

Steps to success

Lockdown work	
Date	Monday 8 th February
Subject/s	SPaG
Learning Objective 	To understand and use pronouns.

SA	TA
	

Success Criteria 	I can explain what a pronoun is.		
	I can identify pronouns in a sentence.		
	I can think of and use pronouns appropriately.		
Support	Independently	Support ()	Group work

1. Circle the pronouns in the sentences.

(The number of pronouns in each sentence is in brackets after each sentence).

- The children ate their dinner as they watched television. (2)
- I went to stay with my grandparents. (2)
- He is coming to our house later so you need to look after him. (4)
- She is not able to look after the puppy properly so we need to keep it with us. (4)
- It was her choice whether to come to go with them or come back to ours. (4)
- His t-shirt is dirtier than hers is. (2)
- That pen is mine not theirs as those naughty children have claimed. (3)

2. Identify the correct pronoun to complete the sentences.

- David put (him / he / its / his) socks on first. = _____
- Hannah posted (mine / it / her / thiers) letter in the post box. = _____
- Take (your / ours / you / we) brother with you please. = _____
- The zombie chased (hers / she / us / I) through the town. = _____

3. Identify who or what each of the underlined pronouns stands for in each sentence.

Emma flew the kite. She watched as <u>it</u> crashed to the floor.	the kite
Emma flew the kite. <u>She</u> watched as it crashed to the floor.	Emma
Brian has three rabbits. He feeds <u>them</u> twice a day.	
Brian has three rabbits. <u>He</u> feeds them twice a day	
The child played with her present. It made <u>her</u> happy.	
The child played with her present. <u>It</u> made her happy.	
“Can <u>you</u> come to my house?” Kate asked Barney.	
“Can you come to <u>my</u> house?” Kate asked Barney.	