



# SPAG WRITING ACTIVITY CARDS



~ SET 1 TO 50 ~



## Exercise 1 – Focus: Speech marks and speech verbs.

Imagine you have met an alien that has just landed from Mars. Write the conversation you would have with him.

Remember to include:

- Exciting speech verbs e.g. remarked, giggled.
- Commas, full-stops, question marks and exclamation marks in the right places.
- Speech marks.

## Exercise 2- Focus: Time connectives

Write a recipe for a sandwich of your choice. The sandwich must have at least three fillings.

Remember to include:

- Time connectives/conjunctions e.g. first, next.
- Numbered steps.
- Ingredients and utensils lists.
- Verbs and adverbs e.g. ‘chop carefully’.



### Exercise 3 – Focus: Prepositions.

Imagine you get lost out walking and stumble into a huge palace. Describe what you see.

Remember to include:

- Prepositions e.g. on, under, beneath.
- Interesting adjectives.
- Commas where required.

### Exercise 4 – Focus: Verbs and adverbs.

Imagine you get lost walking to school and a huge, grizzly bear starts following you. Describe your journey to school.

Remember to include:

- Verbs e.g. stumbled, treaded.
- Adverbs e.g. quickly, cautiously.
- Time connectives/conjunctions e.g. suddenly, after that.



### Exercise 5 – Focus: Exclamation marks.

Write down two sentences for each situation where you would use an exclamation mark:

- To show excitement/enthusiasm.
- To emphasise surprise/shock.
- To express anger.
- When a voice is raised.

Remember to include:

- Speech marks where required.
- A range of speech verbs.

### Exercise 6 – Focus: Adjectives.

Write a description of a villain. Make him as fearsome as possible.

Remember to include:

- Powerful adjectives – use a thesaurus if you need to.
- A description of their personality and appearance.



### Exercise 7 – Focus: Collective nouns.

Make a list of ten collective nouns. Put them into interesting sentences.

Remember to include:

- Powerful adjectives.
- A variety of sentence openers.

### Exercise 8 – Focus: Synonyms.

Find five synonyms for each of these words:

- Big
- Small
- Happy
- Sad
- Said
- Eat
- Walk

Choose one synonym from each group and put it into a sentence. Use a thesaurus to help you if needed.



### Exercise 9 – Focus: Ellipsis.

Imagine you are in a haunted house with your friends. Suddenly you hear noises and something approaches you. Describe what happens in this situation.

Remember to:

- End on a cliff hanger and use ellipsis.
- Use adjectives to describe the house.

### Exercise 10 – Focus: Apostrophes.

Write a list of ten contractions with apostrophes used for possession. Put them into sentences.

E.g. Jane's lunchbox is lime green and covered in a floral pattern.



### Exercise 11 – Focus: Abstract nouns.

Write a list of ten abstract nouns. Put them into interesting sentences.

E.g. Maria felt very happy because she has won her school's Art competition.

### Exercise 12 – Focus: Conjunctions.

Write a list of ten interesting conjunctions such as furthermore, similarly and however. Put them into sentences. Remember to use commas where required.

E.g. Samantha enjoys playing badminton with her friends; in addition, she is a member of the local badminton club.



### Exercise 13 – Focus: Bullet points.

Write notes on an animal or mini-beast of your choice.

Remember to:

- Present your notes in bullet point form.
- Include some facts.
- Research if needed.

Once complete, use your notes to write a short non-chronological report.

### Exercise 14 – Focus: Adjectives.

Write a description of a superhero with special powers.

Remember to include:

- Powerful adjectives.
- Describe their appearance and personality.





### Exercise 15 – Focus: Non-standard English.

Imagine you are on your summer holiday. Write an informal letter to your friend telling them about what you have been getting up during the holiday.

Remember to include:

- Informal language e.g. hi, cool.
- A few questions.

### Exercise 16 – Focus: Pronouns

Write a list of ten pronouns. Put them into sentences.  
E.g. My pet Sammy is a fluffy white rabbit.



### Exercise 17 – Focus: Formal language.

Imagine you are the head teacher. Write a letter to parents telling them about a school trip that will be taking place soon.

Remember to include:

- Formal language.
- Information such as why the trip is taking place and where it will be.

### Exercise 18 – Focus: Homonyms.

Find five homonym pairs e.g. 'match'. Put them into sentences to demonstrate their different meanings. Use a dictionary to help you if needed.



### Exercise 19 – Focus: Commas.

Write ten sentences that demonstrate the use of commas in different situations such as to separate items in a list or to separate clause.

### Exercise 20 – Focus: Questions.

Imagine you get to meet a famous person of your choice. Write a list of open questions you would ask them. Remember, open questions require a lengthy answer, not just a 'yes' or 'no' response. Once complete, imagine you are the famous person and write down the answers you would give to the questions.



**Exercise 21 – Focus: adjectives and synonyms.**

Write three synonyms for each colour e.g. crimson, scarlet and burgundy are synonyms for red. Next, choose a synonym from each set and put it into a sentence.

**Exercise 22 – Focus: similes.**

Write down ten similes. Once complete put them into full sentences.

E.g. Judy's hands were as large as pitchforks.



### Exercise 23 – Focus: Alliteration

Write down sentences using alliteration for each letter of the alphabet.

E.g. An angry alligator attacked me.

### Exercise 24 – Focus: Metaphors.

Write down two metaphors about a forest e.g. trees as tall as sky scrapers. Put them into a setting description. Remember to include lots of interesting adjectives.



