



Chiddingly Primary School  
 Muddles Green  
 Chiddingly  
 Lewes  
 BN8 6HN

NEWSLETTER 11  
 Friday 25th November 2016

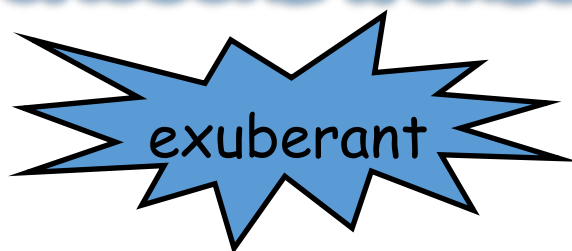
Executive Headteacher: Mr James Procter  
 Email: [office@chiddingly.e-sussex.sch.uk](mailto:office@chiddingly.e-sussex.sch.uk)

"Achievement for All, Learning Together, Learning for Life"

### Book Fair

There will be a Scholastic book fair in school from **28th November to 1st December**. Are there any parents who would be happy to volunteer to support the running of this from 8.30-9am and 3.15-3.45pm Monday to Thursday? If so, please let Miss Lewis know ASAP, if you have not done so already.

INTERESTING,  
 USEFUL AND  
 UNUSUAL WORDS



To be full of energy, excitement, enthusiasm and cheerfulness.

### Christmas Fair and Jolly Jam

#### Jars

Our school Christmas Fair is on **Saturday 3rd December** in the school hall from 1.00pm to 4.00pm.

If you are interested in hiring a stall, please speak to Mrs Champion.

Please may we also remind you to fill your Jolly Jam Jars by the end of November, ready for the Christmas Fair.



### Children in Need

Last week we managed to raise an amazing:

**£186.85!**



Thank you for all the donations!

Muddles Green, Chiddingly, Lewes, East Sussex, BN8 6HN

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## Car Booster Seat Law

Under current UK law, all children travelling in a car must use the correct child car seat until they are 12 years old or 135cm tall.

However, the rules for backless booster seats will be limited to children taller than 125cm and weighing more than 22kg.

The new rule for backless booster seats looks set to come into force before March 2017, and not December 2016 as originally expected.

To find out more information follow the link: <http://www.which.co.uk/news/2016/10/booster-seats-rules-change---update-453898/> - Which?



## School Dinner — 8th December

School dinner on **Thursday 8th December** will be fish and chips, due to Friday 9th December being our Christmas dinner menu.

## Car Park Reminder

Please park in the car park (whenever possible). Please can we remind all parents not to park outside the school on the verges. Also, due to the current climate, we are not opening the field gate for parking on the field, until further notice.

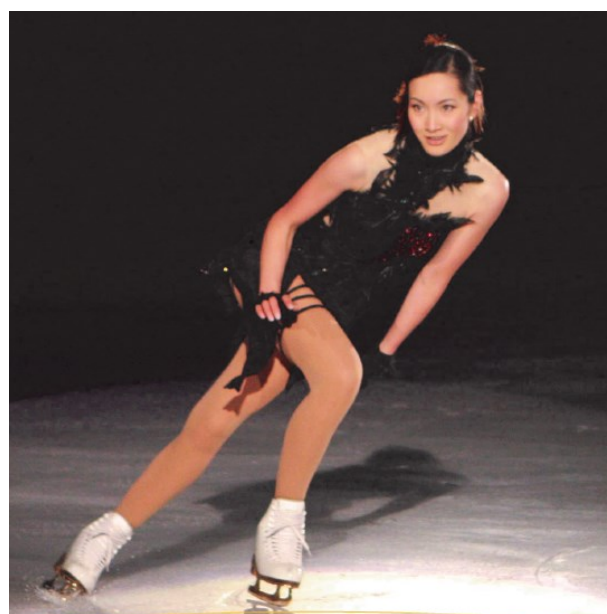


## Growth Mindset Success Story

Shizuka Arakawa  
Olympic Gold Medal Winning  
Skater

For her determination:

"Since starting skating, I must have fallen and hit the ice over 20,000 times."



