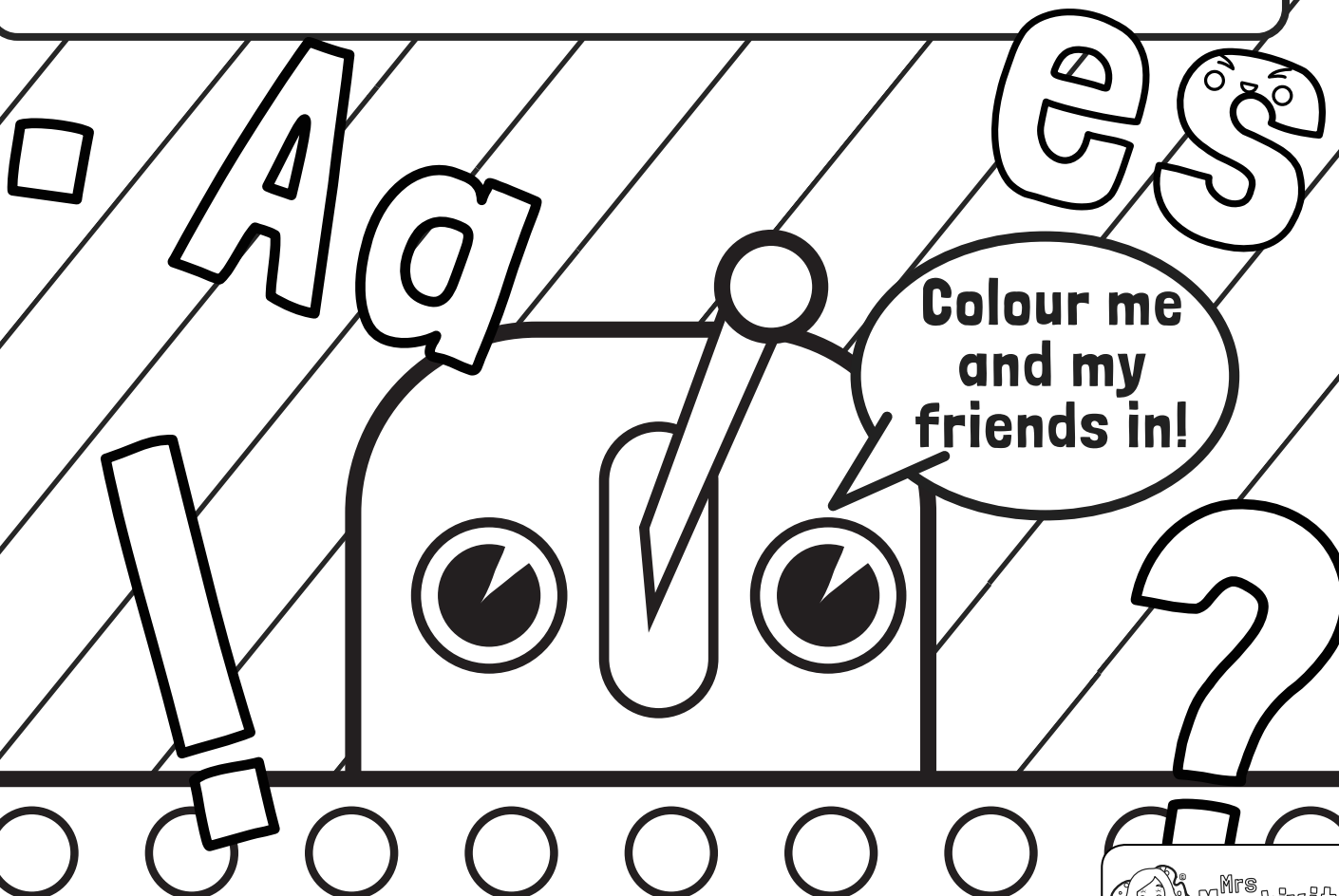


# My Spelling, Punctuation and Grammar Book!

**Year 1 SPaG Work Book**

**Name:**.....

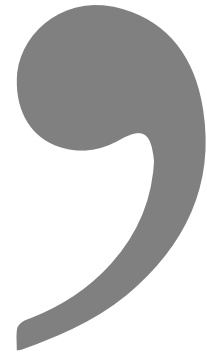




These spelling, punctuation and grammar (SPaG) questions are aimed at children aged 5–7 as part of the English National Curriculum. These skills help underpin their ability to develop their reading and writing skills which are then used to access the wider curriculum.

