

-cial and -tial Word Endings

Add the correct -cial and -tial words to the sentences using the word bank below to help you.

1. It is _____ that we work hard at school to learn new things.
2. The _____ rain meant that we had to stay in at lunchtime.
3. The beautiful flowers turned out to be _____ much to my surprise.
4. The school files are _____ because they hold important information about each pupil.
5. To stay healthy, it is _____ that we eat fruit and vegetables.
6. Our seats in the theatre were not great because we only had a _____ view of the stage.
7. To make Mother's Day _____, we always make my mum breakfast-in-bed.
8. The headteacher handed my dad an _____-looking piece of paper.

Word Bank			
official	special	artificial	crucial
partial	essential	confidential	torrential

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the correction column.

	look	say	cover	write	check	correction
official						
partial						
special						
essential						
artificial						
confidential						
crucial						
torrential						

Summarising

When a reader summarises a text, they evaluate the information and decide what is important and what isn't. Summarising helps a reader gain a more concise understanding of the text.

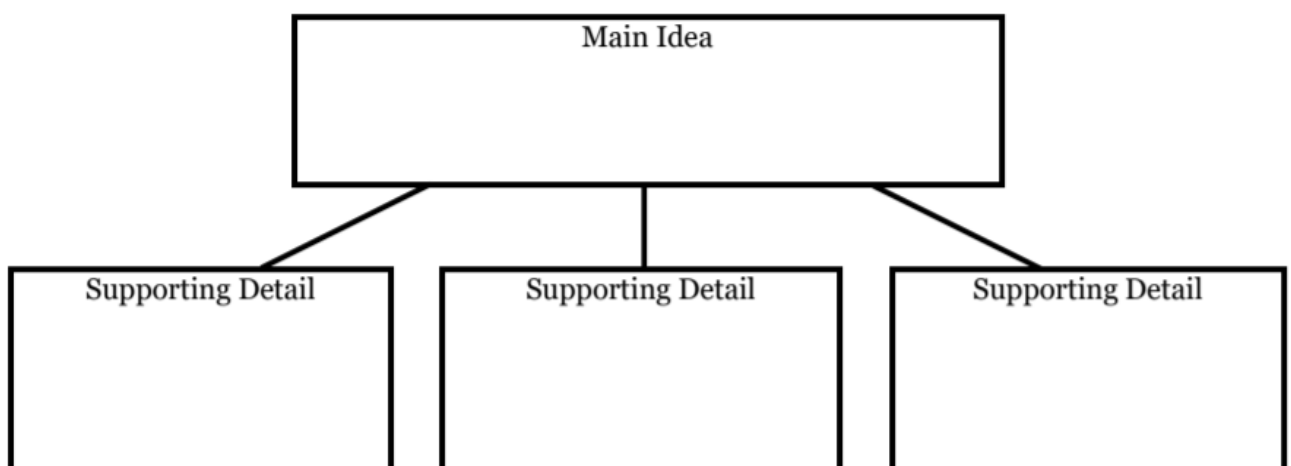
Main ideas are often found in topic sentences. These are usually the first sentence of a paragraph. The concluding sentences often contains the main idea.

1. Read the text below. Think: What is the main idea? What are the supporting details?

_____ (title)

The water lapped gently at Clare's feet as she lay peacefully on the beach. The fresh air filled her lungs as she stared at the deep blue sky. Clare watched a seagull glide overhead. It landed softly on the still blue water, causing a small ripple. The beach was hers; there was not a single person around for miles. Clare stretched out lazily and smiled as she thought of her friends who, at this moment, would be sitting at their desks and hard at work.

2. Fill in the graphic organiser to show the main idea and supporting details.



3. Think of an appropriate title for the text and write it in.

Summarising **Answers**

When a reader summarises a text, they evaluate the information and decide what is important and what isn't. Summarising helps a reader gain a more concise understanding of the text.