## Chiddingly Stars of the Week are:



Skyler Gribble (Oak) - For superb reading: sounding new words, reading many by sight and demonstrating growth mindset when faced with challenging words.

Megan Sowden and Lottie Hardy (Willow) - For play leading at lunchtimes and modelling games well to others.

Mya Pitt (Oak) - For trying hard to order numbers up to 40! Well done.

Mason Hinder, Allannah Dowling and Simon Danielsen (Sycamore) - For calculating the area of tricky, complicated shapes.

Vinnie-Ray Hallett (Oak) - For excellent blending of CVC words. He has made amazing progress and has worked hard to reach his goal! Fantastic growth mindset!

Liam Weller (Beech) - For great progression in his reading. He is now showing fluent, flowing reading!

Aidan Holder (Beech) - For working so hard to remember how to sound out words using his new phonic sounds.

Jimmy Tame (Beech) - Working very hard to read different times on analogue clocks. Well done Jimmy!

Olivia O'Neill (Beech) - For managing to write 3 pages of a story and not giving up!

Ryan Matthews (Beech) - For working hard to use speech marks correctly in his story.

Hope Banfield-Giggs (Beech) - For fantastic effort when spelling.

William Kneller (Beech) - For trying so hard to improve his handwriting.

Jack Cleaver (Beech) - For managing to write 5 pages of a story! Well done for the hard work!

Kodie Bishop (Beech) - For writing clearly using finger spaces.

Verity Killick (Beech) - For managing to use adventurous language in her writing.

Callum Ottaway (Beech) - For showing great growth mindset and improving his work.

Vinnie-Ray Hallett (Oak) - For working hard to write his name independently! Well done Vinnie!

Chloe Brown and Casey Shaw (Beech) - For working hard to include lots of elements of The Stickman story in their own writing.

Jimmy Tame (Beech) - For working hard to halve numbers to 20.

## Forest School — Beech Class

Please remember to bring in full waterproofs, wellies and layers for Forest School on **Wednesday 30th November**.

If any parents are able to help we would be extremely grateful. Please let Miss Hare or Miss Chewter know if you are available on Wednesday morning.

## Football Club

There is a flyer attached to this newsletter with details of how to book next term's Football Club.



## Attendance

The whole school attendance for this year so far is **96.3%**

This week's attendance:

**Oak - 97.09%**

**Beech - 98.57%**

**Willow - 97.62%**

**Sycamore - 95.6%**

Well done to **Beech** for having the highest attendance this week !

## Parent Workshop

Thank you to those parents who were able to attend the workshop on Grammar this week. The main objective was to deliver some useful resources, explain how teachers deliver grammar, punctuation and spelling in school and share a jargon-busting booklet to help parents support children at home. These resources can be found attached to this newsletter. Feedback has been very positive and those who attended expressed that they found the workshop helpful and informative.

The next parent workshop is on **Monday 5<sup>th</sup> December** and will be after school in your children's classrooms. This workshop will be a short session to share key ways for you to support your child with their reading at home.

## Learning Powers Certificate

On **Friday 2nd December** in our celebration assembly at **9.25am** the following children will be celebrating their achievements. Please come along if you are free.

Oak - Mya Pitt

Beech - Jimmy Tame

Willow - Violet Knight

Sycamore - Tommy Stonestreet



## Ringmer Cross Country Tournament

On Friday 18th November, children from years 4, 5 and 6 went to Ringmer School to take part in a Cross Country race against 8 other schools, including children from East Hoathly.

The race was 1.6km long and, even though it was cold and the ground was very muddy, the children were all fantastic.

They were all incredibly well behaved and listened well to the instructions. They were great team sports and encouraged each other during the race.

The results are listed below - a special well done to Lottie Evershed who came second out of all the girls! Huge well done, also, to Seth Taylor and Edward champion for showing fantastic growth mindset in never giving up.

Well done, Chiddingly! Great team effort!



