

# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

1

### Section 1

Place the correct punctuation into this sentence to show the relative clause.

Kirsty who was a very talented dancer performed in the school musical.



### Section 2

Can you think of more formal synonyms to replace these past tense verbs? (Use a thesaurus if you need to!)

found \_\_\_\_\_

asked \_\_\_\_\_

### Section 5

Add a suffix to the word 'beauty' to create a verb:



### Section 3

Look at the sentence below and add two modal verbs:

I \_\_\_\_\_ go to Paris next year and I \_\_\_\_\_ make sure that I visit the Eiffel Tower while I'm there.



### Section 4

Mr Whoops has accidentally jumbled up two adverbs that show frequency. Can you help him to unjumble them?

QUFRENYLET    NETFO

\_\_\_\_\_

\_\_\_\_\_



### Section 6

Can you add appropriate punctuation around the parenthesis in this sentence?

Prince William the Duke of Cambridge is second in line to the throne.





# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

2

### Section 1

Rewrite this sentence with the adverbial phrase at the beginning. Add in any extra punctuation that is needed.

The children found the gravitational pull of different objects using a newton meter during the science experiment.

---

---

---



### Section 2

Circle the TWO words that are synonyms of each other in the following sentence:

Vik was disgusted at the decision to knock down the local library and he knew that other community members would be outraged too.

### Section 3

Can you invent the other debate speaker's next sentence and turn it into a direct speech sentence that uses inverted commas?

Your opinions are ridiculous!



---

---

### Section 4

Rewrite the sentence below with an embedded relative clause about Mrs Conner. Don't forget to mark it with commas!

Mrs Conner cried during the assembly to celebrate her retirement.

---

---

---

### Section 5

Match the prefix to the correct root word:

dis

look

mis

judge

over

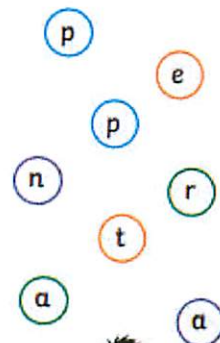
loyal

Which of the words you have made is a synonym of supervise? \_\_\_\_\_

### Section 6

Mr Whoops has been juggling with the letters from one of his Y6 spelling words - can you spot what it is?

a \_\_\_\_\_





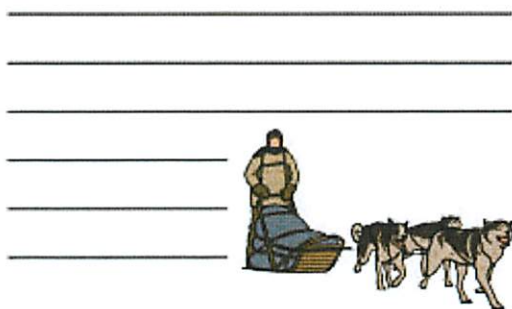
# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

3

### Section 1

Write a sentence about the picture that contains a modal verb and a fronted adverbial. Underline them.



### Section 2

Can you underline the all of the possessive pronouns in this passage of dialogue?



"Once you have moved your left leg, I will move mine," instructed Tasha.

"This race is ours to lose," giggled Courtney. "We are miles in the lead!"

### Section 3

Rewrite these sentences in the past progressive (continuous) tense.

Hamid is coming to my party at the weekend.

In the restaurant kitchen, the chefs prepared the three-course meal.

### Section 4

Add a prepositional phrase to the following sentence.

Using a hosepipe and sponge, Penny cleaned her new car \_\_\_\_\_



### Section 5

Mr Whoops has made THREE clumsy spelling mistakes in his diary entry. Can you underline them and correct them? Use a dictionary if you need to.

Today, I went down to the local community centre to see what night courses they had avaleable that might interest me. I immediatelly signed myself up for a French course.



### Section 6

Read the sentence below and add in a word or words to turn it into a question.

You won't tell anyone, \_\_\_\_\_



?



# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

4

### Section 1

Rewrite this sentence in Standard English.

I didn't see nothing.

---

---

### Section 2

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify or -en.

apology \_\_\_\_\_

false \_\_\_\_\_



### Section 3

Clumsy Mr Whoops has lost the antonyms to these words. Can you help him to add 'in', 'im' or 'il' prefixes?



literate

---

mobile

---

### Section 4

In the spaces, write the word class of each of the underlined words. Use the words from the list given. The first one has been done for you!

