

# SPAG Activities



Name.....


# Full Stops, Question Marks and Exclamation Marks

Full stops, question marks and exclamation marks all show when a sentence **stops** and another **begins**. They also tell you what kind of a sentence it is.


**Full Stops** mark the ends of ordinary sentences.

Example: Jane took her puppy for a walk .  Full stop

**Question Marks** mark the ends of questions.

Example: How old are you ?  Question mark

**Exclamation Marks** mark the ends of sentences which show strong feelings such as joy, surprise or fear. They can also be used to show when someone is shouting.

Example: The children were overjoyed !  Exclamation mark

The sentences below and on the next page have been marked with **X's** instead of **full stops**, **question marks** or **exclamation marks**. It is your job to copy them and replace the **X's** with the correct punctuation marks.

1. Jenny went for a ride on the steam train X

2. “How many eggs would you like with your bacon **X** ”

3. Peter asked if he could play outside **X**

4. “Ouch **X** I’ve been stung by a bumble bee **X** ”

5. “When will we be having our dinner **X** ”

6. “It’s wonderful to see you again **X** ”

7. “Where are you hiding **X** ”

## Commas and Additional Information

**Commas** are used to **divide** the different parts of a sentence and let you know that there's a new part coming. Commas tell us to take short pauses when we are reading - not as long as for full stops. They are used to separate words in lists and also to separate additional information in sentences.

We are going to look at how we can use commas to separate additional information in sentences.

*Example:*

*The old man, who had a grey beard, was sitting in his rocking chair.*

The words enclosed in the commas could be left out without changing the meaning of the sentence. The additional information is always separated by commas.

Copy the sentences below and add the commas before and after the additional information.

1. Daisy the little brown dog chased after the ball.

2. Harry my little brother did not want to eat his pudding.

3. My last job just before I went to bed was to lock all the doors.

## Commas and Additional Information

Look at the table below. It contains everything you need to be able to write sentences with additional information. All you need to do is choose a sensible sentence starter, the additional information, a suitable end part and of course, remember the commas!

One has already been done for you.

Starter	Extra Information	End
Pat and Sue	who were as cute as could be	<del>makes delicious cream cakes.</del>
<del>Mr Cropper</del>	whose name is Trigger	went to the beach together.
The tiny puppies	who are best friends	snuggled down into their bed.
My lovely horse	which is fluffy and brown	is my favourite toy.
My teddy bear	<del>the owner of the baker's shop</del>	trotted up the road.

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1. Mr Cropper, the owner of the baker's shop, makes delicious cream cakes.

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# First Person, Second Person, Third Person

Verbs are **doing** words and **being** words. They tell you what a person or thing is doing. **Every single sentence needs a verb.** If it hasn't got a verb, it isn't a sentence.

Examples: Helen **owns** a racehorse.

↑  
verb

Leo **is** the jockey.

↑  
verb



The **Person** of a verb tells you **Who**

Things written from the point of view of "I" are in the **first** person.

Instructions written to someone are in the **second** person.

Stories about someone are in the **third** person.

Examples:

<i>I am</i>	<i>first person</i>	<i>we are</i>	<i>First person (plural)</i>
<i>you are</i>	<i>second person</i>	<i>you are</i>	<i>second person (plural)</i>
<i>he is, she is, it is</i>	<i>third person</i>	<i>they are</i>	<i>third person (plural)</i>

## Task

On the next page there are ten sentences. It is your job to decide which "person" the verb in each sentence belongs to and copy it into the correct part of the chart. The first one has been done for you.

# First Person, Second Person, Third Person

## Sentences

<del>It is a good day to sunbathe.</del>	They will soon be home.
She is not feeling well.	I haven't slept a wink.
You are not going to the park.	He doesn't like peas.
I am enjoying my ice cream.	It is a very tall tree.
We need to work as a team.	You are all invited to the party.

### First person

### Second Person

### Third Person

It is a good day to sunbathe.

## Sentences - Subject and Verb

We already know that a sentence **must** have a **verb**.

The **subject** of a sentence is the person or thing that is **doing** the **action**.

The **subject** and the **verb** must always **agree**. This means that if the subject is **singular** then the verb must also be **singular**. If the subject is **plural**, then the verb must also be in its **plural** form.

Example: **Thomas and Poppy** **are** going to the dance.

The subject here is  
"Thomas and Poppy"  
which is plural.

You need the plural form  
of the verb.

