Grammar and punctuation

Use relative clauses, modal verbs and parenthesis.

Name: _____ Date: _____

1. Find the relative clause: The bike, which had a flat tyre, leaned against the wall.

2. Join using who: A girl found the key. The girl wore a green coat.

3. Which word shows possibility in this sentence: "We might reach the island before lunch"?

4. Choose a suitable modal verb: You ___ return library books by Friday. Explain your choice.

5. Add brackets for the extra information: Ravi our new neighbour brought a cake.

6. Add a comma to show that the children are being spoken to: Come inside children.

7. Find the adverb showing certainty: Surely the bus will arrive soon.

8. Add a linking word: We packed our bags. ___, we walked to the station.

Answers: Grammar and punctuation

Try the questions first. Use these notes to check your thinking.

1. **which had a flat tyre**

   It gives more information about the bike.

2. **The girl who wore a green coat found the key.**

   The relative clause tells us which girl.

3. **might**

   Might is a modal verb showing possibility.

4. **must or should, with a matching explanation**

   Must states a requirement; should gives advice. Accept another modal if the explanation fits.

5. **Ravi (our new neighbour) brought a cake.**

   The sentence still makes sense without the extra information.

6. **Come inside, children.**

   The comma separates the people addressed from the main sentence.

7. **Surely**

   Surely shows how certain the speaker feels.

8. **Then, Next or Afterwards**

   Accept a word showing the next event.

Original Smart Cub Learning questions. Curriculum scope: english programmes of study, Department for Education. smartcublearning.com/worksheets/year-5-grammar/

Find what to practise next: try the free diagnostic at smartcublearning.com/free-diagnostic

Spelling and word building

Practise suffixes, prefixes and difficult spellings.

Name: _____ Date: _____

1. Choose: The guide will accomodate / accommodate the visitors.

2. Add a suffix to make a verb from simple.

3. Add re- to write. What does the new word mean?

4. Choose: This is a seperate / separate room.

5. Complete with -able or -ible: comfort___.

6. Which letter is silent in doubt?

7. Choose: Please give an explanation / explaination.

8. Add dis- to agree and use the word in a sentence.

Answers: Spelling and word building

Try the questions first. Use these notes to check your thinking.

1. **accommodate**

   It has double c and double m.

2. **simplify**

   Remove the final e from simple, then add -ify to make the verb simplify.

3. **rewrite: write again**

   The prefix re- often means again.

4. **separate**

   There is an a after the r.

5. **comfortable**

   Comfort + able = comfortable.

6. **b**

   You write the b but do not sound it.

7. **explanation**

   The spelling changes from explain to explanation.

8. **disagree; for example, I disagree with that choice.**

   Accept a sentence in which disagree means hold a different opinion.

Original Smart Cub Learning questions. Curriculum scope: english programmes of study, Department for Education. smartcublearning.com/worksheets/year-5-spelling/

Find what to practise next: try the free diagnostic at smartcublearning.com/free-diagnostic

Reading comprehension

Use evidence to explain events and infer feelings.

Name: _____ Date: _____

The hidden seed tray

Mina carried the seed tray into the shed when the rain began. She had planted six rows of beans with her grandfather the day before. By morning, the soil near the door was scattered across the floor. One row was empty. Mina frowned at the muddy marks on the shelf. They were too small to be her grandfather's boots.

She moved a sack of compost and found a mouse beside three beans. It froze, then slipped through a gap in the wall. Mina laughed quietly. She swept the soil back into the tray and covered it with a wire frame. Before leaving, she checked that the gap was still clear. The shed could protect the seedlings without trapping its visitor.

1. Why did Mina take the tray into the shed?

2. How many rows had Mina planted?

3. Give one clue that the seed tray had been disturbed.

4. What does froze mean when describing the mouse?

5. How does Mina feel when she finds the mouse? Give evidence.

6. Why does Mina cover the tray with a wire frame?

7. Why does Mina keep the gap clear for any mouse that returns?

8. Summarise what Mina changes to solve the problem.

Answers: Reading comprehension

Try the questions first. Use these notes to check your thinking.

1. **To protect it from the rain.**

   The first sentence says she moved it when the rain began.

2. **Six rows.**

   The passage states six rows of beans.

3. **Small muddy marks, scattered soil or missing beans.**

   Accept one detail from the passage.

4. **It stopped moving.**

   The mouse becomes still before running away.

5. **Amused: she laughs quietly.**

   Accept a feeling supported by what she does.

6. **To stop the mouse taking more beans.**

   The frame protects the seedlings.

7. **So a returning mouse can leave the shed without being trapped.**

   The last sentence shows that Mina wants to protect the seedlings without trapping a visitor.

8. **She puts the soil back and covers the tray while leaving a way out for any returning mouse.**

   Include both protecting the plants and leaving a way out for any returning mouse.

Original Smart Cub Learning questions. Curriculum scope: english programmes of study, Department for Education.
smartcublearning.com/worksheets/year-5-comprehension/

Find what to practise next: try the free diagnostic at smartcublearning.com/free-diagnostic