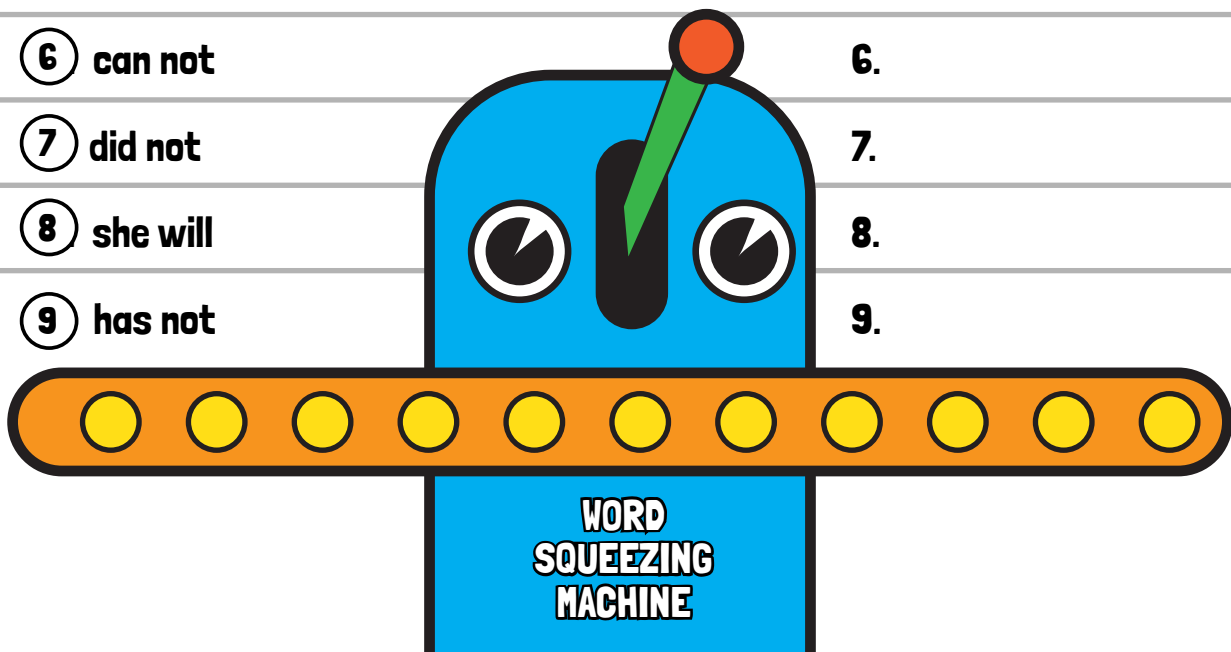
## Contractions

In Year 1 you need to be able to read words with contractions, for example, **I'm, I'll, we'll**. These kinds of words have an **apostrophe** (the thing that looks like a comma floating in the air) to show that there is a letter (or sometimes two) missing.



1) Can you use the word squeezing machine to turn two words into one?

- |            |    |
|------------|----|
| ① I will   | 1. |
| ② I am     | 2. |
| ③ we will  | 3. |
| ④ do not   | 4. |
| ⑤ it will  | 5. |
| ⑥ can not  | 6. |
| ⑦ did not  | 7. |
| ⑧ she will | 8. |
| ⑨ has not  | 9. |



## Spelling days of the week



2. What are the names of the days that we normally go to school? Write them here. ✓

Make sure they start with a capital letter!

① \_\_\_\_\_

④ \_\_\_\_\_

② \_\_\_\_\_

⑤ \_\_\_\_\_

③ \_\_\_\_\_

3. What are the names of the days that we don't go to school? Write them here. ✗

Make sure they start with a capital letter!