The owl and the pussycat went (verb) to sea in a beautiful (\_\_\_\_\_), pea-green boat. They (\_\_\_\_\_) took some (\_\_\_\_\_) honey and (\_\_\_\_\_) plenty of money wrapped up in (\_\_\_\_\_) a five-pound note.

preposition verb pronoun adjective  
determiner conjunction

### Section 5

Can you place the commas in the correct place in these sentences:

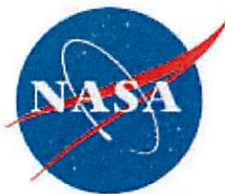
The mischievous cat was stuck up the highest tree in the street which meant Mrs Brown had to phone the fire brigade.

Isabelle was learning to play the drums the recorder the piano and the ukulele.

### Section 6

Can you add the correct form of the verb to make this a subjunctive mood sentence.

If I \_\_\_\_\_ a NASA astronaut, I would be brave enough to go on an expedition to Mars.





# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

5

### Section 1

Correct these sentences that are written in non-standard English:

You done good in your work.

---

---

I seen you yesterday.

---

---

### Section 2

The car was stuck in the snow \_\_\_\_\_

---

---

---

Add a subordinating conjunction and continue the complex sentence.

### Section 3

Can you think of the correct 'ei' words to match the definitions?

A person that lives next door \_\_\_\_\_

The proof of a purchase \_\_\_\_\_

### Section 4

Mr Whoops has got in a terrible muddle turning these root words into new words using the prefixes 'ir' or 'anti'. Can you help him?

relevant \_\_\_\_\_

social \_\_\_\_\_



### Section 5

Look at the sentences below. Tick all the sentences that are commands.

Where did Benji run off to?

My new trainers are cool.

Take your dishes into the kitchen.

Come back here.

### Section 6

Can you mark the parenthesis in this sentence with dashes?

The evil witch a jealous and bitter woman wanted to cast her spells.

---

---

---





# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

6

### Section 1

Circle all the modal verbs in this passage:

Jake might not go to school tomorrow because he has a terrible cold. If he goes to bed early, he could feel better in the morning.



### Section 3

Mr Whoops has accidentally jumbled up TWO adverbs that show frequency. Can you help him to unjumble them?

IMESOMSTE VRENE



### Section 4

Match each word class label to the correct word in the sentence.

determiner

plural noun

Most of the children had forgotten their kit but Mia had remembered hers.

coordinating  
conjunction

possessive  
pronoun

### Section 2

Write a main clause to go with these subordinate clauses. Add in commas where necessary.

When she arrived at the hotel \_\_\_\_\_

\_\_\_\_\_.

even though it was freezing.

### Section 5

Rewrite this informal sentence in a more formal way.

When the alarm rings, it'd be cool if you got out of bed fairly sharpish.

\_\_\_\_\_

\_\_\_\_\_

### Section 6

'Change' can be used as a verb and a noun. Write a sentence where 'change' is used as a noun.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Match the Correct Word Type

Match the word type to the definition

**adverb**

**verb**

**proper noun**

**adjective**

**preposition**

**pronoun**

**noun**

**clause**

**conjunction**

a doing or action word

a word that modifies a verb,  
adverb or adjective

a word that stands in for nouns

the name of specific objects, people and places

part of a sentence

a word that tells you where or when  
something is in relation to another

a word that describes nouns

the name of objects, people and places

a word that joins two clauses



# Word Class

Read the text and make a list of words that are:

Common nouns, verbs, adjectives, adverbs, propositions and proper nouns

Ever since Mr Rivers told me that I'd got the lead part in our school play, Robin Hood: *Superstar!*, I'd dreamed about opening night. Whenever I was stuck on a tricky maths question or drifting off in assembly, my mind would wander to the moment when I would step out on stage in front of a hundred wide-eyed, gaping-mouthed kids and parents, and belt out my first solo number:

*I'm Robin Hood – superstar!  
I steal from the rich to give to the poor.*

But now that the moment had arrived, I had the jitters. This made it very hard to put my costume on.

"Ash?"

I pulled on my green leggings, only to realise that one leg was inside out and twisted round and very uncomfortable.

"Ash..."

I tried to tie my laces, but they ended up looking like balls of spaghetti.

"Ash!"

I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.

"Earth to Ash." A grubby hand waved in front of my face. "Are you ready? Everyone's waiting to go on."

That's when I realised that the classroom was empty.



# Reading Comprehension – Miss Fox, Our Teacher

## Miss Fox, Our Teacher

*This short story introduces an intriguing character, Miss Fox, who might be more than she seems.*

Miss Fox, our teacher, has red hair.

So red, you can see it from one end of the school to the other. Miss Fox also has a very loud voice.