### RESULTS: GIRLS

School	Place
Lewes Old Grammar	1 <sup>st</sup>
Laughton	2 <sup>nd</sup>
Iford and Kingston	3 <sup>rd</sup>
Chiddingly	4 <sup>th</sup>
Newick	5 <sup>th</sup>
East Hoathly	6 <sup>th</sup>
Ringmer	7 <sup>th</sup>

#### Individual places:

1<sup>st</sup> Rosie Lewes Old Grammar

2<sup>nd</sup> Lottie Evershed Chiddingly

3<sup>rd</sup> May Lewes Old Grammar

### RESULTS: BOYS

School	Place
Iford and Kingston	1 <sup>st</sup>
Lewes Old Grammar	2 <sup>nd</sup>
Ringmer	3 <sup>rd</sup>
Laughton	4 <sup>th</sup>
Lewes New School	5 <sup>th</sup>
Newick	6 <sup>th</sup>
East Hoathly	7 <sup>th</sup>
Alfriston	8 <sup>th</sup>
Chiddingly	9 <sup>th</sup>

#### Individual places:

1<sup>st</sup> Max Iford and Kingston

2<sup>nd</sup> Louis Iford and Kingston

3<sup>rd</sup> Isaac Ringmer

## Forest School

Oak class had their final Forest School session this week and they had great fun choosing their learning in the outdoors! Some children chose to paint and created amazing autumnal art work which ended with the children painting one of the logs around the fire pit to give it some colour! Other children chose to make an amazing den with the help of the wonderful mums who come in to give them a hand. They made a little fire pit and had great fun pretending to toast marshmallows and sausages over the fire! They made one 'room' into a bedroom and tucked themselves into a pretend bed! Bonham and Archie Plummer then made themselves a little seesaw by placing a log between two tree trunks which all the children loved!

Well done Oak Class for wonderful behaviour during your forest school sessions, see you in Term 6!



## PE Kit Reminder

Please remember that your child must have their PE kit in school at all times. This should consist of shorts, t-shirt, joggers, jumper and trainers/plimsolls.

## Friday Assemblies

It is a struggle to fit important classroom learning in before assembly e.g. phonics, therefore we will be moving assemblies back to 9.25am. We apologise for any inconvenience caused.

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## Parent Questionnaires

Thank you for your responses to the parent questionnaires. Below are the results:

My child is happy at this school.	78% Strongly Agree. 22% Agree.
My child feels safe at this school.	72% Strongly Agree. 28% Agree.
My child makes good progress at this school.	67% Strongly Agree. 28% Agree. 5% disagree.
My child is well looked after at this school.	67% Strongly Agree. 33% Agree.
My child is taught well at this school.	67% Strongly Agree. 33% Agree.
My child receives appropriate homework for their age.	44% Strongly Agree. 44% Agree. 11% Disagree.
This school ensures the pupils are well behaved.	72% Strongly Agree. 28% Agree.
This school deals effectively with bullying.	28% Strongly Agree. 39% Agree. 33% Don't know.
This school is well led and managed	78% Strongly Agree. 22% Agree.
This school responds well to any concern I raise.	50% Strongly Agree. 33% Agree. 17% Don't know.
I receive valuable information from the school about my child's progress.	50% Strongly Agree. 44% Agree. 6% Don't know.
I would recommend this school to another parent.	78% Strongly Agree. 22% Agree.

## Water is Cool in School

We are aware of the health benefits of drinking water, for both children and adults. Research also indicates that drinking water regularly will help the brain to function more efficiently. We think that this is important in school. Whilst we do have a drinking fountain, we think the best way to encourage and enable children to drink more water at school is to bring water to class.

- Children may bring water only in a clear plastic bottle. (1/2 litre in maximum)
- Children must be able to manage the top themselves. (The bottle must have a sport style top)
- The container needs to be **clearly labelled** with your child's name.
- Please do not put the container in the book bags as water leakage spoils books.

Each class has a plastic box or tray for the water bottle to be kept in and bottles should be taken home daily to be refilled.



