

Complete the table by turning these adjectives into adverbs. The first one has been done for you.

adjective	adverb
sad	sadly
angry	
simple	



Can you write a definition for each of these homophone words? Use a dictionary to help.

brake _____

break _____

Add a suitable subordinating conjunction to this sentence:

Alex sent a postcard from Scotland _____ he was on holiday.



Can you add all the missing punctuation to this sentence?

Thanks for your help exclaimed Mr Fenton



Write one of the adverbs in each sentence:

finally

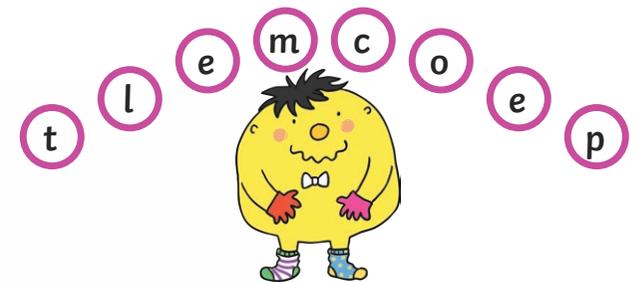
firstly

_____, get all of the ingredients out of the fridge.

_____, enjoy your delicious meal!

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

c _____ e



Spring Term 2 Answers

4

Complete the table by turning these adjectives into adverbs. The first one has been done for you.

a

adjective	adverb
sad	sadly
angry	angrily
simple	simply

Add a suitable subordinating conjunction to this sentence:

c

Alex sent a postcard from Scotland _____ he was on holiday.

Accept a sentence joined with an appropriate subordinating conjunction, e.g. while, when, because.

Write one of the adverbs in each sentence:

e

firstly, get all of the ingredients out of the fridge.

finally, enjoy your delicious meal!

Can you write a definition for each of these homophone words?

b

brake _____

break _____

e.g. brake - a mechanism for slowing something down.

break - to snap or damage something

Can you add all the missing punctuation to this sentence?

d

"Thanks for your help!" exclaimed Mr Fenton.

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

f

(t) (l) (e) (m) (c) (o) (e) (p)

complete

a

Complete the table by turning these adjectives into adverbs. The first one has been done for you.

adjective	adverb
sad	sadly
angry	
simple	
dramatic	



b

Can you write a definition for each of these homophone words?

brake _____

break _____

c

Fill the gap with a suitable subordinating conjunction. Then, add an adjective.

Alex sent a postcard from Scotland _____ he was on holiday.



d

Can you invent a direct speech sentence that Mr Fenton (the teacher) might be saying?



e

Write an adverb from each box into two of the sentences. Can you think of your own adverb to fill the other gap?

finally

firstly

_____, get all of the ingredients out of the fridge.

_____, chop up all of the vegetables.

_____, enjoy your delicious meal!

f

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

t l e m c o e p

Spring Term 2 Answers

a

Complete the table by turning these adjectives into adverbs. The first one has been done for you.

adjective	adverb
sad	sadly
angry	angrily
simple	simply
dramatic	dramatically

b

Can you write a definition for each of these homophone words?

brake _____

break _____

e.g. brake - a mechanism for slowing something down.

break - to snap or damage something

c

Fill the gap with a suitable subordinating conjunction. Then, add an adjective.

Alex sent a postcard from Scotland _____ he was on holiday.

Accept a sentence joined with an appropriate subordinating conjunction (e.g. while, when, because) with an added adjective.

d

Can you invent a direct speech sentence that Mr Fenton (the teacher) might be saying?

e.g. "Thanks for your help!" exclaimed Mr Fenton.

e

Write an adverb from each box into two of the sentences. Can you think of your own adverb to fill the other gap?

_____, **get all of the ingredients out of the fridge.**

_____, **chop up all of the vegetables.**

_____, **enjoy your delicious meal!**

1) firstly 2) any suitable adverb, e.g. next, secondly 3) finally

f

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

(t) (l) (e) (m) (c) (o) (e) (p)

complete

a Complete the table by turning these adjectives into adverbs. The first one has been done for you.

adjective	adverb
sad	sadly
angry	
simple	
dramatic	

Now use two of the adverbs in a sentence with a co-ordinating conjunction.

b Can you write a definition for each of these homophone words?

brake _____

break _____

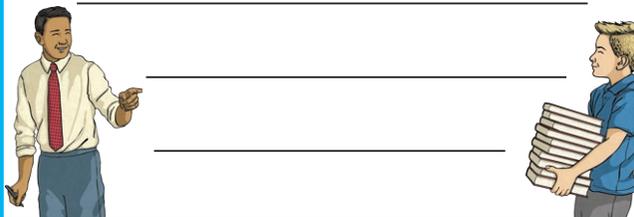
Think of two more homophone words and write definitions for them on the back of your mat.

c Fill the gap with a suitable subordinating conjunction.

Alex sent a postcard from Scotland _____ he was on holiday.

Then, rewrite the sentence with the subordinate clause at the beginning.

d Can you invent some dialogue between the teacher (Mr Fenton) and Jack?



e Write an adverb from each box into two of the sentences. Can you think of your own adverb to fill the other gap?

_____, get all of the ingredients out of the fridge.

_____, chop up all of the vegetables.

_____, enjoy your delicious meal!

Write another sentence using the adverb 'soon'

f Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

t l e m c o e p

Spring Term 2 Answers

4

Complete the table by turning these adjectives into adverbs. The first one has been done for you.

a

adjective	adverb
sad	sadly
angry	angrily
simple	simply
dramatic	dramatically

Now use two of the adverbs in a sentence with a co-ordinating conjunction.

Accept any two of the adverbs in a compound sentence, e.g. Mum had simply had enough so she angrily told the children to tidy their room.

Fill the gap with a suitable subordinating conjunction. Then, add an adjective.

c

Alex sent a postcard from Scotland _____ he was on holiday.

Accept a sentence joined with an appropriate subordinating conjunction (e.g. while, when, because) with an added adjective.

Write an adverb from each box into two of the sentences. Can you think of your own adverb to fill the other gap?

e

_____, get all of the ingredients out of the fridge.

_____, chop up all of the vegetables.

_____, enjoy your delicious meal!

1) firstly 2) any suitable adverb, e.g. next, secondly 3) finally

Write another sentence using the adverb 'soon'.

Accept any sentence that uses 'soon' as an adverb, e.g. Soon, the vegetables can be placed into the hot oil.

Can you write a definition for each of these homophone words?

b

brake break

e.g. brake - a mechanism for slowing something down.

break - to snap or damage something

Think of two more homophone words and write definitions for them on the back of your mat.

Pupil's own responses, e.g. ball - a circular object and bawl - to cry loudly.

Can you invent some dialogue between the teacher (Mr Fenton) and Jack?

d

e.g. "Thanks for your help!" exclaimed Mr Fenton.

"No problem," replied Jack.

Mr Whoops has been juggling with the letters from one of his Y3 spelling words. Can you spot what it is?

f

(t) (l) (e) (m) (c) (o) (e) (p)

complete