

To build a
descriptive
setting.

Tuesday 19th January 2021



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grammatical skills

- Take some time to read your grammatical challenge today.
- Show me some examples of the required skill in your book.
- If you don't understand, check with a teacher – NJS.Year6@taw.org.uk

| Group tasks | Skill | Explanation (please do further research if needed). | Example |
|-------------|---|--|---|
| * | Use a range of conjunctions including, when, if, because, although to write sentences containing more than one clause. | Subordinate clauses are used to expand detail given in a main clause. Main clauses will make sense by themselves but subordinate clauses will not. | <p>The stairs let out a loud, painful creak when I stepped onto them.</p> <p>When I stepped onto the stairs, they let out a loud, painful creaking sound. (Here the subordinate conjunction is at the start of the sentence so we separate the subordinate clause and main clause with a comma.)</p> |
| ** | Use commas for clarity after fronted adverbials. Use inverted commas in direct speech. | Fronted adverbials are adverbial phrases that go at the start of a sentence. These will give the reader information about time, place or manner related to the main clause. | <p>Time – Just then, I saw a figure of a child dart across the darkened room.</p> <p>Manner – Slowly and cautiously, I made my way up the decaying, worn out stairs.</p> <p>Place – Above my head, thick webs reached down towards me as if they were trying to grab me.</p> |
| *** | Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. | Modal verbs are used to indicate certainty or possibility to the reader. This is a great tool to impact the reader in different ways by either making them think something might happen or something definitely will happen. | <p>I knew I should not go up the stairs but I knew I had no choice.</p> <p>Going forward, I thought I might be able to find a way out.</p> <p>I will not see the light of day ever again.</p> <p>I can feel the souls trapped within the house drifting through the air desperate to move on.</p> |
| | Use the range of punctuation taught at key stage 2 correctly – Semi-colons. | A semi-colon is used to link two main clauses which are closely related to each other. Remember that main clauses make sense by themselves. | <p>The room was dark and dreary; it was filled with old furniture that had clearly been neglected.</p> <p>Floorboards creaked and groaned when I stepped on them; without warning, one gave way.</p> |

Settings walkthrough – each image needs a paragraph

- Remember a paragraph needs to have
 - A topic sentence
 - Development sentences – a minimum of 3
 - Concluding sentence

- Use cohesive devices within the paragraph.



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Feedback

- Read through all paragraphs. Do they make sense? If you need to correct things please do so.
- Share your work and send it to NJS.Year6@taw.org.uk