

Thursday 24th April 2020

Relative Clauses

Relative clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like which/who/whose/ that.

See the twinkl PPT if you need more help to remember. (it is free to sign up to now for parents)

<https://www.twinkl.co.uk/resource/t2-e-3780-year-5-relative-clauses-warm-up-powerpoint>

This is the Drop-In Game:

We're going to drop a relative clause into sentences using **who**.

For example:

Mrs Allbright was marking books.

Mrs Allbright, **who was tired and cross**, was marking books.

Now you drop in a clause into the sentences below, using **who**:

-Freya watched The Voice on the iPad.

E.g. Freya, **who was a big fan of Will.I.am**, watched The Voice on the iPad.

-Danny was looking out of the window.

-Susie ran to the door with the box.

Now have a go at dropping a relative clause into the sentences below using **which**. For example:

The desks were covered in board games.

The desks, **which were bright blue**, were covered in board games.

- The board game intrigued Susie.
- The netball court looked slippery.
- The dominoes were in the basket.

Friday 25th April 2020

Sentence Imitation

Now for some sentence imitation:

Let's try using some sentence patterns from The Game and create new sentences using the same structure.

1. Opening a story with names + a short sentence

Danny and Susie were bored.

____ and ____ were ____.

Try your imitations: e.g. Gaby and Jonathan were excited.

2. Sentence of 3 for description

It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs.

It _____ , _____ and _____.

Try your imitations: e.g. It ran down the road, crossed the bridge and jumped into the boat.

The Adjective Game

Adjectives describe a noun, for example:

The **red** car drove down the **misty** lane.

You can change the mood of your writing by choosing your adjectives carefully. Read this description of the Tarantula.

The handsome Tarantula looked at the children. Its glistening, hazel eyes scanned the room. Delicate hairs covered its plump body and swayed like shimmering grass. Its solid legs, like thick branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound gruesome.

The _____ Tarantula looked at the children. Its _____ , _____ eyes scanned the room. _____ hairs covered its _____ body and swayed like _____. Its _____ legs, like _____, stood strong.

Challenge: You could also change the verbs (in bright blue), to make it sound even scarier! Write a new verb underneath the original one.