

Monday 28th June

L.O. Control the position of clauses in action sentences

Re-read (and make corrections to) our introduction paragraphs



Look at how clauses can form sentences - main & subordinate



Review notes in our Hajj planners



Use a range of clauses to show action in the next part of the story

In our last lesson, we used the **senses** and **adverbials** to guide our reader around the setting. This helped us to create two contrasting emotions, as our characters reacted to what they saw and experienced at the start of the story.



Take turns to place your work on top of your partner's book and re-read your story opening, using plenty of expression. If you were impressed with your partner's writing, then volunteer it for a spin under the visualiser, so everyone can share it.

If we look back at section 2 of our planning sheets, we can see that we have character reactions to both the setting and each other:

2. Reactions of the boys to the barge and making fun of the old man - Evelyn's response.

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We can now bring in three more tools from our toolkit:

- Actions/ reactions of characters to each other and the setting
- Appearance of characters
- Dialogue that indicates how a character might feel

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We might be tempted to tackle them separately, in different sentences.

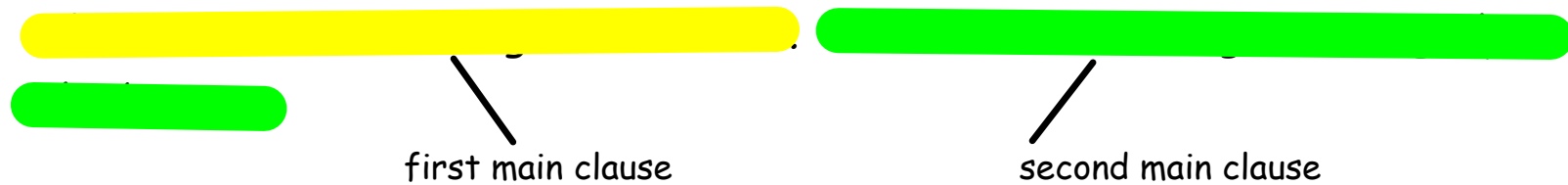
For example:

The old man was wearing torn clothes. He waved his walking stick angrily at the boys.

- Actions/ reactions of characters to each other and the setting
- Appearance of characters

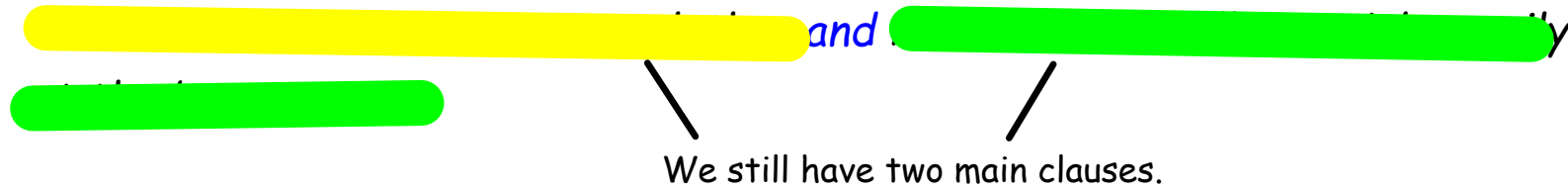
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For example:



We *could* use a conjunction to join them into one sentence.

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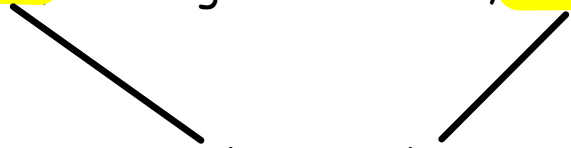


However, today, we will practise using **subordinate clauses** to extend our main clauses, like this:

The old man, wearing torn clothes, waved his walking stick angrily at the boys.

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 wearing torn clothes, 



Now we have just the one main clause - this is the bit that makes complete sense on its own.

However, today, we will practise using subordinate clauses to extend our main clauses, like this:

The old man, [redacted] waved his walking stick angrily at the boys.

/

This is a subordinate clause - we know this, because it does not make complete sense on its own; we could not add a full stop and capital letter to it.