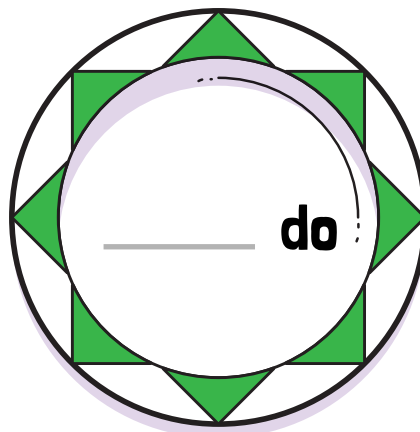
⑥ \_\_\_\_\_

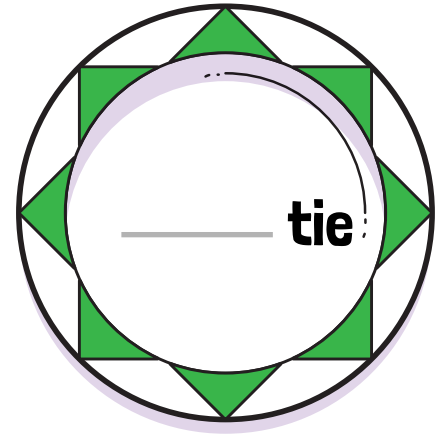
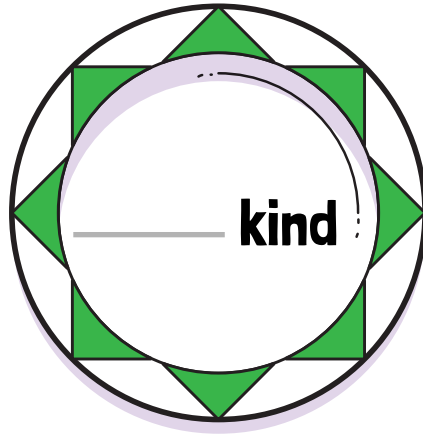
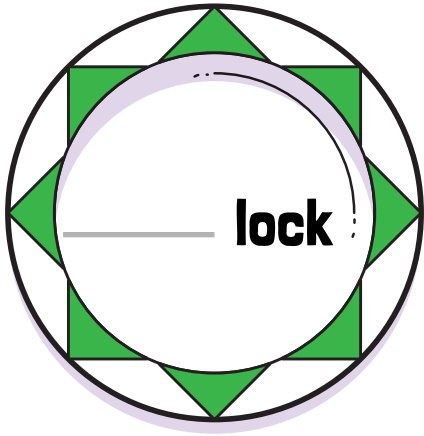
⑦ \_\_\_\_\_

## Adding prefixes

A prefix goes at the beginning of a word to change the meaning. For example **happy** becomes **unhappy** when you add the prefix **un**.

4. Can you fill up the prefix plates with some new words?





5. Can you pick two words from two prefix plates and use them in your own sentences?

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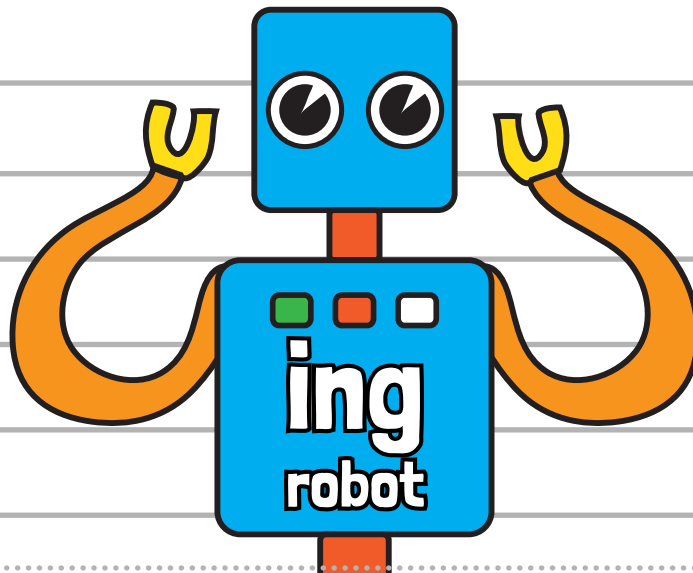
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## Adding suffixes

We add suffixes to the end of a word to change the meaning. For example if we add **ing** to the word **walk** then we create **walking**, or if we add **ed** to the word **kick** then we create the word **kicked**. In year 1 we work on adding suffixes where the root word (the word you start with) doesn't change, for example, helping, helped, helper, eating, quicker, quickest.

6. Can you add **ing** to these words to change the meaning?

- |          |    |
|----------|----|
| ① splash | 1. |
| ② kick   | 2. |
| ③ clean  | 3. |
| ④ look   | 4. |
| ⑤ shout  | 5. |
| ⑥ help   | 6. |



## Adding suffixes (continued)

Use one in your own sentence:

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7. Can you add ed to these words to change the meaning?

① splash

1.

② kick

2.

③ clean

3.

