



# Write On



Teacher  
Answers





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## Section One: Capital Letters

**Success Criteria:** To understand how to use capital letters accurately.

### Give It a Go

george walked into morris's shop to buy some milk.

**George walked into Morris's shop to buy some milk.**

one of my favourite teachers is miss khan.

**One of my favourite teachers is Miss Khan.**

i live on church street.

**I live on Church Street.**

my friend lisa and i went to magaluf last year. it was amazing.

**My friend Lisa and I went to Magaluf last year. It was amazing.**

### Be the Teacher

Read the text below. Using two different coloured pens, tick where a capital letter has been used correctly in one colour and circle where a capital letter has been used incorrectly or is missing with the other coloured pen.

last year, we went on a school trip to adventure castle. It was brilliant. I sat with my friend Tom on the coach and we shared some sweets. I hadn't been to Adventure castle before then and I really wanted to go on the ride 'Storm' because I had heard that it was really fast and fun. it definitely was! Tom and i went on there and it felt incredible – it is like you are actually flying through the air. We went on five times!

## Give It a Go

Text	Formal or informal?
A letter to your gran	<b>Informal</b>
A job application	<b>Formal</b>
A newspaper article	<b>Formal</b>
Instructions for a new board game	<b>Formal</b>
An email to your friend	<b>Informal</b>
A school report	<b>Formal</b>
A recipe for rich beef sausages	<b>Formal</b>
A speech for a school assembly	<b>Formal</b>

### Be the Teacher

Read this student's work. Do you think they have managed to get a suitable formal tone in their writing? Circle any words or phrases you think should be changed and write in your own suggestions.

I think the council's plan to get rid of the sports pitch is a disgrace. I love playing footie there with my mates, and I know loads of other people use it for games and stuff. They are having a laugh if they think people will be pleased about this.

**I think the council's plan to demolish the sports pitch is a disgrace. I love playing football there with my friends, and I know a great deal of other people use it for games and other activities. They are seriously mistaken if they think people will be pleased about this.**

## Section Ten: Non-Fiction

**Success Criteria:** To understand the differences between formal and informal writing and to write a piece of formal non-fiction.

### Quickfire Question

When writing, we need to choose a formal or an informal style, depending on our audience. Read the examples below. Are they formal or informal? How do you know?

Sentence	Formal or informal?	How do you know?
Hi m8. Do u wanna come over tonite?	<b>Informal</b>	<b>Slang used</b>
The mayor predicts there will be a 47% rise in donations this year.	<b>Formal</b>	<b>Sophisticated language; statistics</b>
To use this appliance, you must first of all read the instruction booklet thoroughly.	<b>Formal</b>	<b>Sophisticated language, instructions</b>
Whatever. It's not even like I want to go to this stupid party anyway.	<b>Informal</b>	<b>Short sentences, chatty tone, emotive language.</b>

**Last year, we went on a school trip to Adventure Castle. It was brilliant. I sat with my friend Tom on the coach and we shared some sweets. I hadn't been to Adventure Castle before then and I really wanted to go on the ride 'Storm' because I had heard that it was really fast and fun. It definitely was! Tom and I went on there and it felt incredible - it is like you are actually flying through the air. We went on five times!**

True or False

### Give It a Go

Read the statements below and decide if you think they are true or false.

Capital letters are always needed at the start of a sentence. **true**

All nouns need a capital letter at the start. **false**

Names of people and places need a capital letter at the start. **true**

When you use the personal pronoun 'I', it should always be a capital letter. **true**

Capital letters are used correctly in the example below:

My birthday is on the 21st of december. **false**

**My birthday is on the 21st of December.**

## Section Two: Punctuation

**Success Criteria:** To understand how to use capital letters accurately.

### Full Stops

#### Quickfire Questions

Read the sentences below. Can you add capital letters and full stops where they are needed?

the man looked around the wasteland it was completely silent

**The man looked around the wasteland. It was completely silent.**

the car sped up and its wheels squealed as it went round the corner it was frightening something was obviously happening

**The car sped up and its wheels squealed as it went round the corner. It was frightening. Something was obviously happening.**

school has always been a place to get away my family is huge and every morning it is chaos at least at school there is a routine for me

**School has always been a place to get away. My family is huge and every morning it is chaos. At least at school there is a routine for me.**

last year, we went to the seaside for the day when the weather was good it was a brilliant day the sun was shining and the waves were lapping on to the sand I felt truly happy

**Last year, we went to the seaside for the day when the weather was good. It was a brilliant day. The sun was shining and the waves were lapping on to the sand. I felt truly happy.**

#### Give It a Go

Rewrite the paragraph below so that it includes correct use of full stops and capital letters.

