



inverted commas

capital letter

suffixes

"I love bananas!"

exclamation mark

playful  
magical

join@creativekids89

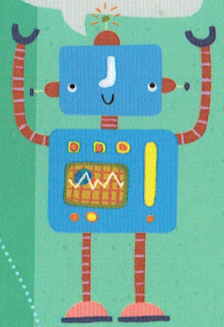


Usborne

# First Illustrated Grammar and Punctuation

prefixes

unsure  
reread



nouns

adjectives

conjunction

verbs

jump  
jumping  
jumped



wet

wetter

wettest

adverb



The tiger pounced suddenly.



Usborne

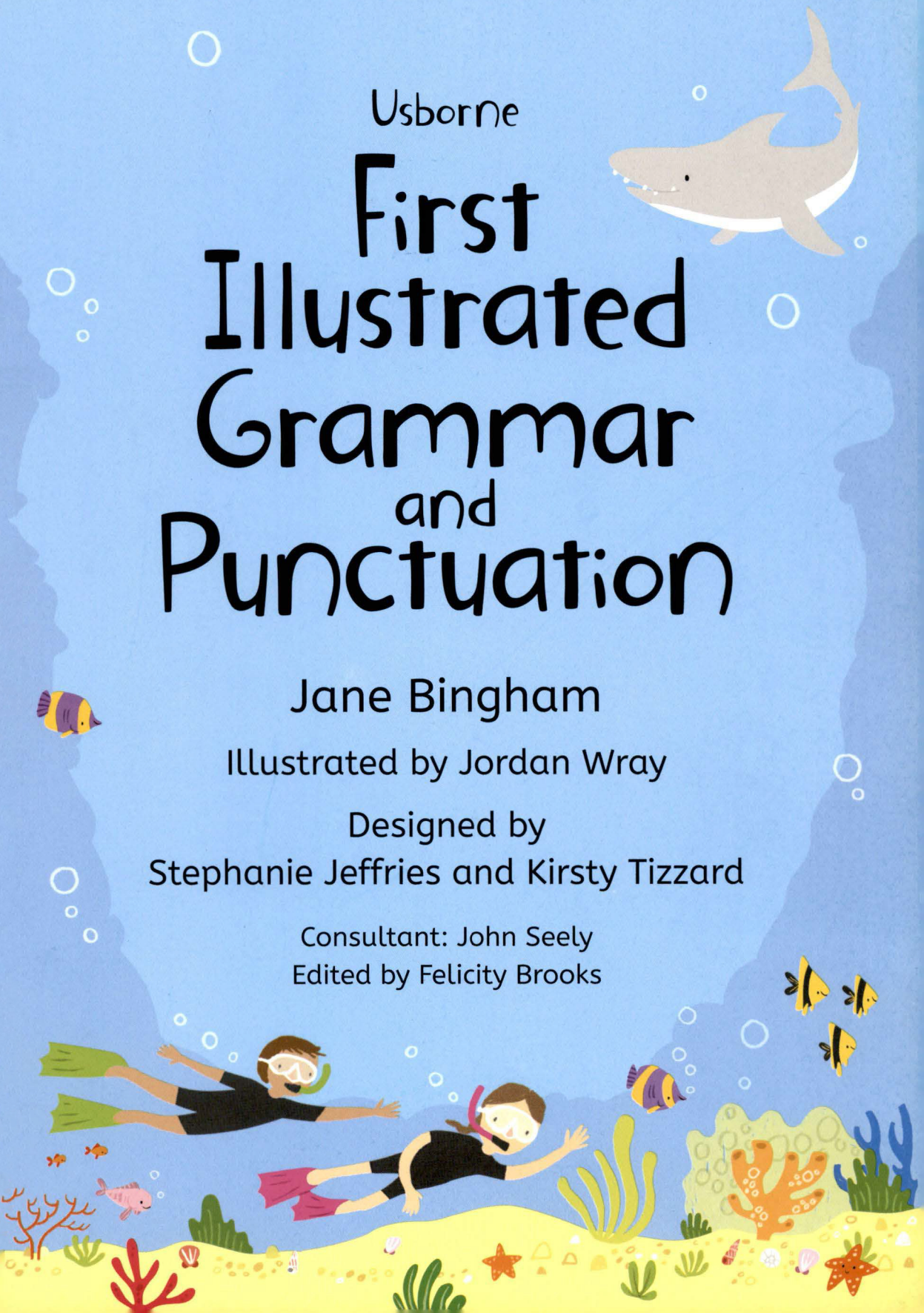
# First Illustrated Grammar and Punctuation

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## Usborne Quicklinks

There are really good websites about grammar and punctuation, where children can watch animated explanations, test their understanding with online puzzles and quizzes, and build their writing skills with printable activities and exercises. We have selected a wide variety of these websites and provided links to them from the Usborne Quicklinks website.

To visit the recommended websites, go to the Usborne Quicklinks website at [www.usborne.com/quicklinks](http://www.usborne.com/quicklinks) and enter the keywords **first grammar and punctuation**.

## Online safety

We recommend that young children are supervised while using the internet and that they follow the online safety guidelines displayed on the Usborne Quicklinks website. You'll also find more tips and advice for keeping children safe online on the website.



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# Why do we need grammar and punctuation?

Grammar and punctuation are very important tools. They help you organize your words so their meaning is clear, and they make your writing much easier to read.



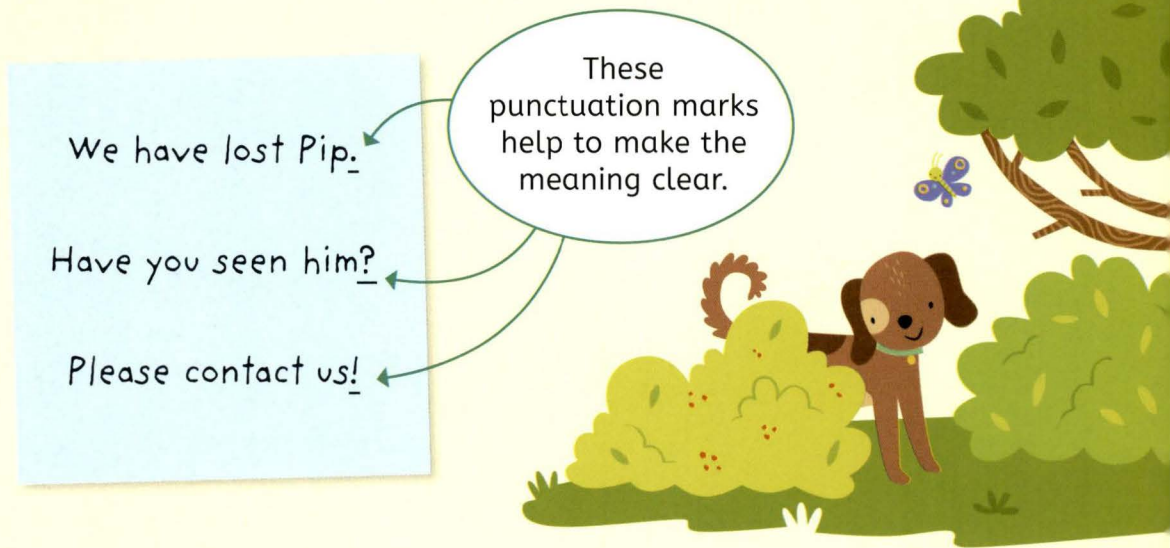
## What is grammar anyway?

Grammar is a set of rules for using words. Each word in a sentence has a job to do and there are clear guidelines for how words work together.



# And what is punctuation?

Punctuation is the name for a set of signs, such as full stops and question marks. Punctuation marks divide words into groups and act as signposts, making writing easier to follow.



# Watch your writing!

Grammar and punctuation are especially important when you write something such as instructions. Because you won't be there to explain, the meaning of your words must be clear to your reader.



# How this book works

This easy-to-use guide introduces you to the rules of grammar and punctuation. You can choose a topic to learn about or you can work your way through the book.

Clear headings introduce each topic.

Word lists provide useful examples.

Key words and phrases are underlined.

Rules are explained in simple, friendly language.

Pictures make the explanations come to life.

Balloons contain helpful advice.

Example sentences show grammar and punctuation at work.

**Prepositions**

Prepositions are words, such as 'on' and 'before', that work with nouns and pronouns. They show **where** something or someone is, or **when** something happened.

These words are all prepositions.

across over up during  
past behind in towards

next to away from  
along with in front of

Some prepositions can be two or more words long.

**Where?**

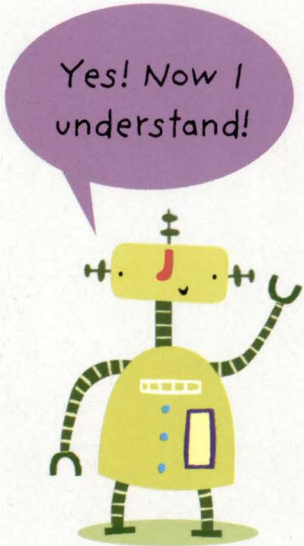
Prepositions can show where something is in relation to something else.

Daisy searched for Hammy under the mat, on the shelf, behind the clock and in the teapot.

Prepositions can also show movement from one place to another.

The ducks waddled through the wood, along the path, over the bridge and past the pond.

34



**Contractions with 'not'**

Some contractions are made from verbs used with 'not'.

does not > doesn't
has not > hasn't
should not > shouldn't
can not > can't

**Tricky contractions**

These contractions miss out a few letters or swap letters and can be tricky to spell.

I will not > I won't
I will > I'll
I would > I'd
I had > I'd

We haven't finished.

You mustn't tell.

They don't know.

He couldn't stop.

**Making contractions**

There are eight word pairs underlined below. Can you change them into contractions?

You have been too slow and now we are late.

It is nearly eight and our friends will not wait.

They have been waiting for hours, I am sure.

I would not be surprised if they had locked the door.

85

Examples are often shown in boxes and tables.

'Test yourself' panels help you practise what you've learned.

# Quizzes to test yourself

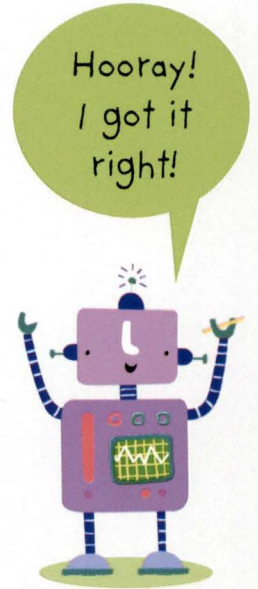
There are quizzes at every stage to help you test your knowledge. Use a pen and paper for your answers. Then, turn to the back of the book to see how well you've done.

Here's an example of a quiz. Look out for this sign to test yourself.

## Example quiz

Can you find six main clauses and three linking words?

Do you like dogs, or do you prefer cats?  
Dogs are very friendly, but they need a lot of exercise. I take Dilly to the park and I often play outside with her.



## Improve your writing

Would you like to be a better writer? Look at pages 90 to 93 to learn about **writing skills** and find out ways to make your writing more exciting.

- haunted
- mysterious
- shadowy
- rustling
- ghostly
- eerie





# Word classes

Each time you speak or write, you put together a mixture of different kinds of words, known as **word classes**.

Each word class has its own particular job to do.

**Nouns** tell you the name of a person, an animal, a thing or a place.

Joe tiger shop Rome

**Adverbs** tell you more about the way something is done.

loudly soon carefully

**Pronouns** can stand for a noun.

I you it  
she they



**Prepositions** show the position of something, or when something happened.

under through during

**Adjectives** tell you more about someone or something.

pink huge exciting

**Conjunctions** make a link between different parts of a sentence.

and but or because

**Verbs** are 'doing', 'thinking' or 'being' words.



swim imagine be have

**Articles\*** go in front of a noun to make it clearer what you're talking about.

the a an

You don't often see all the word classes together, but the sentence below contains them all:

Katy                    ←..... noun  
and                     ←..... conjunction  
I                         ←..... pronoun  
swam                  ←..... verb  
slowly                ←..... adverb  
around                ←..... preposition  
the                     ←..... article  
crumbling            ←..... adjective  
wreck.                ←..... noun



# Nouns

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Nouns are words that tell you the name of something. A noun can be a person, an animal, a thing or a place.



Molly walrus computer India  
magic clouds castle helicopter

## Proper nouns

A proper noun tells you the name of one particular person, place or thing.

For example, 'London' is a proper noun because it's a particular place.



Proper nouns start with a capital letter.

Freddie

Japan

Mars

Professor Pink

Wednesday

Texas

## Proper nouns include...

- people's names

Lauren

Archibald

Dr Brown

- places, countries, continents

Tokyo

Australia

Asia

- days, months, festivals

Saturday

August

Christmas

Diwali

## Common nouns

You use a common noun when you're not talking about a particular person, place or thing.

So, 'rabbit' is a common noun because there can be lots of rabbits.



Common nouns don't have a capital letter unless they are the first word in a sentence.

cake

hat

star

kitten

table

## Abstract nouns

Some nouns name a thing that can't be seen, heard, touched, smelled or tasted. They are called abstract nouns.

love

beauty

education

happiness

peace

Abstract nouns are common nouns, so they don't have a capital letter.

## Spot the nouns

Can you spot seven nouns in this sentence?

Eva had a dream that she saw an elephant with purple spots riding a bicycle through the parks of Paris.



# More about nouns

## Singular and plural

A noun can be singular and stand for just one thing, or it can be plural and stand for more than one thing.



