

# Parent Guide



@twinklparents

We're excited to share this activity with you. If you are interested in finding more exciting, fun and interesting activities for you and your children, then check out these links to different areas of the [Twinkl Parents](#) website.

games



crafts



puzzles



experiments



word searches



## What is this resource and how do I use it?

This booklet includes everything you need to help you practise the spelling, grammar and punctuation skills you will learn in year 5. Simply print it out and complete each activity as and when you want to. You will find the answers to each activity at the end of the booklet.

## What skills does this practise?

Spelling

Grammar

Punctuation

Proofreading

## Further Activity Ideas and Suggestions

For some more fun activities to practise your skills, check out our [Parents Hub](#). As well as practising your spelling, punctuation and grammar, it's important to practise your times tables too. Why not check out our [Beat the Clock Mixed Times Tables Game](#)?

Parents Blog



Twinkl Kids' TV



Homework Help



twinkl

Parents  
Hub

# Year 5



## SPaG Booklet

This booklet belongs to

\_\_\_\_\_



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# Spellings

In year 5 in England, your child will begin to learn the year 5 and 6 statutory spellings as set out by the national curriculum. There will be more focus placed on the accurate use of punctuation, such as apostrophes and the spellings of prefixes and suffixes.

Here are ten fun ideas to help keep spelling practice fun and fresh. Why not print these out, cut them up and choose a different one at random each time you do spelling practice?



[Click here to try this resource](#)

This resource includes a checklist of 360 words that your child can tackle one day at a time.



• Write your spelling words in different handwriting styles.

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• Make your spelling words out of magnetic letters.

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• Write your spelling words with your finger in sand or glitter.

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• Write a story using your spelling words.

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• Make your spelling words out of blocks or playdough.

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• Type your spelling words on a computer or tablet and use a fun typeface.

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• Write sentences that include your spelling words.

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• Cut out letters from a magazine or newspaper to make your spelling word.

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• Write your spelling words with your finger in shaving foam.

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• Write your spelling words with vowels in one colour and consonants in another.

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Some words can be changed into other words by adding sets of letters called prefixes at the start.

**Prefixes = dis, de, mis, over, re**

1. **Choose** one of the above prefixes to fill in the gaps.

The steak was very chewy because it was  cooked.

The game was a draw so they're going to have a  match next week.

"Oh no!" Kelly said, "I think I've  understood."

We're going too fast, we need to  celerate.

The runner's shoes were too big, which was putting him at a  advantage.

2. **Fill** in the gaps in this table. The first one has been done for you.

Prefix	Prefix + Root word	Meaning
dis	disadvantage	Not at an advantage
de		
mis		
over		
re		

# Prefixes



3. Can you use each of the words in the list to **write** 5 new sentences?

1.

2.

3.

4.

5.



# Suffixes

Some words can be changed into other words by adding sets of letters called **suffixes** at the **end**. Adding these suffixes turns nouns and adjectives into verbs.

## Suffix = -ate, -ise, -ify

1. **Underline** the correct word from each set. The root word is at the start of the set to help you.

<b>terror</b>	<b>terrorate</b>	<b>terrorise</b>	<b>terrorify</b>
<b>vaccine</b>	<b>vaccinate</b>	<b>vaccinise</b>	<b>vaccinify</b>
<b>apology</b>	<b>apologate</b>	<b>apologise</b>	<b>apologify</b>
<b>horror</b>	<b>horrorate</b>	<b>horrourise</b>	<b>horrify</b>
<b>pure</b>	<b>pureate</b>	<b>purise</b>	<b>purify</b>

2. **Fill** in the blanks in these sentences with the correct word. The root word has been added in brackets to help you.

Mina raced back to her class, hoping to  (apology) to Calvin.

The bees were beginning to  (terror) the bus stop.

It was nearly midday so the sun's heat was starting to  (intense).

As the clay dried out, it began to  (solid).



# Suffixes

Use the parts of the table that have been completed to help you fill in the blanks.

Root word	Suffix	Root word + suffix	What happened to the root word?
value	ate	valuate	The 'e' was removed.
note	ify		
	ise	advertise	
medical	ate		
theory	ise		



# Relative Clauses



Relative clauses give extra information. They start with relative pronouns, which are:

**who, which, where, when, whose, that**

1. **Match** the relative pronoun with its meaning.

which

refers to people

when

refers to places

who

refers to time

where

refers to objects or animals

that

refers to possessions

whose

refers to people, things or animals

2. **Choose** the correct relative pronoun to add into these sentences.