## This Week's House Points:



Big Ben 181



London Eye 161



Buckingham Palace 183

This week's winner is:

**Buckingham Palace**

## Diner of the Week:



**Megan Sowden**

For being consistently polite and always volunteering to help out in the dining room. She is kind to others and follows all the golden rules.

## Top Table winner:

**Algeria (13 points)**

Lilian Pollard

Ashten Greenwood

Thomas Messum

Violet Knight

Carter Williams

Liam Weller

The runner up this week is Italy with 10 points

## British Values Citizen of the Week

This week's Citizen of the Week is:

**Archie Plummer**

For always recognising the good things that his friends do.





## Dates for your diary 2016/2017

### November 2016

28th – Scholastic Book Fair week

(Monday to Thursday)

30th – Jack and the Beanstalk  
pantomime in pm

### December 2016

3rd – Christmas Fair

6th – Open Day for new parents from  
6.00 to 7.00pm

9th – Christmas dinner

15th – Christmas production at 6.30pm  
(Dress rehearsal on 13th at 2.00pm)

21st – Last day of term

### January 2017

3rd – New term begins

18th – Maths Day

24th – Parent Forum 9.00 to 9.25am

### February 2017

9th – End of term celebrations 2.30pm

10th – Last day of term

20th – New term begins

### March 2017

2nd – Book Day

14th – Parent Forum 9.00 to 9.25am

16th – Bags 2 School collection  
(morning)

20th & 22nd – Parent Consultation  
Evening 4.00 to 6.00pm

31st – Easter Service at 2.00pm and  
end of term

### April 2017

18th – New term begins

### May 2017

3rd – Parent Forum 9.00 to 9.25am

15th – Enterprise week

24th – Awe and Wonder day at 2.30pm

26th – End of term

### June 2017

5th – INSET day

6th – New term begins

13th – Parent Forum 9.00 to 9.25am

29th – Table Tennis Tournament at  
12.30pm

### July 2017

6th – Sports Day at 9.30am

7th – School reports

10th & 14th – Parent Consultation  
Evening 4.00 to 6.00pm (to  
discuss reports only)

14th – Summer Production at 2pm and  
6.30pm (dress rehearsal 12<sup>th</sup>  
July at 2.00pm)

20th – Leavers' Service at 2.00pm and  
end of term

21st – INSET day

24th – Ground Force Day

## Parent Workshops 2016/17

Following feedback from the parent forum, we will be running workshops in school to support parents with developing children's learning at home. The dates for these, and focuses are below.

<b>Parent Workshops 2016/17</b>			
<b>Term</b>	<b>Maths Focus Parent Workshop</b>	<b>Reading Focused Parent Workshop</b>	<b>Grammar Focused Parent Workshop</b>
2	Calculation strategies  <b>Date: 9.11.16</b> <b>after school</b>	Supporting reading at home  <b>Date: 5.12.16</b> <b>after school</b>	Content of the Grammar curriculum and expectations for each year group  <b>Date: 22.11.16</b> <b>9am</b>
3	Reasoning skills  <b>Date: 12.1.17</b> <b>9am</b>	How guided reading/ reciprocal reading are delivered  <b>Date: 8.2.17</b> <b>after school</b>	Grammar terminology  <b>Date: 25.1.17</b> <b>9am</b>
4	Maths SATS (Y2 and Y6 parents)  <b>Date: TBC</b>	Reading SATS (Y2 and Y6 parents)  <b>Date: TBC</b>	Grammar SATs (Y2 and Y6 parents)  <b>Date: TBC</b>

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## Parent Workshop Attachment

# Homophones

## Word Mat



same pronunciation • different spelling • different meaning

## Year 1 and 2 Common Exception Words

### Year 1

the	• they	one
a	be	once
do	he	ask
to	me	• friend
• today	she	• school
of	we	put
said	no	• push
says	go	pull
are	so	full
were	by	• house
was	my	our
is	here	
his	there	
has	where	
i	love	
• you	come	
• your	some	

