

YEAR 6

KEY ENGLISH SKILLS  
FOR KS2

# ENGLISH

## SHARPENER:

### Grammar and Punctuation



Name .....



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LEARNING

# Introduction


Fellow Detectives!

Pooch and I can't tell you how pleased, happy, delighted, and overjoyed we are to have you on board. There are so many words and sentences out there these days that it's hard to keep track. Just imagine how many words people type and read every day or how many full stops and question marks there are in your library alone. Can you guess how many words you read without even realising it every day?

Don't be mistaken. Words are not just squiggles on a page. Most of what we humans do involves words and they can be the most powerful things in the world. They can make people laugh and cry, they can start and stop wars, they can save lives.

That's why it's great you are going to become detectives too. If you can train your ears and eyes to notice the power of words, you will be able to harness their strength as well as resist those who would use them against you. Stay sharp, and enjoy the endless possibilities of words!

Here's your first **Training Challenge**.



How many different punctuation marks have I used on this page already?

Can you name them all?

Which did I use more than any others?

Would you change any of the punctuation marks, or any of the words, or the way I've written some of the sentences? What effect would you want to create by changing them?


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## How to use this book

You might want to read this chapter with your teacher, or as a class, and discuss any issues or ideas.


Most of the chapters are split into the following sections:

### Speedy Skills




If you find these exercises easy, then treat them as a warm-up and a revision exercise. They are key skills that you use every time you read or write. If you find some of them tricky, then BE POSITIVE. You and your teacher have found a gap in your knowledge and together you can work to fill it. Before you ask for help, though, try to think what it is that's difficult. Is there a word you don't understand? Is one part of it more puzzling than the rest? Have you seen anything like it before?

### Training Challenge



This section will focus on one of the key skills for Year 6. It requires more thought and may be challenging, particularly if it's a skill you have only recently learned. Remember, though, a part of your brain already knows these skills. The language you have been using since you were a child is full of these skills. You're already a long way towards becoming a language expert. They're not really new skills, it just may be the first time you've actually thought about them specifically, or given them a name.

### Hints and Tips



I like to give advice in the form of questions. Try not to think of these questions as needing a 'right' answer, but let them bounce around inside your brain and see what patterns and connections you make. The most important learning is not learning new facts, but making new links between facts that you know already.

### Inspector's Booster Challenges

These are more open tasks. That means: there isn't one right answer.

You're in control of how you use the skills.

You can make the most progress by attempting these with imagination. Take on the challenge.

These are an opportunity to experiment and play with mixing new and old skills. There's a section at the back of the workbook for you to use, and once you have filled that, you could also use a jotter or your literacy book, or the back of an envelope. Ask your teacher for advice about this.

## Explanation Pages

Sometimes it's important to see the big picture. Grammar can seem confusing if you just think about all the little details. The Explanation Pages give you a 'bird's-eye view' of the skills you'll be learning. If you can step back and look at the big picture, you may understand how your learning fits together, and it can help if you're feeling stuck. Remember, there is just one main skill – how to make meaning out of words for you and someone else to understand.

## Skill Checks

These are a chance to test your skills. Don't be afraid of the test-style questions. They're a bit like a game, with their own rules and instructions. Have a go, and then predict if you have the answer right or not before you check. That way, you'll find out how much you know about what you know, and you'll be able to decide what you want to work on a bit more, either with your teacher, your friends, your family, or by keeping your eyes and ears open.

## Eyes and Ears

All these language skills are around us every day. Keep your eyes and ears open, and you'll spot them everywhere. Every writer I know keeps a notebook to write down things they notice. You could do the same. See if you hear your teacher using informal language, or the subjunctive mood. What language features do your favourite pop stars or footballers use? Listen to the Prime Minister. Make a note of how they speak, and what grammar they use. Check headlines in the newspaper, or the grammar of adverts. The more you notice, the more you'll see that grammar is everywhere.

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Context

When you build a house you need more than just bricks. You need: roof tiles, wooden beams, floorboards, doors and windows, and so on. You start with a drawing, then you put the materials together in a way that matches the drawing. If you put them together in a different order, you get a house that looks different. If you put them together without any care or thought, your house falls down. Words are like building materials; different types do different jobs (nouns, adjectives, adverbs, and the rest) and if you choose them well, you build a sentence that perfectly expresses your thoughts.



Speedy Skills

How many different understandable sentences can you build using these 10 words in a different order?

The grey cat sat carefully on the worn-out old mat.



