

a

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Write a sentence inside the speech bubble with a fronted adverbial that The Queen might say. Underline the fronted adverbial.

d

Mr Whoops has made **two** clumsy spelling mistakes in his sentences. Can you underline them and correct them?

**I have always preferred salt and vinegar crisps rather than prawn cocktail – in fact, I'd say that they are my favorite. They are delicious in a crisp sandwich!**

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b

Read the sentence and underline the root word that could be given an opposite meaning using dis-, mis-, re- or in-.

Write the new prefix word.

The secretary understood the message completely.

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e

Find **one** word that can complete both sentences below. Write the word in the box:

1. The children tried to \_\_\_\_\_ the cards in the pairs game.
2. The waiter lit the candle with a \_\_\_\_\_.

c

Is the following sentence a statement, a command, a question or an exclamation?

**What a terrible sight I saw**

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f

Rewrite the sentence with a semicolon to replace the co-ordinating conjunction between the two independent clauses.



**The angry crowd carried out a protest but the council still went ahead with the controversial decision.**

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# Year 6 Summer Term 1 Answers

3

Accept any accurately punctuated sentence with an underlined fronted adverbial to show time, place or cause, e.g. **At the palace**, my husband and I may have a garden party.



a

Read the sentence and underline the root word that could be given an opposite meaning using dis-, mis-, re- or in-.

Write the new prefix word.

The secretary understood the message completely.

misunderstood

b

Is the following sentence a statement, a command, a question or an exclamation?

**What a terrible sight I saw**

exclamation

c

Mr Whoops has made **two** clumsy spelling mistakes in his sentences. Can you underline them and correct them?

**I have always preferred salt and vinegar crisps rather than prawn cocktail – in fact, I'd say that they are my favorite. They are delicious in a crisp sandwich!**

preferred  
favourite



d

Find **one** word that can complete both sentences below. Write the word in the box:

match

1. The children tried to \_\_\_\_\_ the cards in the pairs game.
2. The waiter lit the candle with a \_\_\_\_\_.

e

Rewrite the sentence with a semicolon to replace the co-ordinating conjunction between the two independent clauses.



**The angry crowd carried out a protest; the council still went ahead with the controversial decision.**

f

a



Write a sentence inside the speech bubble with a fronted adverbial and a modal verb that The Queen might say. Underline them.

Read the sentences and underline the root words that could be given an opposite meaning using dis-, mis-, re- or in-. Write the new prefix words.

1. The secretary understood the message completely. \_\_\_\_\_
2. The triplets would always obey instructions. \_\_\_\_\_

b

Are the following sentences a statement, a command, a question or an exclamation?

**What a terrible sight I saw**

\_\_\_\_\_

**Have you got a ruler I could borrow, please**

\_\_\_\_\_

c

d

Mr Whoops has made **two** clumsy spelling mistakes in his sentences. Can you underline them and correct them?

**I have always preferred salt and vinegar crisps rather than prawn cocktail – in fact, I'd say that they are my favorite. They are delicious in a crisp sandwich!**



Rewrite the sentence with a semicolon between the two independent clauses.



**The angry crowd carried out a protest but the council still went ahead with the controversial decision.**

e

Find one word that can complete both sentences below. Write the word in the box:

1. The children tried to \_\_\_\_\_ the cards in the pairs game.
2. The waiter lit the candle with a \_\_\_\_\_.

In sentence 1, the added word is used as a \_\_\_\_\_.

f

# Year 6 Summer Term 1 Answers

3

Accept any accurately punctuated sentence with an underlined fronted adverbial to show time, place or cause, and a modal verb e.g. **At the palace**, my Husband and I **may** have a garden party.



a

Read the sentences and underline the root words that could be given an opposite meaning using dis-, mis-, re- or in-. Write the new prefix words.

1. The secretary understood the message completely. **misunderstood**
2. The triplets would always obey instructions. **disobey**

b

Are the following sentences a statement, a command, a question or an exclamation?

What a terrible sight I saw

**exclamation**

Have you got a ruler I could borrow, please

**question**

c

Mr Whoops has made **two** clumsy spelling mistakes in his sentences. Can you underline them and correct them?

**I have always preferred salt and vinegar crisps rather than prawn cocktail – in fact, I'd say that they are my favorite. They are delicious in a crisp sandwich!**

**misunderstood**

**disobey**



d

Rewrite the sentence with a semicolon between the two independent clauses.



**The angry crowd carried out a protest; the council still went ahead with the controversial decision.**

e

Find one word that can complete both sentences below. Write the word in the box:

**match**

1. The children tried to \_\_\_\_\_ the cards in the pairs game.
2. The waiter lit the candle with a \_\_\_\_\_.

In sentence 1, the added word is used as a **verb**.

f

a



Write a sentence inside the speech bubble with a fronted adverbial, a modal verb and a subordinate clause that The Queen might say. Underline them.

d

Mr Whoops has made **three** clumsy spelling mistakes in his sentences. Can you underline them and correct them?

**I have always preferred salt and vinegar crisps rather than prawn cocktail – in fact, I'd say that they are my favorite. They are delicious in a crisp sandwich!**



b

Read the sentences and underline the root words that could be given an opposite meaning using dis-, mis-, re- or in-. Write the new prefix words.

1. The secretary understood the message completely. \_\_\_\_\_
2. The triplets would always obey instructions. \_\_\_\_\_
3. The answerphone message was audible. \_\_\_\_\_

e

Rewrite this sentence and add another independent clause. Separate the two clauses with a semicolon.



**The angry crowd carried out a protest.**

c

Are the following sentences a statement, a command, a question or an exclamation?

**What a terrible sight I saw**

\_\_\_\_\_

**Have you got a ruler I could borrow, please**

**The photo album was full of happy memories**

f

Find one word that can complete both sentences below. Write the word in the box:

1. The children tried to \_\_\_\_\_ the cards in the pairs game.
2. The waiter lit the candle with a \_\_\_\_\_.

In sentence 1, the added word is used as a \_\_\_\_\_.

In sentence 2, the added word is used as a \_\_\_\_\_.



# Year 6 Summer Term 1 Answers

3

Accept any accurately punctuated sentence with an underlined fronted adverbial to show time, place or cause, and a modal verb e.g. **At the palace**, my husband and **I may** have a garden party **as it is a beautiful, sunny day**.



a

Read the sentences and underline the root words that could be given an opposite meaning using dis-, mis-, re- or in-. Write the new prefix words.

1. The secretary understood the message completely. **misunderstood**
2. The triplets would always obey instructions. **disobey**
3. The answerphone message was audible. **inaudible**

b

Are the following sentences a statement, a command, a question or an exclamation?

What a terrible sight I saw  
**exclamation**

Have you got a ruler I could borrow,  
please **question**

The photo album was full of happy  
memories **statement**

c

Mr Whoops has made **three** clumsy spelling mistakes in his sentences. Can you underline them and correct them?

**I have always preferred salt and vinegar crisps rather than prawn cocktail – in fact, I'd say that they are my favorite. They are delicious in a crisp sandwich!**

**preferred**  
**favourite**  
**delicious**



d

Accept any sensible sentence with an added semicolon and another relevant independent clause, e.g. **The angry crowd carried out a protest; the council still went ahead with the controversial decision.**



e

Find one word that can complete both sentences below. Write the word in the box:

**match**

1. The children tried to \_\_\_\_\_ the cards in the pairs game.
2. The waiter lit the candle with a \_\_\_\_\_.

In sentence 1, the added word is used as a **verb**.

In sentence 2, the added word is used as a **noun**.

f