

## Monday – Expanding Sentences using Conjunctions

1. Circle the sentence that contains a conjunction.

The young boy found himself feeling really upset.

Tom would put on his red coat whenever he was cold.

Harry had just enough money to buy a large loaf of bread.

2. For each sentence, put an 'X' to show if the conjunction indicates time, place or cause.

Sentence	Time	Place	Cause
The old man walked to the shop after visiting his friend.			
She would carry on unless she was told to stop.			
I put the toy where my brother could see it.			

3. Using the clauses and conjunctions below, create four sentences which make sense.

Mrs Higgins walked to the park

after

she found her favourite jacket.

Sophie skipped to school

when

eating a delicious breakfast.

Jane was really happy

because

it was a sunny day.

## Tuesday – Present Tense

1. Insert the simple present verbs in the correct places in the sentence below.

I \_\_\_\_\_ my bike to school, but sometimes I \_\_\_\_\_ in and  
\_\_\_\_\_ the bus at 8 o'clock.

am riding

sleep

get

ride



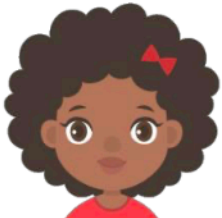
2. Underline the verbs in the sentences below that show they are written in the present progressive tense.

A. She is gripping the dog's lead tightly so it can't escape.

B. The escaped tiger is running down the streets and the zookeepers are racing after him.

C. She is humming a tune and the children are dancing along.

3. Is Ruby correct? Explain your answer.



I have underlined the present progressive tense verbs in this sentence.

The ginger cat is hiding in  
the tree but the dog is  
circling on the ground  
below.

## Wednesday – Punctuating Direct Speech

1. Identify the sentence which has correctly punctuated Ellie's speech.



honestly Chidi, it  
was an absolute  
nightmare

- A. "honestly Chidi, it was an absolute nightmare!" exclaimed Ellie.
- B. "Honestly Chidi, it was an absolute nightmare!" exclaimed Ellie.
- C. "Honestly Chidi, it was an absolute nightmare?" exclaimed Ellie.

2. Identify the odd one out in the sentences below by marking it with an 'X'.

		X
A.	The policeman shouted loudly at the criminal, "Stop right there!"	
B.	The little girl whispered shyly, "How can I become an explorer like you?"	
C.	"When would you like to get together to do the project work?" asked Tahani.	
D.	"Can you help me with my homework please, Simone?" asked Shawn pleadingly.	

3. Underline the errors in the sentence below.

**one sunny day, Mindy rushed into the kitchen and cried "can we go to the park today Daddy? Pretty please?"**

Explain your answer.

## **Thursday – Using Fronted Adverbials**

**1. Circle the fronted adverbial that would improve the sentence below.**

**The tigers roared, the elephants stomped and the sound echoed through the trees.**

- A. Deep in the jungle,**
- B. Nervously,**
- C. Sometime next week,**

**2. Underline the adverbial phrase in the sentence below.**

**The twinkling stars and the snow-covered peaks could be seen in the distance.**

**Now, rewrite the sentence with a fronted adverbial.**

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**3. Rewrite the sentence below using a different fronted adverbial to change the meaning.**

**Nervously, the boy crept onto the stage but no one noticed he was there.**

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## Friday – Identifying Paragraphs - Fiction

### One Wintery Night

It was the middle of a particularly cold night in February and a white blanket camouflaged the trees and fields for as far as the eye could see. Tall evergreens hung their heads heavily as they struggled to support the weight of the powdery snow. Not a single sound could be heard.

Moonlight struck the trees casting eerie shadows and creating tall, dark figures on the ground. Houses in the distance looked like tiny matchboxes queued up on the hillside, their few remaining lights twinkling in the night sky. It would have been perfectly clear if it weren't for one dark cloud moving noiselessly overhead.

Without warning, the wind whipped up causing the perfect snow to blow up into circles of icing sugar clouds. The trees began to sway, knocking off their peaks of snow and bringing their dark shadows to life.

Twisting and turning, Jake flew on into the darkness. He had been travelling for hours and his stomach was starting to rumble. He knew he would have to wait a little longer. It wasn't safe to land yet.