## Making plurals

Most nouns change their spelling when they become plural.

hat > hats

girl > girls

ferry > ferries

fox > foxes

## Add 'es'

If a noun ends in **s**, **ss**, **x**, **ch** or **sh**, you need to add **es**.

bus > buses

dress > dresses

box > boxes

watch > watches

## Just add 's'

To make a noun plural, you usually just add a letter **s**.

diamond > diamonds

bicycle > bicycles

shoe > shoes



brush

brushes

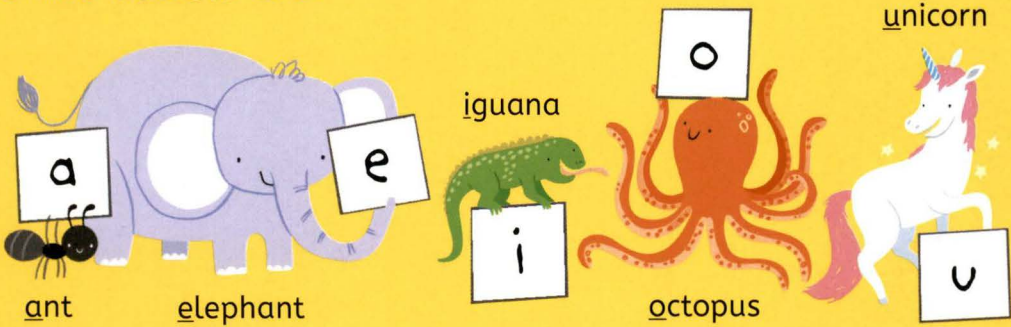
You also add **es** to most nouns ending in **o**.

hero > heroes

potato > potatoes

# Vowels and consonants

The five vowels are:



The consonants are all the other letters of the alphabet:

a b c d e f g h i j k l m n o p q r s t u v w x y z

## Watch out for 'y'!

If a noun ends in a vowel plus **y**, just add a letter **s**.

boy > boys

key > keys

day > days

If a noun ends in a consonant plus **y**, change the **y** to **i** and add **es**.

baby > babyies

story > storyies

fly > flyies

## Watch out for 'f'!

If a noun ends in **f** or **fe**, you often need to change the **f** or **fe** to **ves**.

elf > elfves

half > halfves

knife > knifeves



# More about nouns

## Unusual plurals

Some nouns change in an unusual way when they become plural.

woman > women

man > men

child > children

mouse > mice



goose > geese

Nouns that change in an unusual way are called **irregular nouns**.

## No change

A few nouns stay exactly the same in their singular and plural forms.

sheep > sheep

deer > deer

series > series

fish > fish



aircraft > aircraft

## No singular

These nouns are always plural:

clothes

jeans

sunglasses

trousers

pants

goggles

scissors



## Compound nouns

Compound nouns are made by putting two or more words together.

Some are written as a single word:

whiteboard

playgroup

motorbike

toyshop

Some are two or more separate words:

ice cream

bus stop

merry-go-round

swimming pool

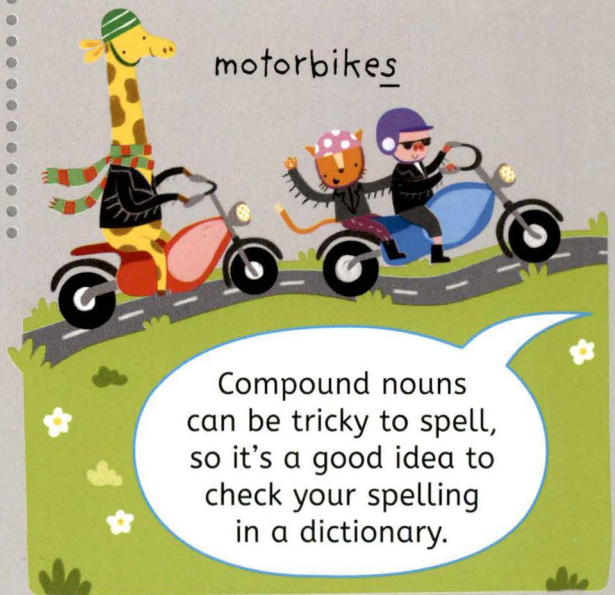
## Plural compound nouns

The usual way to make a plural compound noun is to add a letter **s** to the final word.

toyshops

swimming pools

merry-go-rounds



## Singular to plural

Can you change these singular nouns into plural nouns?

top hat    monkey    thief    lunch

mouse    fairy    kiss    tomato



# Pronouns

Pronouns are little words, such as 'he' or 'us', that can take the place of a person, an animal or a thing.



## Using pronouns

A pronoun can stand for a singular noun or a plural noun.

Harriet likes robots.

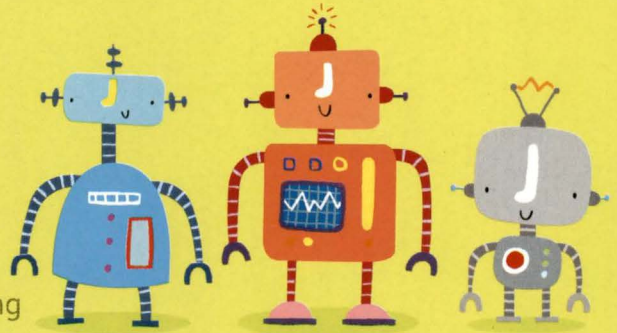
singular noun

plural noun

She collects them.

pronoun standing  
for 'Harriet'

pronoun standing  
for 'robots'



## Spot the pronouns

There are seven pronouns in this message. Can you find them all?

Dad is taking us with him to see the castle. He says it is amazing. We are going tomorrow. I hope you can come.



# Why use pronouns?

When you use pronouns in your writing, you don't have to write the same words over and over again.

So, instead of this...

George loves bananas. George eats bananas every day. Bananas make George feel happy.

you can write this...

George loves bananas. He eats them every day. They make him feel happy.

pronoun

pronouns

These sentences sound better and they're shorter, too!

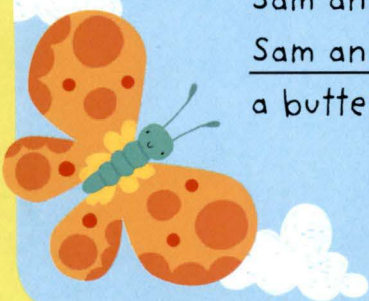


## Which pronoun? [telegram@creativekids89](https://t.me/creativekids89)



Look at the story below. Can you use a pronoun to replace the words that are underlined? Choose from the pronouns in the orange panel.

Sam and Tam went for a walk. On the way home, Sam and Tam saw Meg. Meg showed Sam and Tam a butterfly. The butterfly was beautiful.



She they It them

# Adjectives

Adjectives are describing words, such as 'funny' or 'short'. They tell you more about someone or something.



tall noisy unusual hungry  
difficult magnificent furry surprising

## Describing things

Adjectives give you information about a noun or a pronoun.

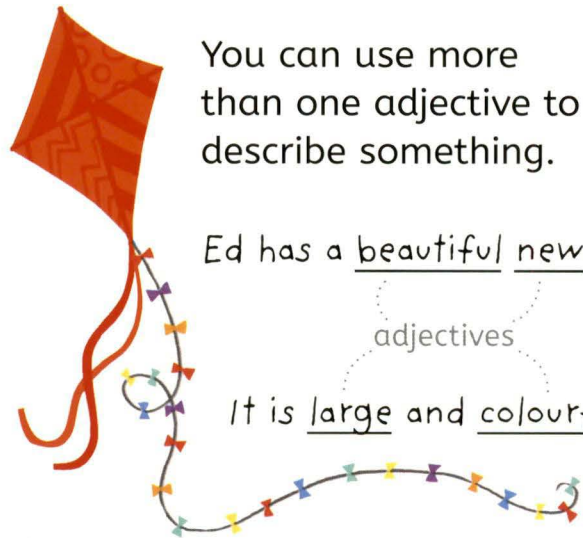
Ed has a new kite.  
adjective noun

It is colourful.  
pronoun adjective

You can use more than one adjective to describe something.

Ed has a beautiful new kite.  
adjectives

It is large and colourful.



## Spot the adjectives


Can you spot seven adjectives in this description?



The weather was calm and sunny as we sailed across the sparkling ocean. We felt proud and contented in our small green boat.

# Adjectives for comparisons

You can use adjectives to compare people or things. Adjectives used in comparisons are called **comparatives** and **superlatives**.



The yacht is big.  
adjective

The fishing boat is bigger.  
comparative

The cruise ship is the biggest.  
superlative

You use a comparative to compare **two** people or things.

You use a superlative to compare **three or more** people or things.

## Making comparatives and superlatives

To make a comparative, add **er** to the end of an adjective.

long > longer

small > smaller

slow > slower

To make a superlative, add **est** to an adjective and put the word **the** in front of it.

long > the longest

small > the smallest

slow > the slowest



# More about adjectives

## More comparatives and superlatives

If an adjective ends in **e**, add **r** to make the **comparative** and **st** to make the **superlative**.

large > largerer > largestest  
fine > finerer > finestest

For some adjectives, you need to **double the last letter** before you add **er** or **est**.

hot > hotterer > hottestest  
sad > sadderer > saddestest



For adjectives that end in **y**, change the **y** to **i** before adding **er** or **est**.

tidy > tidierer > tidiestest  
happy > happierer > happiestest

## Good and bad



The adjectives 'good' and 'bad' don't follow the usual rules for forming comparatives and superlatives.

good > better > best  
bad > worse > worst

## Making comparisons



Can you complete these comparisons?

A cat is big\_\_\_ than a mouse.

An elephant is heav\_\_\_ than a horse.



# More and the most

Long adjectives, such as 'wonderful', would sound very awkward if you added **er** or **est**. Instead, you need to say 'more wonderful' or 'the most wonderful'.



## Using 'more' and 'the most'

You use 'more' and 'the most' when an adjective has **more than two syllables**. A syllable is a single sound, so the word 'amazing' has three syllables (a-maz-ing).

You need to use 'more' and 'the most' with all these adjectives.

beautiful
terrible
surprising
unusual
interesting
mysterious

## Right or wrong?

Only one of these comparisons is correct. Can you spot it?



This is the *beautifullest* flower I have ever seen.  
Cheese is *more expensive* than bread.  
The test was *difficulter* than I expected.

# Verbs



Verbs can be doing words, such as 'run' or 'eat'. They can also be thinking or being words, such as 'imagine' or 'become'.



## Making sense

Every sentence needs at least one verb. If you take away the verb from a sentence, it will no longer make sense.

These three statements don't work without their verbs.

The lion roared.  
Dan screamed loudly.  
He ran as fast as the wind.



The lion.

Dan loudly.

He as fast as the wind.

## Spot the verbs



Can you find five verbs in these sentences?



Yesterday, we walked to the beach.  
We swam in the sea, played on the sand and built sandcastles.  
Everyone felt very happy.

# Present and past



A verb can show an action in the **present** or the **past**. Here are some verb forms that show present and past actions.

Marina combs her hair every day.

Verbs in the **simple present** show an action that often happens or usually happens.

See page 24



Yesterday, she combed her hair fifty times.

Verbs in the **simple past** show an action that happened and was completed in the past.

See page 25



Marvin is chasing a fish.

Verbs in the **present progressive** show an action that is happening now and continuing for a while.

See page 27



He was chasing an octopus when he spotted Marina.

Verbs in the **past progressive** show an action that started in the past and continued to another point in the past.

See page 28



Marina has discovered an interesting shell.

Verbs in the **present perfect** show an action that started in the past and is still important now.

See page 29





# More about verbs

## Using the simple present

When a verb is used in the **simple present**, its spelling stays the same, except when the person doing the action is 'she', 'he' or 'it'.

Verbs in the **simple present** show an action that often happens or usually happens.

## Adding 's'

If the person doing the action is 'she', 'he' or 'it', you need to add the letter **s** to most verbs.



She singss.

He singss.

It singss.

I sing  
you sing  
he singss  
she singss  
it singss

Add the letter **s**.

we sing  
you sing  
they sing



## Adding 'es'

If a verb ends in **s**, **sh**, **ch**, **ss**, **z**, **zz**, or **x**, you need to add **es** when the person doing the action is 'she', 'he' or 'it'.

I splash  
you splash

he/she/it splasheses

we splash  
you splash  
they splash

I mix

you mix

he/she/it mixeses

we mix  
you mix  
they mix

Add **es**.



# Using the simple past

For most verbs, you form the **simple past** by adding **ed**.

work > worked

look > looked

For verbs that end in **e**, you just add **d**.

dance > danced

cycle > cycled

chase > chased

Verbs in the **simple past** show an action that happened and was completed in the past.

Some verbs **double their last letter** when you add **ed**. Here are some common examples:

stop > stopped

plan > planed

spot > spoted

# Watch out for 'y'!

If a verb ends in a **vowel plus y**, you usually just add **ed** to form the simple past.

play > played

If a verb ends in a **consonant plus y**, you change the **y** to **i** and add **ed**.

cry > cried

spy > spied

hurry > hurried



He stayed and obeyed.



At least we tried.

Turn back to page 13 to remind yourself about **vowels** and **consonants**.



# More about verbs

## 'be' and 'have' – two very useful verbs

The verbs 'be' and 'have' don't follow the usual rules in their present and past forms:

simple present		simple past
I am	be	I was
you are		you were
he/she/it is		he/she/it was
we are		we were
you are		you were
they are		they were

simple present		simple past
I have	have	I had
you have		you had
he/she/it has		he/she/it had
we have		we had
you have		you had
they have		they had

Now, Caspar is huge.  
Last year, he was tiny.  
Now, he has long legs.  
Then, he had short legs.

