

Week 1 - 7th September

Expanded noun phrases

A **noun** is an object, person, place or thing. A noun phrase can be built by using **adjectives** to describe the noun and a **determiner**.

i.e.

the large, blue chair

Write 5 sentences which include examples of expanded noun phrases. Use real-life knowledge and experiences to help you.

i.e.

My kind, supportive mother helped me with my homework.

The filthy window needed to be cleaned.

Proof-read your sentences aloud and check them for sense, accuracy and completion.

Week 2 - 15th September

Prepositional phrases

A **preposition** tells us the position of something in place or time.

i.e.

near, opposite, under, on top of, against, throughout, after, before

A prepositional phrase will use a preposition with a noun. There is **not** a verb within the phrase.

i.e.

opposite the road

Write 5 sentences which include examples of prepositional phrases. Use real-life knowledge and experiences to help you.

i.e.

I put the flowers **beside** the window.

During playtime, I played table tennis with my friends.

Proof-read your sentences aloud and check them for sense, accuracy and completion.

Week 3 - 22nd September

Fronted adverbials

An adverbial is an **adverb**. An adverb modifies or describes the verb. A fronted adverbial sits at the front of a sentence. It is not required for a sentence to be completed - we use a comma to separate it from the main clause.

i.e.

Carefully,

Battered and bruised,

In the morning,

A fronted adverbial can perform the same function as a time preposition.

Write 5 sentences which include examples of fronted adverbials. Use real-life knowledge and experiences to help you.

i.e.

Carefully, I entered into the dark, cold room.

Proof-read your sentences aloud and check them for sense, accuracy and completion.

Week 4 - 29th September

Subordinate clauses

A subordinate clause will begin with a subordinate conjunction.

i.e.

while, as, before, because, if, though, since, whereas, although, until, unless, when, after

A subordinate clause is dependent on the main clause for it to make sense - it cannot stand alone by itself. A subordinate clause will contain a verb. This is what makes it different from a prepositional phrase.

i.e.

Before I brush my teeth, I get ready for school.

Write 5 sentences which include examples of subordinate clauses. Use real-life experiences to help you.

i.e.

I went outside earlier, **although it was freezing cold**.

Although it was freezing cold, I went outside earlier.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 5 - 6th October

Progressive Tense

We can write in the past, present and future. We can also write using the simple, progressive and perfect tense. Therefore, we can form our tenses in 9 different ways. For the progressive tense, we need this structure:

the verb 'to be' + a main verb which ends with the suffix '-ing'

i.e.

We **were waiting** for the bus.

I **was sitting** sensibly.

I **am going** to a concert later.

She **is trying** her hardest.

They **are doing** what they can despite the bad weather.

I **will be playing** tennis this weekend.

Write 5 sentences which use the progressive tense. Use real-life experiences to help you.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 6 - 13th October

Perfect Tense

We can write in the past, present and future. We can also write using the simple, progressive and perfect tense. Therefore, we can form our tenses in 9 different ways. For the perfect tense, we need this structure:

the verb 'to have' + a main verb which always ends in the past tense

i.e.

We **had waited** patiently for minutes.

We **have listened** carefully to the instructions.

I **have seen** the Great Wall of China.

He **has played** for several football teams.

John **will have forgotten** to take his medicine, since he is distracted.

Write 5 sentences which use the perfect tense. Use real-life experiences to help you.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 7 - 20th October

Relative clauses

A relative clause is a type of subordinate clause.

A relative clause will begin with a **relative pronoun**: who, whose, which, that, when and where.

A relative clause provides more information about the noun that has just been referred to in the sentence.

A relative clause can be embedded into the middle of a sentence. It can be removed and the sentence must still make sense.

i.e.

Mr Baker, who is a teacher, lives in Maidenhead. $\longrightarrow$ Mr Baker lives in Maidenhead.

Write 5 sentences which include examples of relative clauses. Use real-life experiences to help you.

i.e.

The family live in Maidenhead, **which** is close to London.

Mr Baker, **who** is a teacher, lives in Maidenhead.

