept any answer that mentions the apostrophe being used for contraction/omission.

d

Tick all the sentences that contain a conjunction.

- After he had breakfast, Clinton set off for school.**
- He ate a chocolate mousse after his sandwich.**
- During playtime, he ate an apple from his lunchbox.**

e

Explain the **two** things that are wrong with these sentences and correct them.

The yoga instructor are demonstrating the pose to the class. Yoga can have a great affect on a person's flexibility.



An explanation that the subject and verb don't agree - are/is and that the wrong homophone has been used - should be 'effect'.

f

a

Write a sentence about the evil pea that contains a fronted adverbial phrase and a subordinate clause.



b

Think of **two** different adverbs that could describe this verb:

“What was that noise?” asked the boy. _____

“What was that noise?” asked the boy. _____

Add a subordinating conjunction to one of the sentences and add more detail.

c

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find four of them?

_____	cent	_____
_____		_____

d

Can you fill the spaces using the correct word?
(there/their/they're)

- 1. They put on _____ coats.**
- 2. _____ was a squirrel in the garden.**
- 3. “_____ playing well today!” said the coach.**

Why has an apostrophe been used in the word 'they're'? Can you write another present progressive sentence using 'they're'?

e

Tick all the sentences that contain a conjunction.

- After he had breakfast, Clinton set off for school.**
- He ate a chocolate mousse after his sandwich.**
- During playtime, he ate an apple from his lunchbox.**

Circle all of the prepositions.

f

Explain everything that is wrong about these sentences and correct them.

The yoga instructor are demonstrating the pose to the class. Yoga can have a great affect on a person's flexibility.



a

Any accurately punctuated sentence with a fronted adverbial phrase and subordinate clause, e.g. With his arms outstretched, the evil pea shouted at the shocked crowd **before he flew off into the night.**

b

Think of **two** different adverbs that could describe this verb:

Accept any adverbs, e.g. anxiously, happily, fearfully. Accept any adverbs, e.g. suspiciously, angrily, innocently, sadly

Accept any sentence with an added conjunction and additional information, e.g. "What was that noise?" asked the boy fearfully as his heart began to beat faster.

c

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find four of them?

Accept any four correctly spelt words with the root word 'cent' (meaning hundred),

e.g. percent, percentage, century, centimetre, centilitre

d

Can you fill the spaces using the correct word?

(there/their/they're)

1. They put on **their** coats.
2. **There** was a squirrel in the garden.
3. "**They're** playing well today!" said the coach.

Accept any answer that mentions the apostrophe being used for contraction/omission. Example sentence: They're flying to America.

f

Explain everything that is wrong about these sentences and correct them.

The yoga instructor are demonstrating the pose to the class. Yoga can have a great affect on a person's flexibility.



An explanation that the subject and verb don't agree - are/is and that the wrong homophone has been used - should be 'effect'.

e

Tick all the sentences that contain a conjunction.

- After** he had breakfast, Clinton set off for school.
- He ate a chocolate mousse **after** his sandwich.
- During** playtime, he ate an apple from his lunchbox.

Circle all of the prepositions.