One morning, she barked, "We are going to make a dark room, children."

Her voice was so loud that when she spoke, she made us all jump.

"We'll make the dark room out of cardboard boxes," Miss Fox went on, "and we'll paint it black."

So that's what we did.

We stuck the boxes together and made the walls.

Next we made a cardboard ceiling.

Miss Fox helped us to paint the ceiling and the walls black.

But afterwards, she snapped, "Stars, children! We need stars." So we made stars.

Big silver stars and little silver stars and we stuck the stars on the cardboard ceiling.

"Hmmm!" growled Miss Fox. "Planets! We need planets." We made three planets.

A red, a green and a blue, and we hung them up on strings.

There was Planet Mars.

Planet Saturn.

And Planet Pluto.

Miss Fox said, "Who will make a big white moon?"

"I will," I said.

I cut the moon out of a sheet of snow-white paper.

Then we stuck the moon on the ceiling together with all the stars and the planets.

When Miss Fox shone her torch on the moon, it glowed white. "Wild animals," Miss Fox yelped, "would love this room. They would feel safe in this room because there's no light, only the moon and the stars."

And it was very quiet.

That night, when we had all gone home and the school was empty, I lay in bed and hoped a real fox would jump in through a window, pad into our dark room and fall asleep, curling his tail around his nose and dreaming that he was safe.

So the first thing I did the next morning was to check and see if the fox was there.

But he was long gone.

Except I found a hair, as red as any of the hairs curling around Miss Fox's head. And I wondered if Miss Fox had such a loud voice because every night she went out and barked at the moon.



# Reading Comprehension – Miss Fox, Our Teacher

**1** Tick **two** things we are told Miss Fox has at the start of the story.

☐ a large nose    ☐ red hair    ☐ prominent teeth    ☐ a loud voice

**2** What do the children use to construct their dark room?

**3** What do they use to make the room dark inside?

**4** List the items that the children put inside the room.

**5** What overall effect does Miss Fox want to create?

**6** Why does Miss Fox say that wild animals would love the room that the children have made?

**7** How does the author let us know that Miss Fox's words make a big impression on:  
**a)** the children?

**b)** the narrator?

**8** What evidence does the narrator find in the dark room the following morning?

**9** What conclusion does the narrator draw from this?

**10** There are hints that Miss Fox may be more than just an ordinary teacher. Can you identify the clues the author uses to link Miss Fox to the animal that bears her name?

At the beginning of the story, the author tells us that ...

The author uses the following speech verbs to describe how Miss Fox speaks:

At the end of the story, ...



## Reading Comprehension – My Mother Saw a Dancing Bear

# My Mother Saw a Dancing Bear

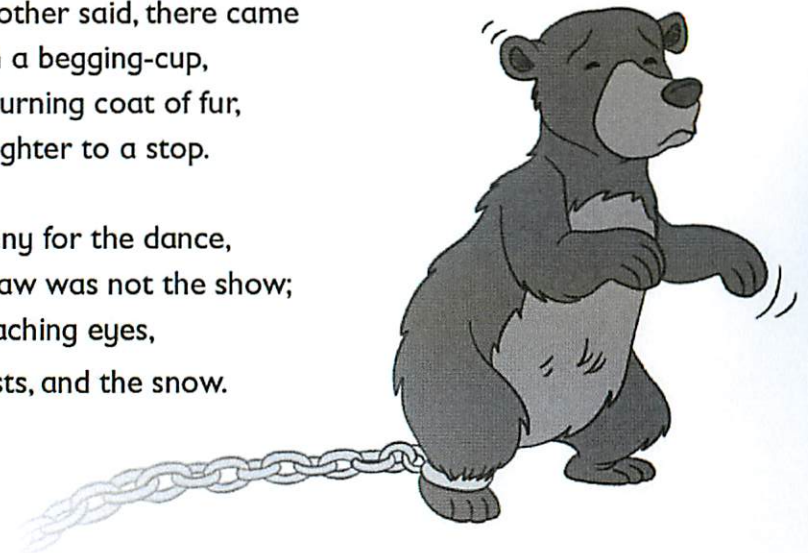
My mother saw a dancing bear  
By the schoolyard, a day in June.  
The keeper stood with chain and bar  
And whistle-pipe, and played a tune.

And bruin lifted up its head  
And lifted up its dusty feet,  
And all the children laughed to see  
It caper in the summer heat.

They watched as for the Queen it died.  
They watched it march. They watched it halt.  
They heard the keeper as he cried,  
“Now, roly-poly!” “Somersault!”