I called my sister  lives in Spain.

Do you like this t-shirt,  I got for my birthday?

The lamp  was on my desk has broken.

I'm going to visit the town  my grandparents grew up.

You'll love the beach  we take you to visit.

They are the boys  ball got stolen.

# Relative Clauses



3. **Write** some of your own sentences using relative clauses.

who -

which -

where -

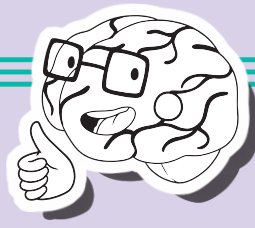
when -

whose -

that -



# Brain Break #1



You've been working hard! Why not have a quick brain break? Just 5 minutes doing a quick burst of exercise can help re-energise your brain. You can either roll a dice to decide which brain break exercise to do or you can have a go at whichever one you like.



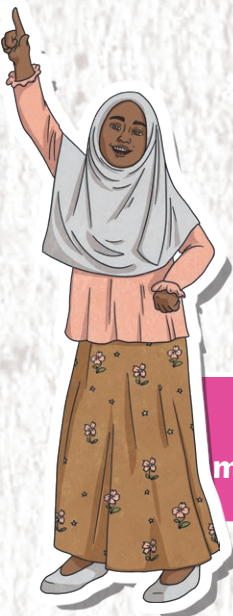
Jog on the spot.



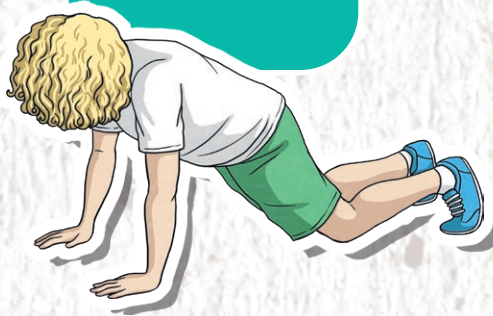
Stretch to the sky, then touch your toes.



Do some star jumps.



Do a slow motion dance.



Do some press ups.



Hop on one foot, then switch.



Adverbial phrases give more information about a verb. They can tell us more about time, place and possibility.

1. **Underline** the type of adverbials these are.

<b>later on</b>	time	place	possibility
<b>maybe</b>	time	place	possibility
<b>behind the school</b>	time	place	possibility
<b>tomorrow morning</b>	time	place	possibility
<b>if you're here</b>	time	place	possibility

2. **Add** a time adverbial to these sentences.

\_\_\_\_\_, we are going to do our homework.

The girls are going to their karate class \_\_\_\_\_.

We'll have lunch \_\_\_\_\_ we'll go for a walk.

3. **Add** a place adverbial to these sentences.

The children are playing \_\_\_\_\_.

\_\_\_\_\_, you will find a golden ticket.

My best friend lives in a big house \_\_\_\_\_.

3. **Add** a possibility adverbial to these sentences.

\_\_\_\_\_ we can visit your uncle after school.

Julie is going out for a treat later, \_\_\_\_\_.

Look at the clouds, it is \_\_\_\_\_ going to rain.

Modal verbs are verbs that are used to give more detail to a verb such as possibility, ability and permission. Some common modal verbs are:

**could, should, may, must, might, can, will, ought**

1. **Cross out** the incorrect modal verbs in these sentences.

You might / must not run by the pool.

Before the concert, we should / ought practise.

Will / Can I sit in this chair, please?

It looks great, but it should / might be very dangerous.

2. **Underline** the modal verbs in these sentences.

Aiden can speak three languages.

You ought to check your spellings first.

Could you be the next winner?

I need to run, I should be at the bus stop already!

3. **Write** your own sentences using some modal verbs.



You can add extra information to a sentence using parenthesis such as brackets ( ), dashes - or commas , . The sentence will still make sense without the parenthesis; it is more like an afterthought.

E.g. My drink - which is healthy and delicious - was only £1.

My drink (which is healthy and delicious) was only £1.

My drink, which is healthy and delicious, was only £1.

1. Add extra information to these sentences using **brackets**. There is a hint after each one if you are struggling for ideas.

Put some berries  into the bowl.

[Hint: how many?]

My dog Polly  loves to chase cats.

[Hint: what kind of dog?]