The sentences below and on the next page have been written with the incorrect form of the verb. It is your job to rewrite the sentences using the correct form.

1. Daisy and Paddy **was** playing football.

2. There **were** a little mouse hiding under the table.

3. We **am** not allowed to run around in the house.



## Sentences - Subject and Verb

4. My favourite colours **is** green and yellow.

5. They **is** going to be late for school.

6. We **was** very happy when we won the trophy.

**WARNING!** Some sentences can be a bit more tricky.

Example: *The brass band **was** playing some jolly tunes.*

The subject here is  
"The brass band"  
which is singular

You need the singular  
form of the verb,  
which is was.

Sentences in which collective nouns are the subject need to have a singular verb unless the collective noun is plural.

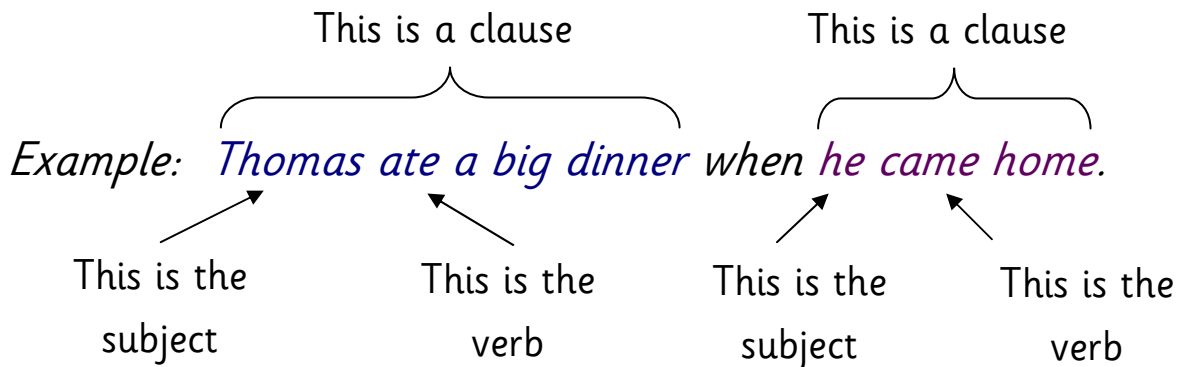
Example: *The brass bands **were** playing some jolly tunes.*

The subject here is  
"The brass bands"  
which is plural

You need the plural  
form of the verb,  
which is were.

# Clauses

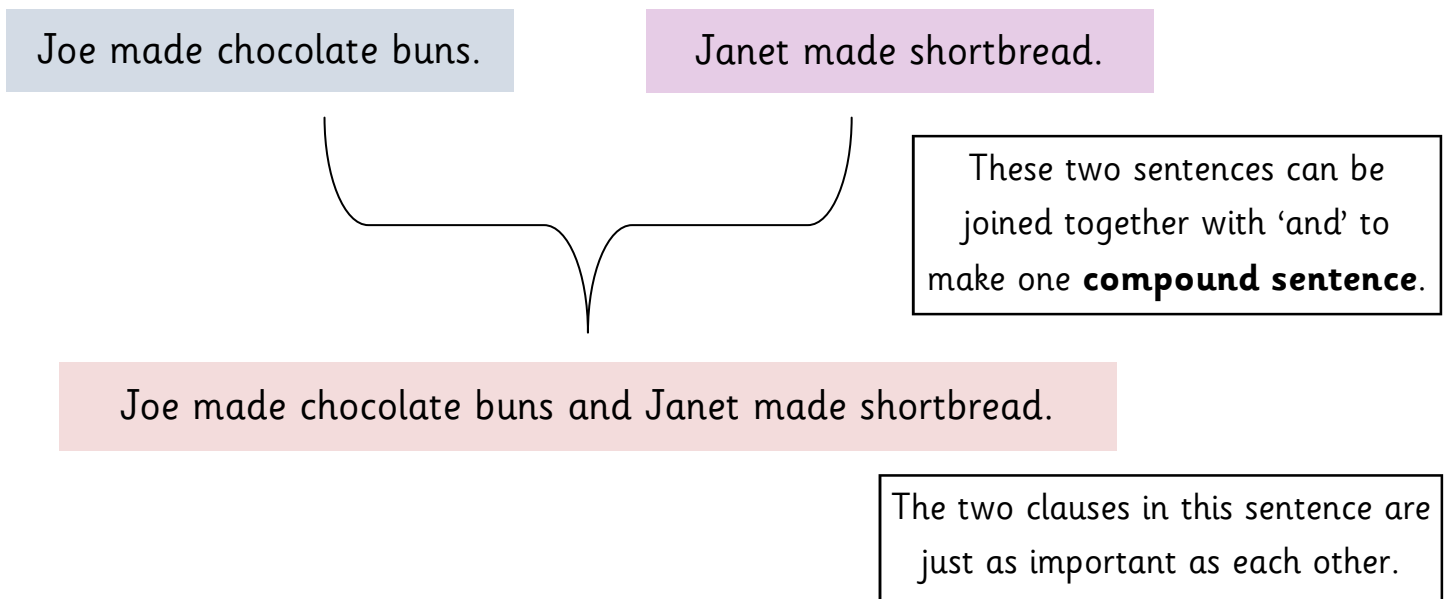
A **clause** is part of a sentence which contains its own **verb**. If a sentence has two verbs, then it will have two clauses.