And then, my mother said, there came  
The keeper with a begging-cup,  
The bear with burning coat of fur,  
Shaming the laughter to a stop.

They paid a penny for the dance,  
But what they saw was not the show;  
Only, in bruin’s aching eyes,  
Far-distant forests, and the snow.





# Reading Comprehension – My Mother Saw a Dancing Bear

- 1** Who has told this story to the poet?  
.....
- 2** Where did they see the dancing bear and its keeper?  
.....
- 3** Which season did the event take place in? Tick one.  
☐ spring    ☐ summer    ☐ autumn    ☐ winter
- 4** Complete the sentence.  
The keeper controls the bear with .....
- 5** Write down three things that the keeper makes the bear do, apart from dance.  
.....
- 6** What other word for bear does the poet sometimes use?  
.....

- 7** In verse 2, the poet uses the word “caper” instead of “dance”. Which of the following best describes the kind of dance the bear performs? Tick one.  
☐ comical    ☐ serious    ☐ slow    ☐ fast
- 8** Look at verse 4.  
a) What does the keeper use the begging-cup for?  
.....  
b) Why do you think the bear's fur is described as “burning”?  
.....
- 9** Look at the last verse.  
a) Why do you think the bear's eyes are described as “aching”?  
.....  
b) Why can “far-distant forests, and the snow” be seen in the bear's eyes?  
.....
- 10** Does the poet approve of how the bear is treated? Explain your answer with reference to the poem.  
.....



# Reading Comprehension – Johnny Swanson

## Johnny Swanson: The Secret of Instant Height

*Johnny Swanson sees an advertisement in the local newspaper that seems to offer a solution to his problem. All he needs to do is to find the money (two shillings and sixpence) to apply. His mother keeps a jar containing her Christmas savings on a shelf in the kitchen. Should he take it?*

**TOO SHORT?**  
Do you wish you were taller?  
For the  
**SECRET OF  
INSTANT HEIGHT**

SEND A POSTAL ORDER FOR 2s 6d  
AND 1 STAMPED ADDRESSED ENVELOPE  
TO BOX 23, THE STAMBLETON ECHO,  
6 CANAL STREET, STRIBLETON, WARWICKSHIRE

He knew he shouldn't even think of taking the money, but for the rest of the evening he planned what he would do when his mother was asleep. So in the middle of the night he crept downstairs in the chilly dark, and tipped the money out of the mug and onto the table. Although it was cold, his hands were slippery with sweat. He dropped a penny. The coin rolled and then spun on the stone floor. It seemed ages before it came to a stop. Johnny froze, certain that his mother must have heard it; worried that she might even be able to hear his breathing, which sounded appallingly loud to him. He had no idea how he would explain what he was doing if she came in, but he wanted the Secret of Instant Height so much that he had to take the risk. There was no sound from her room. He counted the money. It came to nine shillings and sevenpence. He only needed two-and-six, with a few pence more for the envelopes and stamps.

He gathered up three shillings, and carefully put the rest back in the mug. The level of money had obviously dropped. Never mind: tomorrow he would get some stones to put under the cash, so that the theft didn't show. But surely it wasn't theft? It was borrowing. He promised himself that he would replace the coins, little by little, with the money Hutch paid him for delivering the papers. He wouldn't spend it on sweets or comics. By Christmas there would be nine shillings and seven pence in the mug again. His mother would never know that any had been missing. And in the meantime, Johnny would have the Secret of Instant Height. That was all he cared about now.



# Reading Comprehension – Johnny Swanson

**1** Johnny “crept downstairs”. What does the word *crept* tell us about how Johnny is feeling?

.....

**2** “Although it was cold, his hands were slippery with sweat.”  
Explain what makes this an effective description.

.....

**3** What two noises does Johnny worry are going to give him away?

.....

**4** What makes Johnny finally decide to take the money?

.....

**5** How does he plan to hide the fact that he has taken it?

.....

**6** a) What word does Johnny use instead of *theft* or *stealing* to describe what he is doing?

.....

b) Why does this make it seem better to him?

.....

**7** How does he plan to make up the money by Christmas?

.....

**8** Looking at the advert, do you think it is genuine? Explain your answer.

.....

**9** What does it tell you about Johnny, that he would run the risks he is taking to apply?

.....

**10** What do you think will happen?

.....



# Reading Comprehension – Girl With a Worksheet in a Castle

## Girl with a Worksheet in a Castle

There's a castle we visit where Mr Barret  
talks battlements, baileys and barbicans.