## Section Nine: Creative Writing

**Success Criteria:** To understand how to build description using effective language choices.

### Quickfire Question

Using four different colours, highlight the adjective, verb, noun and adverb in the following sentence.

The **lonely** girl **weiled** **sorrowfully**.

**adjective** **noun** **verb** **adverb**

### Be the Teacher

Look at the example on the following page. Using three different colours, identify:

- any **amazing adjectives** this student has used;
- any **vivid verbs**;
- any **adventurous adverbs**.

Can you add three extra descriptive words in to the answer, either by up-levelling an existing word or adding one in?

**The large trees loomed above me, their shadows long and black over the white of the snow-covered forest floor. Like soldiers, they stood tall and straight. The snow had settled gently on their branches, highlighting the slender arms of the trees. On the forest floor, the uneven surface of twigs and fallen leaves were hidden in snow laid like a blanket. Cold, icy wind swirled around me as fingers of sunlight reached through the branches and brightly lit up my face like a spotlight.**

## Give It a Go

Look at the text below. Mark in where a new paragraph should be added. Remember that a new paragraph should begin when any of the following applies:

**We left school at 8 in the morning to get to Adventure Castle for 9. While we were on the coach, the teachers told us what behaviour was expected of us during the day and what time we would be leaving.**

**Change of time and place: When we finally arrived at Adventure Castle, we were allowed to go on the rides straight away. The first stop was the log flume. It was huge and when the boats got to the bottom, there was a big splash and everyone in the boat got soaked!**

**Change of time: Next, we went to the haunted house. It was really dark inside and there were lots of strange, ghostly noises. The girls started screaming hysterically. Consequently, the teachers decided it was time to find somewhere for lunch!**

**Change of time: A few hours later we queued up for the roller coaster. It was fantastic and had three loops. This was the highlight of my day because it felt like you were on a rocket because you zoomed so fast.**

**Change of time and place: We got back to school late because we had got caught in traffic. We were all tired but happy.**

**Change of person: "This was my favourite school trip ever!" said my friend Ezra. "Mine too!" I agreed. It really had been a fantastic day.**

The noise grew louder as he approached the crowd people were screaming from the seats overhead while people were chanting he covered his ears it was an unholy sound suddenly the crowd began to move he was terrified

**The noise grew louder as he approached the crowd. People were screaming from the seats overhead while people were chanting. He covered his ears. It was an unholy sound. Suddenly the crowd began to move. He was terrified.**

## Be the Teacher

Read the text below. Using two different coloured pens, tick where a full stop has been used correctly in one colour and circle where a full stop has been used incorrectly or is missing with the other coloured pen.

Slowly, Jenna walked over to her friend. She was nervous after the fall-out but it was time to sort this out she smiled hopefully.

"How are you?" she asked

"What would you care?" Fatima snapped angrily. "The last time I saw you, you made that perfectly clear."

Jenna sighed inwardly this was going to be harder than she thought

**Slowly, Jenna walked over to her friend. She was nervous after the fall-out but it was time to sort this out. She smiled hopefully.**

**"How are you?" she asked.**

**"What would you care?" Fatima snapped angrily. "The last time I saw you, you made that perfectly clear."**

**Jenna sighed inwardly. This was going to be harder than she thought.**

## Commas

### Quickfire Questions

Add commas to the sentences below to separate the extra bit of information from the main sentence.

1. Dan's room was a mess which was very unusual for him.

**Dan's room was a mess, which was very unusual for him.**

2. The dog was excited to go to the park but his owner said it was too muddy.

**The dog was excited to go to the park, but his owner said it was too muddy.**

3. Mai bought some ice cubes but they had melted by the time she got home.

**Mai bought some ice cubes, but they had melted by the time she got home.**

4. Renata had decided she wanted to get fit although she wasn't sure how she would do it.

**Renata had decided she wanted to get fit, although she wasn't sure how she would do it.**

5. While Aisha watched a clip on her phone her friend waited patiently.

**While Aisha watched a clip on her phone, her friend waited patiently.**

### Give It a Go

Use a comma and a joining word (such as but, although, while or because) to join up these pairs of sentences.