Jake was a completely normal boy. He went to school, played football at the weekend and he argued with his little sister a lot. However, this journey wasn't normal at all. Jake had had the strangest weekend and he felt like he was having a very odd dream.

The events had all started when he got home from school on Friday afternoon. On a normal day, he would arrive home to his mum cooking dinner in the kitchen. On this day, however, he found that the door was locked. Luckily he had his key and unlocked it himself. As soon as he stepped through the door, he knew something was wrong. He noticed broken glass scattered under his feet and began to panic.

1. Identify the paragraphs in the text by writing the first two words of each.

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5. The sentence 'On a normal day...' should be the start of a new paragraph. Do you agree? Explain your answer.

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2. What is the subject of the first paragraph?

6. Write the next paragraph in the story. Use the word bank to help you.

alone   changed   messy   missing   strange   empty

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3. Which paragraph describes the start of some action?

Paragraph 1

☐

Paragraph 2

☐

Paragraph 3

☐

4. True or false? The sentence below could be added to the first paragraph. Circle your answer.

The hoot of an owl and a flap of wings echoed through the trees.

true

false

7. Why does the sentence "The events had all..." start a new paragraph? Explain how you know.

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# Answers

## Week 1 Monday

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### Expanding Sentences Using Conjunctions (page 2)

A **conjunction** is a word used to join two clauses. There are different kinds of conjunctions such as for time (e.g. after), place (e.g. where) and cause (e.g. because).

**Question 1** – For this question, children are given three sentences. They must read each and decide which one uses a **conjunction**.

Tom would put on his red coat whenever he was cold.

**Question 2** – In this question, children must use their knowledge of **conjunctions** to identify the type of **conjunction** used in each sentence. They must put an 'X' in the correct column of the table.

Sentence	Time	Place	Cause
The old man walked to the shop after visiting his friend.	X		
She would carry on unless she was told to stop.			X
I put the toy where my brother could see it.		X	

**Question 3** – For this question, children are given a selection of **main clauses**, **conjunctions** and **subordinate clauses** which must be joined in different ways to create four different sentences.

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are main clauses and subordinate clauses.

A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example, Adam eats bananas.

A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a main clause. For example: I read books when I have free time.

There are various ways to join the **main clauses**, **conjunctions** and **subordinate clauses**, four examples are given below.

Mrs Higgins walked to the park because it was a sunny day.

Sophie skipped to school after eating a delicious breakfast.

Jane was really happy when she found her favourite jacket.

Mrs Higgins walked to the park after eating a delicious breakfast.



## Week 1 Tuesday

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### Present Tense (page 3)

A **verb** is an action word such as jump, skip, shout.

**Simple present tense** is used to describe when an action is happening right now, or habitual actions or occurrences.

**Present progressive tense** expresses continuing action that is occurring now, for example: I am listening. It is formed using the verb 'to be' with the present participle.

**Question 1** – For this task, children must read the sentence and choose the correct verbs given to complete the gaps in the **present tense**.

The correct sentence is I **ride** my bike to school, but sometimes I **sleep** in and **get** the bus at 8 o'clock.

**Question 2** – In this question, children must use their knowledge of **present progressive tense** to identify the verbs in the given sentences. It may help children to remind them that this tense is formed using the verb to be with the present participle.

A – She is gripping the dog's lead tightly so it can't escape.

B – The escaped tiger is running down the streets and the zookeepers are racing after him.

C – She is humming a tune and the children are dancing along.

**Question 3** – For this question, children are given a sentence and a statement. Ruby says that she has underlined all **verbs** written in the **present progressive tense**. Children must decide whether they think Ruby is correct. Once they have decided, they must write a sentence to explain their choice.

Ruby is incorrect as she has missed out the present progressive verb 'is circling' which is another ongoing action.



## Week 1 Wednesday

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### Punctuating Direct Speech (page 4)

**Question 1** – In this question, your child will read each sentence to identify the one which has correctly used **inverted commas** to punctuate the speech. **Inverted commas**, also known as speech marks, go before and after **direct speech** in a sentence, for example: "Watch out!" shouted the girl. **Direct speech** is the writing of the exact words that have been spoken, using correct punctuation. Spoken words should begin with a capital letter and end with appropriate punctuation before the inverted commas. Your child will also need to identify the correct use of capital letters and punctuation at the end of sentences.