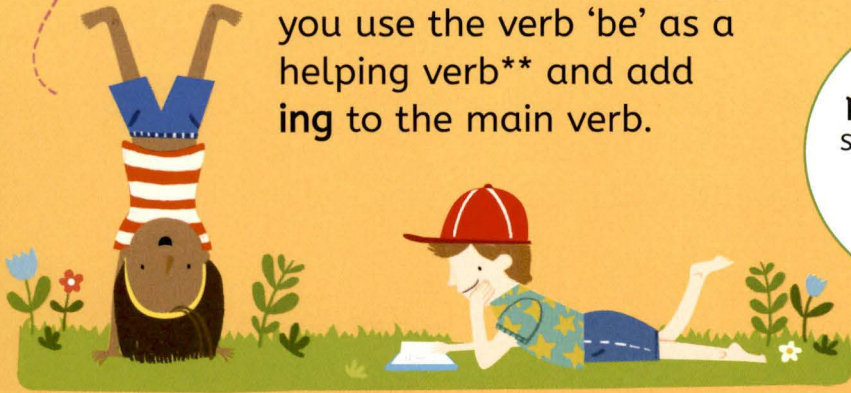


# Using the present progressive



To form the **present progressive\***, you use the verb 'be' as a helping verb\*\* and add **ing** to the main verb.

Verbs in the **present progressive** show an action that is happening now and is continuing for a while.



Hetty is standing on her hands.

helping verb      main verb

I am reading a book.

helping verb

main verb

helping verb

main verb

I	am	growing
you	are	growing
he/she/it	is	growing
we	are	growing
you	are	growing
they	are	growing

Use the **simple present** of the verb 'be'.

Add **ing** to the main verb.



When you add **ing** to a verb, you make a **present participle**. Turn to page 30 to find out more.



\*The present progressive is sometimes known as the **present continuous**.

\*\*Helping verbs are also known as **auxiliary verbs**.

# More about verbs

## Using the past progressive

To form the **past progressive\***, you use the simple past of the helping verb 'be' and add **ing** to the main verb.

Verbs in the **past progressive** show an action that started in the past and continued to another point in the past.



The sun was shining when we left home.

helping verb      main verb

We were playing before the rain started.

helping verb      main verb

I	was	looking
you	were	looking
he/she/it	was	looking
we	were	looking
you	were	looking
they	were	looking

Use the **simple past** of 'be'.

Add **ing** to the main verb.

## Present progressive to past progressive



All the verbs below are in the present progressive. Can you change them to the past progressive?



I am dancing. You are skipping.  
He is hopping. We are all having fun.

# Using the present perfect

To form the **present perfect**, you use the simple present of the helping verb 'have' and add **ed** to the main verb.

Verbs in the **present perfect** show an action that started in the past and is still important now.



We have walked for miles.

Yaz has spotted a signpost.

helping verb

main verb

helping verb

main verb

helping verb

main verb



Use the simple present of 'have'.

I	have	jumped
you	have	jumped
he/she/it	has	jumped
we	have	jumped
you	have	jumped
they	have	jumped

Add **ed** to the main verb.

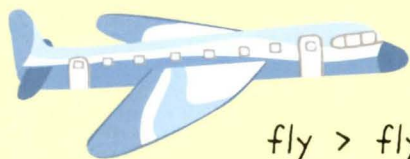


When you add **ed** to a verb, you make a **past participle**. Turn the page to find out more.

# More about verbs

## Present participles

To make a **present participle**, add **ing** to a verb.



fly > flying

work > working

For verbs that end in **e**, drop the **e** and add **ing**.

dance > dancing

hope > hoping

Some verbs **double their last letter** when you add **ing**.

stop > stopping

run > running

## Past participles

To make a **past participle**, add **ed** to a verb and follow the same rules that you use for present participles.

work > worked

dance > danced

stop > stopped

If a verb ends in a **consonant plus y**, you need to change the **y** to **i** and then add **ed**.

carry > carried

worry > worried



dig > diging



bury > buried

# Irregular verbs

Irregular verbs don't follow the usual rules for forming the simple past and the present perfect. Here are some irregular verbs we often use.

simple present	simple past	present perfect
I do	I did	I have done
I give	I gave	I have given
I run	I ran	I have run
I dig	I dug	I have dug
I fall	I fell	I have fallen
I hide	I hid	I have hidden
I forget	I forgot	I have forgotten
I think	I thought	I have thought

## Using irregular verbs



Try writing this sentence in the simple past.  
(The verbs you need to use are underlined.)



Yesterday, I run around the lake. I think it would be easy, but I fall over and give myself a shock.

Now, write this sentence in the present perfect.

Sam says he has forget what he has do with my key. I think he has dig a hole and hide it.



# Adverbs

Adverbs are words, such as 'slowly' and 'often', that work with verbs. They tell you more about the way an action is done.



The princess sang loudly.

carefully

surprisingly

always

here

soon



## How is it done?

Many adverbs show **how** something is done. These adverbs often end in the letters **ly**.

The sun shone brightly.

The tiger pounced suddenly.

adverbs showing 'how'



## Irregular adverbs

Not all adverbs that show how something is done end in **ly**. Here are some common irregular adverbs:

She played well.

They ran fast.

He aimed straight.

adverbs showing 'how'



# When? Where? How often?

Adverbs can show **when**, **where** or **how often** an action is done.

The ice cream seller  
came yesterday.

adverb showing  
'when'

She waited outside  
and played her tune twice.

adverb  
showing  
'where'

adverb showing  
'how often'



Here are some more examples:

when	where	how often
now	there	sometimes
then	everywhere	never
later	nearby	daily
tomorrow	abroad	once

## Spot the adverbs



Can you spot six adverbs in these sentences?



Bertie raced inside, quickly grabbed his cape and started dancing wildly.  
"I don't often complain," I said patiently,  
"but why do you always have to show off?"

# Prepositions

Prepositions are words, such as 'on' and 'before', that work with nouns and pronouns. They show **where** something or someone is, or **when** something happened.

Boo skated across the rink.



These words are all prepositions.

across over up during  
after behind in towards

next to away from  
along with in front of

Some prepositions can be two or more words long.

## Where?

Prepositions can show where something is in relation to something else.

Daisy searched for Hammy under the mat, on the shelf, behind the clock and in the teapot.



Prepositions can also show movement from one place to another.



The ducks waddled through the wood, along the path, over the bridge and past the pond.

# When?

Some prepositions show when something happens.

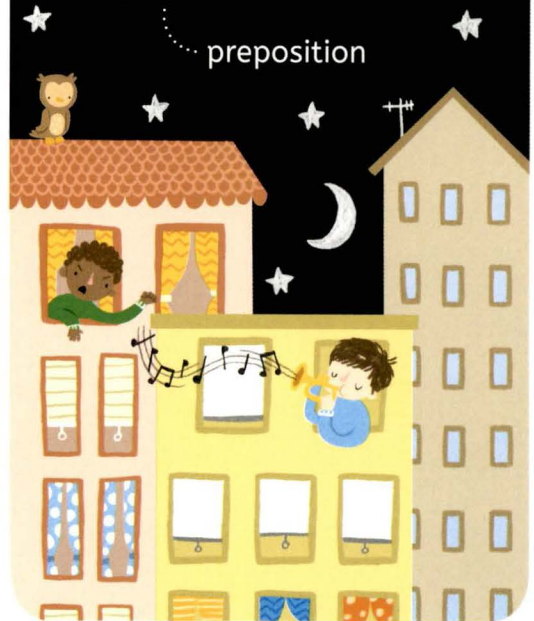
On Tuesdays, we have an art lesson in the morning. We start at 9 o'clock and work until midday.



# 'Because of'

The words 'because of' act as a preposition. They help to explain why something happens.

Mo couldn't sleep because of the noise.



# Spot the prepositions

There are seven prepositions in these sentences. Can you find them all?

Ali had his birthday party in a field on a hot day in summer. After the picnic, we sat on the grass and gazed into the distance at the lovely view.



# Conjunctions

Conjunctions\* are **linking words**, such as 'and', 'but' and 'because'. They provide a link between words or groups of words.

and but so if  
since because  
although while



## Linking words

Some conjunctions are used to link two words.

good or bad  
young but wise



cat and mouse  
soft yet strong

## Linking parts of a sentence

Some conjunctions link two parts of a sentence.

first part of sentence      conjunction

I arrived early, so  
I could buy popcorn.

second part of sentence



These sentence parts are called **clauses**.

Go to pages 52 to 59 to find out more about **clauses**.

\*Conjunctions are sometimes known as **connectives**.

# Different positions

Conjunctions often go in the **middle** of a sentence, between two clauses.



We will go to the beach if the weather is good.

first clause

conjunction

second clause

You can also use a conjunction at the **start** of some sentences.



conjunction

first clause

If the weather is good,  
we will go to the beach.

second clause

## Spot the conjunctions

Can you spot seven conjunctions in these sentences?

We were very hungry, so we ordered breakfast. The menu offered eggs and bacon or cereal and toast. The food was delicious, but we had to eat fast. Although we wanted to stay, we knew we had to rush. If we were late, we would miss our train.



# Articles

Articles\* make it clear which person, animal or thing you are talking about. They go in front of a noun or in front of an adjective belonging to a noun.

These are the three articles.

a  
an  
the

An explorer rowed a boat down the winding river.

## The definite article

The word 'the' is called the **definite article**. It introduces a particular person or thing that is already known or has been mentioned before.

definite article

The explorer was astonished.

## Indefinite articles

The words 'a' and 'an' are **indefinite articles**. They introduce something that is not already known.

A fly buzzed.

indefinite articles

An alligator splashed.

\*Articles belong to a larger word class, called **determiners**, that includes words such as 'some' or 'those'.

## 'a' or 'an'?

If a word starts with a vowel sound (a, e, i, o or u), you use 'an' in front of it, instead of 'a'. This makes it easier to say.

The donkey ate an apple.

'apple' starts with a vowel, so you use 'an'

The monkey ate a banana.



'banana' starts with a consonant, so you use 'a'

Turn back to page 13 to find out more about **vowels** and **consonants**.



## Watch out!

Some words that start with the letter h are used with 'an'. This is because you don't pronounce the h sound in these words.

I waited for an hour.

Carl is an honest boy.

Some words that begin with the letter u actually start with the consonant sound y, so you use 'a' instead of 'an'.

I'd love to meet a unicorn.

We're a united team.



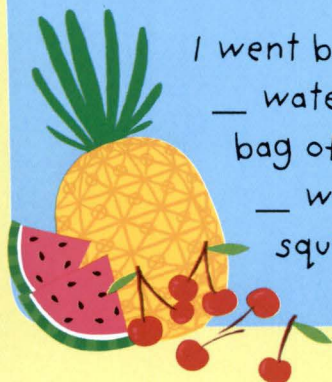
## Which article?

Write out these sentences using 'a', 'an' or 'the'.



I went back to     market and bought     pineapple,     watermelon,     dozen apples and     enormous bag of cherries to make     cherry pie.

    watermelon was delicious, but     cherries were squishy. I had to make     apple pie instead.





# More than one word class

Some words can belong to more than one word class, depending on the job they do in a sentence.

Kylie is a good cook.

'cook' used  
as a noun

She can cook very well.

'cook' used  
as a verb



Maz has a fast car.

'fast' used as  
an adjective

She drives fast.

'fast' used as  
an adverb

## Which word class?

Can you name the word class of the four words that have been underlined?

Let's have a race on this straight path.

We can race straight through the trees.



# Spot the word class

Can you spot examples of all the word classes in the sentences below?

- 5 nouns
- 3 adverbs
- 3 pronouns
- 2 prepositions
- 3 adjectives
- 2 conjunctions
- 5 verbs
- 2 articles



Yesterday, Josh and I went to an amazing fair.



We rode on the dodgems. They were scary but fun!

Lights flashed brightly. Music played loudly.



# Adding prefixes

You can change the meaning of some words by adding a new beginning, called a **prefix**. The word that you add to is called a **root word**.



Many **prefixes** have a meaning.



**prefix + root word = new word**

**mid** means 'middle'

mid + night = midnight

**inter** means 'between' or 'among'

inter + national = international

**multi** means 'many'

multi + coloured = multicoloured

**sub** means 'under'

sub + way = subway

**re** means 'again'

re + appear = reappear

**super** means 'above' or 'extra'

super + star = superstar



# Adding 'un'

When you add the prefix 'un' to a root word, you give it an opposite meaning.



un + tie = untie

un + happy = unhappy

un + kind = unkind

un + load = unload

un + tidy = untidy

un + lock = unlock

un + pack = unpack

un + wanted = unwanted

un + lucky = unlucky

un + well = unwell

## Opposite meanings

Here are some more prefixes that give an opposite meaning to a word:

dis + appear = disappear

im + possible = impossible

in + visible = invisible

mis + behave  
= misbehave



## Which prefix?



Can you match these prefixes to the right root words? Write down the new words you've made.

### prefixes

un dis re im

### root words

patient turn  
honest fair

# Adding suffixes

If you add an ending, called a **suffix**, to some root words, you can change the meaning of the word.

a careless  
cleaner

root word + suffix = new word

teach + er = teacher

direct + or = director

fit + ness = fitness

joy + ful = joyful

pain + less = painless

slow + ly = slowly



## Adding 'er', 'or' and 'ness'

You can change some words into nouns by adding the suffixes 'er', 'or' or 'ness'.

root word + suffix = new word

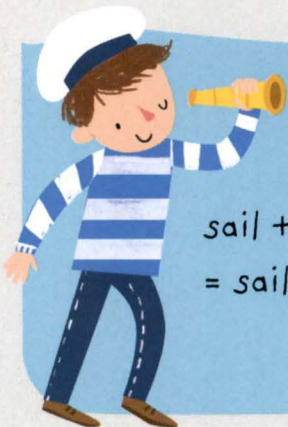
hunt + er = hunter

act + or = actor

sad + ness = sadness

sail + or  
= sailor

nouns



## Adding 'ful' and 'less'

The suffixes 'ful' and 'less' can change some nouns into **adjectives** (words that give information about a noun).

noun

adjective

care + ful = careful

hope + less = hopeless

end + less = endless

## Adding 'ly'

If you add 'ly' to some adjectives, they become **adverbs** (words that give information about a verb).

adjective

adverb

quick + ly = quickly

soft + ly = softly

careful + ly = carefully



The playful kittens purred loudly.