The girl looked at the photograph. A tear crept down her cheek.

**The girl looked at the photograph, while a tear crept down her cheek.**

## Be the Teacher

A student has written this piece of work which has different tenses in it. Can you rewrite it for them so that it is consistently in the **past tense**?

Last year, we are going to Bridlington for the day. It is a hot day so we bought ice lollies to eat. The sea will be smashing against the rocks and the birds will be flying above our heads. It is a beautiful place.

**Last year, we went to Bridlington for the day. It was a hot day so we bought ice lollies to eat. The sea was smashing against the rocks and the birds were flying above our heads. It was a beautiful place.**

## Section Eight: Paragraphs

**Success Criteria:** To know how and when to use paragraphs in your writing.

### Quickfire Question

When might you start a new paragraph? Tick the answers that you think are correct.

- **To start a new topic.**
- **When someone new is speaking in dialogue.**
- **To highlight some important information in a text.**



## Section Seven: Tenses

**Success Criteria:** To recognise different tenses and be able to correct incorrect tense use.

### Quickfire Question

Can you write the present and future tense for the following past tense example?

**Past Tense:** The man was singing.

**Present Tense:** The man is singing.

**Future Tense:** The man will be singing.

### Give It a Go

Complete the grid to include the correct examples of past, present and future tense.

In the final row, can you write your own examples for all three?

Past Tense	Present Tense	Future Tense
He went to the game.	<b>He is at the game.</b>	<b>He will go to the game.</b>
I cried.	<b>I am crying.</b>	I will cry.
<b>I was frightened.</b>	I am frightened.	<b>I will be frightened.</b>
<b>She jumped.</b>	<b>She is jumping.</b>	She will jump.

The footballer was nervous. He knew this was his big chance.

**The footballer was nervous, because he knew this was his big chance.**

Jackson had brought his friend with him. He hadn't known him long.

**Jackson had brought his friend with him, although he hadn't known him long.**

The teacher was nervous for her class. She knew they would do well.

**The teacher was nervous for her class, but she knew they would do well.**

The girl was excited to go to the seaside. The sun was not out.

**The girl was excited to go to the seaside, although the sun was not out.**

### Give It a Go

Rewrite the paragraph so that it includes correct use of commas.

The concert was about to begin. Excitedly Lucas and Riley pushed their way through the busy bustling and noisy crowd. Without warning the lights on the stage exploded in bright strobing colours as the band started to play. Leaning over towards Riley Lucas shouted "This is brilliant!" but his voice was drowned out by screaming fans the roar of an electric guitar and the heavy beat of drums.

**The concert was about to begin. Excitedly, Lucas and Riley pushed their way through the busy, bustling, and noisy crowd. Without warning, the lights on the stage exploded in bright, strobing colours as the band started to play. Leaning over towards Riley, Lucas shouted "This is brilliant!", but his voice was drowned out by screaming fans, the roar of an electric guitar and the heavy beat of drums.**

## Be the Teacher

Read the text below. Using two different coloured pens, tick where a comma has been used correctly in one colour and circle where a comma has been used incorrectly or is missing with the other coloured pen.

Before reaching into his bag the man glanced around. His hand hunted through the screwdriver, hammer and crowbar until his fingers brushed against the black leather of the gloves he needed. He didn't want to leave any fingerprints. Carefully he pulled the gloves on to his hands. Like spiders, his hands crept along the huge white French windows until they reached the door handle. He peered through the glass into the large shadowy sitting room and took a deep breath.

**Before reaching into his bag, the man glanced around. His hand hunted through the screwdriver, hammer and crowbar until his fingers brushed against the black leather of the gloves he needed. He didn't want to leave any fingerprints. Carefully, he pulled the gloves on to his hands. Like spiders, his hands crept along the huge white French windows until they reached the door handle. He peered through the glass into the large, shadowy sitting room, and took a deep breath.**

## Question Marks

### Quickfire Questions

Are the sentences below questions or not? Add a question mark next to the questions and a full stop next to the statements.

