

**Tuesday: WTS to use sheet. Rest of class to copy and complete sentences from the screens. First half of lesson looking at coordinating conjunctions, second half on subordinating.**

**Wednesday: Practice using inverted commas for direct speech.**

**Thursday: Use inverted commas to generate direct speech for moments in the story so far.**

**Friday: All pupils to write description of setting.**

Tuesday 4<sup>th</sup> May 2021

LO: Can I use coordinating and subordinating conjunctions?

What does a  
conjunction do?



A conjunction is a word that is used to join parts of a sentence. Today we are going to learn about two types of conjunctions: **coordinating** and **subordinating**.



<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqh>

Watch this video to find out about coordinating conjunctions...



Coordinating conjunctions can be used to join together two clauses in a sentence. However, the clauses need to make sense on their own.  
For example:

**I had a terrible cold. I still went to work.**

You can add the coordinating conjunction 'but' in between these clauses so the sentence reads:

**I had a terrible cold but I still went to school.**



We can remember the **coordinating conjunctions** as 'FANBOYS'

for	and	nor	but	or	yet	so
F	A	N	B	O	Y	S

Tuesday 4<sup>th</sup> May 2021

LO: Can I use coordinating and subordinating conjunctions?

for	and	nor	but	or	yet	so
F	A	N	B	O	Y	S

1. I went to bed very late \_\_\_\_\_ I am tired today.
2. I listened to the weather forecast \_\_\_\_\_ put an umbrella in my bag.
3. I enjoy playing hockey \_\_\_\_\_ it's not my favourite sport.
4. We could go to the park \_\_\_\_\_ to the cinema.

Copy in today's date and LO, then complete these sentences using a coordinating conjunction. UNDERLINE the conjunction in a coloured pencil.

FANBOYS song:

<https://www.youtube.com/watch?v=hIVL38Is5Ac>



Subordinating conjunctions are used slightly differently. **Subordinating conjunctions** introduce a subordinate clause. You can remember some of the most useful subordinating conjunctions by...

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



I SAW A  
WABUB!



# 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!





# 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**



## 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.



## 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.**





## Next Steps

I SAW A  
WABUB!



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

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





## 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 inter-  
school sports team sped into school.**



## 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.





## 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  
they are mammals.

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

**Subordinating Conjunctions** are used to show a specific meaning:

Subordinating conjunctions	Purpose	Example
Before When After Until While As soon as Whenever As long as	To show time	They remodeled the library <b>while</b> school was out. <b>When</b> I study, I do well on my tests. She mailed the letter <b>as soon as</b> she could. <b>Before</b> the tornado hit, grandma called to warn us.
Because Since So that In order that	To show cause and effect or purpose	<b>Since</b> the tutoring lab opened up, he's been doing better with math. She can't wait for snow <b>because</b> she loves to ski.
If Unless Whenever	To show a condition	The crickets begin chirping <b>whenever</b> night falls. <b>If</b> you need help, you only need to ask.
Though Although Even though Whereas	To show contrast	The flower bloomed <b>even though</b> it was winter. <b>Though</b> I don't get to ride, I still love horses.
As though As if	To show similarity	He spoke <b>as if</b> he knew the topic well.
Where Wherever	To show place	<b>Wherever</b> Mary went, the lamb followed.

There are lots of different subordinating conjunctions!