Aleks  doesn't speak much English yet.

[Hint: from where?]

2. Add extra information to these sentences using **dashes**.

My grandparents  are going on holiday next week.

[Hint: what are their names?]

I won a race  on sports day.

[Hint: what race?]

The restaurant served a pizza  which we all loved.

[Hint: what kind of pizza?]

# Parenthesis



3. Add extra information to these sentences using commas. You may find starting your extra information with 'which' is helpful when using commas.

Tigers \_\_\_\_\_ are a dangerous predator.

**[Hint: where do tigers live?]**

Dad and Papa made us cookies \_\_\_\_\_ after the match.

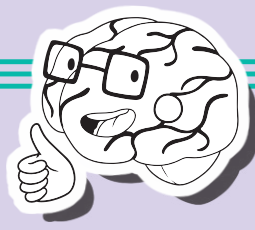
**[Hint: why?]**

I visited Stella \_\_\_\_\_ on the weekend.

**[Hint: who is Stella?]**



# Brain Break #2



You've been working hard! Why not have a quick brain break? Just 5 minutes doing a quick burst of active listening can be great for relaxing your brain and getting the creative juices flowing.

Put on your favourite song and then doodle away! Listen to the speed, the tone and the texture of the music and use this to influence your drawing.



Commas can be used for a variety of reasons including to separate items in a list, to add parenthesis and to clarify meaning.

Sometimes, the placement of commas can change the meaning of a sentence.

E.g. He loves eating dogs and football.

He loves eating, dogs and football.

1. Add commas to these sentences to change the meaning.

Don't kick Grandpa!

Steve loves baking giraffes and dancing.

Let's eat Jana.

As the sun shone bright people searched for shade.

When he saw the soldiers on the hill the captain sounded the alarm.

2. Add commas into these lists.

For this recipe, you will need sugar salt flour and vanilla extract.

I bought apples bananas and pears at the supermarket.

We saw lions tigers cheetahs pumas and jaguars at the zoo.

The coach called the strikers defenders midfielders and goalkeeper to the sideline.

My favourite colours are red green blue black and yellow.



If a sentence is a **fact**, it is something that can be proven correct.

If a sentence is an **opinion**, it is something that is based on personal feelings.

1. Write **fact** or **opinion** after these sentences, then explain why.

Winter is colder than summer in England.

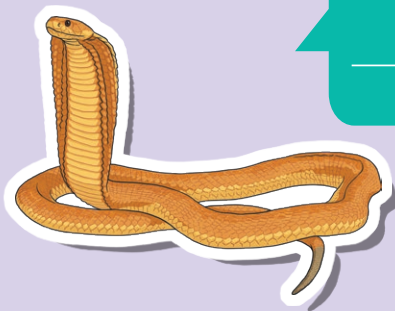
My hamster is the cutest pet.

Carrots taste nicer than brussel sprouts.

Pizza is a meal that originated in Italy.

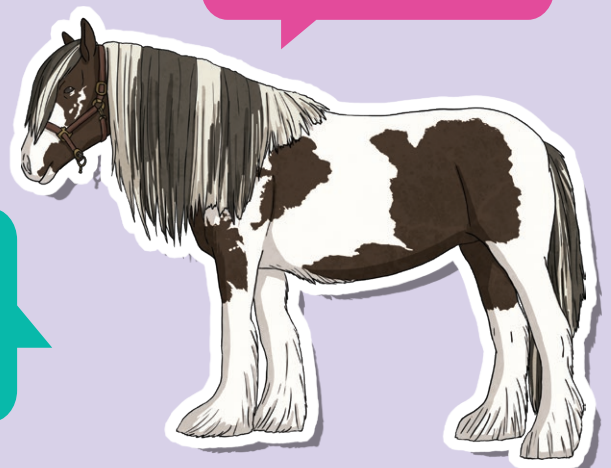
Rock music sounds good when it is loud.