### Exercise 25 – Focus: Time connectives.

Write a recount of a trip you have been on or a day out you have had.

Remember to include:

- Time connectives.
- Adjectives to describe the things you saw.
- Write in chronological order.

### Exercise 26 – Focus: Active and passive sentences.

Write down ten sentences in the active form, then write each sentence again in the passive form.

E.g. Active - The crocodile gobbled up a frog.

Passive - The frog was gobbled up by a crocodile.



### Exercise 27 – Focus: Verbs and adverbs.

Write ten sentences about sports, each sentence must contain a verb and adverb e.g. Sam swiftly hit the ball across the tennis pitch.

### Exercise 28 – Focus: Adjectives.

Write a description of the beach.

Remember to include:

- Description using your senses e.g. smell, taste, touch, sound and sight.
- Lots of adjectives.



### Exercise 29 – Focus: Prepositions.

Describe your classroom at school. Use lots of prepositions and adjectives.

E.g. On the windowsill is a tiny, lime green cactus in a glazed earthenware pot.

### Exercise 30 – Focus: Conjunctions.

Put these conjunctions into sentences:

- In addition
- Furthermore
- However
- Whilst
- As well as
- Meanwhile
- On the other hand
- Whereas
- Although
- Despite





### Exercise 31 – Focus: Speech marks.

Imagine a little boy meets a friendly goblin whilst out walking in the woods. Write down the conversation they would have.

Remember to include:

- Speech marks where required.
- A range of interesting speech verbs.

### Exercise 32 – Focus: Apostrophes

Write a list of ten contractions with apostrophes used for omission. Put them into sentences.



### Exercise 33 – Focus: Time connectives.

Write down instructions on how to wrap a present.

Remember to include:

- Items needed.
- Time connectives e.g. First, next.
- Numbered points.
- Verbs and adverbs e.g. carefully fold.

### Exercise 34 – Focus: Prefixes

Write as many words as you can beginning with each of the prefixes below:

- Pre
- Un
- Co
- Dis
- Re
- In

Choose ten of the words and put them into sentences.



### Exercise 35 – Focus: Suffixes

Write as many words as you can ending with each of the suffixes below:

- Ful
- Able
- Less
- Ment

Choose ten of the words and put them into sentences.

### Exercise 36 – Focus: Tenses

Write down five sentences in the present tense. Then, write the same sentences in the past tense and future tense.

E.g. Jamie is reading a hardback book about sea-creatures.  
Jamie read a hardback book about sea-creatures yesterday.  
Tomorrow, Jamie will read a hardback book about sea-creatures.



### Exercise 37 – Focus: Verbs and adverbs

Imagine it's the morning of your birthday and you wake up to find a huge pile of wrapped presents piled high on the living room floor. Write about your experience opening them.

Include:

- Verbs and adverbs e.g. excitedly grabbed or quickly tore.
- Varied sentence openers and conjunctions.

### Exercise 38 – Focus: Proper nouns.

Write a list of ten different types of proper nouns (such as places or people). Put them into interesting sentences.  
E.g. I paced nervously outside Mr Bryson's office for several minutes, before finally turning the smooth, cold, door handle.



**Exercise 39 – Focus: Statements.**

Write down ten interesting statements.

E.g. I enjoy attending the annual summer fete at my school.

**Exercise 40 – Focus: Commands.**

Write down ten commands.

E.g. Bring me a cup of tea Jimmy, make sure you add plenty of milk.



### Exercise 41 – Focus: Similes

Think of two interesting similes about a sweet factory.

E.g. lollipops as huge as trees.

Then, put the similes into a description of a sweet factory.  
Remember to include lots of powerful adjectives.

### Exercise 42 – Focus: Alliteration.

Write a poem about an animal, with at least two verses of six lines each. Your poem will contain lots of alliteration and description.

E.g. This sneaky snake slithers slowly,  
It has a sly smile and smooth skin.



### Exercise 43 – Focus: Homophones.

Write a list of ten homophone pairs e.g. new and new. Put them into interesting sentences.

### Exercise 44 – Focus: Metaphors.

Write down two metaphors about your school.

E.g. My school is a busy maze.

Then, put the metaphors into a piece of writing about your school.



### Exercise 45 – Focus: Statements and questions.

Write down ten commands, which you will then turn them into questions.

E.g. Give me some of those chips.  
May I have some of those chips, please?

### Exercise 46 – Focus: Adjectives

Write a poem with at least two verses of six lines each. The poem will be a descriptive poem about a monster.

E.g. He has a pointed peach nose,  
And always stomps about loudly.





### Exercise 47 – Focus: Antonyms.

Write a description of a creature such as monster or troll.  
Then write another description using antonyms for most or all of the adjectives.

E.g. 'Smooth, tiny feet' could become 'rough, huge feet'.

### Exercise 48 – Focus: Semi-colons.

Write ten sentences containing semi-colons. Remember:

- Semi-colons are used to separate two main clauses in a sentence.
- Don't use a semi- colon with a conjunction.

E.g. My sister broke my racing car today; she broke my brother's toy aeroplane last week.



### Exercise 49 – Focus: Compound nouns.

Write a list of compound nouns and then put them into interesting sentences.

E.g. My hairbrush has a wooden handle and long, slim bristles.

### Exercise 50 – Focus: Mixed practice.

Write a short story about a mouse and a bear.  
Include as many of the following as you can:

- Interesting adjectives.
- Similes and metaphors.
- Conjunctions/connectives.
- Alliteration.
- Speech.