④ look

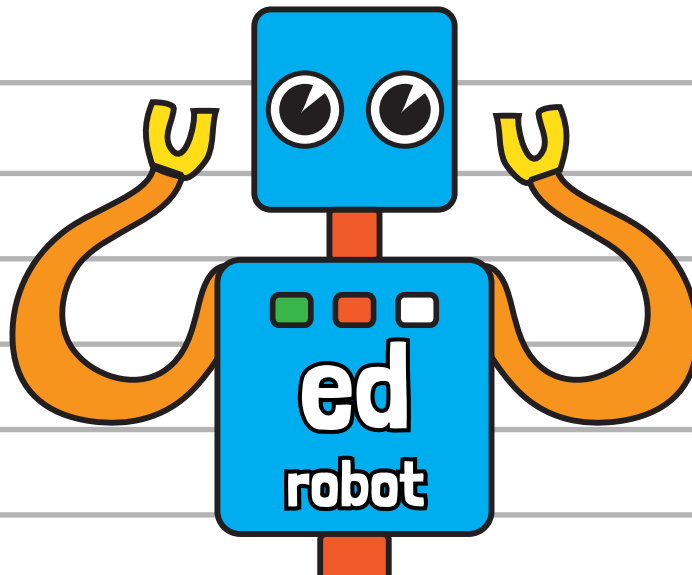
4.

⑤ shout

5.

⑥ help

6.



Use one in your own sentence:

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## 8. Can you add er to these words to change the meaning?

① high

1.

② bright

2.

③ tall

3.

④ fast

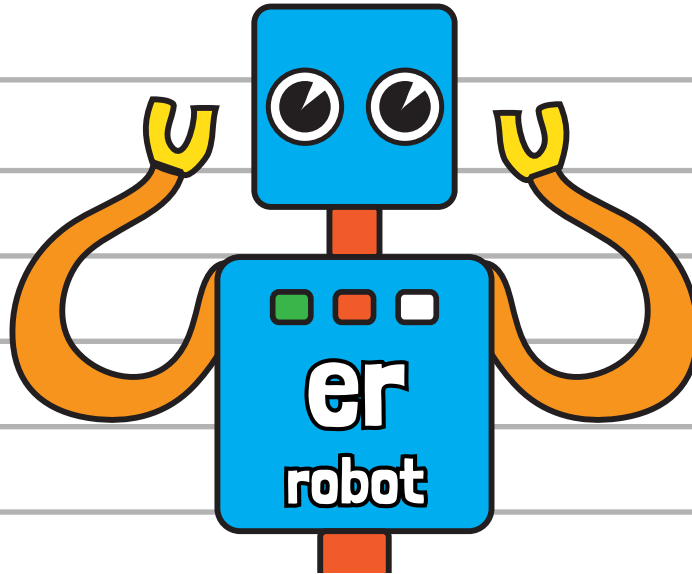
4.

⑤ teach

5.

⑥ small

6.



Use one in your own sentence:

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## 9. Can you add est to these words to change the meaning?

① bright

1.

② smart

2.

③ long

3.

④ smooth

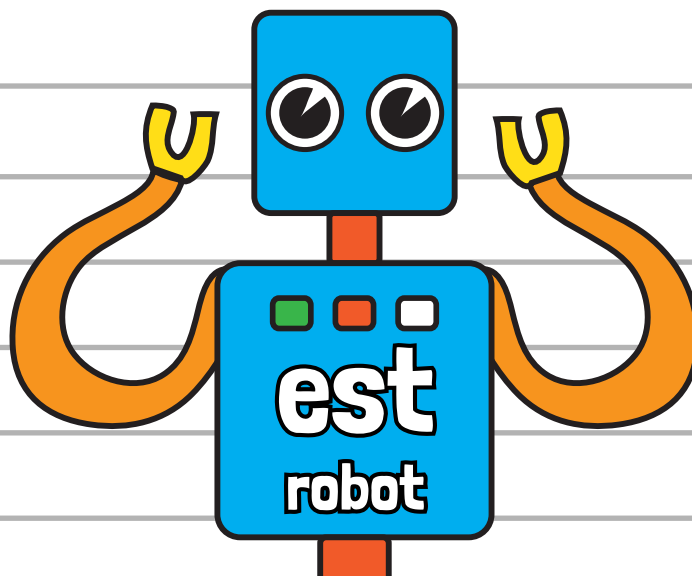
4.

⑤ warm

5.

⑥ old

6.



Use one in your own sentence:

---

## Using -s or -es to make nouns plural

A noun is a naming word for an object, for example **chair** or **door**. You can change a noun to be plural (more than one), instead of singular (just one), by adding different suffixes. In year 1 we look at adding **-s** and **-es**.

