

Monday 28th September
2020

LI: Sentence structure.

What is a sentence?

Talk to your partner – what do you normally include in a sentence?

How do you know when a sentence starts and finishes?

Let's start by looking at this sentence

What different types of words do we have in this sentence?

Adjective

- I went for a walk.

Noun

- I went for a walk slowly.

Adverb

- Slowly, I went for a walk.

Verbs

- Slowly, I went for a walk with my friend.

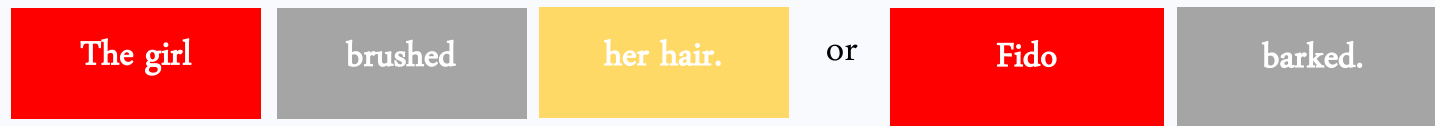
- Walking with my friend slowly, we went to the shop.

Building Simple Sentences

Each coloured brick represents a different part of a sentence.



With just two or three of these starting blocks, you can make simple sentences, such as:



Let's practise making some simple sentences together.

Those Pesky Determiners

Before we go any further with improving our simple sentences, we need to talk about **determiners**. **Determiners** are words that come **before a noun**. They introduce the noun and give the reader important information about it.

Some examples are:

the

trees

two

dogs

my

dad

her

finger

an

octopus

Improving Simple Sentences

Once you have a simple sentence, you can use other bricks to make it more interesting to the reader.

adjective

Why not add an adjective to describe any nouns or pronouns in the sentence?

This will turn a simple sentence such as...

The girl

brushed

her hair.

... into a sentence like:

The

little

girl

brushed

her

curly

hair.

When you use an adjective to describe a noun, the adjective sneaks between the determiner and the noun.

Sneaky Adjectives

Can you think of adjectives to describe the nouns below and sneak them in between the determiner and the noun?

The	?	trees	Click here to reveal some cheeky little helpers if you get stuck.	Some	?	sweets
The	?	elephant		Four	?	castles

Talk to your partner. Could I add more than one adjective between the determiner and the noun?

Slightly Exciting Sentences

Can you include an adjective between every noun and its determiner to make these sentences a little bit more exciting?

The		boys	are watching	a		football match.
Two		ducks	ate	some		bread.
A		clown	juggled	five		balls.

Adding a Little More Excitement

Once you've added adjectives to describe the nouns, why not add an **adverb** to describe the verb?

adverb

Think about **how** the action is happening and include an **adverb** to give the reader more information.

The little girl brushed her curly hair.

The little girl **carefully** brushed her curly hair.

An adverb **usually** goes before the verb that it describes.

Awesome Adverbs

Can you think of adverbs to describe the verbs below?

Can you think of more than one adverb which could go with each verb?

?	ran	Click here to reveal some cheeky little helpers if you get stuck.	?	cut
?	walked		?	jumped
?	wrote		?	smiled

Slightly More Exciting Sentences

Can you include an adverb in these sentences to make them even more exciting?

My lovely mum  washed her dirty hands.

Some playful boys  kicked the orange leaves.

Tired Anita  ate a delicious Sandwich..

Spicing Things Up!

Now let's take it one step further by adding a **fronted adverbial**.

**fronted
adverbial**

A **fronted adverbial** is a word, phrase or clause at the beginning of a sentence to give more information about the action. They are always followed by a comma.

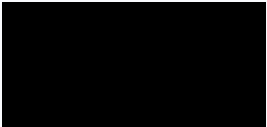







The little girl carefully brushed her curly hair.

In the morning, The little girl carefully brushed her curly hair.

Adding Amazing Adverbials

Can you start these sentences with a fronted adverbial to give the reader more information about **when**, **where**, **how** or **how often** the action took place?

  the  exciting  circus  sadly  left  our  small  town.

  shy  Jakub  nervously  started  his  new  school.

  many  noisy  seagulls  hungrily  pecked  the  soggy  breadcrumbs.

Your sentences are getting mighty spicy! Let's turn up the heat even further by using a **conjunction** to add another clause.

**conjunction
and clause**

Use a **co-ordinating** or **subordinating conjunction** to add another **clause** to your sentence which will give the reader all the information they need to fully understand what is happening.

In the morning, the little girl carefully brushed her curly hair.

In the morning, the little girl carefully brushed her curly hair because it was tangled.

Cracking Conjunctions

Can you add a co-ordinating or subordinating conjunction to these sentences to give the reader extra information about the action?

Completely exhausted, the weary campers slowly hiked to their sodden tents

Obviously angry, frustrated Salim firmly slammed the wooden door

Suddenly, the mysterious noise scarily echoed in the massive cave

Building Sentences

Let's look at how our sentence has changed just by adding a few different bricks.

We started off with...

The girl brushed her hair.