Glossary

Noun	used as the subject of a verb, or as the object of a verb.
Adjective	used either before a noun to describe it, or after 'be', 'is' or 'was' to complete a description.
Verb	can be either past or present, and can also express future action.
Adverb	used to change or add detail to the meaning of a verb or adjective.
Modal verb	verbs that go before other verbs: can, will, should, must....
Formal	language that sounds professional, or posh, and follows most usual grammar rules very closely.
Informal	language that is used among friends and family, and is more like spoken than written language.

# Harnessing Word Power

This page will remind you about the parts of speech: nouns, adjectives, verbs and adverbs



## Speedy Skills

**The full stop key on my computer is broken! Can you put the full stops back in?**

Pooch slumped under the desk he looked miserable inspector grammar did have to admit that it had been an unusually quiet day suddenly there was a knock on the door in walked a man who obviously hadn't shaved for days his eyes darted around the room and he hid from the window pooch's nose twitched perhaps the day wasn't going to be dull after all perhaps there would be some excitement before the sun set



- Try to imagine the different ways you can use the words in a sentence.
- Can some of the words go in more than one column?
- Are there any spelling patterns that could give you a clue?
- Would you write an adjective next to a noun? What about a verb just before an adjective?
- Can you have an adverb without a verb?



## Training Challenge

Here's a list of words. Put the ones you know into the correct place in the table below, and then, with a partner, discuss the words you're not sure about.

*happy, potato, old, throw, carefully, computer, grumpily, suitcase, sprint, thing, think, elephant, clever, hopeful, disaster, smile, very.*

Nouns		Adjectives		Verbs		Adverbs	





- 1 At random, choose one word from each column on page 4 and try to fit them all into a sentence. For an extra challenge, see how short you can keep each sentence. The interesting part of this exercise is how you can write something almost impossible that still makes sense.
- 2 Use your reading book, or look around the room. See if you can add more words to each column.
- 3 Investigation: Do writers use more adjectives or adverbs in their writing? Is it the same for fiction and non-fiction?
- 4 Opinion: Do you think nouns or verbs are more important? Why?
- 5 Question: There are some types of words that don't fit into the four columns. See how many of those you can collect, and see if you can work out why we need them.
- 6 Challenge: Many adverbs end with -ly. Look at the definition of adverb in the glossary, and see how many adverbs you can find in a book that fit that definition but DON'T end in -ly.
- 7 Adjectives come before nouns.

## My Training Targets

*I find it a challenge to ...*

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*So I will improve by...*

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- 1 What do you think is on the bit of paper from the Speedy Skills text? Can you write some sentences using some of the transformed nouns and adjectives to predict the next part of the story?
- 2 Write a dictionary definition of the verbs. Can you be precise about what they mean? Use one of your classroom dictionaries to help you get started, and to see how they're normally written.
- 3 Here are some nouns and adjectives that are not usually transformed into verbs. Can you pick which suffix you think suits them best, and use them in a sentence?  
*castle, shoe, purple, miserable, supermarket, busy, fingernail, mud, old.*

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## My Training Targets

*I find it a challenge to ...*

*So I will improve by...*

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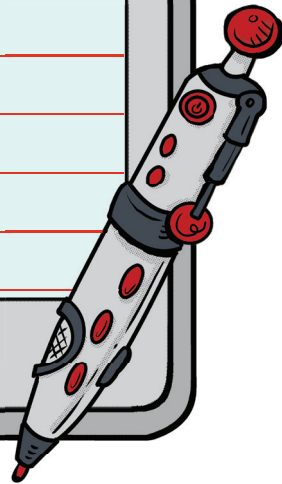
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# ENGLISH

# SHARPENER:

## Grammar and Punctuation

YEAR 6

Josh Lury

### Perfect support for the new KS2 English grammar, punctuation and spelling test

**English Sharpeners** is a series of books to help pupils and teachers with the technical requirements of KS2 English. Each book covers the specific aspects of English as described in the KS2 Test for grammar, punctuation and spelling, and the English Curriculum for year 6.

Packed full of games and quizzes, these titles will really get your class excited about language.

Designed for your pupils to write in, these pupil books are a great way for your class to practice their key English skills.

To make the games and activities fun, children will meet two key characters: "Inspector Grammar" and his faithful companion "Punctuation Pooch". Inspector Grammar will help them to inspect their own writing and become more confident with their grammar work made explicit in the National Curriculum, and they will have fun with Punctuation Pooch and his extra sensitive nose to sniff out particular punctuations.

### Other title in the series



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**Note: Due to the nature of the internet, it is vital that you check internet links before they are used in the classroom.**

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**Badger**  
LEARNING

Oldmedow Road,  
Hardwick Industrial Estate,  
Kings Lynn,  
PE30 4JJ

Tel: 01438 791037 fax: 01438 791036  
www.badgerlearning.co.uk

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