**Copy out these sentences and underline the subordinating conjunction in this sentence.**

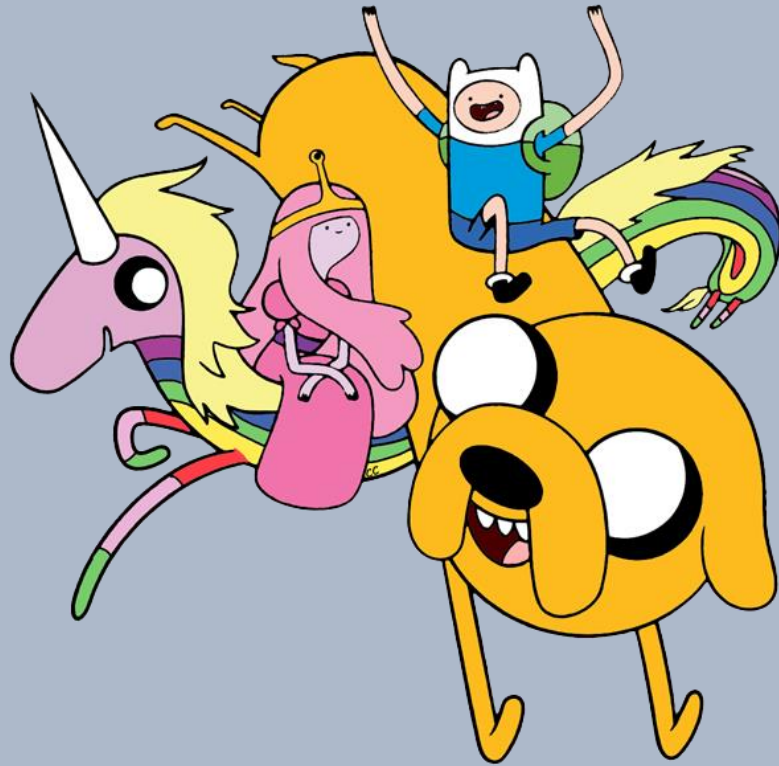
1. The girl skipped to the shops, but she had forgotten her money!
2. Although she loved horses, she didn't want a pony ride.
3. Teachers are here to help you, if you need it.

**Can you extend these sentences using a subordinating conjunction?**

1. Sammy was happy...
2. The man had become stronger...
3. The cat meowed...

Wednesday 5<sup>th</sup> May 2021

LO: Can I use inverted commas?