...and have transformed it into:

In the morning, the little girl carefully brushed her curly hair because it was tangled.

Why is the second sentence better?
Which would a reader enjoy more? Why?

Scorching Sentences

Can you transform this boring sentence in just three minutes?

Use the building blocks below to help you.

The boy

drank

some
milk.

Every
day,

the

clever

boy

hurriedly

drank

some

fresh

milk

so that his bones
stayed strong.

start

stop

subject

verb

object

determiner

adjective

adverb

fronted
adverbial

conjunction
and clause

Scorching Sentences

Can you transform this boring sentence in just three minutes?

Use the building blocks below to help you.

Simon watched the TV.

Each morning, bored Simon silently watched the ancient TV because he had nothing else to do.

start stop

subject verb object determiner adjective adverb fronted adverbial conjunction and clause

Scorching Sentences

Can you transform this boring sentence in just three minutes?

Use the building blocks below to help you.

Samson

attacked

the lion.

Heroically,

fearless

Samson

bravely

attacked

the

ferocious

lion

as his life
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Scorching Sentences

Can you transform this boring sentence in just three minutes?

Use the building blocks below to help you.

The teacher

marked

the books.

After
school,

the

dedicated

teacher

carefully

marked

the

thick

books

so she could see how her
class had done.

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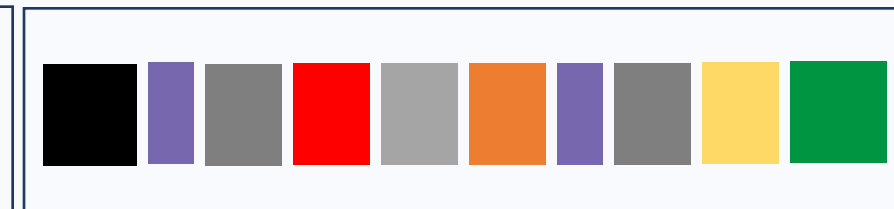
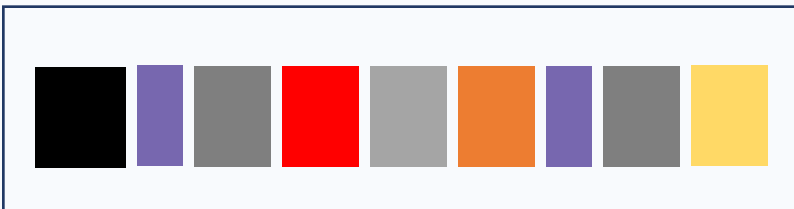
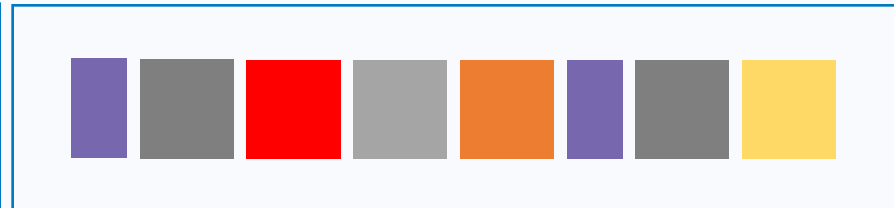
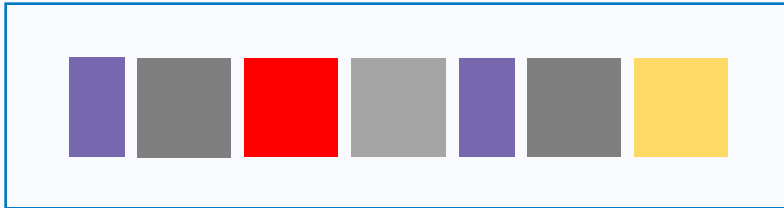
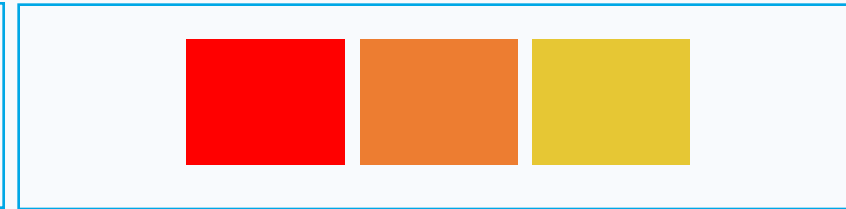
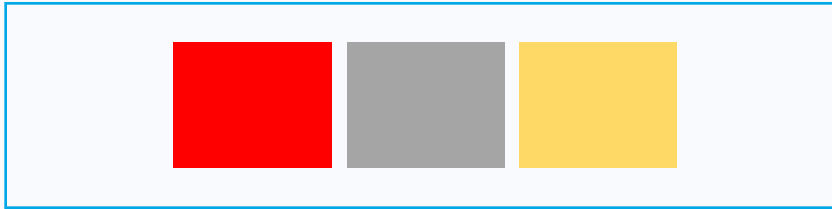
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Start Building

Can you write sentences which will fit with the following patterns of bricks?