## Which suffix?



Can you match these suffixes to the right root words? Write down the new words you've made.

root word

suffix

noise    collect

or    ness

usual    boast    ill

ful    less    ly

# Word families

A group of words that share the same root word is known as a **word family**.

The words in this word family are all based on the root word 'help':

helper	help	unhelpful
helping		helpless
helpful		helplessness
helpfully		helplessly

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This word family is based on the root word 'play':

player	play	playgroup
playful		playtime
playfully		playground

# Finding word families



Can you help the robots sort their words into word families? The four root words are on the top shelf. Find three words that are based on each root word.

act

friend

pack

appear

friendly

unpack

appearance

actor

reappear

reaction

friendship

package

repack

disappear

activity

unfriendly





# Looking at sentences

A sentence is a group of words that makes sense on its own. All sentences start with a capital letter and a sentence can end with a full stop, a question mark or an exclamation mark.

WELCOME TO THE HAT SHOP!

capital letter  
You look great!  
exclamation mark

We are trying on hats.  
full stop

Do you like this one?  
question mark

Sentences can be long or short.

The Hat Shop offers headwear in a range of styles to suit all customers.

TRY OUR HATS!

Turn to pages 66 to 89 to find out more about **punctuation** in sentences.

# Sentence types

A sentence can be a statement, a question, an exclamation or a command.

A **statement** states a fact or gives information. It ends with a full stop.

•

*It is windy.*



*We are flying our kites.*

A **question** asks something. It ends with a question mark.

?



*Is it raining?*

*Have you brought an umbrella?*

An **exclamation** shows surprise, disagreement, pleasure or some other strong feeling. It ends with an exclamation mark.

!

*I wasn't expecting that!*

*I love your dress!*

*This is disgusting!*

A **command** tells someone to do something. It can end with an exclamation mark.

!

*Get down!*

*Go home now!*

*Stop barking!*



# More about sentences

## Making sense

All sentences need at least one verb in order to make sense. It's also very important that all the words in a sentence are in the right order.

Freya a truck. X

no verb

Truck drives a Freya. X

words in the wrong order

Freya drives a truck. ✓



You can remind yourself about **verbs** on page 22.



## Sentence fragments

Sentence fragments don't contain a verb, so they are not proper sentences. Here are some examples:

- one-word answers

Yes. Okay. Right.

- one-word questions

What?

Why?



- short exclamations

Hey! Oh no!

- greetings

Hello!

Happy Birthday!



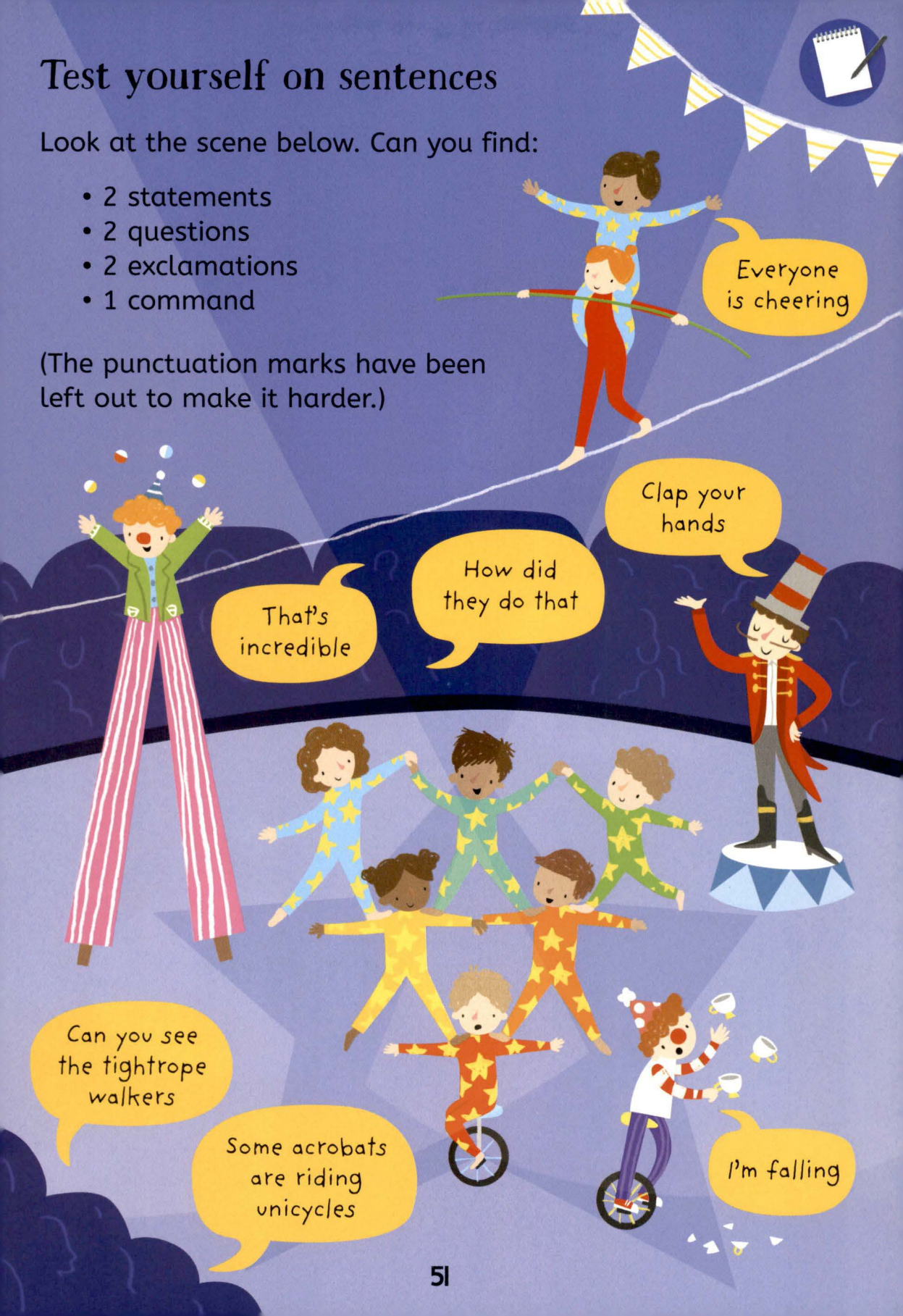
# Test yourself on sentences



Look at the scene below. Can you find:

- 2 statements
- 2 questions
- 2 exclamations
- 1 command

(The punctuation marks have been left out to make it harder.)



Everyone is cheering

Clap your hands

That's incredible

How did they do that

Can you see the tightrope walkers

Some acrobats are riding unicycles

I'm falling

# Clauses

A clause is a group of words built around a verb. All sentences contain at least one clause.

A sentence can have just one clause.

The dragon roared.

This sentence has **one** clause built around the verb 'roared'.

Or it can have more than one clause.

This sentence has **two** clauses. One is built around 'roared' and one is built around 'shuddered'.

The dragon roared and Cuthbert shuddered.

Clauses can be short, like the examples above, or they can be long, like the ones below.

The scaly, fire-breathing dragon roared incredibly loudly and Cuthbert the cowardly knight shuddered violently.

This sentence has **two** clauses built around the verbs 'roared' and 'shuddered'.



Turn back to page 22 to remind yourself about **verbs**.



# Different clauses

There are two kinds of clauses – **main** and **subordinate**. All sentences need a main clause, but only some sentences have a subordinate clause. You can learn more about main and subordinate clauses on the next few pages.



The fairy was happy.

This is a **main clause**. It makes sense on its own.

The fairy was happy because her spell had worked.

This is a **subordinate clause**. It adds information to the main clause.

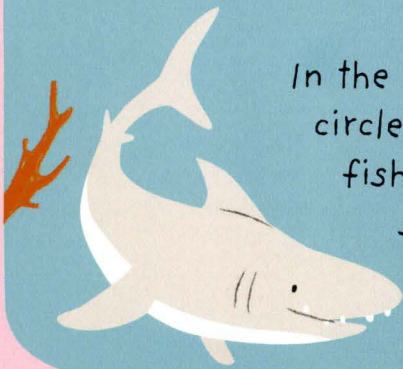


## Count the clauses



Can you find four clauses in this story? It doesn't matter if the clause is main or subordinate. Just remember that every verb has a clause built around it.

In the depths of the ocean, a shark circled silently. Then, it spotted some fish. It snapped its jaws and the fish scattered in all directions.



# Main clauses

Main clauses make sense on their own. They are sometimes called **independent clauses**.

Some sentences have just one main clause.

A spaceship landed.

main clause built around the verb 'landed'

An alien appeared.

main clause built around the verb 'appeared'

Each of these sentences is made from just **one** main clause.

Other sentences have two or more main clauses.

main clause built around the verb 'looked'

The alien looked around and it spotted me.

main clause built around the verb 'spotted'

This sentence contains **two** main clauses linked by the word 'and'.

# Linking main clauses

If a sentence has more than one main clause, the clauses are linked by the words 'and', 'but' or 'or'.



The alien stared at me  
and I smiled back.

It opened its mouth,  
but no sound came out.

It looked scared,  
or maybe it was shy.

Each of these sentences contains **two** main clauses joined by a linking word.

Look out for the linking words below. They will help you spot when a new main clause begins.

and

but

or

'and', 'but' and 'or' are all conjunctions. Turn back to page 36 to find out more about **conjunctions**.



## Spot the main clauses

Can you find six main clauses and three linking words?


Do you like dogs, or do you prefer cats?  
Dogs are very friendly, but they need a lot of exercise. I take Dilly to the park and I often play outside with her.






# Subordinate clauses

A subordinate clause adds information to a main clause.




main clause  
Louis lost the race because  
subordinate clause  
he had a puncture.

These **subordinate clauses** make the main clause more interesting.



main clause  
He came in last although  
subordinate clause  
he had trained for months.

Often, a subordinate clause relies on the main clause in order to make sense.



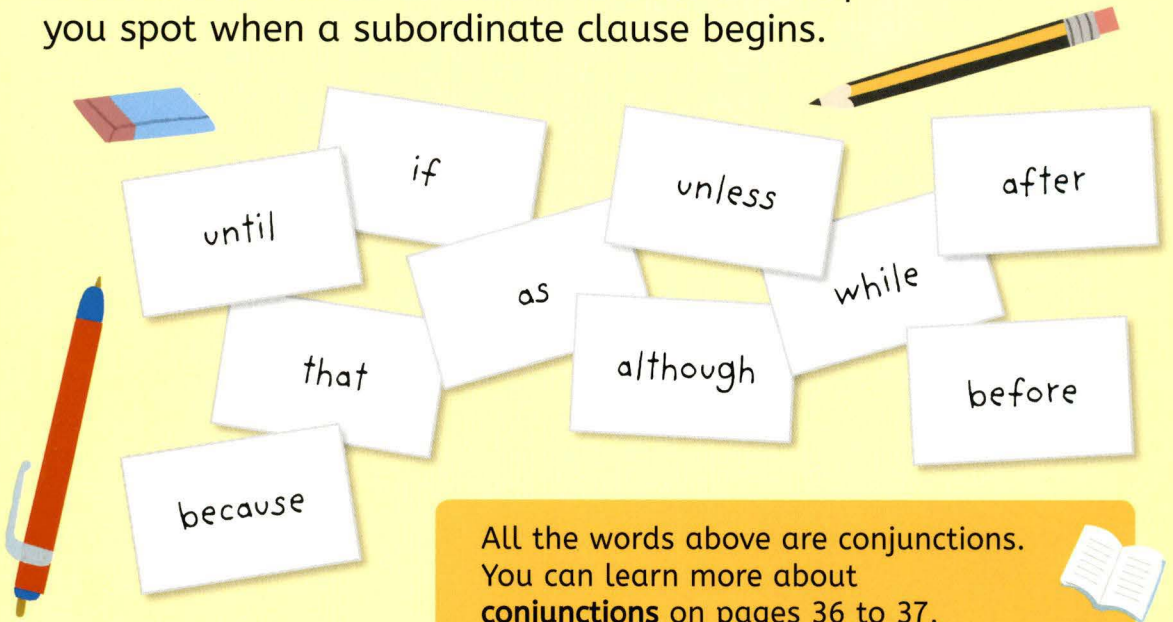
main clause  
Jet will have an accident if  
subordinate clause  
he doesn't slow down.

main clause  
Kitty rides a bicycle that  
subordinate clause  
was designed for racing.

These **subordinate clauses** don't make sense without a main clause.

# Introducing subordinate clauses

All the words below are used to introduce a subordinate clause. Look out for them to help you spot when a subordinate clause begins.



All the words above are conjunctions. You can learn more about **conjunctions** on pages 36 to 37.

## Spot the subordinate clauses

Can you spot the subordinate clause in each of these sentences?

We felt nervous before the rocket was launched.

The spaceship travelled for days until it reached the moon.

I was amazed that it could go so far.

The astronaut waved as he floated through space.



# More about subordinate clauses

When a subordinate clause comes after the main clause, you don't need a comma to separate the clauses.

main clause comes first

no comma after the main clause

Everyone went wild after the music started.

subordinate clause follows the main clause

When a subordinate clause comes before the main clause, you need to add a comma to separate the clauses.

subordinate clause comes first

comma separates the two clauses

After the music started, everyone went wild.

main clause follows the subordinate clause



## Adding commas

Each of these sentences needs a comma.  
Can you work out where to put the commas?