**INVERTED COMMAS**

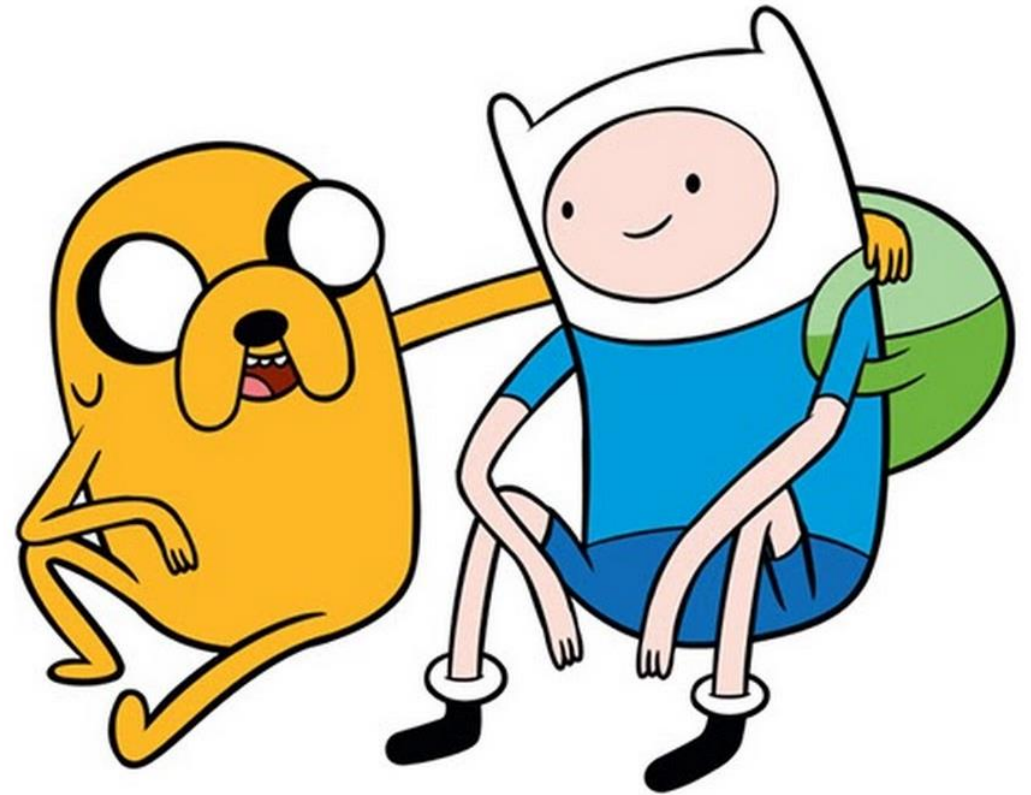


<https://www.youtube.com/watch?v=6-YFmLctwDY>

Jake said you are my best  
buddy Finn

**REMEMBER**

- ☐ Comma
- ☐ Inverted commas
- ☐ Capital letter
- ☐ Punctuation to close

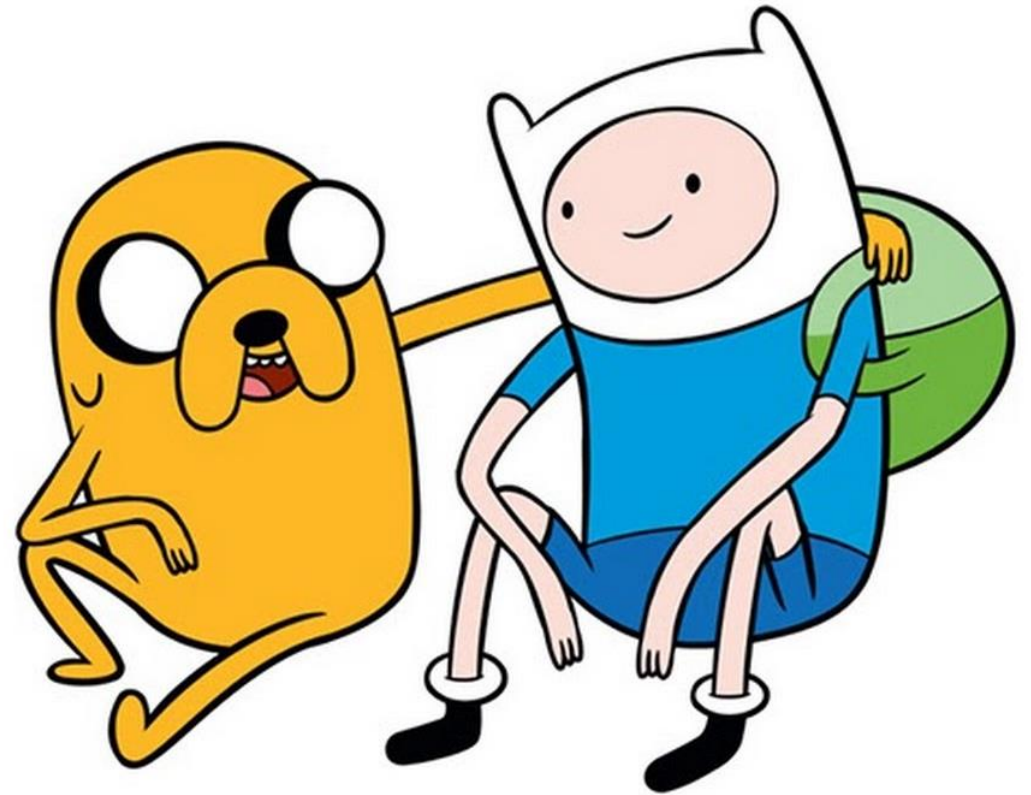




Jake said, “You are my best  
buddy Finn!”

### REMEMBER

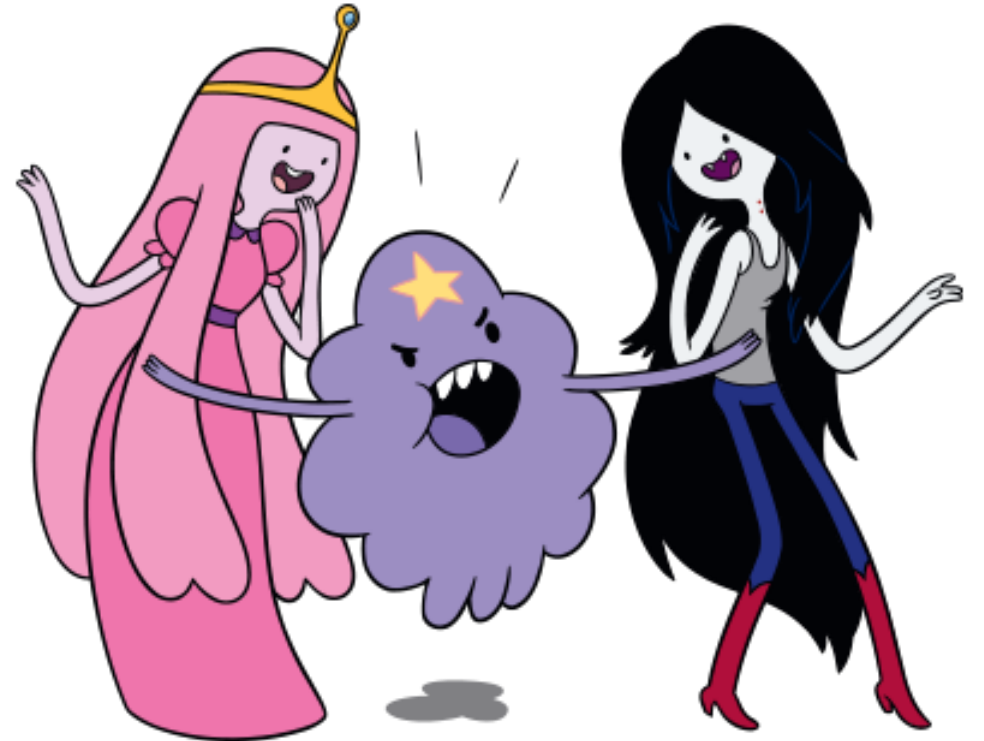
- ☒ Comma
- ☒ Inverted commas
- ☒ Capital letter
- ☒ Punctuation to close