**10. Can you turn these pictures into plural words?**

**Singular (just one)**

**Plural (more than one)**

	<p><b>cat</b></p>	<p><b>cats</b></p>
		
		
		
		

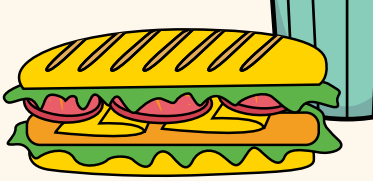

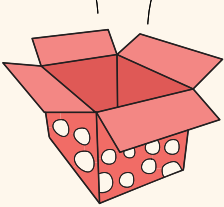

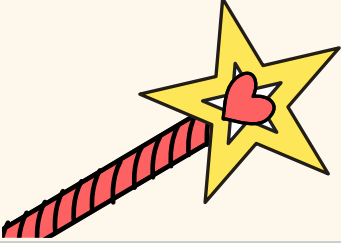
**What did you need to add to all these words to change them?**

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**11. Can you turn these pictures into plural words?**

**Singular (just one)**

**Plural (more than one)**

	<p><b>sandwich</b></p>	<p><b>sandwiches</b></p>
		
		
		
	<p><b>wish</b></p>	

**What did you need to add to all these words to change them?**

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## Changing verbs by adding -s or -es

In year 1 we need to learn about changing verbs. Verbs are action words, for example **running** or **walking**. Sometimes we need to change a verb depending on who we are talking about, so we can say **I run**, but we need to add an **s** if we want to say **she runs**. In the same way, instead of saying **I watch**, if we want to say **she watches**, we have to add **es**.

This applies to verbs when we are talking in the third person. The first person is I, for example **I like bread**. The second person is you, for example **you like bread**. The third person is referring to others (he/she/it) for example, **he likes bread**. First, second and third person can be singular or plural.

Singular		
1st person	I	Singular (one person)
2nd person	you	Singular (one person)
3rd person	<u>he/she/it</u>	Singular (one person)

Plural		
1st person	we	Plural (more than one person)
2nd person	you (when you are referring to more than one person e.g. You all need to listen!)	Plural (more than one person)
3rd person	they	Plural (more than one person)

In year 1 we learn that we often need to change the verb when we are using third person singular.

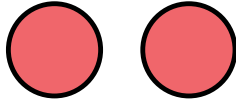
**12. Can you make a third person singular sentence? You need to use he, she or it. You might need to use the word their.**

1st person sentence	3rd person singular sentence
I run to school.	She runs to school.
I put my hat on.	
I read my book.	
I eat sweets.	
I spend money.	
I stop the bus.	
I look outside	

## Division of words into syllables

Each syllable is like a 'beat' in the spoken word. Some words only have one syllable (cat, dog, pen, man, bed) and some have lots (e.g. Sep-tem-ber has three). Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear so you need to watch out for those!

**13. How many syllables do these words have? Draw the right number of circles!**

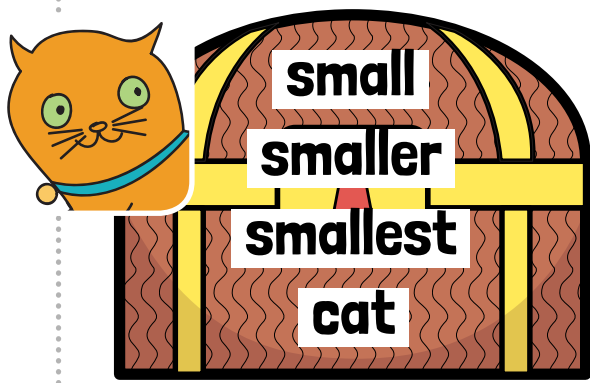
<p><b>happy</b></p> 	<p><b>seven</b></p>
<p><b>triangle</b></p>	<p><b>purple</b></p>

<b>totally</b>	<b>experiment</b>
<b>hopeless</b>	<b>everywhere</b>

## Adding -er and -est suffixes to adjectives

You can also change adjectives (describing words) by adding suffixes. In year 1 we learn how to add -er and -est to adjectives where there is no change needed to the root word. For example: grander, grandest, fresher, freshest, quicker, quickest.

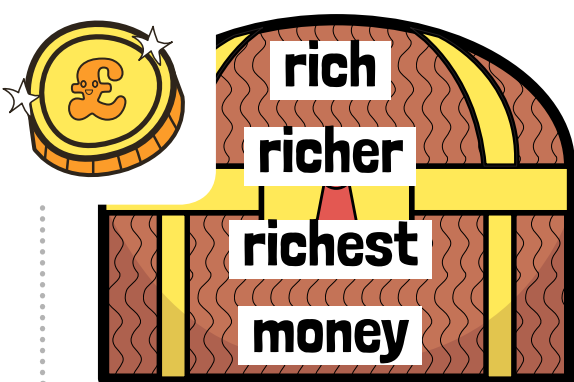
14. Use these clues in the treasure chest to make your own sentences in the boxes!