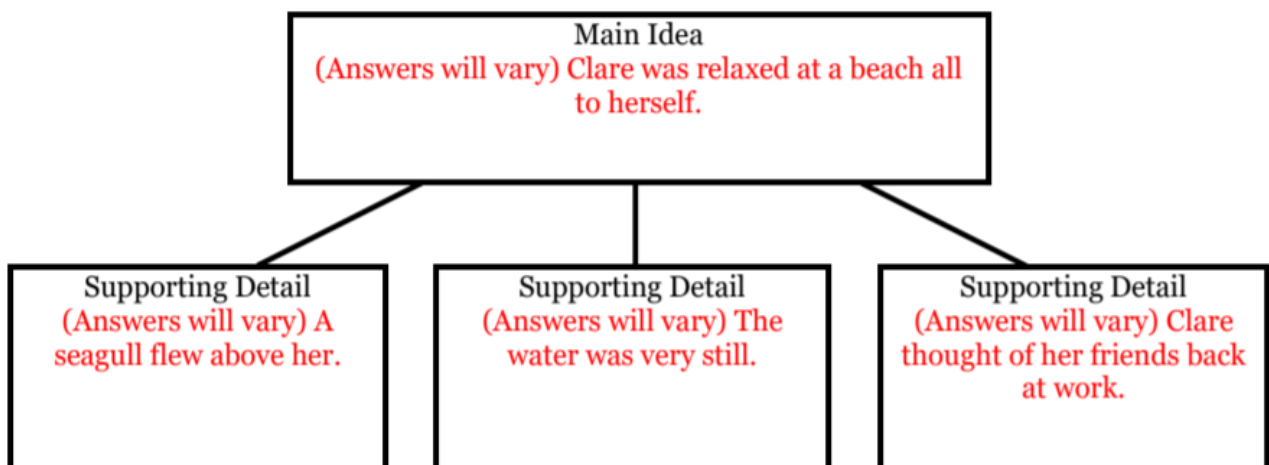
Main ideas are often found in topic sentences. These are usually the first sentence of a paragraph. The concluding sentences often contains the main idea.

1. Read the text below. Think: What is the main idea? What are the supporting details?

(Answers will vary) (title)

The water lapped gently at Clare's feet as she lay peacefully on the beach. The fresh air filled her lungs as she stared at the deep blue sky. Clare watched a seagull glide overhead. It landed softly on the still blue water, causing a small ripple. The beach was hers; there was not a single person around for miles. Clare stretched out lazily and smiled as she thought of her friends who, at this moment, would be sitting at their desks and hard at work.

2. Fill in the graphic organiser to show the main idea and supporting details.



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Year 6 SPaG Activity 1 – Conjunctions

Click on the word to revise the use of: Subordinating Conjunctions and Co-ordinating Conjunctions


Warming up*

Q1.

Draw a line to match each sentence with the most suitable **conjunction**.

One has been done for you.

Sentence	Conjunction
I loved playing hide and seek _____ I was younger.	if
The teacher asked me _____ I was feeling alright.	before
I put on my coat _____ leaving the house.	where
I went to the park _____ school had finished.	when
The bone was exactly _____ the dog had left it.	after



1 mark

Q2.

Circle the **conjunction** in the sentence below.

As the weather became colder, the sale of coats increased.

1 mark

Q3.

Circle the word that makes the most sense in each set of brackets.

The two friends ate (since / before) leaving the house,
(wherever / because) they were not allowed to eat in the library.

1 mark

Q4.

Circle the **conjunction** in the sentence below.

You couldn't hear the music when the train went past.

1 mark

Q5.

Complete the sentences below using a suitable **conjunction** from the boxes.

Use each conjunction **once**.

whereas

whether

which

She wasn't sure _____ coat belonged to her.

I like basketball _____ they prefer tennis.

He asked me _____ I was interested in comedy films.

1 mark

Q6.

Circle the **conjunction** in the sentence below.

We had to hurry because the bus was about to leave.

1 mark

Feeling more confident**

Q1.

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Q2.

Circle all the **conjunctions** in the sentences below.

Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.

1 mark

Q3.

Insert a **subordinating conjunction** to show that we ate lunch and listened to music at the same time.

We listened to the music _____ we ate our lunch.

1 mark

Q4.

Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

1 mark

Q5.

Circle the **conjunction** in each sentence.