2. Write down **one fact** and **one opinion** about each picture.



Fact: \_\_\_\_\_  
\_\_\_\_\_

Opinion: \_\_\_\_\_  
\_\_\_\_\_



Fact: \_\_\_\_\_  
\_\_\_\_\_

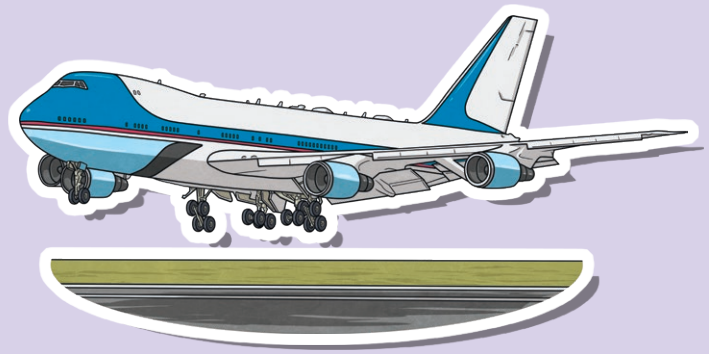
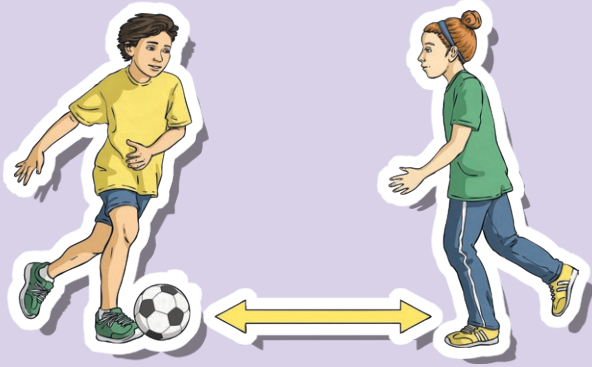
Opinion: \_\_\_\_\_  
\_\_\_\_\_

# Fact and Opinion



Fact: \_\_\_\_\_  
\_\_\_\_\_

Fact: \_\_\_\_\_  
\_\_\_\_\_



Opinion: \_\_\_\_\_  
\_\_\_\_\_

Opinion: \_\_\_\_\_  
\_\_\_\_\_

Fact: \_\_\_\_\_  
\_\_\_\_\_

Fact: \_\_\_\_\_  
\_\_\_\_\_



Opinion: \_\_\_\_\_  
\_\_\_\_\_

Opinion: \_\_\_\_\_  
\_\_\_\_\_



Proofreading is the process of reading through and **checking** your work once you have finished. You can look out for **spelling** mistakes, **punctuation** errors and make sure that it all makes **sense**.

Capital letters **Aa**

Full stops **.**

Commas **,**

Apostrophes **'**

Question marks **?**

Exclamation marks **!**

Inverted commas **" "**

Brackets **( )**

Commas after fronted adverbials **" "**



1. Read through this story and **colour** all the errors in red.

The road witch run passed the too towns Barrow and greenford) was bizy with Traffic. "Watch outt? Shouted jerry as marshall slamming on the breaks. as it pass by them the hewj truck blasting it's horn jerry And marshall who where used two traffic bye now - sighing and settled down four The long journie a head

2. **Rewrite** the story with the errors fixed.

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**\*Disclaimer:** We hope you find the information on our website and resources useful. As far as possible, the contents of this resource are reflective of current professional research. However, please be aware that every child is different and information can quickly become out of date. The information given here is intended for general guidance purposes only and may not apply to your specific situation.



1. Choose one of the above prefixes to fill in the gaps.

The steak was very chewy because it was **over**cooked.

The game was a draw so they're going to have a **re**match next week.

"Oh no!" Kelly said, "I think I've **mis**understood."

We're going too fast, we need to **de**celerate.

The runner's shoes were too big, which was putting him at a **dis**advantage.

2. Fill in the gaps in this table. The first one has been done for you.

Prefix	Prefix + Root word	Meaning
dis	disadvantage	Not at an advantage
de	decelerate	Off the acceleration
mis	misunderstood	Not understanding
over	overcooked	Cooked too much
re	rematch	Play the match again



3. Can you use each of the words in the list to **write** 5 new sentences?

1. **Any appropriate answer.**
2. **Any appropriate answer.**
3. **Any appropriate answer.**
4. **Any appropriate answer.**
5. **Any appropriate answer.**

# Suffixes

## Answers



1. **Underline** the correct word from each set. The root word is at the start of the set to help you.

terror	terrorate	<u>terrorise</u>	terrorify
vaccine	<u>vaccinate</u>	vaccinise	vaccinify
apology	apologate	<u>apologise</u>	apologify
horror	horrorate	horrorise	<u>horrify</u>
pure	pureate	purise	<u>purify</u>

2. **Fill** in the blanks in these sentences with the correct word. The root word has been added in brackets to help you.