As I left the room the parrot squawked at me.  
Although we were tired we kept on walking.  
If he misses his train James will be late.

# Main clause or subordinate clause?



Look at the sentences below. Can you spot seven main clauses and three subordinate clauses?  
(Turn back to page 57 to remind yourself which conjunctions introduce a subordinate clause.)



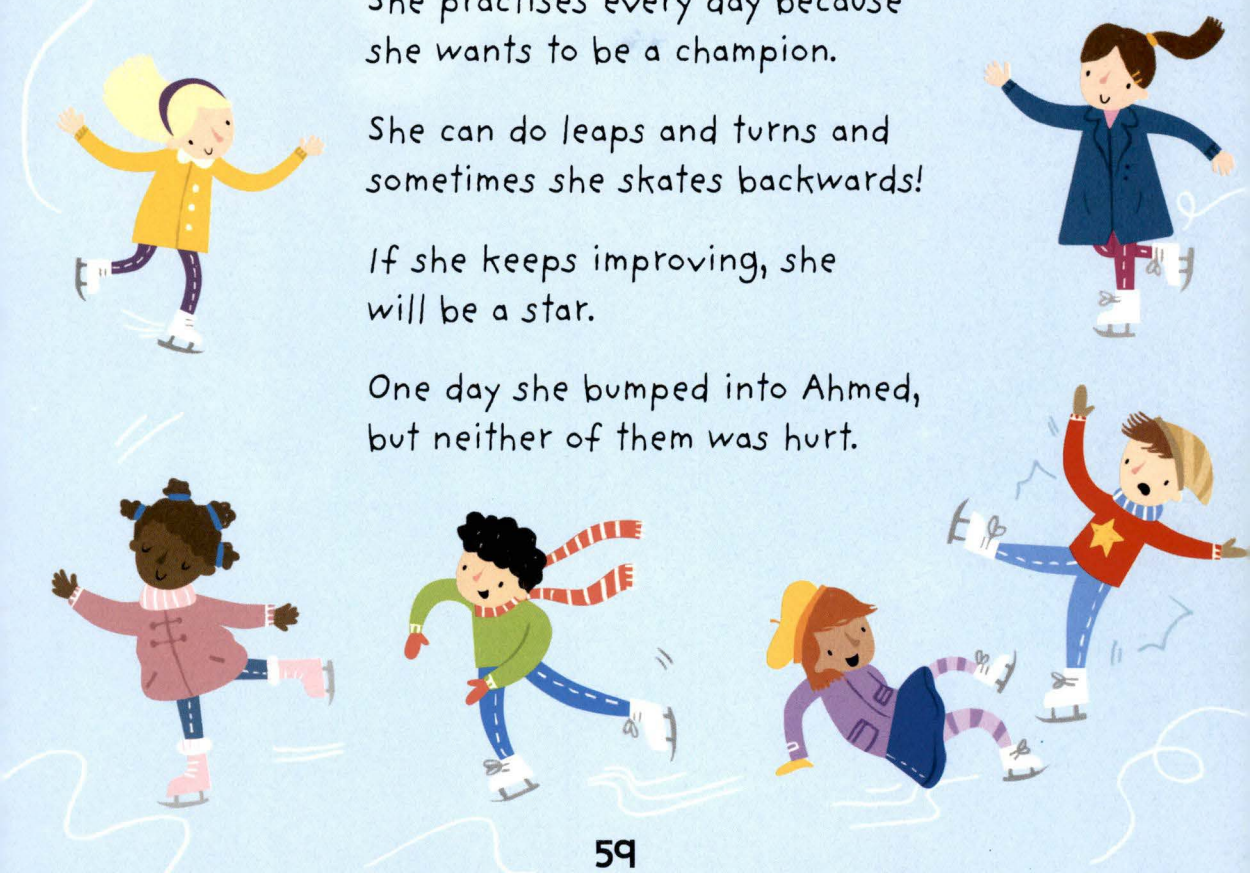
Kirsty loves skating although she finds it hard.

She practises every day because she wants to be a champion.

She can do leaps and turns and sometimes she skates backwards!

If she keeps improving, she will be a star.

One day she bumped into Ahmed, but neither of them was hurt.



# Phrases

A phrase is a group of two or more words that adds extra information to a sentence. Phrases don't usually contain a verb.

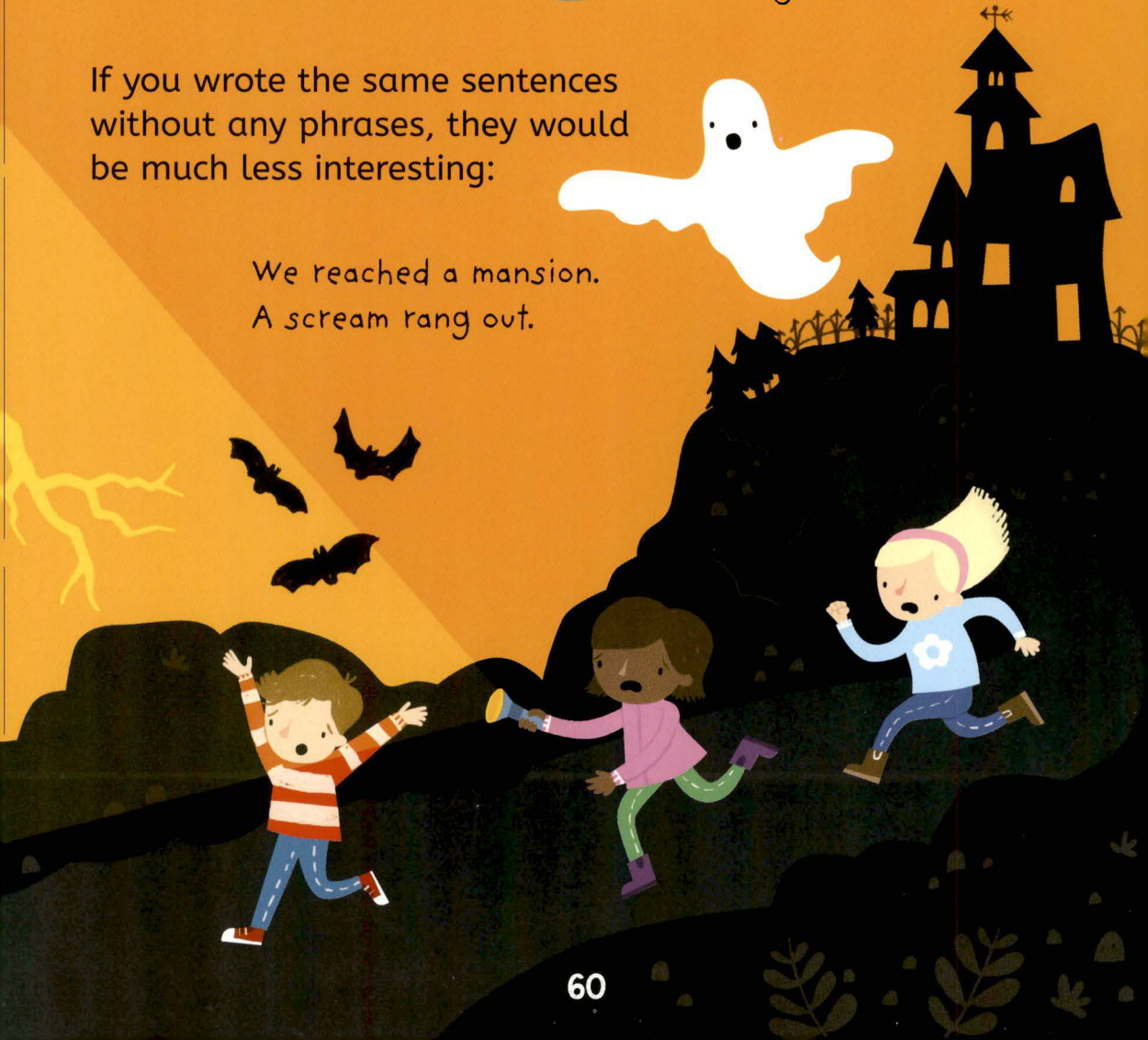
Just before midnight,  
we reached a mansion  
deep in the forest.  
From somewhere high  
in the tower, a scream  
rang out loud and clear.

The groups of words that are underlined are all **phrases**. None of them contains a verb.

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If you wrote the same sentences without any phrases, they would be much less interesting:

We reached a mansion.  
A scream rang out.



# Adding phrases



Can you add the right phrases to complete this story? Choose from the phrases in the green panel below.



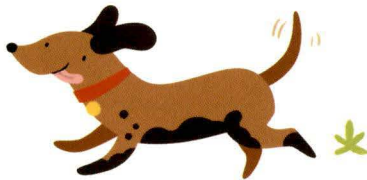
\_\_\_\_\_, I took Trotter  
for a run \_\_\_\_\_.

He chased a toddler \_\_\_\_\_

and broke a flowerpot \_\_\_\_\_.

Then he rolled \_\_\_\_\_ and barked \_\_\_\_\_.

\_\_\_\_\_, I had to take him home.



very loudly

in a rabbit suit

in the mud

in the park

In the end

Last week

with a beautiful pattern



# Noun phrases

A noun phrase is a word or a group of words that adds extra information to a noun. It can be short or long.

Turn back to page 10 to remind yourself about **nouns**.

These are both **noun phrases** adding information to the noun 'plant'.

A green plant

A bright green plant with small prickly spikes.



You can use noun phrases in your writing to make it more interesting. Look at the way these sentences change:


Nancy went to the shops. She took her bag and bought vegetables, bananas and flowers.

These are **nouns**.

These are **noun phrases**.

My friendly neighbour Nancy went to the shops down the road. She took her shopping bag on wheels and bought plenty of vegetables, some lovely ripe bananas and ten pink flowers.





## Spot the noun phrases

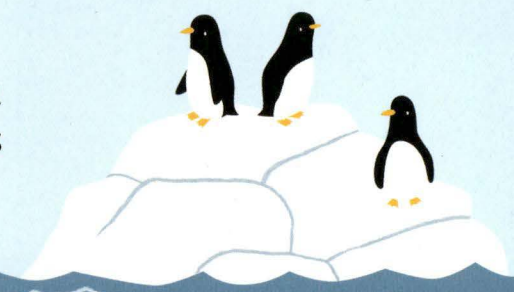
Look at the sentences on this page. Can you find six noun phrases?

In the lush green jungle,  
swarms of butterflies flapped  
their delicate wings. There  
were colourful flowers  
everywhere and  
some giant frogs made  
deep croaking noises.



# Adverbials

An adverbial is a general term for a word or a group of words that adds extra information to a verb.



The penguins waddled slowly.

They moved in an awkward way.

They flapped their wings as they came nearer.

These are all  
**adverbials**.

Look how these sentences change when you add adverbials to their verbs:

The penguin jumped. It dived. It swam.

verbs

The penguin jumped into the freezing sea.

It dived with a loud splash.

It swam smoothly and swiftly.

adverbials

You can turn back to page 22 to remind yourself about **verbs**.



# Fronted adverbials

Some adverbials can be used at the beginning of a sentence. When they go in this position, they are called **fronted adverbials**.

If an **adverbial** comes first in a sentence, it is followed by a comma.



Gradually, the clouds drifted towards us.

In the sky, a rainbow was forming.



When the storm started, we ran for shelter.

## Move the adverbial



Can you rewrite these sentences to make them start with a fronted adverbial? Remember to add a comma after the adverbial.

The train set off suddenly.

It entered the tunnel a few minutes later.

We were on our way before we could wave goodbye.



# Using punctuation

Punctuation is the name for a set of signs, such as commas and full stops, that are used to make writing clear. Capital letters also play an important role in punctuation.

## Punctuation marks

These punctuation marks divide a piece of writing into smaller groups of words:



full stop



exclamation  
mark



question  
mark



comma

These punctuation marks do special jobs:



inverted  
commas

Inverted commas show where someone's words begin and end.

*"I'm going home."*

Inverted commas are also known as speech marks, quotation marks or quotes.



apostrophe

You use an apostrophe when you put two words together. It shows where letters have been missed out.

*It's snowing.*

You also use an apostrophe to show that something belongs to someone.

*Dad's jeans*

# Making sense

If a piece of writing has no punctuation, it can be very hard to read.

where are you called shima were  
in roses treehouse said lee climb  
up the ladder ill help you

When you add punctuation,  
you help the words  
make sense.

“Where are you?” called Shima.  
“We’re in Rose’s treehouse,” said Lee.  
“Climb up the ladder. I’ll help you!”



## Places to pause

Some punctuation marks show you where to pause when you are reading.

Kit ate a slice of pizza,  
six juicy tomatoes,  
an apple and a muffin.  
Then he fell asleep.

commas showing a short pause

full stops marking a longer break



# Full stops

Full stops are found at the end of most sentences. They show that the sentence is finished and they mark the place where you would take a breath if you were reading aloud.



Caz took a deep breath and jumped.

full stop

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## Full stop, question mark or exclamation mark?

Look at pages 70 to 73 to find out more about **question marks** and **exclamation marks**.

Full stops are used **at the end of a statement** (a sentence stating a fact or giving information). Most sentences end in a full stop, but there are some exceptions.

•

It's your turn.

**Statements** end in a full stop.

?

Are you ready?

**Questions** end in a question mark.

!

I'm scared!

**Exclamations** end in an exclamation mark.

!

Jump now!

**Commands** can end in an exclamation mark, or a full stop.

## Using full stops

Full stops go straight after the last word in a sentence. The full stop is followed by a single space and the next sentence starts with a capital letter.

capital letter

full stop followed by a space,  
then a capital letter

We found the perfect place. The beach  
had golden sand and graceful palm trees.