## Compound sentences

Compound sentences are made of **two** equally important **clauses** joined together by a *conjunction* (a joining word like 'and', 'but' or 'so'). Each clause would make sense on its own as a *complete sentence* if it had a capital letter and a full stop.

Example:



You can practise writing some compound sentences on the next page!

## Compound Sentences

At the top of the table there are six conjunctions. Underneath, there are some simple sentences. It is your job to use them to write six compound sentences. One has been done for you.

and	because	so	as	but	or
<del>I like beans.</del>					He is planning to become a vet.
Danny is a kind. boy.				<del>I don't like peas.</del>	
Bob loves animals.					He always shares his sweets with me.
Helen is a hairdresser.					He was very tired.
Paddy went to bed.					The class was very noisy.
The teacher was angry.					She owns her own shop.

1. I like beans but I don't like peas.

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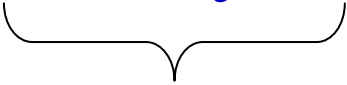
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## Complex Sentences

A **complex sentence** is made up of an **important** clause and some **less important** clauses. The most important clause is called the **main** clause.

*Example: I'll brush my teeth when I finish my sweets.*




This is the **main** clause because it tells you about the **main action** of the sentence.

### The Main Clause Makes Sense on its Own


The main clause is the one that has the **main idea** of the sentence. The other clauses are called **dependent clauses** - because they **depend** on the main clause to get their meaning.

*Example:*

*John didn't finish his homework* because it was too difficult.



This is the **main** clause because it makes sense on its own.

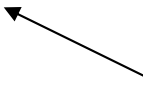


This is a dependent clause. It doesn't make sense on its own.

### Dependent Clauses add Extra Information

Dependent clauses give some extra information, but they can't make sense on their own. Another name for a dependent clause is a **subordinate** clause.

*Example: Amanda danced until her feet were sore.*



This tells you more about Amanda's dancing.

You can practise recognising main and dependent clauses on the next page.

## Complex Sentences

Read the sentences below and write each clause in the correct boxes.

The first one has been done for you.

Sentences	Clauses
John and Sally went to play in the park after they had finished their ice creams.	Main: John and Sally went to play in the park.
	Dependent: after they had eaten their ice creams
You need to work hard at school if you want to pass your exams.	Main:
	Dependent:
The dog barked loudly when I arrived.	Main:
	Dependent:
I went shopping yesterday, even though it was raining.	Main:
	Dependent:
Peter, who was only four years old, could already read and write.	Main:
	Dependent:

# Prepositions

## Prepositions say Where things Are

Prepositions are words and phrases like 'under', 'in front of', 'between' and 'with'. They tell you the relation between nouns or pronouns.

*Examples: Scott hid **under** the table.*

*Ben stepped **into** the bath.*

*Alex stood **between** John and Sue.*

## Prepositions are about Time as well as Place

Prepositions can tell you about **when** things are as well as **where** they are.

*Examples: We watched TV **after** we finished our homework.*

*Jane read her book **before** she went to sleep.*

*I couldn't go out to play **until** I had eaten my dinner.*

There are many, many more prepositions. See if you can spot some in the sentences below. Underline the ones you find. One has already been done for you.

1. I went for a walk around the park.
2. The bird flew over my head.
3. I peeped through the keyhole.
4. There was a fairy on top of the Christmas Tree.
5. The horses trotted past the children.
6. It's been a long time since I last saw you.
7. The supermarket is opposite the shoe shop.