The children entered the house **that** had rubbish everywhere.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 8 - 27th October (half-term)

Contractions

Auxiliary verbs are supportive verbs which work alongside a main verb. We often contract auxiliary verbs together.

When we speak, we often use contractions. This is a feature of informal language.

i.e.

You are = You're

I will = I'll

Do not = Don't

When we contract these words together, we will omit (remove) letters. An apostrophe must go where the letters were omitted.

Write 5 sentences which include contractions. Use real-life experiences to help you.

i.e.

"I'll check that later," the plumber told the homeowner.

We **haven't** got any more whiteboard pens in the classroom.

"**Doesn't** she look pretty?" the mother beamed at her daughter.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 9 - 3rd November

Apostrophe for Possession

Nouns are subjects and objects. When a subject is in possession of an object, we use an apostrophe to show this.

i.e.

the girl's necklace

a shirt's collar

the clock's hands

Write 5 sentences which include an apostrophe for possession. Use real-life experiences to help you.

i.e.

It was difficult to save the children's work on their laptops.

The mouse was caught by the cat's claw.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 10 - 10th November

Inverted Commas for Direct Speech

"It doesn't matter." ← There is no reporting clause. We end the speech with a full stop.

"It doesn't matter," Samantha cried. ← There is a reporting clause. We end the speech with a comma.

Samantha cried, "It doesn't matter." ← The reporting clause is at the front. We end this with a comma to introduce the speech. We then end the speech with a full stop.

"It doesn't matter," Samantha cried. "I won't be able to do it." ← We continue to speak afterwards.

Write 5 sentences which include direct speech. Try to use the different structures like above. Use real-life experiences to help you.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 11 - 17th November

Passive Voice

Sentences contain a **subject**, a **verb** and most often an **object**.

The sentence below is in the **active** voice.

The cat ate the mouse.

S V O

s - does the experience/action on the object

o - has the experience/action done to it by the subject

To write the passive voice, we must switch the object to the front of the sentence. The object now has the experience/action done to it by the subject.

The mouse was eaten by the cat.

O V S

Write 5 sentences which include examples of passive voice. Start by writing a simple active voice sentence first, like above. Use real-life knowledge and experiences to help you.

Proof-read your sentences aloud and check them for sense, accuracy and completion.

Week 12 - 24th November

Modal Verbs

Modal verbs are supportive verbs which tell us the certainty or possibility of something happening. They can be used in a positive or negative manner (i.e. must and mustn't).

can	could	would	should	may
might	will	shall	ought to	must

Write 5 sentences which include examples of passive voice. Start by writing a simple active voice sentence first, like above. Use real-life knowledge and experiences to help you.

i.e.

I mustn't waste my time at school by not listening.

It could rain on Saturday; it will definitely rain on Sunday.

Proof-read your sentences aloud and check them for sense, accuracy and completion.

Dashes to link two independent clauses

- An independent clause is a **sentence**. It is also called a main clause. A sentence must have a **subject** and a **verb** to complete it.
- We can use a dash to link two independent clauses together that continue an idea.
- The dash is a replacement for a full stop or conjunction.

Write 5 sentences which include a dash to link two independent clauses. Use real-life experiences to help you.

i.e.

Mr Baker works hard - he wants to do his best for the Year 6 children.

She was very tired by the end of the day - she had spent hours putting up the Christmas decorations.

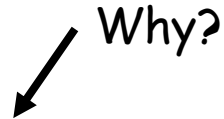
Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Colon for Causation

- For this technique, a colon needs to be placed between two independent clauses. An independent clause (main clause) is a sentence that stands by itself to make sense.
- The second independent clause explains why the first independent clause has happened.
- This is why we need to think of using the colon to ask the question 'Why?'
- Remember, each side of the colon must stand as a sentence itself.

Write 5 sentences which include a colon for causation.
Use real-life experiences to help you.

i.e.



