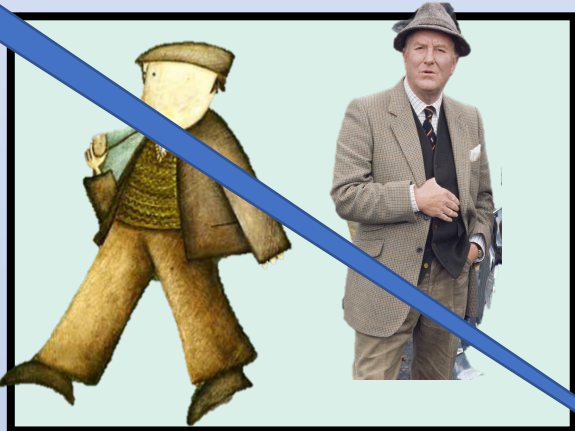


Monday 27th April

Learning Objective: I am learning to use direct speech in a narrative.

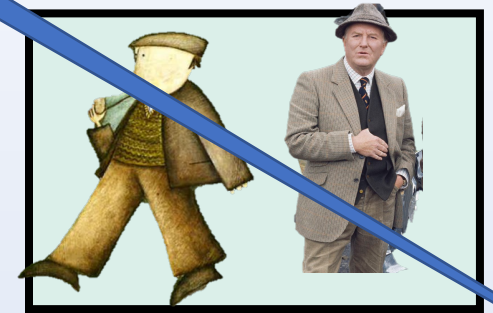
Success Factors:

Today we are going to complete our story and include direct speech as we write it.



Let's review the rules.

✓ Used a capital letter at the beginning of the sentence?	"Hi Mum!" said Luke.
✓ Put inverted commas around the spoken words?	"I love this song!" exclaimed Mariam.
✓ Told the reader which person is speaking?	"Let's go to the shop!" suggested Dad.
✓ Put punctuation BEFORE the closing speech marks?	"Who's still making a noise?" asked the teacher. "I had a great day," said Alex.
✓ Used the 'New Speaker, New Line' Rule?	"It's such a lovely day," said Mum, "Shall we go for a swim in the sea?" "That sounds like a great idea!" agreed Dad.



Let's practise:

The two friends smiled at each other.

"You saw great wonders? I saw great wonders!" responded the first shepherd.

"What wonders did you see while I slept?" asked the second friend.

Re-write the two sentences below with the correct punctuation

I went across the sea and then went on a golden road ____the first shepherd.

Was it a good journey? he asked

Now Let's look at how we blend speech into writing.

Start your paragraph explaining what is happening.

The shepherd watched in wonder as the butterfly crawled up the sleeping man's leg, over his body and into his open mouth. Straight away the man closed his mouth. Then he stretched and rubbed his eyes and awoke.

Write two or three sentences of dialogue.

Avoid writing too much conversation.

"I must have been asleep for a long time," said the shepherd.

"Not so very long," said his friend, "but while you were sleeping I saw a great wonder." The two old shepherds slowly walked home sharing their stories and laughing. As the sun slowly slipped towards the horizon, the shepherds wander to their homes.

End the paragraph closing the story.

For your final paragraph: Re-write the last paragraph in your own words. Remember the rules for speech.

Write two or three sentences

- How does the butterfly return?
- How does the shepherd wake up?

Write two or three sentences
of dialogue between the sentences

Write two or three sentences to
end the story.

What is happening around them?

Where do they go now?

Check:

Did you remember capitals and full stops?

Are your spellings correct?

Have you followed the rules of dialogue/speech?

Did you use different openers?

Have you joined your handwriting?

Choose one sentence you could improve :

You could start differently. Suddenly, As the sun began to set, When Soon, Later,

Take a photo of your completed work and add it to your google classwork .

Tuesday 28th April

L.O: (SPaG) I am learning to separate the present perfect from the simple past tense.

Past and Present



As a class, decide which columns these sentences belong in.