1. How are you today?
2. It is a lovely day.
3. Where did you go last night?
4. Who did you visit at the weekend?

**I went to the park and I played football. I scored three goals, but George scored four. It started raining. I had forgotten my coat so I went back home.**

## Complex Sentences

### Give It a Go

Highlight all the complex sentences in this extract.

**Quietly, she pulled the door closed behind her.** She only had thirty seconds to find the key and get out of the room. She gazed around her. **On the mantelpiece, an ornate clock ticked loudly.** **The floorboards creaked under her feet as she crept forward.** She had so little time.

## Be the Teacher

A student has written this piece of work which is full of simple sentences. Can you rewrite it for them, using compound and complex sentences to give it some variety?

His heart was racing. He dived into the room on his left. He shut the door behind him. He held his breath. He heard his pursuers run past. They hadn't found him. He breathed a sigh of relief. He felt his pulse start to slow. He started to smile.

**Heart racing, he dived into the room on his left. He shut the door behind him and held his breath. He heard his pursuers run past. Realising they hadn't found him, he breathed a sigh of relief. As he felt his pulse start to slow, he started to smile.**

## Be the Teacher

A student has made a list of simple sentences. Which ones have they got right? Tick the ones that are correct – can you make changes to the ones which are wrong?

I like chocolate and strawberry ice-cream. ✓

I am going to Paris in the morning. ✓

The telephone rang loudly, making her jump. ✓

**The goat chewed the grass grumpily.**

**She ran to the door. She flung it open.**

## Compound Sentences

### Give It a Go

Highlight all the compound sentences in this extract.

**The lion roared and shook his mane.** The crowd gasped, their eyes wide as they waited to see what he would do next. **He stalked forward, but stopped at the mouth of the cave.** He looked around. Then, with a swish of his tail, he turned and retreated into the darkness. **Everyone sighed and turned away.**

## Be the Teacher

A student has written this piece of work which is full of simple sentences. Can you rewrite it for them, using connectives to join some of the sentences together into compound sentences?

I went to the park. I played football. I scored three goals. George scored four. It started raining. I had forgotten my coat. I went back home.

5. The dog is incredibly fluffy.

6. Maths is your favourite subject.

## Give It a Go

Add one of the following words to the sentences below to construct your own questions: **how, can, what, where, when, who, why, what** or **are**. Don't forget to add question marks at the end too!

1. **What** is your favourite kind of music?
2. **Where** did you get your coat?
3. **How** did you get to the swimming pool?
4. **Who** is your favourite footballer?
5. **Are** you feeling OK?
6. **Where** does your grandma live?

## Be the Teacher

Read the text below. Using two different coloured pens, highlight where a question mark has been used correctly in one colour and underline where a question mark has been used incorrectly or is missing with the other coloured pen.

The concert was about to start. Have you ever been to a live concert? The atmosphere is incredible. My friend Kendrick and I had arranged to meet our friend Andre there.

"Can you see him!" Kendrick shouted over to me.

"No. Can you?" I bellowed back. The music was drowning out our voices.

Suddenly, I felt a hand on my shoulder. "Where have you been." Andre was grinning and holding a plastic cup of lemonade. "Have you met Calvin before?" he asked, pointing to another boy who was lingering behind him.

"I don't think so. How are you?" I asked, with a smile.

The concert was about to start. Have you ever been to a live concert? The atmosphere is incredible. My friend Kendrick and I had arranged to meet our friend Andre there.

“Can you see him?” Kendrick shouted over to me.

“No. Can you?” I bellowed back. The music was drowning out our voices.

Suddenly, I felt a hand on my shoulder. “Where have you been?” Andre was grinning and holding a plastic cup of lemonade. “Have you met Calvin before?” he asked, pointing to another boy who was lingering behind him.

“I don’t think so. How are you?” I asked, with a smile.

Exclamation Marks

### Quickfire Questions

Which of the statements below could have an exclamation mark at the end? Add an exclamation mark to the sentences you think should have one.