Mr Baker was unimpressed: the staff room had run out of tea bags again.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 15 - 15th December

Christmas Setting Description



I would like you to write me a short but effective setting description of this Christmas scene. How can you capture the beauty of this picture using language choices? Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Semi-colon for a comparison

- For this technique, think about comparing two different things against each other. It might be their shape, size, colour, what they're doing, how they sound, etc.
- We need to write two independent clauses (sentences) linked to our theme and use a semi-colon between them.
- The semi-colon acts as the conjunction 'whereas'.

i.e.

The library was warm and welcoming; the classroom was bitterly cold.

James likes vanilla ice cream; Mary prefers to eat strawberry.

Write 5 sentences which include a semi-colon for comparison. Use real-life experiences to help you.

i.e.

The trees swayed gently in the calming breeze; the birds tweeted a cheerful melody.

Proof-read your sentences by reading them aloud and check them for sense, accuracy and completion.

Week 2 - 12th January

Ernest Shackleton



Your task this week is to write sentences about Ernest Shackleton.

Think about what we have been learning so far in history about his character, his career and his accomplishments.

i.e.

In 1901, Shackleton joined the Discovery Expedition, which aimed to research and learn more about Antarctica.

You must proof-read your sentences by reading them aloud to check for sense, accuracy and completion. You must make sure you have done the basics right.

What writing features can you use in your sentences? Look through this book to help you.

Week 3 - 19th January

Ernest Shackleton - Diary Entry

Your task this week is to write a brief diary entry from the perspective of Ernest Shackleton, based on the day when he chose to leave his men marooned on Elephant Island.

Diary entries are **personal** and **reflective**. Think about how you, as Shackleton, can reflect on the decision that was made. Was it right? What could go wrong?

i.e.

Dear Diary,

Today, I made the most difficult decision so far on this gruelling expedition: I had to abandon my men.

You **must** proof-read your sentences by reading them aloud to check for sense, accuracy and completion.

You **must** make sure you have done the basics right.

What writing features can you use in your sentences? Look through this homework book to help you.



Week 4 - 2nd February

Expanded noun phrases

I would like you to write sentences about your chosen biography subject which include examples of expanded noun phrases.

- A **noun** is an object, person, place or thing (i.e. man)
- A noun phrase can be built by using **adjectives** to describe the noun and a **determiner** (i.e. **the elderly** man)
- A noun phrase can also include information after the noun that still gives meaning to it (i.e. the elderly man **with grey hair**)
- A noun phrase does **not** contain a verb.

Write 5 sentences linked to your biography subject which include examples of expanded noun phrases.

i.e.

From early on in his career, Sanchez developed a **unique, high-pitched voice** that set him apart from other frontmen in the industry. Claudio has been **an avid comic book lover** from an early age - reading comics undoubtedly inspired him to write his own.

You **must** proof-read your sentences aloud and check them for sense, accuracy and completion. Do not rush.

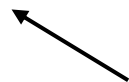
Colon for a list

- A colon can be used to list items.
- We typically list 3 items after the colon. We only use a capital letter after the colon if it is a name.
- There **must** be a main clause before the list begins.
- A main clause is an independent clause - it stands alone as a sentence.

Write 5 sentences which include examples of a colon for a list. You can write about the theme of your choice.

i.e.

Mr Baker enjoys listening to a variety of rock bands: Biffy Clyro, Deftones and Alter Bridge.



Notice how there is a full sentence before the colon is used to list the items.

The lady bought new clothes in the store: a jumper, a shirt and some jeans.

You **must** proof-read your sentences aloud and check them for sense, accuracy and completion. Do not rush.

Week 6 - 23rd February

Applying a spelling pattern - 'ie' and 'ei' grapheme for /e\ phoneme

Write 5-10 sentences which include the words from the list below - they contain a key spelling pattern that we need to remember.

- field, piece, believe, retrieve, relief, achieve
- receive, ceiling, receipt, deceive

You can write about any theme of your choice.

You must proof-read your sentences aloud and check them for sense, accuracy and completion. Do not rush your writing.