## Adding full stops

The description below is missing five full stops. Can you work out where they should go? You will also need to change four lower case letters to capital letters.

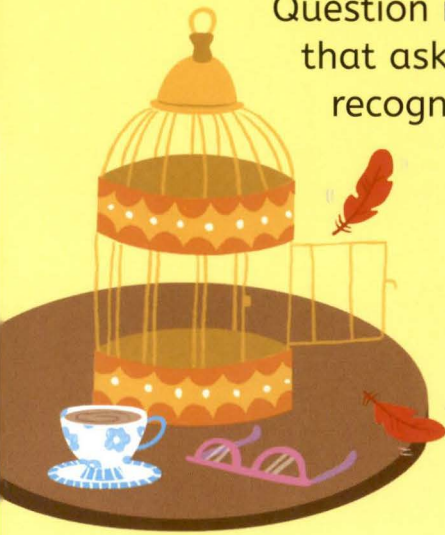
Hannah watched the sun rise over the  
mountains the snow was sparkling the  
sky was blue she felt very happy  
it was going to be a perfect day



# ? Question marks



Question marks go at the end of a sentence that asks a question. They help you to recognize a question when you're reading.



## Asking questions

There are three main ways of asking a question:

- Many questions start with a question word, such as 'how', 'why', 'where', 'when', 'which' or 'who'.

Start your question with a question word.

How did Polly get out?

Where is she now?

Use the verb 'do' to introduce your question.

- You can make a question by adding the verb 'do' in front of a statement.

Do you know where she's gone?

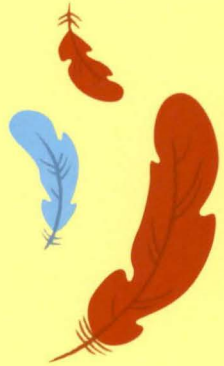
Does she often escape?

- You can also make a question by changing the word order in a statement so the verb comes first.

Turn a statement around so the verb goes first.

Is she in the garden?

Can you see her?



# Question tags

Another way to make a question is to add a question tag to the end of a statement. Question tags are very short questions. They are separated from the statement by a comma.

statement  
Bobo's the tall one, isn't he?  
comma question tag



Jojo



Bobo



Jinks



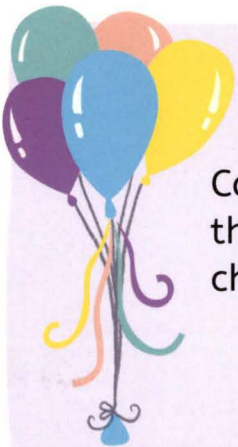
Bingo

# Using question marks

Question marks go straight after the last word in a sentence. The question mark is followed by a single space and the next sentence starts with a capital letter.

question mark followed by a single space capital letter

Why did you squirt me? What did I do wrong?



## Adding question marks



Can you add four question marks to help this passage make sense? You will also need to change four lower case letters to capital letters.

what time does the party start  
do you know where it is it's not  
far, is it can we go together





# ! Exclamation marks

Exclamation marks go at the end of a sentence that shows a strong feeling. This kind of sentence is called an **exclamation**. Exclamation marks can also be used with commands.

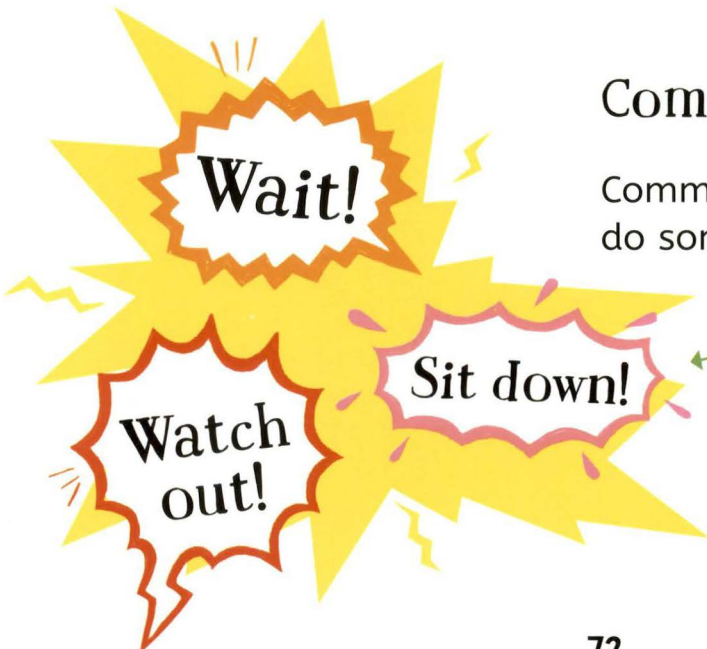
## Exclamations

Exclamations express strong feelings, such as surprise, joy, anger, pain or fear.



## Commands

Commands tell you to do something urgently.

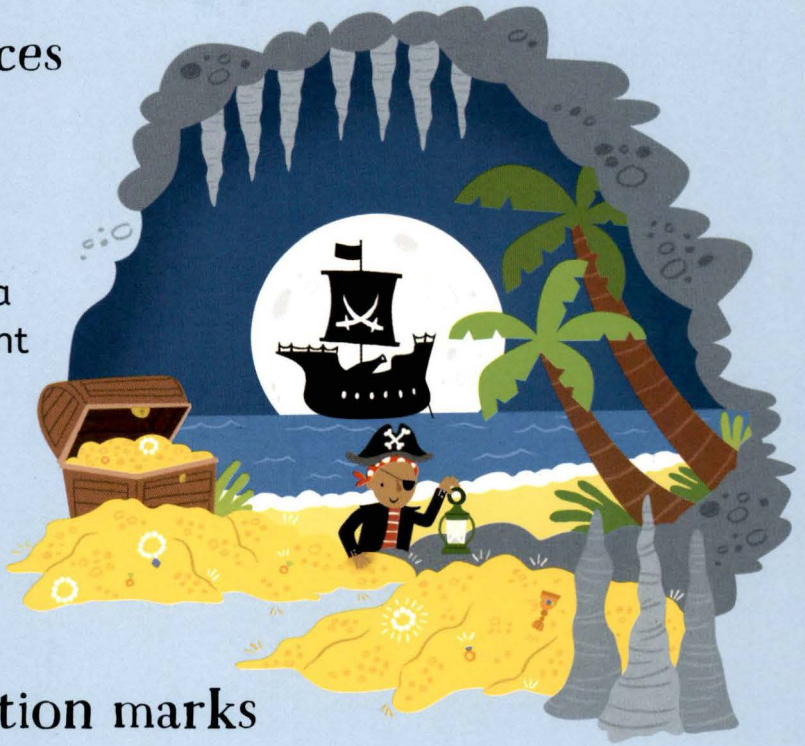


Most **commands** are very short sentences that begin with a verb.

# Making sentences stand out

Sometimes, writers use an exclamation mark to show that a sentence is important or surprising.

The pirate peered inside the cave. It was full of treasure!



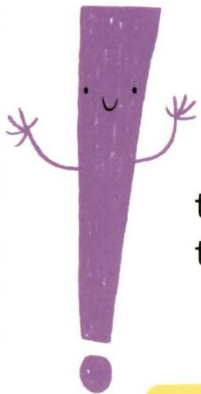
# Using exclamation marks

Exclamation marks go straight after the last word in a sentence. The exclamation mark is followed by a single space and the next sentence starts with a capital letter.

exclamation mark followed by a single space

I'm frightened!    Don't leave me!

capital letter



## Adding exclamation marks



The sentences below are missing four exclamation marks. Can you work out where they should go? You will also need to change two lower case letters to capital letters.

Stop right now stay where you are

This is a brilliant surprise my present is amazing

# , Commas

Commas separate a word or a group of words from the rest of the sentence. They show the place where you would pause slightly if you were reading aloud.

## Commas in lists

When you write a list of words, you use commas to separate them. Each word is separated by a comma, except for the last two, which are linked by the words 'and' or 'or'.

Do you prefer carrots, peas, beans or spinach?

We love apples, pears, oranges and bananas.

commas  
separating each  
thing in the list

last two items  
linked by 'and'  
or 'or'

You also use commas to separate groups of words. Look at the commas in this sentence:

We ate two apples, some delicious pears, a bunch of bananas and three oranges.

commas



## Using commas

Commas go straight after a word. They are followed by a single space and the next word starts with a lower case letter.



comma followed  
by a single space

lower case  
letter

The monkeys hopped, skipped and chattered.

## Making things clear

Commas help to make the meaning of a sentence clear. Look at the two sentences below to see what a difference a comma can make.

Tia loves cooking her pets and her friends.



This sentence suggests that Tia loves to cook her pets and her friends!

The comma in this sentence makes the real meaning clear.

comma

Tia loves cooking, her pets and her friends.

# More about commas

## Commas with conjunctions

Commas often go in front of a conjunction (or linking word) that joins two statements.

Add a comma before the conjunction.


first statement      second statement

Ben looked for the crab, but it had disappeared.

comma before conjunction      conjunction



You can learn more about **conjunctions** on pages 36 to 37.



These conjunctions usually have a comma in front of them when they link two statements.

but
while
yet
so

*telegram@creativekids89*



## Adding commas



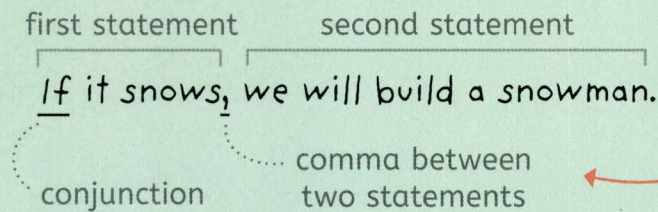
This paragraph is missing five commas. Can you add them?

I was late so I ran to the café. I met up with Keely Ned and Aisha. We ate pizzas a delicious salad lots of chips and some vanilla ice cream. I had a great time but I had to leave early.

# Separating statements



Some sentences have two statements that are not linked by a conjunction. Instead, the conjunction goes at the start of the sentence and the two statements are separated by a comma.



Add a comma between the two statements.

Look out for these conjunctions introducing two statements. Then add a comma between the two statements.

- if
- because
- unless
- although

## More commas to add

Try adding one comma to each of these sentences.

- Although Leo is young he is a brilliant artist.
- Unless he paints every day he feels sad.
- Because he is so talented he will go far.
- If he keeps improving he will be a star.





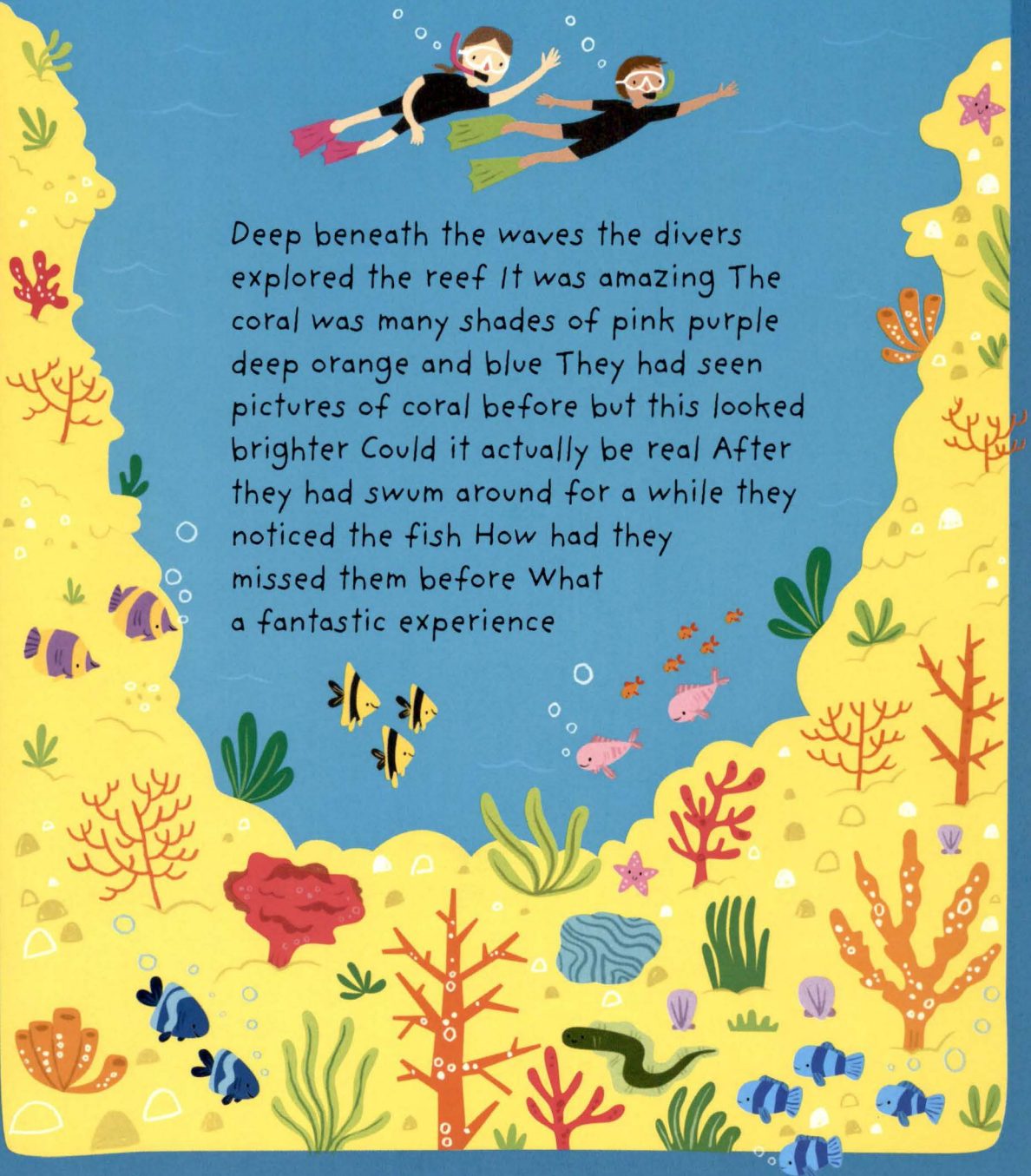
# Adding commas and other punctuation



Look at the sentences on this page. Can you add five commas, four full stops, two question marks and two exclamation marks? (Look back at pages 68 to 78 to remind yourself how to use these punctuation marks.)