Past	Present

I saw a film.

I watch a film.

I listen to music.

I listened to music.

I drove a car.

I drive a car.

I eat a meal.

I ate a meal.

Tuesday 28th April

L.O: (SPaG) I am learning to separate the present perfect from the simple past tense.

Past and Present



As a class, decide which columns these sentences belong in.

Past	Present
I saw a film. I listened to music. I drove a car. I ate a meal. I have eaten a meal.	I watch a film. I listen to music. I drive a car. I eat a meal.

Where would you place this sentence?

I have eaten a meal.

What do you notice about it?



It is in the past. It is called the **Present Perfect** tense. Confusing!

Tuesday 28th April

L.O: (SPaG) I am learning to separate the present perfect from the simple past tense.

Past and Present



There are different types of tenses. Here are two of them.

Simple Past	Present Perfect
I saw a film. I listened to music. I drove a car. I ate a meal. I kept warm. I talked. I swam.	I have watch ed a film. I have listen ed to music. I have driv en a car. I have eat en a meal.

Where would you place these?

I kept warm.

He has made the coffee.

I swam.

She has walked.



Tuesday 28th April

L.O: (SPaG) I am learning to separate the present perfect from the simple past tense.

Past and Present



The present perfect tense uses have + past participle (usually words ending in -ed or -en).

I walked.



I **have** walked.

Look at more examples below.

Present Perfect

They **have** watch**ed** a film.

She **has** listen**ed** to music.

I **have** driv**en** a car.

We **have** eat**en** a meal.



Tuesday 28th April

L.O: (SPaG) I am learning to separate the present perfect from the simple past tense.

Now, on the worksheet, have a go at sorting the sentences in the correct sections:

Sorting Sentences



★ Sorting Sentences	
1. Match the sentences below into present perfect and simple past . The beginning of each sentence has been done for you.	
Present Perfect	
I have	She
She has	I
We have	The
She has	They
You have	He
The	We

I have watched a film.	She has listened
She walked.	She has swum.
We have eaten	They thought
You have eaten the apple.	He climbed a tree
I read the magazine.	The door has broken
The baby cried.	We talked.

twinkl planit

★★ Sorting Sentences	
1. Sort the sentences below into present perfect and simple past . Remember, the present perfect uses: have + past participle is verb ending in	
Present Perfect	
I have watched a film.	She has listened to
She walked.	She has swum.
We have eaten.	They thought.
You have eaten the apple.	He climbed a tree.
I read the magazine.	The door has broken
The baby cried.	We talked.

twinkl planit

★★★ Sorting Sentences	
1. Sort the sentences below into present perfect and simple past .	
Present Perfect	Simple Past
I have watched a film.	She has listened to some music.
She walked.	She has swum.
We have eaten.	They thought.
You have eaten the apple.	Have you eaten the apple?
The baby cried.	The door has broken.
Has she finished?	We talked.

Challenge: explain in one or two sentences how to spot the present perfect tense and how to spot the simple past tense.

Present perfect: _____

Simple past: _____

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Wednesday 29th April

L.O: (SPaG) I can recognise and use subordinating conjunctions.

Getting Started

What is a conjunction?

A conjunction links two or more words, phrases or clauses together.

There are **two** main types of conjunctions we use within sentences.

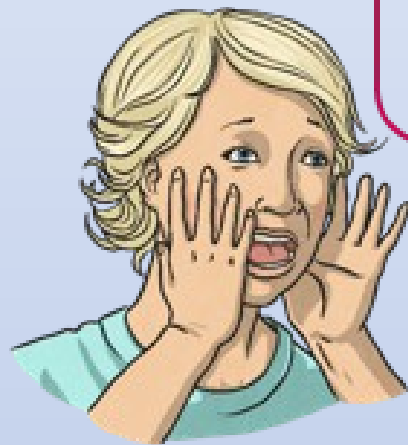
Do you know what they both are?