# Lumpy Space Princess cried get out of my way you two

## REMEMBER

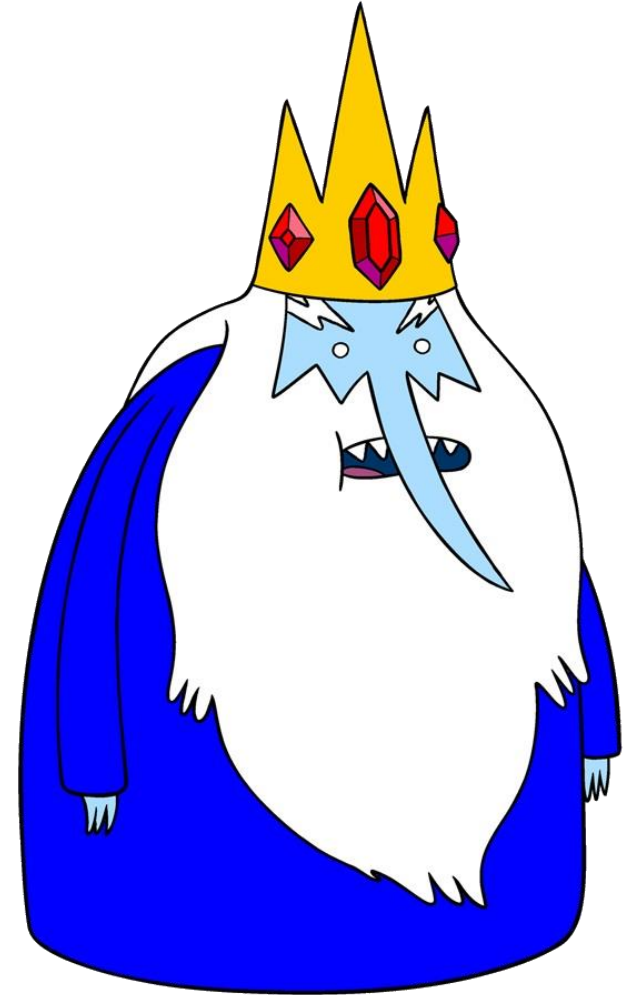
- ☐ Comma
- ☐ Inverted commas
- ☐ Capital letter
- ☐ Punctuation to close