We like to eat popcorn when we go to the cinema.

Although my sister likes salted popcorn, I prefer sweet popcorn.

My brother doesn't like popcorn at all, so he buys sweets instead

1 mark

Q6.

Circle the two **conjunctions** in the sentence below.

The passengers moved to get out, but the pilot held up his hand and they stood still.

1 mark

Q7.

Circle the **conjunction** in each sentence below.

The children had not read the book, yet they knew the story off by heart.

Keep your hat on until the rain has stopped.

1 mark

Ready for a challenge***

Q1.

What **word class** do the underlined words belong to?

You can have an apple or an orange for your snack.

Since it is sunny, you can eat your snack outside.

Although I prefer oranges, apples are easier to eat.

1 mark

Q2.

How does the **conjunction** change the meaning of the second sentence?

1. We listened to the music after we ate our lunch.

2. We listened to the music while we ate our lunch.

1 mark

Q3.

Here are three clauses:

- people used to be in pain
- they were having operations
- surgeons began experimenting with aesthetic

Decide how to join these clauses together by using **until** and **while**.

Use the clauses in any order, but your sentence needs to make sense.

Write out the sentence in full.

1 mark

Challenge Activity- Active and Passive Voice

Click [here](#) to revise the use of Active and Passive Voice.

Q1.

Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The wind damaged the fence.

Q2.

Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

1 mark

Q3.

Tick one box in each row to show whether the sentence is written in the **active** or the **passive**.

Sentence	Active	Passive
The lost dog was found by the children.		
Everyone heard the thunder.		
Nicole was riding her bike.		

1 mark

Q4.

Rewrite the sentence below so that it is in the active voice.
Remember to punctuate your sentence correctly.

The results were announced by the judges.

1 mark

Q5.

Which sentence uses the **passive**?

Tick **one**.

The school proposed building a new playground.

☐

The issue was discussed at a council meeting.

☐

The council voted in favour of the proposal.

☐

They started building the new playground last week.

☐

1 mark

Q6.

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

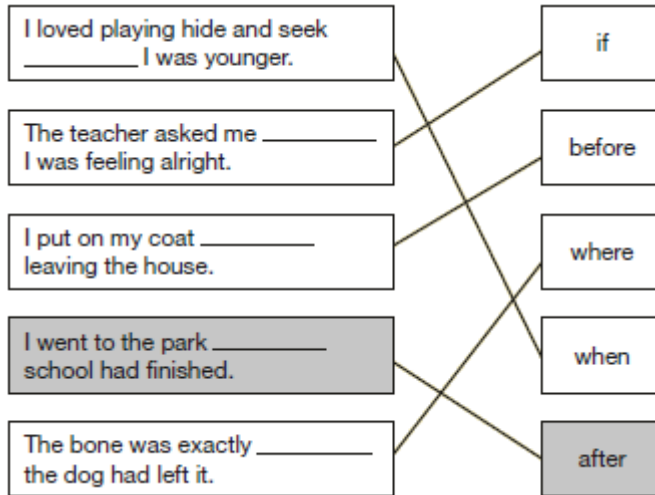
Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

1 mark

Answers

Warming up*

Q1.



1 mark

Q2.

Award 1 mark for the conjunction encircled.

As the weather became colder, the sale of coats increased.

1 mark

Q3.

Award 1 mark for both correct.

The two friends ate (since / before) leaving the house,

(wherever / because) they were not allowed to eat in the library.

1 mark

Q4.

You couldn't hear the music when the train went past.

1 mark

Q5.

Award 1 mark for all three correct.

She wasn't sure which coat belonged to her.

I like basketball whereas they prefer tennis.

He asked me whether I was interested in comedy films.

1 mark

Q6.

We had to hurry because the bus was about to leave.

1 mark

Feeling more confident**

Q1.

Award 1 mark for a correctly completed table.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		✓
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		✓
Jamie will go ice-skating <u>if</u> I go with him.	✓	

1 mark

Q2.

Award 1 mark for all **three** conjunctions encircled.

Once

Harry had checked the weather forecast, he set off on his walk.