1. Christmas was absolutely out of this world!
2. I am writing to you about the recent parking issues in the town centre, which are extremely worrying.
3. “I didn’t know where you were!” Mum exploded, her eyes red.
4. The bus is getting ready to leave.
5. You won’t believe what was in front of me: the necklace I had been looking for all day!
6. The hotel review was very positive and we would visit again.

### Give It a Go

Rewrite the sentences below, adding an exclamation mark where appropriate.

“You lied” shouted Charlotte to her friend.

I **went** to the **shop**. It was a beautiful, **fresh** day. As I **walked** through the door, I **saw** one of my friends shopping with her mum. She was wearing a **vibrant** blue **top** that was really **eye-catching**.

“Hi Sarah!” I called **cheerfully**, **swinging** the basket in my hand.

“How are you?”

“I’m good,” my friend **said**. She **smiled** back at me.

## Section Six: Sentence Types

**Success Criteria:** To accurately identify and write different types of sentences.

### Simple Sentences

#### Give It a Go

Highlight all the simple sentences in this extract.

Furious, Lisa pushed forward and grabbed the paper. **She felt sick.** There, staring out at her in huge letters, was her name. **Her picture was beside it. She could not believe it.** It was like some terrible nightmare, only she knew she was awake.

## Section Five: Synonyms

**Success Criteria:** To know how to use alternative words to make my work more interesting and exciting.

### Give It a Go

Look at the grid below. Can you match up the synonyms across the columns by colouring in the matching word?

nice	stumbled	jogged	kind	snorted
walked	blubbered	giggled	sniffled	exquisite
cried	lovely	whimpered	shuffled	wept
laughed	sniggered	pleasant	chuckled	stepped

Read the example below. Rewrite the paragraph below, changing the words in bold to something more exciting.

"You are grounded!" my dad **said**. I was **sad**. I **walked** out of the room quickly. "I mean it this time!" he **said**.

**"You are grounded!" my dad bellowed. I was devastated. I stomped out of the room quickly. "I mean it this time!" he hollered.**

### Be the Teacher

Read the text below. Using two different coloured pens, highlight where an exciting word choice has been used in one colour and circle the boring word choices in the other colour.

**"You lied!" shouted Charlotte to her friend.**

"A trip to Disney would be a dream come true" the woman beamed.

**"A trip to Disney would be a dream come true!" the woman beamed.**

"Aiden" his dad shouted. He never listened.

**"Aiden!" his dad shouted. He never listened.**

This is a once in a lifetime opportunity.

**This is a once in a lifetime opportunity!**

"I'm in shock" Abdul gasped.

**"I'm in shock!" Abdul gasped.**

### Be the Teacher

Read the text on the following page. Using two different coloured pens, highlight where an exclamation mark has been used correctly in one colour and underline where an exclamation mark has been used incorrectly or is missing with the other coloured pen.

"Come back here now," the voice echoed around the room as my mum shouted. Her eyes were glaring at me and her cheeks were red.

"What!" I muttered, looking at my feet.

"I'm shocked, Libby," my mum said, her hand on her hip. She shook her head, speechless with fury. "This is your grandma's birthday party - you can't miss it!"

My mind was in chaos. Of course I wanted to go to my grandma's birthday party, but my new friend, Lisa, had just invited me to her birthday party too and I really wanted to go. Everyone was going to be there!!!!

“Come back here now!” the voice echoed around the room as my mum shouted. Her eyes were glaring at me and her cheeks were red.

“What?” I muttered, looking at my feet.

“I’m shocked, Libby,” my mum said, her hand on her hip. She shook her head, speechless with fury. “This is your grandma’s birthday party – you can’t miss it!”

My mind was in chaos! Of course I wanted to go to my grandma’s birthday party, but my new friend, Lisa, had just invited me to her birthday party too and I really wanted to go. Everyone was going to be there!

## Speech Marks

### Quickfire Questions

Read the statements below and add any speech marks that are missing:

1. “Good morning! How can I help you? the phone operator asked.  
    **“Good morning! How can I help you?” he phone operator asked.**
2. Stop, the policeman shouted, in the name of the law!  
    **“Stop,” the policeman shouted, “in the name of the law!”**
3. The bride smiled and said I’m ready!  
    **The bride smiled and said “I’m ready!”**

### Give It a Go

Rewrite the following dialogue so that it follows the rules from above:  
Come over here my dad said no I don’t want to you need to come here now my dad said loudly.