# The ice king asked where did everybody go

## REMEMBER

- ☐ Comma
- ☐ Inverted commas
- ☐ Capital letter
- ☐ Punctuation to close



**Come up with your own sentence using direct speech for this picture!**





**Come up with your own sentence using direct speech for this picture!**



**Come up with your own sentence using direct speech for this picture!**





**James asked when is ICT club**

The boys said can we have our ball back please

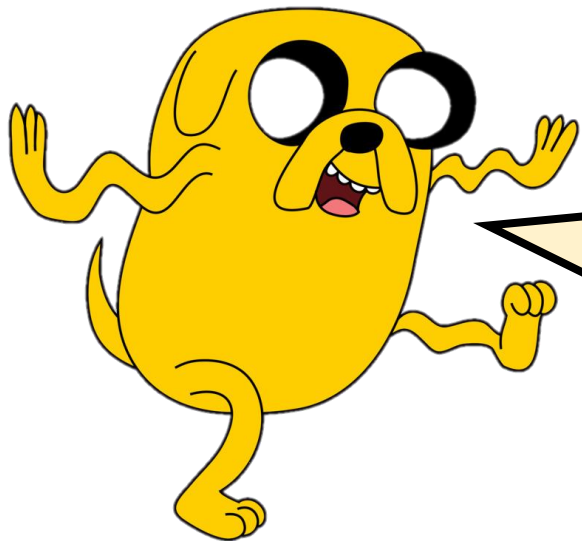
**Megan cheered happy birthday gran**

The man in a wig said does my hair look ok

**Jake explained**, “I may be a dog, but I can change into anything!”

“I may be a dog, but I can change into anything!” **explained Jake**.

“I may be a dog,” **explained Jake**, “but I can change into anything!”

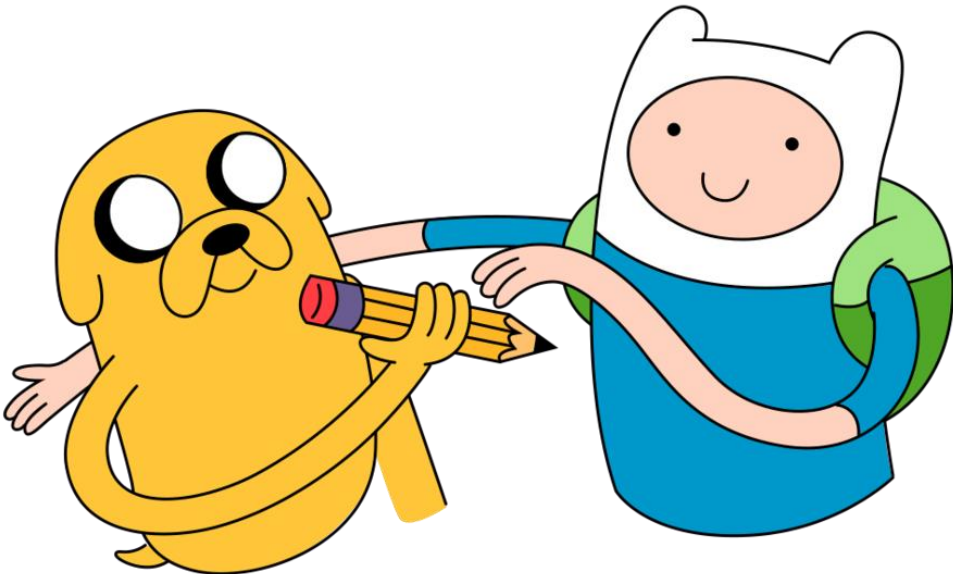


**We can change where we  
put who is talking!**

**Princess Bubblegum explained**, “It’s getting late, I better go home.”

“Although I’m tired, I still want to play!” **said Marceline.**

“He’s not just a dog,” **said Finn**, “he’s my best friend!”



**Re-write these sentences  
to move where we show  
who is talking!**

Wednesday 5<sup>th</sup> May 2021

LO: Can I use inverted commas?

Wednesday 5<sup>th</sup> May 2021  
LO: Can I use inverted commas?

Correct the sentences using a purple pen on the sheet then copy them in neatly to your book

1. "We're very proud of him", said Jake's parents.

2. "I'm looking for a dragon," said Pete. "Have you seen him"

3. "the only tired I was, was tired of giving in," said Rosa.

4. "What is it?" asked Hansel. "A house made of sweets," Gretel replied.

5. The dentist said "Open wide!"

6. "Mum," cried Cynthia "Is my dinner ready yet?"

7. "that's a horrible song choice, said Simon. Do you have anything else?"

8. I'll take the blue one," said the lady. "Here you go," replied the man.

**CHALLENGE:** Can you create your own sentences about Beowulf using inverted commas?

# BE THE TEACHER

Neatly copy your corrected sentences into your books.