- **co-ordinating conjunctions** (*e.g. and*) link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS'.
- **subordinating conjunctions** (*e.g. when*) introduce a subordinate clause. You can remember some of the most useful subordinating conjunctions by...

Wednesday 29th April

L.O: (SPaG) I can recognise and use subordinating conjunctions.

...spotting one of the rarest
monsters on the planet, a
wabub, and shouting...



**I SAW A
WABUB!**

Wednesday 29th April

L.O: (SPaG) I can recognise and use subordinating conjunctions.

I Saw a Wabub...

...is an acronym to help you remember the first letters of some of the most important subordinating conjunctions.

If

Since

As

When

Although

While

After

Before

Until

Because

I SAW A WABUB!



Wednesday 29th April

L.O: (SPaG) I can recognise and use subordinating conjunctions.

Next Steps

So, how do we use subordinating conjunctions?

Subordinating conjunctions are the first words within a subordinate clause. Subordinate clauses do not make sense on their own but when they are used with a main clause, they create a complex (multi-clause) sentence.

Subordinate clauses will always have a subject and verb within them, e.g.

after she smiled

↑ ↙ ↑

subordinating subject verb

conjunction

is a subordinate clause

after Christmas

↑

Here 'after' is being
used as a preposition.

is not a subordinate clause

Wednesday 29th April

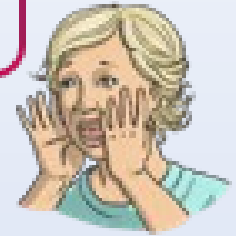
L.O: (SPaG) I can recognise and use subordinating conjunctions.



Next Steps

I SAW A
WABUB

!



Can you spot the **subordinate clause** and the **subordinating conjunction** in this sentence?

The eager pupils sped into school
when the bell rang.

Wednesday 29th April

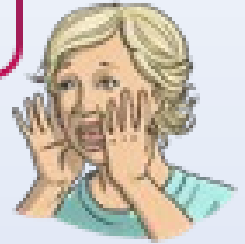
L.O: (SPaG) I can recognise and use subordinating conjunctions.



Next Steps

I SAW A
WABUB

!



Can you spot the **subordinate clause** and the **subordinating conjunction** in this sentence?

Whales give birth to live young
as they are mammals.

Wednesday 29th April

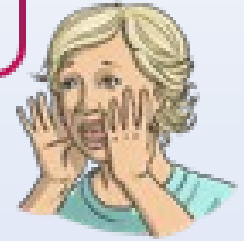
L.O: (SPaG) I can recognise and use subordinating conjunctions.



Next Steps

I SAW A
WABUB

!



In the sentences we have looked at so far, the subordinate clause has always come after the main clause but watch...

When the bell rang, the eager pupils sped into school.

Wednesday 29th April

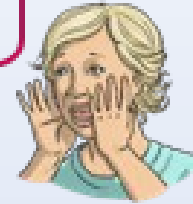
L.O: (SPaG) I can recognise and use subordinating conjunctions.



Next Steps

I SAW A
WABUB

!



When the bell rang, the eager pupils sped into school.

Subordinating conjunctions can also be used as the first word in a sentence. When the subordinate clause comes before the main clause, make sure you remember to use a comma to mark where the subordinate clause ends.

Wednesday 29th April

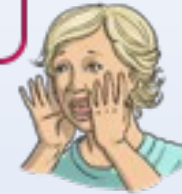
L.O: (SPaG) I can recognise and use subordinating conjunctions.



Next Steps

I SAW A
WABUB

!



Can you swap these sentences around so that the subordinate clause comes before the main clause?
Don't forget your commas!

Whales give birth to live young **as**
they are mammals.

The hopeless rugby team lost the
game **because** **they hadn't trained.**

Wednesday 29th April

L.O: (SPaG) I can recognise and use subordinating conjunctions.

Answers:

As they are mammals, whales give birth to live young.