**“Come over here,” my dad said.**

**“No. I don’t want to.”**

**“You need to come here now,” my dad said loudly.**

### Give It a Go

Using a selection of colours, can you match the homophones in the grid?

their	sea	write	to
right	steel	buy	your
who’s	there	steal	break
you’re	bye	whose	too
brake	two	see	they’re

### Be the Teacher

Read the text below. Using a highlighter, highlight any homophones that have been used incorrectly in the texts below.

Last knight, we went to the see side where my grandma and grandad live. There house is bye the see and they’re really happy there. I always right a postcard to my best friend when we stay there. It is a lovely brake for us and we like too go to the arcades while we are their.

**Last night, we went to the seaside where my grandma and grandad live. Their house is by the sea and they’re really happy there. I always write a postcard to my best friend when we stay there. It is a lovely break for us and we like to go to the arcades while we are there.**

## Section Four: Homophones

**Success Criteria:** To recognise common homophones and select the correct one.

### Thinking Point

Look at the signs below. Can you spot the homophone errors? Circle them in the picture.

Notice: **know** parking

Owners must keep **there** dogs under control at all times

Private Customer Parking Only. All others will be **toad**

**Dear** Crossing

Employees must wash **there** hands before returning to work

Mistakes are proof **your** trying

### Quickfire Questions

1. The men took **their** dog for a walk.
2. **You're** the funniest person I **know**!
3. Can you **see** my point?
4. **They're** doing **their** best.
5. I always **write** neatly.

## Be the Teacher

Read the text below. Using two different coloured pens, highlight where speech marks have been used correctly in one colour and underline where speech marks have been used incorrectly or are missing with the other coloured pen.

"Charlie, I don't want to do this! My voice sounded weak and wobbly, but I didn't care. The derelict house was frightening in the moonlight. Come on! Don't be a wuss! Charlie said, shaking her head at me and rolling her eyes.

"I'm not! It's just..." I swallowed hard and glanced at the house again. "You'll be fine!"

Our friend, Miroslav, squeezed my shoulder encouragingly and then stepped forward into the open doorway.

"OK," I answered, my voice high and squeaky like a mouse.

**"Charlie, I don't want to do this!" My voice sounded weak and wobbly, but I didn't care. The derelict house was frightening in the moonlight.**

**"Come on! Don't be a wuss!" Charlie said, shaking her head at me and rolling her eyes.**

**"I'm not! It's just..." I swallowed hard and glanced at the house again. "You'll be fine!" Our friend, Miroslav, squeezed my shoulder encouragingly and then stepped forward into the open doorway.**

**"OK," I answered, my voice high and squeaky like a mouse.**

## Section Three: Word Classes

**Success Criteria:** To understand the difference between word classes and how they add to your work.

### Nouns

#### Be the Teacher

A student has written this list of nouns. Are they all correct?  
Give the nouns a tick; anything that's not a noun needs a cross.  
Can you spot any other errors on the list?

elephant	Leona	Birmingham	happiness
desk	flower	mug	shop
sad	telephone	blue	old
computer	peace	picture	Mrs Taylor
glass	teacher	Big Ben	river
Belgium	Rajesh	ugly	truth

### Pronouns

#### Be the Teacher

Can you mark this passage written by a student, making some suggestions about where they could swap nouns for pronouns?

verb: **green**

adverb: **blue**

preposition: **purple**

connective: **pink**

There **was** a **deafening crash** **and** the **walls of** the **building** **started to shake**. **Terrified**, **Aliyah** **scrambled under** **her bed** **and watched as** **books and ornaments** **went plummeting from** **her shelves to** the **floor below**. **Pieces of plaster** **rained down** **in front of** **her like** a **dusty thunderstorm**. **She** **wanted to run** **and find her parents**, **but she was scared** **that if she moved** **she would be crushed**. **Her heart** **beat wildly** **in her chest**, **and her** **breathing** **came out in** **ragged gasps**. All **she** **could do** **was** **hide** **under her bed** **until** the **earthquake** **subsided**.



## Connectives

### Quickfire Question

Can you underline all the connectives in this passage?