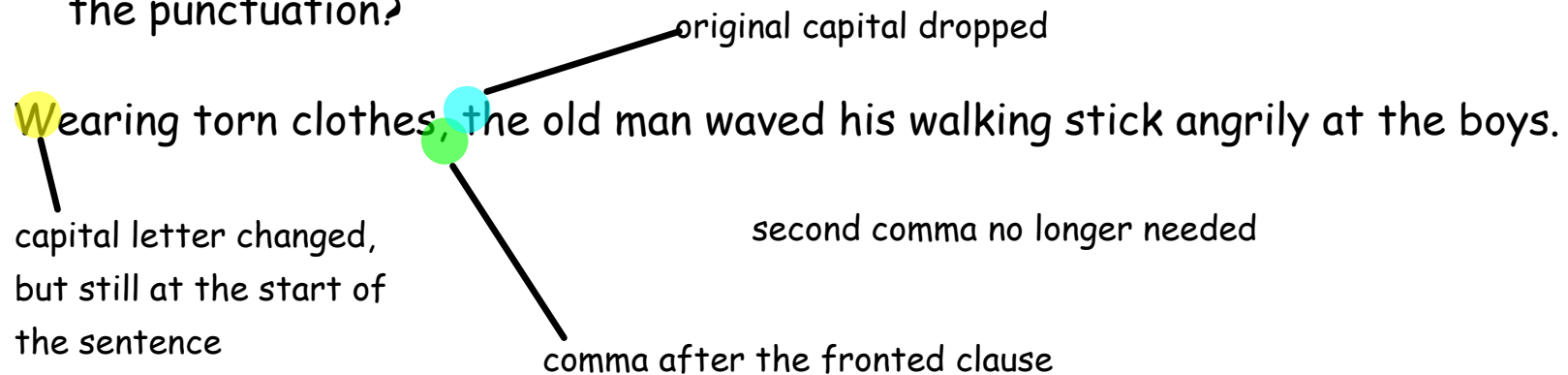
Does the sentence have to look exactly like this? Can we re-order the words so that it still makes sense?

The old man, **wearing torn clothes**, waved his walking stick angrily at the boys.

Now we have the subordinate clause at the start of the sentence (fronted), instead of in the middle (embedded). What changes did we need to make to the punctuation?

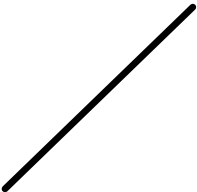
Wearing torn clothes, the old man waved his walking stick angrily at the boys.

Now we have the subordinate clause at the start of the sentence (fronted), instead of in the middle (embedded). What changes did we need to make to the punctuation?



A word of caution! Be careful where you use your subordinate clause - you could end up adding information to the wrong thing or person...

The old man waved his walking stick angrily at the boys **wearing torn clothes**.



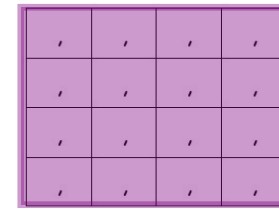
The subordinate clause no longer refers to the old man - we now have a completely different situation!

These are clause construct cards; you will each be given one clause strip. Your task is to get up and find two other people with different coloured cards.

the old wizard	smoking a pipe	entered the room
our golden retriever	wagging his tail furiously	greeted us like long-lost friends
my aunt Gladys	with a triumphant smile	brought in a huge plate of cakes
the ancient crone	nodding her head	pointed us in the right direction
their next door neighbour	without a thought for our safety	began to cut the tree down
the jewel-encrusted dragon	having torched the village	turned his attention to the castle
the herd of Jersey cows	ignoring the ramblers	continued to chew the grass

Share the sentences under the visualiser.
Have they been punctuated correctly?

Once you have a complete set, find the nearest sheet of A3 paper and use the commas there to create two sentences. Choose one of them to write down on the paper, including all correct punctuation.



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Now it's time to continue your stories. Aim to use at least two or three subordinate clauses to show the **appearance** or **actions** of your characters.

A **small** amount of **speech** will also help to show their emotions (our main dialogue will come later). You might start it like the passage on the next page...

The boys stood and stared in silence, unable to believe quite how awful the barge was. Green algae, streaked with the trails of slugs, covered the grimy windows, and flakes of blue paint peeled away from the rusty hull. They could just make out the name 'Virginia' beneath years of dirt.

It wasn't long before Gary had picked up a stone from the towpath. Grinning, he tossed it up and down in the palm of his hand. Wide-eyed, the other two watched, as he flung the stone at the old barge. It hit the side with a loud clang that seemed to fill the air.