But when I've done my worksheet and my sketches,  
down unsafe stairs I find this lonely place,

this earth-floored larder. I breathe deeply in  
the stink of centuries. An ancient chef

sweats. Humps sacks of onions, spuds,  
turnips and garlic. Thinks of wine and oil

he'll baste over mutton, pork or fish. I hear  
salt Saxon shouts. Alone, I'm history

and history is me. But still ... be still ...

Then

Mr Barret's calling *Eleanor Smith!*

He asks me about battlements and baileys,  
and, not this lonely place, this worksheet.





# Reading Comprehension – Girl With a Worksheet in a Castle

- 1 What is the name of the girl in the poem?  
.....
- 2 What do you think Mr Barret's job is?  
.....
- 3 What is the reason for the visit to the castle?  
.....
- 4 What is the girl expected to do while she is there?  
.....
- 5 Once the girl has finished, she goes off on her own. What does she find?  
.....
- 6 What seems to happen to her there?  
.....
- 7 Which word in the second stanza of the poem indicates that she has taken a risk?  
.....
- 8 We are told she "*breathes deeply in the stink of centuries*". Explain why you think the poet uses the word *stink* here.  
.....
- 9 Give the poem a new title and explain why you have chosen it.  
.....
- 10 Which of the following sentences best sums up the point of the poem? Tick **one**.
  - ☐ Learning about castles can be interesting.
  - ☐ Worksheets are a good way of teaching young people about history.
  - ☐ Castles can be dangerous places, if children are allowed to go off on their own.
  - ☐ Education visits should help develop the imagination.



# Reading Comprehension – Eye of the Wolf

## Eye of the Wolf

*This is the first chapter of a story called Eye of the Wolf by French writer Daniel Pennac. The setting is a zoo, and the wolf has noticed a boy standing in front of his enclosure, watching him.*

The boy standing in front of the wolf's cage doesn't move a muscle. The wolf paces backwards and forwards. He walks the length of the enclosure and back again without stopping.

He's starting to get on my nerves, the wolf thinks to himself. For the last two hours the boy has been standing in front of the wire fencing, as still as a frozen tree, watching the wolf walking.

What does he want from me? the wolf wonders. The boy makes him feel curious. He's not worried (because wolves aren't afraid of anything), just curious. What does he want?

The other children jump and run about, shout and burst into tears, stick their tongues out at the wolf and hide their heads in their mums' skirts. Then they make silly faces in front of the gorilla's cage, or roar at the lion as he whips the air with his tail. But this boy is different. He stands there silently, without moving a muscle. Only his eyes shift. They follow the wolf as he paces the length of his wire fencing.

What's your problem? Haven't you ever seen a wolf before?

The wolf only sees the boy every other time he passes him. That's because the wolf only has one eye. He lost the other one ten years ago in a fight against humans, the day he was captured. So on his outward journey (if you can call it a journey) the wolf sees the zoo with all its cages, the children making faces and, standing in the middle of it all, the boy who doesn't move a muscle. On the return journey (if you can call it a journey) the wolf sees the inside of his enclosure. It's an empty enclosure, because the she-wolf died last week. It's a sad enclosure with a solitary rock and a dead tree. When the wolf turns round, there's the boy again, breathing steadily, his white breath hanging in the cold air.

He'll give up before I do, thinks the wolf, and he carries on walking. I'm more patient than he is, he adds. I'm the wolf.



# Reading Comprehension – Eye of the Wolf

- 1 What does the wolf think is so unusual about the boy's behaviour?  
.....
- 2 What do children normally do in the zoo, according to the wolf? Name **two** things.  
.....
- 3 In the second paragraph, the wolf describes the boy as "*still as a frozen tree*". Why is this a particularly appropriate simile for the wolf to use?  
.....
- 4 Which word in the third paragraph tells us how the wolf feels? Tick **one**.  
☐ worried      ☐ afraid      ☐ curious
- 5 Explain why it is that the wolf only sees the boy for half of the time that he is pacing backwards and forwards within his cage.  
.....  
.....
- 6 Why might the wolf have good reason to dislike humans, such as the boy?  
.....
- 7 Why does the enclosure feel to be a particularly sad place for the wolf?  
.....
- 8 At the end of the chapter, the wolf feels he is in competition with the boy. What does the wolf feel gives him an advantage?  
.....
- 9 We see events through the wolf's eye as he looks out from the cage. Describe carefully what the boy would see, from his position.  
.....  
.....
- 10 This is the first chapter of the book. If you were the writer, what would you do next, and why?  
.....  
.....