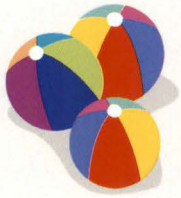
Deep beneath the waves the divers explored the reef It was amazing The coral was many shades of pink purple deep orange and blue They had seen pictures of coral before but this looked brighter Could it actually be real After they had swum around for a while they noticed the fish How had they missed them before What a fantastic experience





# “ ” Inverted commas

You use inverted commas\* to write down the words that someone says. They show where the speech begins and ends.



opening  
inverted commas

closing  
inverted commas

“We are learning to juggle,” said Max.

## Reporting clauses

When you use inverted commas, you often add a **reporting clause** to show who is speaking.

Speech that is written out like this is called **direct speech**.

“This is hard,”  
said Ava.

These are both  
reporting clauses.

“How do you do it?”  
asked Erin.



## Punctuation for reporting clauses

If a reporting clause goes after the speech, leave a gap after the closing inverted commas. Then, start the reporting clause with a lower case letter, unless it's a person's name.

“I think I'm improving,” said Max.

space and lower case  
letter after closing  
inverted commas

“You're doing well,” Erin agreed.

space and capital letter  
for a person's name

\*Inverted commas are also known as **speech marks, quotation marks** or **quotes**.

# Introducing speech

When a reporting clause goes before the speech, it is followed by a comma and a space before the opening inverted commas.



Janek said, "We can juggle perfectly!"

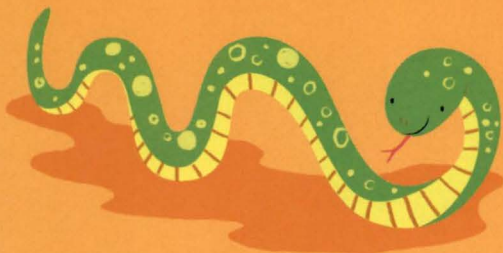
reporting clause  
introducing the speech

comma and space before  
opening inverted commas

## Adding inverted commas and commas



Can you add inverted commas plus one comma to each of the speeches below?



I love cats said Jack.

I prefer dogs Josie replied.

Johnny said Snakes  
make the best pets.

# Punctuation for speech

A speech can end in a comma, a question mark, an exclamation mark or a full stop. Each time a new person speaks, you start a new line.

"This is the house," said Billy.

"Are you sure?" asked Eric.

"I'm feeling nervous!" said Lara.

Billy said, "We'll be fine."

The final punctuation mark goes inside the closing inverted commas.

## Watch out!

Question marks and exclamation marks are usually followed by a capital letter. But when you use these punctuation marks at the end of a speech, the next word begins with a lower case letter, unless it's a person's name.



"Who's there?" as\_ked Billy.

"Boo!" shouted Eric.

"Stop scaring me!" Lara said.



## Making statements

You use a **comma** at the end of a statement that is followed by a reporting clause.

You use a **full stop** at the end of a statement that is not followed by a reporting clause.



comma at end of statement

"This is the way,"  
said Billy.

reporting clause  
after statement

reporting clause  
before statement

Lara said,  
"I'm right behind you."

full stop at end of statement



## Spot the mistake



Each of these sentences contains one deliberate mistake. Can you write out each one correctly?

"I'm so tired!" Said Charlie.

"We're nearly there." said Maya.

"Can you see the finishing line?"  
asked Emily.

Ivan said, "It's over there,"



# ' Apostrophes

Apostrophes are used for **contractions** and **possessives**. You can learn about contractions on this page. To find out about possessives, turn to pages 86 to 89.

## Contractions

To make a contraction, you squash two words together and miss out one or more letters.

it + is = it's  
can + not = can't



Apostrophes show the position of one or more missing letters.

## Common contractions

Here are some contractions we often use. They are shortened forms of the verbs 'be' and 'have'.

be

contraction

I am	I'm
you are	you're
he/she/it is	he's/she's/it's
we are	we're
you are	you're
they are	they're

have

contraction

I have	I've
you have	you've
he/she/it has	he's/she's/it's
we have	we've
you have	you've
they have	they've

## Contractions with 'not'

Some contractions are made from verbs used with 'not'.

does not > doesn't

has not > hasn't

should not > shouldn't

can not > can't

## Tricky contractions

These contractions miss out a few letters or swap letters and can be tricky to spell.

I will not > I won't

I will > I'll

I would > I'd

I had > I'd



## Making contractions

There are eight word pairs underlined below. Can you change them into contractions?



You have been too slow and now we are late.

It is nearly eight and our friends will not wait.

They have been waiting for hours, I am sure.

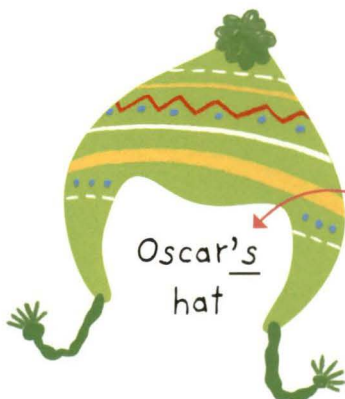
I would not be surprised if they had locked the door.



# More about apostrophes

## Possessives

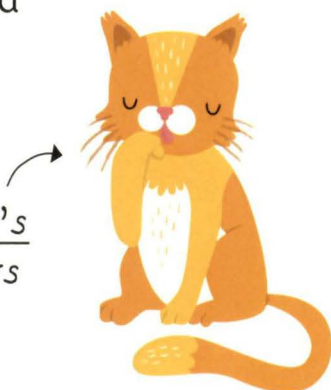
Possessives show that something belongs to someone or something. To make a possessive, you put an apostrophe after the owner's name, and you usually add a letter s.



Add an apostrophe plus 's' to show that the hat belongs to Oscar.

You can use a possessive to show that something belongs to a person, an animal or a thing.

The cat's whiskers



Jake's sister

The dog's bone

Today's weather

Charlie's scarf

## Watch out for 's'

If a person, animal or thing ends in a letter s, you usually add another s after the apostrophe.

The octopus's tentacles

The princess's tiara

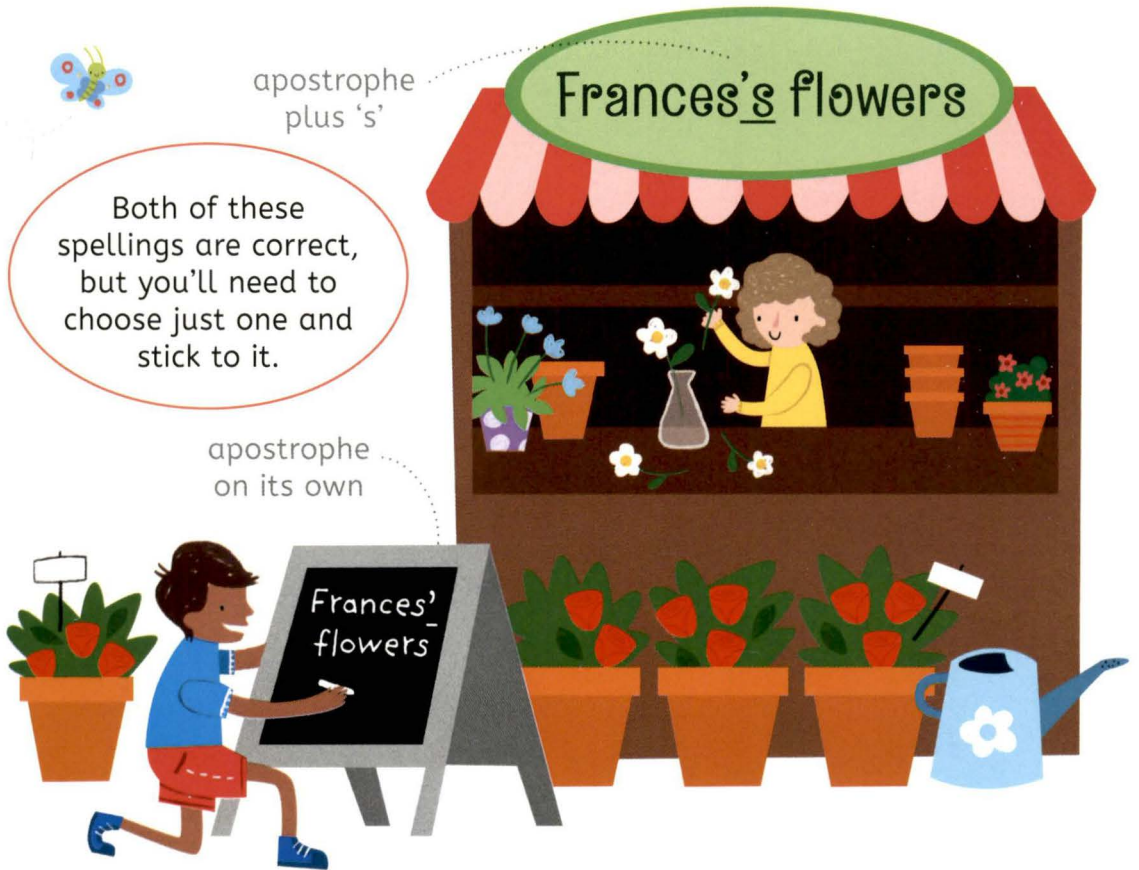
The boss's briefcase

The cactus's spikes



# Names ending in 's'

If a name ends in the letter **s**, you can choose from two different spellings.



## Making possessives



Can you add a missing apostrophe to each of these possessives?

Lucys boots

The walruss tusks



Last weeks news

The lionesss cubs



# More about apostrophes

## Plural possessives

If a noun is plural and ends in the letter **s**, you add an apostrophe on its own.

The boys' bedroom

The babies' toys

Ten minutes' exercise

Look at pages 12 to 13 to remind yourself about **plurals**.



The cats' collars

apostrophe on its own

If a noun is plural and doesn't end in **s**, you add an apostrophe **plus s**.

The women's shoes

The men's hats

The people's wishes



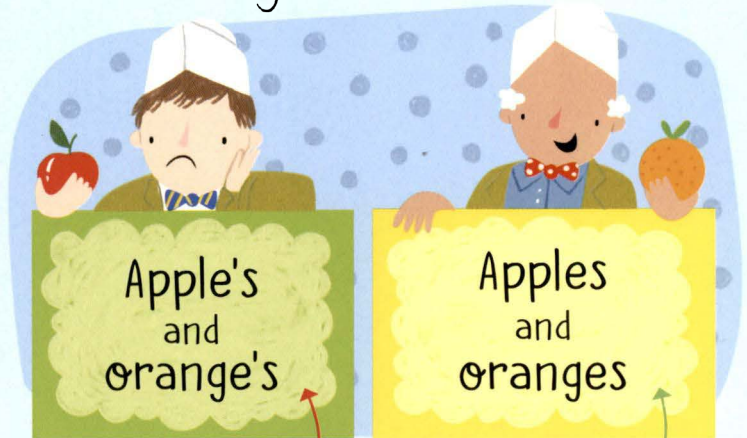
apostrophe plus 's'

The mice's cheese

telegram@creativekids89

## Watch out!

Some people get confused between plurals and plural possessives. When they add the letter **s** to make a word plural, they add an apostrophe as well.



X

This is not correct.

✓

This is correct.

# 'it's' and 'its'

The little words **it's** and **its** look very similar, but they have completely different meanings.

**it's** is a contraction of 'it is' or 'it has'.

**its** is a possessive, meaning 'belonging to it'.



## Adding apostrophes



Can you add eight apostrophes to these sentences?



Its late and the girls arent ready. All the childrens presents are missing. Lauras case has lost its handle and Lily cant find her sandals. The girls mum wont wait and theyre in trouble!

When you have added the apostrophes, count the number of contractions and the number of possessives.

# Writing skills

Grammar and punctuation are very important, but there are other skills you can learn. The next few pages are filled with suggestions to help bring your writing to life.

## Keep reading

I like the word 'crafty'.

The best way to learn about writing is to **read** as much as you can. Reading will help you find new ways to express yourself and will give you some great ideas to use in your writing.

I'd love to write a story about a fish.



## Keep listening

If you **listen** carefully to the things people say, you'll pick up some surprising words and phrases.

Here comes a prickle-backed monster!

That's a phrase I could use...



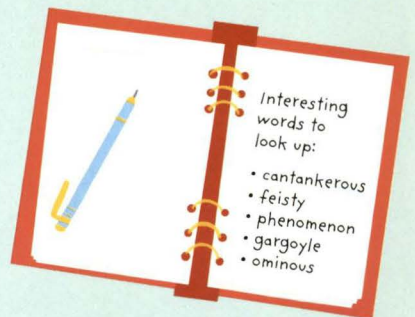
## Keep writing

You can have fun trying out different kinds of writing. Here are some ideas for you to try:



## Keep a notebook

Most writers carry a notebook wherever they go. You could start your own notebook and fill it with words, phrases and ideas.



