



Apr 30-19:12

Can you explain to the person next to you what each of these terms mean:

verb  
noun  
adjective

A cartoon illustration of a young boy with brown hair, wearing a red t-shirt, blue shorts, and red shoes. He is standing with his hands at his sides.

Apr 30-19:09

Now match the word class

Preposition	Consonant
He, She	
Pronoun	B, C, D
A, E, I, O, U	underneath

A yellow, round character with large black-rimmed glasses and a blue question mark on its head. It has a small red mouth and is looking towards the left.

Apr 30-19:12

**Connectives to create complex sentences**

For years many targets asked your children to "link ideas with a range of connectives."

A compound sentence is when 2 clauses (**seperate ideas**) are linked by a connective

**I like to read more furthermore I love writing**

Therefore However Also As well as  
Moreover Furthermore Firstly Secondly Thirdly Finally Eventually Then  
Next Later Above all In particular Especially Significantly Indeed Notably  
Meanwhile Afterwards Likewise Similarly  
Alternatively Otherwise For example In addition  
Consequently In conclusion To summarise  
As a result Nevertheless On the other hand  
Despite this On the contrary As already stated

Here are some connectives now you try...

May 4-20:26

However now, we also use the term "conjunctions"

**Connectives** which work *inside* a sentence to link clauses together are called **CONJUNCTIONS**.

**When** I opened the window, a bird flew in!

The conjunction **when** connects the two clauses: **I opened the window** and **a bird flew in**

May 4-20:39

**a clause...**

..is a group of words with a subject (noun) and a verb in it

If it starts with a capital letter, it is called a simple sentence

**The dog barked.**

Some sentences have clauses that can not stand as a simple sentence on their own - these are called **subordinate clauses**

**Whilst his van reversed, the dog barked.**

A cartoon illustration of a brown dog sitting down, looking towards the right.

May 4-20:42


Adding clauses into writing

Good authors do this all the time to vary the way sentences begin and the detail they include.

An embedded clause (or drop-in) can tell the reader so much.

Sitting in his chair, **which creaked gently as it rocked**, the freckled boy read quietly to himself.

Mary, **who was usually the happiest pupil in the class**, gazed down at her shiny shoes in silence.



May 5-17:26

Inserting fronted adverbials to interest the reader

They tell the reader - **when, where and how**

**Silent and frowning**, Mrs Tomlinson turned the pages of the book.

**Quickly and quietly**, the children crept into class.

**Can you add in different fronted adverbials to interest the reader?**

May 4-21:11

Homophones are a focus in Years 3 and 4 by Year 5 we hope the children will have mastered it...

Words that sound the same, have different meanings and are spelt differently

their                      differently                      great  
 grate    there    two    to    too    they're


We work with the children to give them strategies to help them remember which word to use

Hear with you ear                      Their belongs to the heir

May 4-20:55

Pronoun Use

Lucy walked upto Lucy's door and picked out Lucy's keys from Lucy's bag.

How does the writer avoid repetition?

May 4-21:01

**Pronoun Chart**

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 <sup>st</sup> person	I	me	my	mine	myself
2 <sup>nd</sup> person	you	you	your	yours	yourself
3 <sup>rd</sup> person (male)	he	him	his	his	himself
3 <sup>rd</sup> person (female)	she	her	her	hers	herself
3 <sup>rd</sup> person	it	it	its	(not used)	itself
1 <sup>st</sup> person (plural)	we	us	our	ours	ourselves
2 <sup>nd</sup> person (plural)	you	you	your	yours	yourselves
3 <sup>rd</sup> person (plural)	they	them	their	theirs	themselves

May 4-21:04

Apostrophes - what are the 2 reasons to use them? ?

Bobbys bees flew from the hive.


Lorries ran over Paulas school books.

When should you NEVER use one? ?

May 4-21:07

Verb Tense

Past, present and future are all tenses the children use fairly confidently.



However the new curriculum has raised that expectation to include

present perfect tense

modal verbs

These sound more complicated than they are...

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Present perfect tense


This verb tense relates to an action that might not have finished e.g.

I **have known** Lucy **since** I was four years old.

instead of **I knew Lucy**

I have been playing hockey for five years. instead of

**I played hockey.**




This tense suggests that the action is ongoing

May 5-17:15

Introduced in Year 5...Modal verbs

They are placed next to another verb to modify and/or infer possibility




should, could, might can, will shall, might, may

I **may** complete my homework, if I stop watching Eastenders

He swims well, he **must** practise a lot.

**Now your turn ...**



May 5-17:18