Thursday 6<sup>th</sup> May 2021

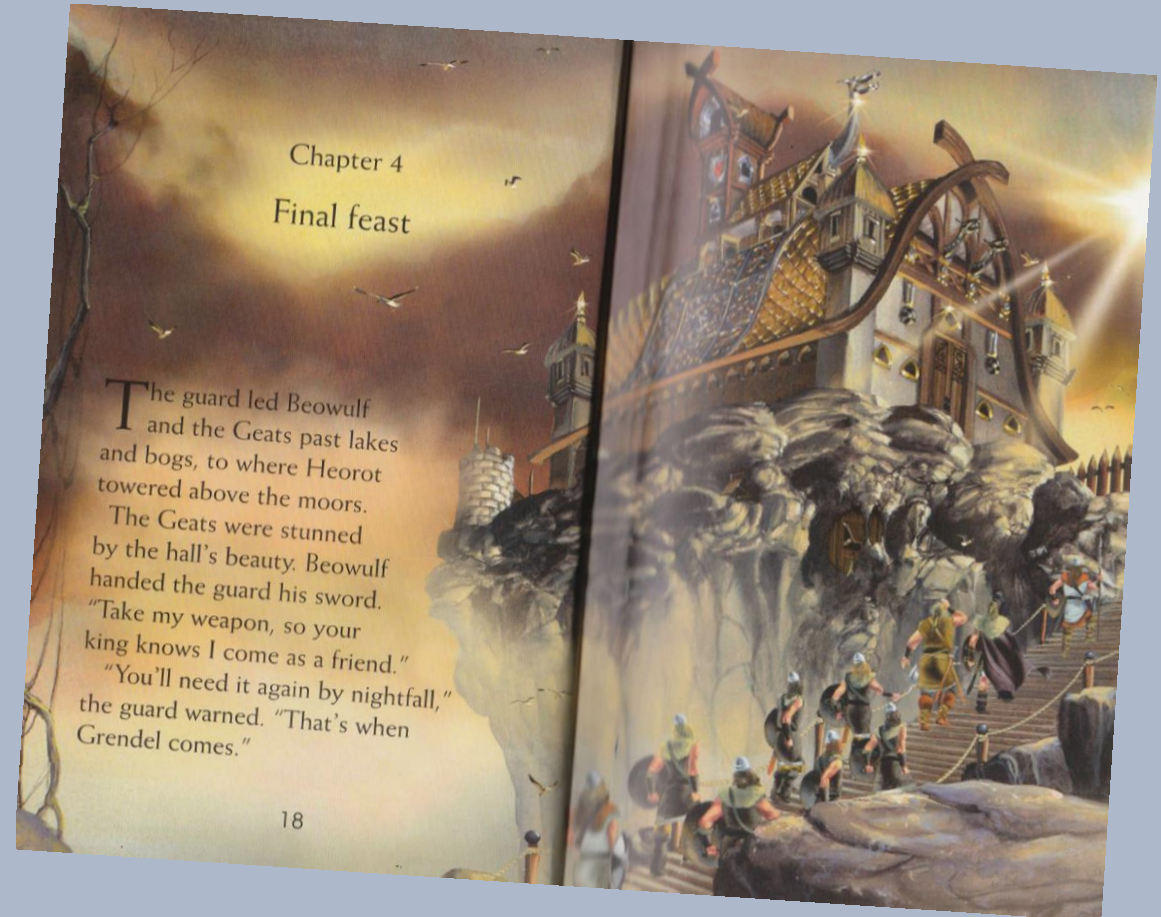
LO: Can I use inverted commas?

What can you remember  
from yesterday's lesson  
about using inverted  
commas?