# Make it interesting!

Next time you finish a piece of writing, take a careful look at how it works. Have you chosen the best possible words, and do your sentences sound varied and exciting?

## Choosing words

Some words are used so often, they no longer have much meaning. Keep a look out for overused words, such as 'nice' or 'good'. Then, try replacing them with something more interesting.

We had a good time at the fair. There were some nice rides to choose from. I had a good ride on a rollercoaster. It was a nice day.

We had a fantastic time at the fair. There were some amazing rides to choose from. I had a hair-raising ride on a rollercoaster. It was an unforgettable day.

These words make the day at the fair sound very dull.

These words bring the experience to life.

## More words to try

Instead of using the same old words, why not try some of the alternatives below?

**big**

→ gigantic, huge, colossal, enormous, massive

**small**

→ little, tiny, minute, miniature, microscopic

**hot**

→ baking, boiling, sweltering, steamy, scorching

**cold**

→ icy, chilly, cool, freezing, biting, wintry

## Changing sentences

If most of your sentences start in the same way, your writing will become boring to read.

When you vary the way your sentences start, your writing will immediately be more dramatic.



Zak reached the cave.  
He felt safe at last. He  
heard a sudden roar. He saw  
a monster waiting for him.

These similar sentences make the story sound boring.

Zak reached the cave.  
At last, he felt safe. Suddenly,  
he heard a roar. There was  
a monster waiting for him!

These varied sentences add drama and excitement.

# Glossary

**abstract noun** A noun that names a thing that can't be seen, heard, touched, smelled or tasted.

surprise fear courage hope

**adjective** A describing word that tells you more about someone or something.

silly tall yellow unusual

**adverb** A word that works with a verb to tell you more about the way something is done.

rudely fast never

**adverbial** A general term for a word or a group of words that adds information to a verb.

**apostrophe** A punctuation mark that shows that one or more letters have been left out, or that something belongs to someone or something.



Here's Charlie's hat

**article** A word that makes it clear which person, animal or thing you are talking about.

a an the

**capital letter** A big letter that you put at the front of a sentence, name, or place.

Sam Moscow Mrs Potts

**clause** A group of words built around a verb. All sentences contain at least one clause.

**comma** A punctuation mark that separates a word or a group of words from the rest of a sentence.

I like sausages, eggs and chips.

**command** A command tells somebody to do something urgently. Most commands are very short sentences that start with a verb.

Stop talking! Come here!

**common noun** A noun that is used to name a person, place or thing that is not particular. Common nouns start with a lower case letter.



banana school snake

**comparative** The form an adjective takes when it's used to compare two people or things.

faster taller happier

**compound noun** A noun made by putting two or more words together.

ice cream motorbike

**conjunction** A word that makes a link between words or parts of a sentence.

and but because although

**consonant** Any letter in the alphabet except for the five vowels (a, e, i, o, u).

**contraction** A shortened form of two words, with an apostrophe to show missing letters.

we're isn't can't

**definite article** The word 'the' is a definite article. It introduces a particular person or thing that is already known or has been mentioned before.

**exclamation** A sentence that expresses a strong feeling, such as surprise, fear or happiness.



**exclamation mark** A punctuation mark that goes at the end of an exclamation or a command.

**fronted adverbial** An adverbial that goes at the front of a sentence, before the verb, and is followed by a comma.

**full stop** A punctuation mark that goes at the end of a statement.

**indefinite article** The words 'a' and 'an' are indefinite articles. They introduce a person or thing that is not already known.

**inverted commas** Punctuation marks that show where a speech begins and ends. Inverted commas are also known as speech marks or quotation marks.

**lower case** A lower case letter is a small letter, not a capital letter.

**main clause** A group of words built around a verb that can stand on its own.

**noun** A word that names a person, an animal, a thing, a place or an idea.

Annie chocolate Berlin

**noun phrase** One or more words that are built around a noun to add extra information to it.

**past participle** The form of a verb that usually ends in -ed.

walked stayed cooked



# Glossary continued

**past progressive** Verbs in the past progressive show an action that started in the past and continued to another point in the past.

*I was eating when he arrived.*

**phrase** A group of words that adds extra information to a sentence. Phrases don't usually contain a verb.

**plural** More than one person or thing (the opposite of singular).

*girls foxes parties*

**possessive** A word showing that something belongs to someone or something.

*mine his ours Jake's*



**prefix** A group of letters added to the front of a word that can change its meaning.

*uncover return midnight*

**preposition** A word or words that show where something is or when something happened.

*under across next to in*

**present participle** The form of a verb that ends in -ing.

*walking staying cooking*

**present perfect** Verbs in the present perfect show an action that started in the past and is still important now.

*Josh has made a decision.*

**present progressive** Verbs in the present progressive show an action that is happening now and continuing for a while.

*Carl is eating his breakfast.*

**pronoun** A word that can take the place of a noun.

*I me you she they us*

**proper noun** A noun that is used to name a particular person, place or thing. Proper nouns always start with a capital letter.

*Stephen Beijing Easter*

**question mark** A punctuation mark that goes at the end of a sentence asking a question.

*Can I help you?*

**reporting clause** A group of words that shows who is speaking.

*Jemma said I replied*

**root word** A word that can have a prefix or suffix added to it, in order to change its meaning.

un + clear = unclear  
clear + ly = clearly

**sentence** A group of words that contains at least one verb and makes sense.

**simple past** Verbs in the simple past show an action that happened and was completed in the past.

We walked home.

**simple present** Verbs in the simple present show an action that often happens or usually happens.

Jed swims every morning.

**singular** A single person or thing (the opposite of plural).

**statement** A sentence that states a fact or gives a piece of information.

**subordinate clause** A group of words built around a verb that adds meaning to the main clause.

Sophie grinned because  
she felt happy.

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

singer joyful quickly

**superlative** The form an adjective takes when it's used to compare three or more people or things.

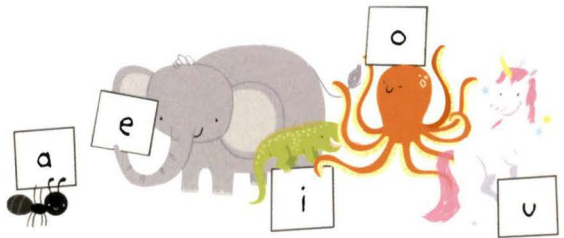
fastest tallest happiest

**syllable** One of the blocks of sound that make up a word. (For example, the word 'won-der-ful' has three syllables.)

**verb** Verbs often describe an action and are known as 'doing words'. They can also be 'thinking words' or 'being words'.

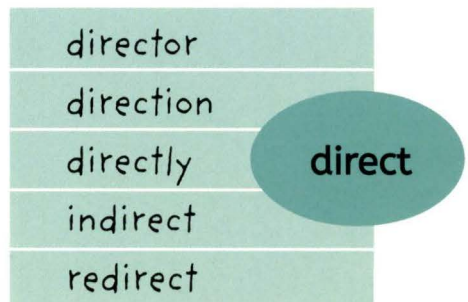
run have imagine be

**vowel** One of the five letters: a, e, i, o or u.



**word class** The name for a type of word, such as a noun or a verb.

**word family** A group of words that share the same root word.



# Quiz answers

## Page 11

### Spot the nouns:

Eva, dream, elephant, spots, bicycle, parks, Paris

## Page 15

### Singular to plural:

top hats, monkeys, thieves, lunches, mice, fairies, kisses, tomatoes

## Page 16

### Spot the pronouns:

us, him, He, it, We, I, you

## Page 17

### Which pronoun?

they, She, them, It

## Page 18

### Spot the adjectives:

calm, sunny, sparkling, proud, contented, small, green

## Page 20

### Making comparisons:

bigger, heavier

## Page 21

### Right or wrong?

The correct sentence is:

Cheese is more expensive than bread.

## Page 22

### Spot the verbs:

walked, swam, played, built, felt

## Page 28

### Present progressive to past progressive:

I was dancing. You were skipping. He was hopping. We were all having fun.

## Page 31

### Using irregular verbs:

ran, thought, fell, gave forgotten, done, dug, hidden

## Page 33

### Spot the adverbs:

inside, quickly, wildly, often, patiently, always

## Page 35

### Spot the prepositions:

in, on, in, After, on, into, at

## Page 37

### Spot the conjunctions:

so, and, or, and, but, Although, If

## Page 39

### Which article?

I went back to the market and bought a pineapple, a watermelon, a dozen apples and an enormous bag of cherries to make a cherry pie. The watermelon was delicious, but the cherries were squishy. I had to make an apple pie instead.



**Page 40**

**Which word class?**

noun, adjective, verb, adverb

**Page 41**

**Spot the word class:**

5 nouns: Josh, fair, Lights, Music, dodgems; 3 pronouns: I, We, They; 3 adjectives: amazing, scary, fun; 5 verbs: went, flashed, played, rode, were; 3 adverbs: Yesterday, brightly, loudly; 2 prepositions: to, on; 2 conjunctions: and, but; 2 articles: an, the

**Page 43**

**Which prefix?**

unfair, dishonest, return, impatient

**Page 45**

**Which suffix?**

noiseless, collector, usually, boastful, illness

**Page 47**

**Finding word families:**

act: actor, reaction, activity;  
friend: friendly, friendship,  
unfriendly; pack: unpack, package,  
repack; appear: appearance,  
reappear, disappear

**Page 51**

**Test yourself on sentences:**

2 statements: Everyone is cheering.  
Some acrobats are riding unicycles.  
2 questions: How did they do that?  
Can you see the tightrope walkers?  
2 exclamations: That's incredible!  
I'm falling!  
1 command: Clap your hands!

**Page 53**

**Count the clauses:**

Clause 1: In the depths of the ocean, a shark circled silently.  
Clause 2: Then, it spotted some fish.  
Clause 3: It snapped its jaws  
Clause 4: the fish scattered in all directions.

**Page 55**

**Spot the main clauses:**

Clause 1: Do you like dogs  
Clause 2: do you prefer cats?  
Clause 3: Dogs are very friendly  
Clause 4: they need a lot of exercise.  
Clause 5: I take Dilly to the park  
Clause 6: I often play outside with her.

The three linking words are: 'or', 'but', 'and'.

**Page 57**

**Spot the subordinate clauses:**

The subordinate clauses are:  
Clause 1: the rocket was launched.  
Clause 2: it reached the moon.  
Clause 3: it could go so far.  
Clause 4: he floated through space.

**Page 58**

**Adding commas:**

As I left the room<sub>2</sub>, the parrot squawked at me.  
Although we were tired<sub>2</sub>, we kept on walking. If he misses his train<sub>2</sub>, James will be late.

# Quiz answers (continued)

## Page 59

### Main clause or subordinate clause?

Main clause 1:

Kirsty loves skating

Main clause 2:

She practises every day

Main clause 3:

She can do leaps and turns

Main clause 4:

sometimes she skates backwards!

Main clause 5:

she will be a star.

Main clause 6:

One day she bumped into Ahmed,

Main clause 7:

neither of them was hurt.

Subordinate clause 1:

she finds it hard.

Subordinate clause 2:

she wants to be a champion.

Subordinate clause 3:

she keeps improving,

## Page 61

### Adding phrases:

Last week; in the park;  
in a rabbit suit; with a  
beautiful pattern; in the  
mud; very loudly; In the end

## Page 63

### Spot the noun phrases:

the lush green jungle; swarms of butterflies; their delicate wings; colourful flowers; some giant frogs; deep croaking noises

## Page 65

### Move the adverbial:

Suddenly, the train set off.

A few minutes later, it entered a tunnel. Before we could wave goodbye, we were on our way.

## Page 69

### Adding full stops:

The full stops are underlined:

Hannah watched the sun rise over the mountains. The snow was sparkling. The sky was blue. She felt very happy. It was going to be a perfect day.

## Page 71

### Adding question marks:

What time does the party start?  
Do you know where it is? It's not far, is it? Can we go together?

## Page 73

### Adding exclamation marks:

Stop right now! Stay where you are! This is a brilliant surprise! My present is amazing!



## Page 76

### Adding commas:

I was late, so I ran to the café. I met up with Keely, Ned and Aisha. We ate pizzas, a delicious salad, lots of chips and some vanilla ice cream. I had a great time, but I had to leave early.

## Page 77

### More commas to add:

Although Leo is young, he is a brilliant artist. Unless he paints every day, he feels sad. Because he is so talented, he will go far. If he keeps improving, he will be a star.

## Page 79

### Adding commas and other punctuation:

Deep beneath the waves, the divers explored the reef. It was amazing! The coral was many shades of pink, purple, deep orange and blue. They had seen pictures of coral before, but this looked brighter. Could it actually be real? After they had swum around for a while, they noticed the fish. How had they missed them before? What a fantastic experience!



## Page 81

### Adding inverted commas and commas:

"I love cats," said Jack.  
"I prefer dogs," Josie replied.  
Johnny said, "Snakes make the best pets."

## Page 83

### Spot the mistake:

The correction in each sentence is underlined:

"I'm so tired!" said Charlie.  
"We're nearly there," said Maya.  
"Can you see the finishing line?" asked Emily.  
Ivan said, "It's over there."

## Page 85

### Making contractions:

You've, we're, It's, won't,  
They've, I'm, wouldn't, they'd

## Page 87

### Making possessives:

Lucy's boots; The walrus's tusks;  
Last week's news;  
The lioness's cubs.

## Page 89

### Adding apostrophes:

It's late and the girls aren't ready. All the children's presents are missing. Laura's case has lost its handle and Lily can't find her sandals. The girls' mum won't wait and they're in trouble!

There are five contractions and three possessives.

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contraction

Where's  
the bear?



noun phrase

The clown  
with stripy  
trousers is  
juggling.



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