Tuesday 29th September
2020

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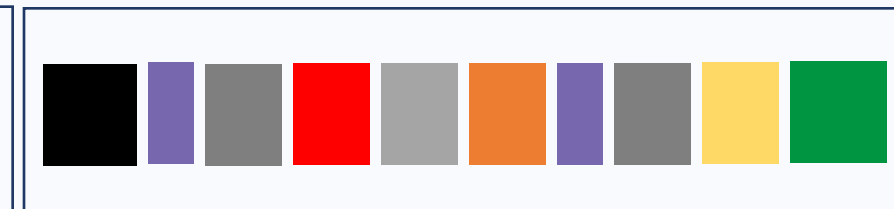
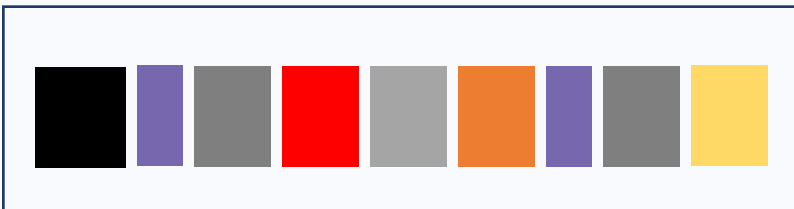
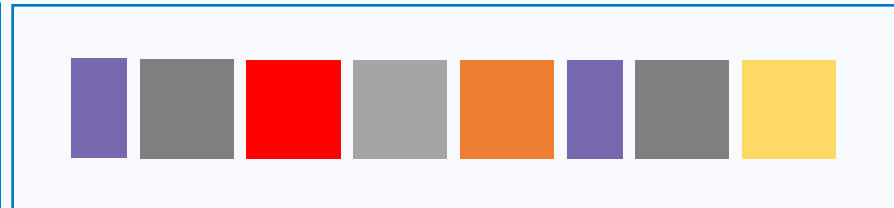
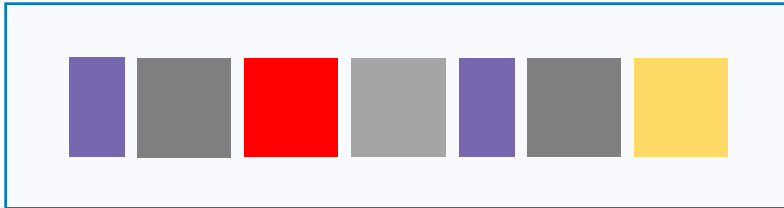
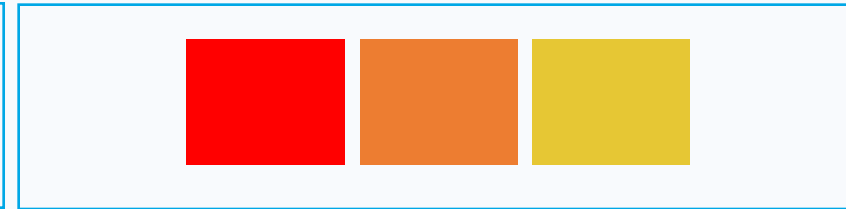
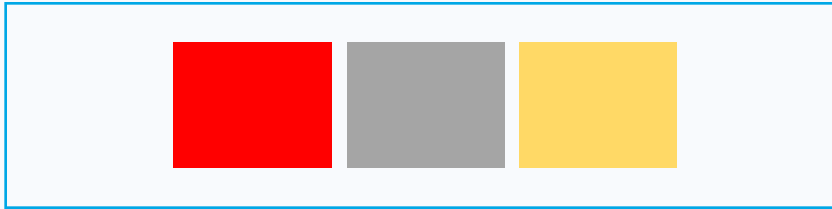
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Wednesday 30th September
2020

LI: I can identify a pronoun.

Talk to your partner

- What is a pronoun?
- How do you know?
- Look at the name 'pronoun' what do you think it could be?
- Can you think of any examples?
- WATCH:
<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx>

What is a pronoun?

- Add this definition to your grammar dictionaries and give some examples.

A pronoun is a word that takes the place of a noun in a sentence.

- Talk to your partner about various examples that you might want to use.

Your task today

- In your English books, create sentences where you use a variety of pronouns.
- Each time you write a pronoun please underline it using a coloured pencil.
- Try and vary the pronouns each time!
- If you run out of ideas, share some with your group.

Thursday 1st October 2020

SPAG test

- Today you will work through the test.
- Read the questions carefully and make sure you understand what they are asking you.
- Where it asks you to fill in the missing word, ensure that you read it out loud quietly to yourself. You will hear which word sounds wrong!
- Read the question a few times – does it ask for one or two examples?
- Do you need to tick one or two?
- If you are not sure then either leave it and come back to it or move on.

Friday 2nd October 2020

Your task today

- Today, you are going to be working through your test from yesterday.
- Firstly, take some time to look through the test and read the questions carefully. Did you make any silly mistakes? Are there any that you now understand?
- Let's go through some of the questions together.
- In your English books please note down anything that you weren't sure about and then make sure you explain them clearly so that you understand them clearly.
- If you need to, add more information to your grammar dictionary.