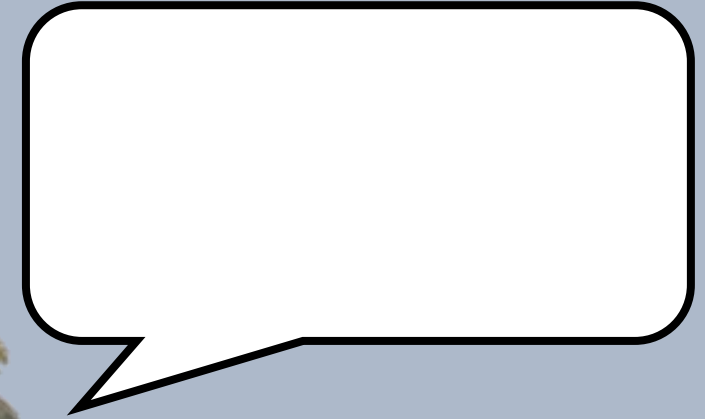
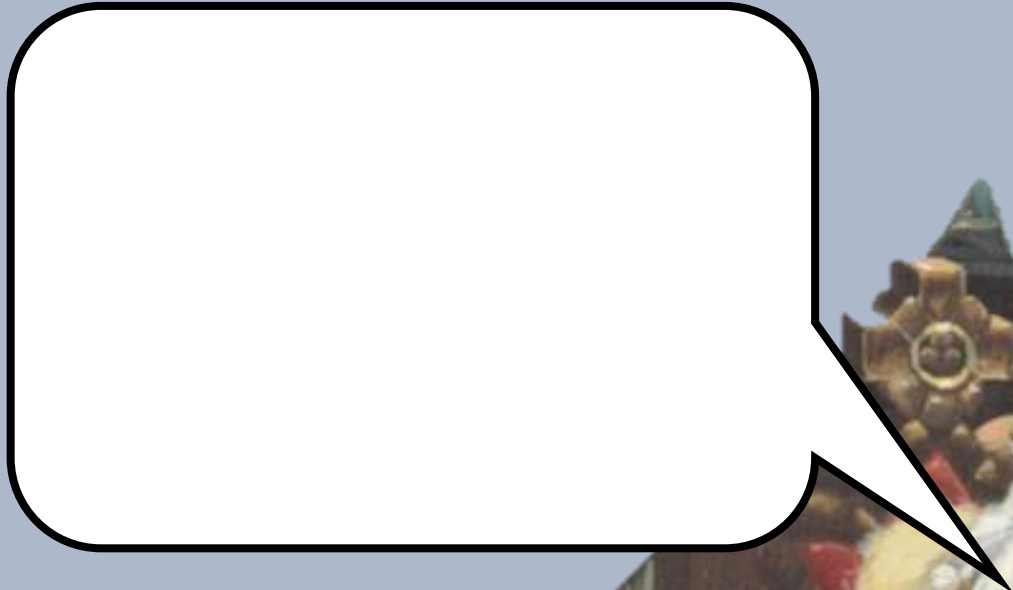
Today we are going to learn what we learned yesterday to create some direct speech.

First, re-read Chapter 4.