Mina raced back to her class, hoping to apologise (apology) to Calvin.

The bees were beginning to terrorise (terror) the bus stop.

It was nearly midday so the sun's heat was starting to intensify (intense).

As the clay dried out, it began to solidify (solid).

# Suffixes

## Answers



Use the parts of the table that have been completed to help you fill in the blanks.

Root word	Suffix	Root word + suffix	What happened to the root word?
value	ate	valuate	The 'e' was removed.
note	ify	<b><u>notify</u></b>	<b><u>The 'e' was removed.</u></b>
<b><u>advert</u></b>	ise	advertise	<b><u>Nothing.</u></b>
medical	ate	<b><u>medicate</u></b>	<b><u>The 'al' was removed.</u></b>
theory	ise	<b><u>theorise</u></b>	<b><u>The 'y' was removed.</u></b>

# Relative Clauses

## Answers



1. **Match** the relative pronoun with its meaning.

which	<del>refers to people</del>
when	<del>refers to places</del>
who	<del>refers to time</del>
where	<del>refers to objects or animals</del>
that	<del>refers to possessions</del>
whose	<del>refers to people, things or animals</del>

2. **Choose** the correct relative pronoun to add into these sentences.

I called my sister who lives in Spain.

Do you like this t-shirt, which I got for my birthday?

The lamp that was on my desk has broken.

I'm going to visit the town where my grandparents grew up.

You'll love the beach when we take you to visit.

They are the boys whose ball got stolen.

# Relative Clauses

## Answers



3. **Write** some of your own sentences using relative clauses.

who - any appropriate answer.

which - any appropriate answer.

where - any appropriate answer.

when - any appropriate answer.

whose - any appropriate answer.

that - any appropriate answer.



Adverbial phrases give more information about a verb. They can tell us more about time, place and possibility.

1. **Underline** the type of adverbials these are.

later on	<u>time</u>	place	possibility
maybe	time	place	<u>possibility</u>
behind the school	time	<u>place</u>	possibility
tomorrow morning	<u>time</u>	place	possibility
if you're here	time	place	<u>possibility</u>

2. **Add** a time adverbial to these sentences.

Various answers, such as:

**After dinner**, we are going to do our homework.

The girls are going to their karate class **at 2 o'clock**.

We'll have lunch **then later on** we'll go for a walk.

3. **Add** a place adverbial to these sentences.

Various answers, such as:

The children are playing **out in the playground**.

**In the briefcase**, you will find a golden ticket.

My best friend lives in a big house **down the street**.

3. **Add** a possibility adverbial to these sentences.

Various answers, such as:

**Maybe** we can visit your uncle after school.

Julie is going out for a treat later, **if she is good**.

Look at the clouds, it is **definitely** going to rain.



1. **Cross out** the incorrect modal verbs in these sentences.

You might / **must** not run by the pool.

Before the concert, we **should** / ought practise.

Will / **Can** I sit in this chair, please?

It looks great, but it should / **might** be very dangerous.

2. **Underline** the modal verbs in these sentences.

Aiden can speak three languages.

You ought to check your spellings first.

Could you be the next winner?

I need to run, I should be at the bus stop already!

3. **Write** your own sentences using some modal verbs.

**Any appropriate answers.**



1. Add extra information to these sentences using **brackets**. There is a hint after each one if you are struggling for ideas.

Put some berries (**five or six is enough**) into the bowl.

[Hint: how many?]

My dog Polly (**a jack russell**) loves to chase cats.

[Hint: what kind of dog?]

Aleks (**who is from Latvia**) doesn't speak much English yet.

[Hint: from where?]

2. Add extra information to these sentences using **dashes**.

My grandparents - **Paula and Hamad** - are going on holiday next week.

[Hint: what are their names?]

I won a race - **the egg and spoon race** - on sports day.

[Hint: what race?]

The restaurant served a pizza - **ham and pineapple** - which we all loved.

[Hint: what kind of pizza?]



3. Add extra information to these sentences using commas. You may find starting your extra information with 'which' is helpful when using commas.

Tigers, **which are found in the jungle**, are a dangerous predator.

[Hint: where do tigers live?]

Dad and Papa made us cookies, **which are my favourite treat**, after the match.

[Hint: why?]

I visited Stella, **my aunt**, on the weekend.

[Hint: who is Stella?]