Because they hadn't trained, the hopeless rugby team lost the game.

Wednesday 29th April

L.O: (SPaG) I can recognise and use subordinating conjunctions.

Can you spot the subordinating conjunctions in this piece of text?
Where have they been used in these sentences?

As he walked closer, Cleo could see the crocodilius in the cave entrance. The beast was hurriedly eating the remains of its last unlucky victim because it was ravenous. Cleo examined its bright red eyes, huge smoking nostrils and razor-sharp teeth while the beast was occupied. Although Cleo was standing quite a distance away, the terrible stench of the gruesome beast was still making him feel nauseous. Cleo took a deep breath before he tiptoed bravely forward. It was time for battle.

Wednesday 29th April

L.O: (SPaG) I can recognise and use subordinating conjunctions.

Answers:

As he walked closer, Cleo could see the 'Crocodilius' in the cave entrance. The beast was hurriedly eating the remains of its last unlucky victim because it was ravenous. Cleo examined its bright red eyes, huge smoking nostrils and razor-sharp teeth while the beast was occupied. Although Cleo was standing quite a distance away, the terrible stench of the gruesome beast was still making him feel nauseous. Cleo took a deep breath before he tiptoed bravely forward. It was time for battle.

Wednesday 29th April

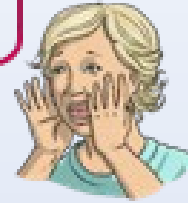
L.O: (SPaG) I can recognise and use subordinating conjunctions.



Practise Your Skills

I SAW A
WABUB

!



Now, it's your turn.

Which subordinating conjunction would fit best
at the start of this subordinate clause?

Is there more than one possibility?

I am sending you a letter _____

I am your biggest fan.

Wednesday 29th April

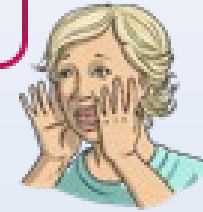
L.O: (SPaG) I can recognise and use subordinating conjunctions.



Practise Your Skills

I SAW A
WABUB

!



Now, it's your turn.

Which subordinating conjunction would fit best
at the start of this subordinate clause?

Is there more than one possibility?

_____ I eat lunch, I am going
to an important meeting.

Wednesday 29th April

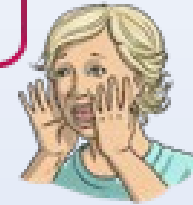
L.O: (SPaG) I can recognise and use subordinating conjunctions.



Practise Your Skills

I SAW A
WABUB

!



Now, it's your turn.

Which subordinating conjunction would fit best
at the start of this subordinate clause?
Is there more than one possibility?

_____ he was thrown from his saddle,
Henry was wary of riding his horse.

Wednesday 29th April

L.O: (SPaG) I can recognise and use subordinating conjunctions.

Using the subordinating conjunctions below, have a go at writing your own sentences (maybe you could write about our text this week 'The Shepherd's Dream').

Try to vary where the conjunction goes

If Since As When Although

After Before Until Because

Thursday 30 th April 2020

LO : I am reviewing the features of my own story based on a traditional tale.

traditional tale The Shepherds Dream

Over next weeks we are
going to plan, write and edit



Read this story example to help you imagine how your story might go.

A Mystical Dream

The London sky was blue and clear, as two friends made their way toward Green Park. It was lunchtime and the streets were noisy and dusty with shoppers hurrying here and there. The two young men were office workers and wore blue suits and white shirts with smart ties. One of the workers was tall with jet black hair and a bushy beard. His friend also had jet black hair and carried a small leather briefcase.

Beginning

Characters
and setting.

As they entered the park, they noticed brightly coloured ice cream van. "Let's buy an ice cream," suggested the first young man. "That's a good idea," replied his friend. The two friends ate their cones in the cool shade of an ancient chestnut tree. Soon, one of the young men fell asleep. As his friend watched, a strange and mysterious thing occurred. Out of the sleeping man's mouth, fluttered a tiny shimmering dragon. He watched in amazement as it flew through the great rusty gates of the park. He decided to follow it.