**What do you think King Hrothgar and Beowulf are saying to one another?**



**How can we turn this into direct speech?**

**Thursday 6<sup>th</sup> May 2021**

**LO: Can I use inverted commas?**

**Copy in today's date and LO.**

**Cut out a picture and fill in the speech bubbles.**

**Underneath turn this into direct speech using inverted commas.**

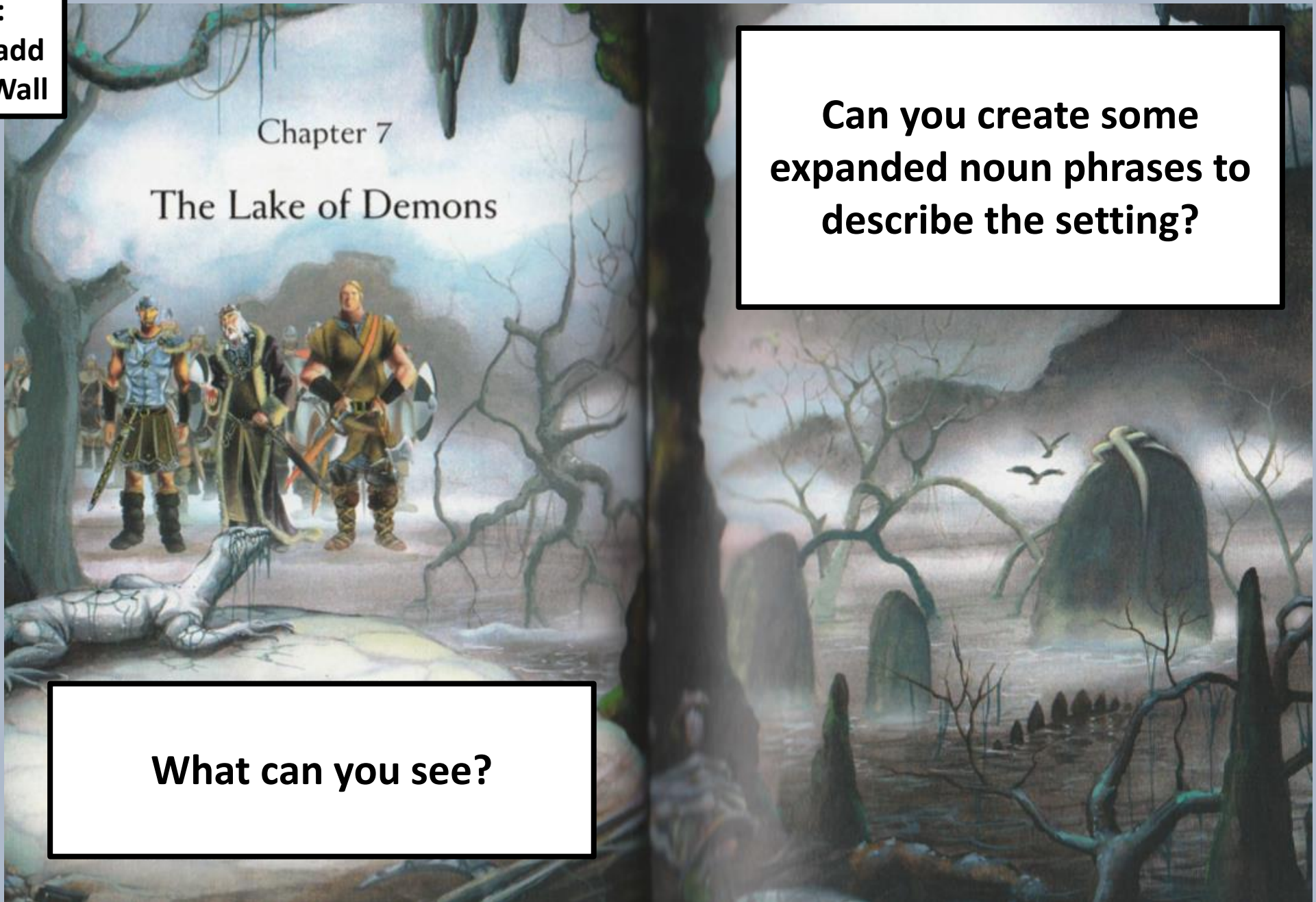
**Friday 7<sup>th</sup> May 2021**

**LO: Can I describe a setting?**

Read the next part of the story stopping at P. 48.

Listen carefully to the description of the Lake of Demons

**TEACHER:**  
Record and add  
to Working Wall



**Can you create some  
expanded noun phrases to  
describe the setting?**

**What can you see?**



## Chapter 7

### The Lake of Demons



**Can you use your other  
senses to describe the  
setting?**



SIGHT



HEAR



SMELL



TASTE



TOUCH



## **Simile**

A simile is when you describe something as being like something else.

For example, instead of saying:

**The stones which poked out from the water were sharp.**

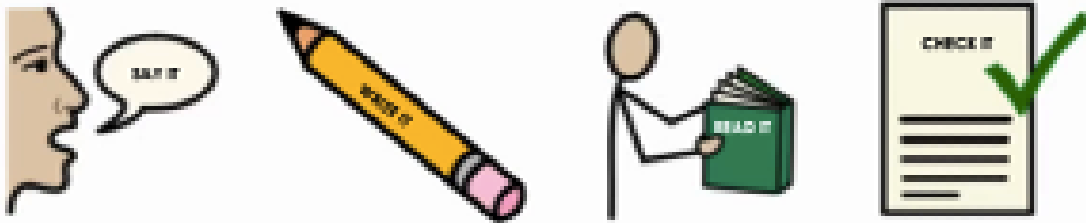
You could say...

**The stone which poked out from the water were like razor sharp teeth.**

**Can you think of a simile to describe the colour of the water in the lake?**

**Friday 7<sup>th</sup> May 2021**

**LO: Can I describe a setting?**

Describe what you can see	
Describe what you can hear	
Include at least 3 expanded noun phrases	
Use a simile	
Include exciting vocabulary	
	

**Take a look at  
your success  
criteria – do  
you  
understand  
everything  
you need to  
include?**

**Remember to use the word mats.**

**TEACHER: Model writing a  
description before class  
begin.**