Week 6 - 23rd February

Progressive Tense

- We can write in the past, present and future.
- We can also write using the **simple**, **progressive** and **perfect** tense.
- For the progressive tense, we need this structure:

the verb 'to be' + a main verb which ends with the suffix '-ing'

i.e.

We **were waiting** for the bus.

I **was sitting** sensibly as I waited for the train to arrive.

I **am going** to a concert later - I am very excited.

She **is trying** her hardest to try new things.

They **are doing** what they can despite the bad weather.

I **will be playing** tennis this weekend with my friends.

Write 5-10 sentences which use the progressive tense. Use real-life experiences to help you.

You **must** proof-read your sentences aloud and check them for sense, accuracy and completion.
Do **not** rush your writing.

Week 7 - 2nd March

Determiners

- Determiners are one of our 8 word classes.
- They tell us the amount of the noun.
- They often work with an adjective to make a noun phrase.

i.e.

I like to spend **several** hours at the beach on my holiday.

Here, we find **our** pack of timber wolves. **These** majestic animals pride themselves in **the** ferociously strong bonds that they have formed together since birth.

Write 5-10 sentences which examples of a determiner. Use real-life experiences to help you or see if you can link your sentences to our narrations about wolves.

You **must** proof-read your sentences aloud and check them for sense, accuracy and completion. Do **not** rush your writing.

Week 8 - 9th March

Conjunctions

- Conjunctions are one of our 8 word classes. We use them to link clauses together.
- There are **co-ordinating conjunctions** and **subordinate conjunctions**.
- Subordinate conjunctions always begin subordinate clauses.
- There are only 7 co-ordinating conjunctions. Use FANBOYS to help remember them.

for
and
nor
but
or
yet
so

Write 5-10 sentences which include examples of conjunctions. Use real-life experiences to help you or see if you can link your sentences to our narrations about wolves.

i.e.

Despite being new to this world, the young cub shows a healthy curiosity to learn.
The wolf has stamina, **yet** it has met its match in this determined and resolute elk.

You **must** proof-read your sentences aloud and check them for sense, accuracy and completion. Do **not** rush your writing.

Week 9 - 16th March

Parenthesis

- Parenthesis is the technique of adding additional information into a sentence.
- We must be able to remove the parenthesis and still have a complete sentence around it.
- We can use brackets, commas or dashes to show parenthesis.
- We usually use brackets if the parenthesis is at the end of the sentence. We can use one dash if the parenthesis is at the end of a sentence.

i.e.

The young girl is excited to see her family at the weekend (on Saturday).

The alpha has made a successful kill - only just.

The man, who was tired of the English weather, decided to book a holiday to Spain.

Write 5-10 sentences which examples of parenthesis. Use real-life experiences to help you or see if you can link your sentences to our narrations about wolves.

You must proof-read your sentences aloud and check them for sense, accuracy and completion. Do not rush your writing.

Progressive Tense

- We can write in the past, present and future.
- We can also write using the **simple**, **progressive** and **perfect** tense.
- For the progressive tense, we need this structure:

the verb 'to be' + a main verb which ends with the suffix '-ing'

i.e.

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She **is trying** her hardest to try new things.

They **are doing** what they can despite the bad weather.

I **will be playing** tennis this weekend with my friends.

Write 5-10 sentences which use the progressive tense. Use real-life experiences to help you.

You **must** proof-read your sentences aloud and check them for sense, accuracy and completion.
Do **not** rush your writing.

Perfect Tense

- We can write in the past, present and future.
- We can also write using the simple, progressive and perfect tense. Therefore, we can form our tenses in 9 different ways.
- For the perfect tense, we need this structure:

the verb 'to have' + a main verb which always ends in the past tense

i.e.

We **had waited** patiently for minutes.

We **have listened** carefully to the instructions.

I **have seen** the Great Wall of China.

He **has played** for several football teams.

John **will have forgotten** to take his medicine, since he is distracted.

Write 5-10 sentences which use the progressive tense. Use real-life experiences to help you.

You **must** proof-read your sentences aloud and check them for sense, accuracy and completion.
Do **not** rush your writing.