**Sentence B** has used correct punctuation because the **inverted commas** show the words that were spoken, it uses capital letters in the correct places, and it ends the speech and sentence with appropriate punctuation.


**Question 2** – Your child will be using their knowledge of **direct speech** (see question 1 for an example) to identify the odd one out. Your child will need to know that if the **direct speech** is written after the **reporting clause**, a comma separates the reporting clause and the speech, for example: Jen said, "Let's go to the park.". A **reporting clause** is the phrase within a sentence which states who is speaking or thinking, for example: David wondered; Shabir asked; Tommy whispered.

The odd one out is **C** because it is the only sentence which has not used **inverted commas** correctly.

**Question 3** – In this question, your child will underline the errors in the text and explain their reason for doing so. The errors are linked to using capital letters, punctuating after a **reporting clause** (see question 2 for an explanation), and correct use of **inverted commas** (see question 1 for information).

Your child should have underlined as follows: One sunny day, Mindy rushed into the kitchen and cried, "Can we go to the park today Daddy? Pretty please?"

A possible explanation for this choices is: **A capital letter is needed at the beginning of the sentence and at the start of the speech. There should be a comma before the speech and inverted commas to complete the speech.**



## Week 1 Thursday

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### Using Fronted Adverbials (page 5)

**Adverbials** are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. In our sentence used in question 2, the verb is 'seen' and the adverbial is 'in the distance'.

**Question 1** – This question is asking for your child to identify which **fronted adverbials** would make the most sense in the given sentence.

It could be helpful to discuss the strategy of narrowing down which **fronted adverbial** couldn't be used. As the sentence is written in the past tense, the option 'Sometime next week' would not make sense as there would be a mix in tenses.

The answer is: 'Deep in the jungle' is the option that would make the most sense with this sentence. There is no indication of why the tigers would be nervous, but it 'Deep in the jungle' emphasises the setting.

**Question 2** – This question asks children to identify an **adverbial** that isn't at the start of the sentence and to then rewrite the sentence moving the **adverbial** to the beginning.

The rewritten sentence is: In the distance, the twinkling stars and the snow-covered peaks could be seen in the distance.

**Question 3** – In this question, your child will need to rewrite the sentence changing the **fronted adverbial**. As this sentence starts with 'Nervously', this tells the reader how the boy is feeling. To convey a different meaning, children will need to pick an **adverbial** with a different meaning such as 'cheekily' or 'clumsily'.

The sentence could be rewritten as: Clumsily, the boy crept onto the stage but no one noticed he was there.

## Week 1 Friday

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### Identifying Paragraphs – Fiction (page 6)

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

**Question 1** – For this task children must read the text provided and write the first two words of each **paragraph**. It may be helpful to remind children that new **paragraphs** can be started when there is a change in topic, time, setting or when a new person starts to speak.

The first words of each paragraph are listed below.

Paragraph 1: It was

Paragraph 2: Moonlight struck

Paragraph 3: Without warning

**Question 2** – For this task children must identify the **subject** of the first **paragraph** in the text. The **subject** of the paragraph is what the paragraph has been written about.

The correct answer is **a setting description**.

**Question 3** – For this question, children must identify which **paragraph** describes the start of some action in the text.

The paragraph describing the action is **Paragraph 3**.

**Question 4** – For this question, children must think about whether the given sentence can be added to the first **paragraph** so that the text still makes sense.

The correct answer is **false, the end of the first paragraph describes the absence of sound so this would not make sense**.

**Question 5** – For this question, children must decide whether they agree or disagree with the statement about where a new **paragraph** should have been started. Again, it may be helpful to remind children of when new paragraphs should be started (as explained in question 1 above). Once children have decided whether they agree or disagree with the statement, they must write a sentence to explain their choice.

The correct answer is that **the statement is incorrect because the sentence is explaining why this day is different from a normal day, so is leading on from the previous sentence**.