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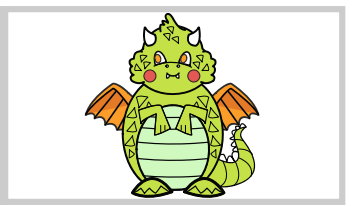
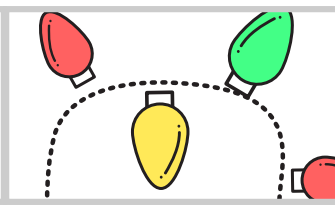
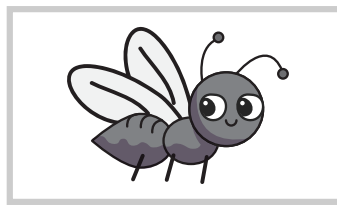
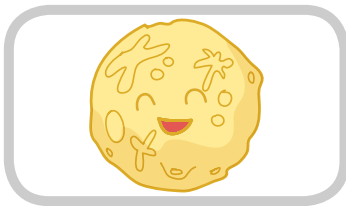


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## Compound words

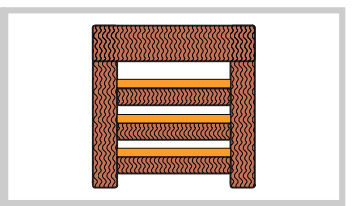
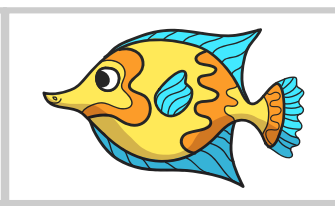
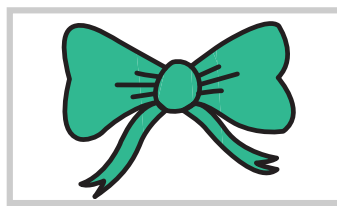
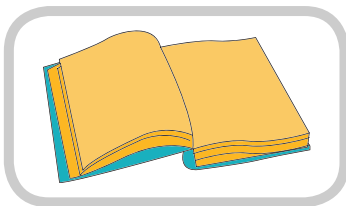
Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. For example football, playground, farmyard, bedroom and blackberry.

15. Can you work out which pictures go together to make compound words?



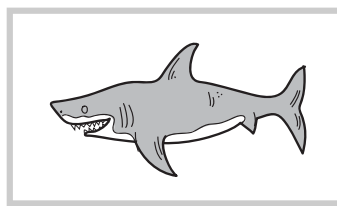
Write the word.

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Write the word.

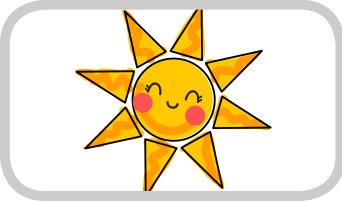
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Write the word.

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Write the word.

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*LL Last challenge...*



Write the word.

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## Joining words and joining clauses using and

In year 1 when we learn to join pieces of information together, the first word we use is and. For example I went to the shop and the park.

16. How many sentences can you write using and?



Word bank:

- and
- buy
- lolly
- cake
- sweets
- rock



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## Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark



We learn in year 1 that we finish a sentence with a full stop. Sometimes we might want to use something instead of a full stop to make our sentence more interesting. If we want to exclaim something (say it in a stronger voice, sometimes shouting it) we can use an exclamation mark. If we want to show that a sentence is a question we can finish it with a question mark.

**17. Do these sentences need to finish with a full stop, question mark or exclamation mark? Re-write them with the correct one.**

Sentence	Full stop, question mark or exclamation mark?
I went to the shop	
Where are you	
Help	
Look out	
I like school	
What happened	

## Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



We learn in year 1 that lots of different words need capital letters even when they are not at the beginning of a sentence.

18. Can you be the teacher and mark this work to see if the capital letters are in the correct place? In each box you need to put a **tick** or a **cross**.



When **I** went to the shop I saw **L**ots of

different sweets. **I** met my friend **h**elen, she

was there because it was **S**aturday and she

always goes to the shop in **L**eeds on **s**aturday.