I walked to the door **and** opened it. There was no-one there, **so** I pushed the door closed. **Just then**, I noticed a huge parcel on the mat. It was addressed to Meena. I wanted to open it, **but** I knew I shouldn't **as** it wasn't addressed to me. **On the other hand**, I reasoned, it might be important. Meena might need me to open it.

### Be the Teacher

Read this piece written by a student. How could they upgrade their work by using connectives? Make changes to what they have written to improve their writing.

Dave went into the classroom. He saw the other students throwing paper. He didn't say anything. He sat at his desk. The door opened and Mr Stephens marched in. He looked furious. Dave sighed. He realised it was going to be a long lesson.

**Dave went into the classroom. He saw the other students throwing paper, but he didn't say anything. He sat at his desk. Just then, the door opened and Mr Stephens marched in. He looked furious. Dave sighed. He realised it was going to be a long lesson.**

### Word Classes Final Task

In the piece of writing on the next page, can you highlight all the different types of word class you have learned about? Use the key to help you.

noun: **red**

pronoun: **orange**

adjective: **yellow**

The boat lurched from side to side. Holly grabbed the boat's sides and tried not to be sick. Holly felt Holly's stomach clench as a massive wave rocked the boat again. The wind whipped Holly's hair and even though Holly had closed Holly's eyes, Holly could still feel the salt stinging Holly's eyes. Paul leaned towards Holly and offered Holly a tissue. Holly took the tissue from Paul and turned away, hoping Paul would not see as Holly was sick over the side of the boat.

**The boat lurched from side to side. Holly grabbed the boat's sides and tried not to be sick. She felt her stomach clench as a massive wave rocked the boat again. The wind whipped her hair and even though she had closed her eyes, Holly could still feel the salt stinging her eyes. Paul leaned towards Holly and offered her a tissue. She took the tissue from him and turned away, hoping he would not see as she was sick over the side of the boat.**

## Adjectives

### Give It a Go

Can you find the comparative and superlative forms for these adjectives?

Positive	Comparative	Superlative
small	<b>smaller</b>	<b>smallest</b>
good	<b>better</b>	<b>best</b>
happy	<b>happier</b>	<b>happiest</b>
awful	<b>worse</b>	<b>worst</b>
angry	<b>angrier</b>	<b>angriest</b>

## Be the Teacher

Can you identify where comparative adjectives need changing and what they need to be changed to?

The latest Space Fight film is the goodest one they have made so far. The special effects are amazing and the story is excitinger than the last film. The acting is excellent and even the music is good. It is the most best instalment.

**The latest Space Fight film is the best one they have made so far. The special effects are amazing and the story is more exciting than the last film. The acting is excellent and even the music is good. It is the best instalment.**

## Verbs

### Be the Teacher

Look at the student's work below. Can you suggest any changes to their verbs to improve their writing?

Paul walked to the bus stop with Lena. They sitted in the shelter and talk. 'I have forgot my bus pass,' he said to Lena. He stood up and go home.

**Paul walked to the bus stop with Lena. They sat in the shelter and talked. 'I have forgotten my bus pass,' he said to Lena. He stood up and went home.**

## Adverbs

### Be the Teacher

Look at this list of adverbs written by a student. Have they got them all right? Give the adverbs a tick and cross out anything which is not an adverb.

fast	strong	<b>quickly</b>	angry	<b>smoothly</b>
<b>suddenly</b>	inside	<b>really</b>	fat	<b>very</b>
upstairs	yesterday	man	<b>truly</b>	now

## Prepositions

### Quickfire Question

Can you underline all the prepositions in this passage?

I arrived at the station and walked to the ticket office beside the clock. 'I'd like a ticket to Edinburgh,' I explained through the window. 'I need to arrive on Sunday at 3pm.'

The man looked at me over his glasses and scratched his head under his flat cap. He punched some numbers into the machine next to him. A ticket rolled out of the printer and into his outstretched hand.

### Be the Teacher

Look at this list of prepositions written by a student. Have they got them all right? Cross out anything which is not a preposition.

<b>in</b>	<b>out</b>	<b>on</b>	<b>under</b>
<b>through</b>	hiding	<b>beside</b>	<b>after</b>
<b>without</b>	<b>between</b>	<b>over</b>	quickly
<b>next to</b>	whispered	<b>with</b>	<b>by</b>