Week 2 - 20th April

Key spelling patterns

It is important to practise these key patterns and rules. They are very common on the SATs spelling paper.

Write 10 sentences which use words from a variety of these patterns. Make sure you are spelling the word accurately.

i.e.

I made sure to be **thorough** when I read my writing.

Proof-read your sentences to check for sense, accuracy and completion.

'tion', 'cian', 'ssion' and 'sion'	silent letters	'gue' and 'que'
attention caution discussion possession magician musician confusion division television	thumb climb listen answer whale knowledge hour mortgage	tongue dialogue vague league prologue antique unique picturesque
'ough'	/i\ spelt 'y'	/s\ spelt 'sc'
dough thought ought rough tough enough though through thorough	typical myth pyramid rhythm sympathetic symbol mystery gym cylinder oxygen	science scientist crescent scene ascend descend conscious scissors muscle discipline
/k\ spelt 'ck'	'cial' and 'tial'	-ence and -ance
chorus echo character architect stomach ache chemistry scheme	essential initial substantial potential special crucial social facial	sentence independence patience preference tolerance substance entrance significance
'able', 'ably', 'ibly' and 'ibly'	'tious', 'cious' and 'ous'	'ie' and 'ei'
portable comfortably dependable washable incredible visible sensibly horribly	cautious ambitious infectious suspicious delicious precious enormous generous	field believe audience retrieve obedient receipt ceiling receive deceive
homophones	/u\ spelt 'ou'	'-ally'
guessed guest past passed heard herd aloud allowed	double country younger cousin touch couple	naturally especially traditionally physically originally nationally

Week 3 - 27th April

Key spelling patterns

It is important to practise these key patterns and rules. They are very common on the SATs spelling paper.

Write 10 sentences which use words from a variety of these patterns. Make sure you are spelling the word accurately.

i.e.

I made sure to be **thorough** when I read my writing.

Proof-read your sentences to check for sense, accuracy and completion.

'tion', 'cian', 'ssion' and 'sion'	silent letters	'gue' and 'que'
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'able', 'ably', 'ibly' and 'ibly'	'tious', 'cious' and 'ous'	'ie' and 'ei'
portable comfortably dependable washable incredible visible sensibly horribly	cautious ambitious infectious suspicious delicious precious enormous generous	field believe audience retrieve obedient receipt ceiling receive deceive
homophones	/u\ spelt 'ou'	'-ally'
guessed guest past passed heard herd aloud allowed	double country younger cousin touch couple	naturally especially traditionally physically originally nationally

Week 4 - 4th May

Key spelling patterns

It is important to practise these key patterns and rules. They are very common on the SATs spelling paper.

Write 10 sentences which use words from a variety of these patterns. Make sure you are spelling the word accurately.

i.e.

I made sure to be **thorough** when I read my writing.

Proof-read your sentences to check for sense, accuracy and completion.

'tion', 'cian', 'ssion' and 'sion' attention caution discussion possession magician musician confusion division television	silent letters thumb climb listen answer whale knowledge hour mortgage	'gue' and 'que' tongue dialogue vague league prologue antique unique picturesque
'ough' dough thought ought rough tough enough though through thorough	/i\ spelt 'y' typical myth pyramid rhythm sympathetic symbol mystery gym cylinder oxygen	/s\ spelt 'sc' science scientist crescent scene ascend descend conscious scissors muscle discipline
/k\ spelt 'ck' chorus echo character architect stomach ache chemistry scheme	'cial' and 'tial' essential initial substantial potential special crucial social facial	-ence and -ance sentence independence patience preference tolerance substance entrance significance
'able', 'ably', 'ibly' and 'ibly' portable comfortably dependable washable incredible visible sensibly horribly	'tious', 'cious' and 'ous' cautious ambitious infectious suspicious delicious precious enormous generous	'ie' and 'ei' field believe audience retrieve obedient receipt ceiling receive deceive
homophones guessed guest past passed heard herd aloud allowed	/u\ spelt 'ou' double country younger cousin touch couple	'-ally' naturally especially traditionally physically originally nationally