Dialogue

and

Hook.

Middle/
Main
Event

What
happens?

At first the dragon flitted in and out of the black taxis as they stood in the ranks by the side of the crowded street. Then, it made its way along the pavements, skimming the heads of people as they bustled along. Suddenly, the dragon swooped high up into the sky. Its golden scales glistened against the white clouds and its long tail curved elegantly. It was very hard for the young man to track the dragon but he hurried along, never taking his eyes from the strange creature as it moved through the sky. Slowly the dragon descended and settled for a moment on the top of tall lamp post. It blinked its small black eyes and stretched its long talons. Again it took flight and darted into the underground station. The friend followed, mesmerised, as it made its way along the dark, cold tunnels. While it travelled he could hear its wings flapping and its tail scrapping the walls. He followed the sound. At that moment there was the rumble of a train. The dragon quickly left the tunnel, flew up the station steps and out into the sunshine. At last it made its way back along the busy streets, into the park and back into the sleeping man's mouth.

End/
Conclusion

How does
This story
finish?

The young man who had been sleeping, slowly opened his eyes, stood up and stretched. "I had a mysterious and incredible dream," he said softly. "I had a mysterious and incredible adventure!" his friend replied smiling. As the two friends walked back to the office, the man who had been asleep saw a small golden scale on his sleeve. He picked it up and held it to the light. "Where did this come from?" he asked his friend.

Can you find useful vocabulary in this story.

Create a word bank that might help you in with your writing

Make a chart like below and add words from the story: (Take a picture add it to your English work to show your teacher)

<u>Nouns</u> (person, place, <u>thing</u>)	<u>Adjectives</u> (describes the <u>noun</u>)	<u>Interesting</u> <u>verbs</u> <u>An action or</u> <u>being word</u>	(challenge) <u>Adverbs</u> (describe verb)
dream friends	golden	Sauntered Licked was	brightly

Friday 1st May 2020

LO: I am planning my own story.

Today we are going to use a story S to plan your story.

You need to choose three London landmarks that your flying creature will fly to, around, over, the river.

Here are some ideas: Westminster



London Eye British

Use this Story S
map to guide you.
Remember to write
a short sentence
for each picture.



As one friend slept,
A tiny _____



They go to Green Park.
One falls asleep and the other ?



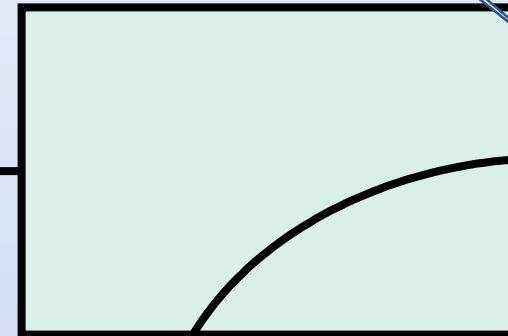
Two friends stroll down London
street.



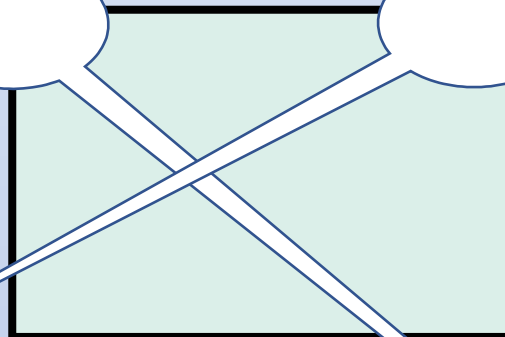
The _____ flies
around _____



The _____ flies
across _____



The _____ flies
through _____



The friends
talk about what happen
and leave the park.



The _____ flies
back _____.
The man wakes up.

Take a photo of your amazing work and share add it to google classroom.