Whilst

climbing up the mountain, he was unaware of the dangers ahead.

since

He needed to turn back immediately a storm was coming.

1 mark

Q3.

Award 1 mark for the correct insertion of an appropriate subordinating conjunction, e.g.

- We listened to the music while we ate our lunch.

- We listened to the music whilst we ate our lunch.
- We listened to the music as we ate our lunch.
- We listened to the music when we ate our lunch.

Do not accept misspellings of the subordinating conjunction.

1 mark

Q4.

Award 1 mark for the correct insertion of an appropriate subordinating conjunction, e.g.

- Tracey decided to walk because it was a lovely day.
- Tracey decided to walk since it was a lovely day.
- Tracey decided to walk as it was a lovely day.

1 mark

Q5.

Award 1 mark for all three correct.

We like to eat popcorn when we go to the cinema.

Although my sister likes salted popcorn, I prefer sweet popcorn.
My brother doesn't like popcorn at all, so he buys sweets instead.

1 mark

Q6.

Award 1 mark for **both** words encircled.

The passengers moved to get out, but the pilot held up his
hand and they stood still.

1 mark

Q7.

Award 1 mark for **both** words encircled.

The children had not read the book, yet they knew the story off by heart.
Keep your hat on until the rain has stopped.

1 mark

Ready for a challenge***

Q1.

Award 1 mark for *conjunction(s)*.

There are no spelling or punctuation requirements for this question.

1 mark

Q2.

Award 1 mark for a response explaining that the conjunction changes how the actions in the sentence are connected to time, e.g.

- *In the second one, the conjunction shows that the actions were happening at the same time.*
- *In sentence one, they listened to music when they had finished lunch; in sentence two, they listened to music and ate lunch at the same time.*
- *When you add in 'while' it says they are listening to music and having lunch.*
- *In the first one, it is talking about what they did after lunch but in the second one, it is talking about what they did during lunch.*
- *It means they listened to music while they were eating their lunch.*

Also accept responses that demonstrate understanding without referring to the second sentence, e.g.

- *In the first one, they ate their lunch and then they listened to the music.*

Do not accept responses that do not explain how the conjunction changes the meaning of the sentence, e.g.

- *It changes when they did it.*

There are no spelling or punctuation requirements for this question.

1 mark

Q3.

Accept any response in which all clauses are joined using **until** and **while** in a single sentence that makes sense, eg:

- **Until** surgeons began experimenting with anesthetic, people used to be in pain **while** they were having operations.
- People used to be in pain **while** they were having operations, **until** surgeons began experimenting with anesthetic.
- **While** they were having operations, people used to be in pain, **until** surgeons began experimenting with anesthetic.

Also accept responses in which commas are used incorrectly / omitted.

Do not accept responses that use conjunctions other than until and while to join the clauses together.

Do not accept responses that use semi-colons in addition to the conjunctions.

1 mark

Challenge Activity- Active and Passive Voice

Q1.

Award 1 mark for a correctly punctuated sentence using the passive, e.g.

- *The fence was damaged by the wind.*
- *The fence was damaged by wind.*
- *The fence was damaged.*

Also accept

- *The fence got damaged by (the) wind.*
- *The fence got damaged.*

Do not accept a change to the verb or tense, e.g.

- *The fence is damaged.*
- *The fence was destroyed.*

Do not accept misspellings of verb forms.

1 mark

Q2.

Award 1 mark for a correctly punctuated sentence using the active.

The detective discovered the vital clues.

1 mark

Q3.

Award 1 mark for a correctly completed table.

	Active	Passive
The lost dog was found by the children.		✓
Everyone heard the thunder.	✓	
Nicole was riding her bike.	✓	

1 mark

Q4.

Award 1 mark for a correctly punctuated sentence using the active voice.

The judges announced the results.

1 mark

Q5.

Award 1 mark for the correct box ticked.

The issue was discussed at a council meeting. ☒

1 mark

Q6.

Award 1 mark for a correctly completed table.

Sentence	Active	Passive
Otters live in clean rivers.	✓	
Fish are eaten by otters.		✓
Usually, otters are playful creatures.	✓	

1 mark