1. **Add** commas to these sentences to change the meaning.

Don't kick, Grandpa!

Steve loves baking, giraffes and dancing.

Let's eat, Jana.

As the sun shone bright, people searched for shade.

When he saw the soldiers on the hill, the captain sounded the alarm.

2. **Add** commas into these lists.

For this recipe, you will need sugar, salt, flour and vanilla extract.

I bought apples, bananas and pears at the supermarket.

We saw lions, tigers, cheetahs, pumas and jaguars at the zoo.

The coach called the strikers, defenders, midfielders and goalkeeper to the sideline.

My favourite colours are red, green, blue, black and yellow.



1. Write **fact** or **opinion** after these sentences, then explain why.

Winter is colder than summer in England.

**Fact**

My hamster is the cutest pet.

**Opinion**

Carrots taste nicer than brussel sprouts.

**Opinion**

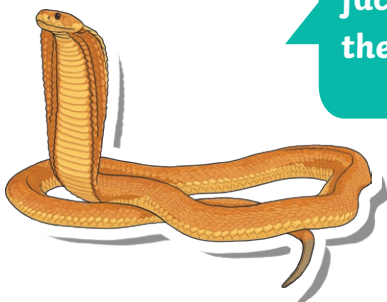
Pizza is a meal that originated in Italy.

**Fact**

Rock music sounds good when it is loud.

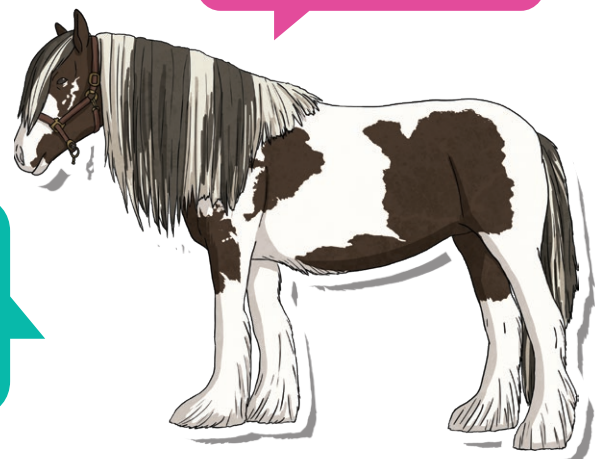
**Opinion**

2. Write down **one fact** and **one opinion** about each picture.



Any appropriate  
fact referring to  
the picture.

Any appropriate  
opinion referring  
to the picture.

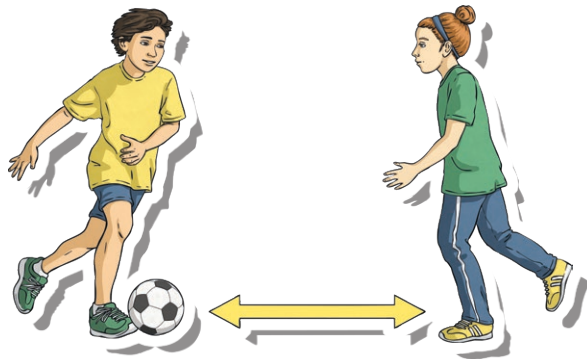


Any appropriate  
fact referring to  
the picture.

Any appropriate  
opinion referring  
to the picture.



Any appropriate fact referring to the picture.



Any appropriate fact referring to the picture.



Any appropriate opinion referring to the picture.

Any appropriate opinion referring to the picture.

Any appropriate fact referring to the picture.



Any appropriate fact referring to the picture.



Any appropriate opinion referring to the picture.

Any appropriate opinion referring to the picture.



1. Read through this story and colour all the errors in red.

The road **witch run passed** the **too** towns Barrow and **greenford**) was **bizy** with **T**raffic. "Watch **ouff?** **S**houted **jerry** as **marshall** **slamming** on the **breaks**. **as** it **pass** by them the **hewj** truck **blasting it's** horn **jerry** **And** **marshall** who **where** used **two** traffic **bye** now - **sighing and** settled down **four** **The** long **journie a head**

2. Rewrite the story with the errors fixed.

The road which ran past the two towns (Barrow and Greenford) was busy with traffic. "Watch out!" shouted Jerry, as Marshall slammed on the brakes. As it passed by them, the huge truck blasted its horn. Jerry and Marshall - who were used to traffic by now - sighed and settled down for the long journey ahead.