### Year 2

• door	gold	plant	clothes
• floor	hold	path	busy
poor	told	bath	people
• because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	• improve	money
• behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	• parents
wild	fast	could	Christmas
climb	last	should	everybody
• most	past	would	even
• only	father	who	
• both	class	whole	
old	grass	any	
• cold	pass	• many	

twinkl



## Parent Workshop Attachment

### Year 3 and 4 Spelling List



<ul style="list-style-type: none"> <li>• accident(ally)</li> <li>actual(ly)</li> <li>• address</li> <li>answer</li> <li>• appear</li> <li>arrive</li> <li>• believe</li> <li>bicycle</li> <li>breath</li> <li>breathe</li> <li>• build</li> <li>busy/business</li> <li>calendar</li> <li>caught</li> <li>• centre</li> <li>century</li> <li>certain</li> <li>circle</li> <li>• complete</li> <li>consider</li> </ul>	<ul style="list-style-type: none"> <li>continue</li> <li>decide</li> <li>• describe</li> <li>• different</li> <li>• difficult</li> <li>• disappear</li> <li>early</li> <li>earth</li> <li>eight/eighth</li> <li>enough</li> <li>exercise</li> <li>experience</li> <li>• experiment</li> <li>extreme</li> <li>• famous</li> <li>favourite</li> <li>February</li> <li>forward(s)</li> <li>fruit</li> <li>• grammar</li> </ul>	<ul style="list-style-type: none"> <li>• group</li> <li>guard</li> <li>guide</li> <li>heard</li> <li>heart</li> <li>• height</li> <li>history</li> <li>imagine</li> <li>increase</li> <li>important</li> <li>interest</li> <li>island</li> <li>• knowledge</li> <li>learn</li> <li>length</li> <li>library</li> <li>material</li> <li>medicine</li> <li>mention</li> <li>minute</li> </ul>	<ul style="list-style-type: none"> <li>natural</li> <li>naughty</li> <li>notice</li> <li>occasion(ally)</li> <li>often</li> <li>opposite</li> <li>ordinary</li> <li>particular</li> <li>peculiar</li> <li>perhaps</li> <li>popular</li> <li>position</li> <li>possession</li> <li>possible</li> <li>potatoes</li> <li>pressure</li> <li>probably</li> <li>promise</li> <li>purpose</li> <li>quarter</li> </ul>	<ul style="list-style-type: none"> <li>question</li> <li>recent</li> <li>regular</li> <li>reign</li> <li>remember</li> <li>sentence</li> <li>separate</li> <li>special</li> <li>straight</li> <li>strange</li> <li>strength</li> <li>suppose</li> <li>surprise</li> <li>therefore</li> <li>though/although</li> <li>thought</li> <li>through</li> <li>various</li> <li>weight</li> <li>woman/women</li> </ul>
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### New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	





# SOCCER SCHOOLS

BRIGHTON & HOVE ALBION

# AFTER SCHOOL CLUB



Years  
1 - 6

## Chiddingly Primary School - Football

Tuesdays from 3 January - 28 March (excluding 14 February)  
3.30 - 4.30pm, £54 for 12 weeks.

## BOOK ONLINE NOW

[www.albioninthecommunity.org.uk](http://www.albioninthecommunity.org.uk)

Email: [soccerschools@albioninthecommunity.org.uk](mailto:soccerschools@albioninthecommunity.org.uk) for more information.

Brighton & Hove Albion After School Clubs delivered by Albion in the Community.  
American Express Community Stadium, Village Way, Brighton BN1 9BL Tel: 01273 878265  
Company limited by guarantee in England and Wales (No. 5122343). Registered charity in England and Wales (No. 1110978).

## Summary of SPaG terms for new curriculum

### Section 1 - Word Types

**Nouns**: Nouns name a person, animal, place, thing or idea.

There are different types of nouns.

Type of Noun	Definition	Examples
<b>abstract</b>	name of something that can't be felt or touched	anger, love
<b>collective</b>	name for a group of things	flock, herd
<b>common (ordinary)</b>	name for an ordinary object or animal	table, chair
<b>Proper</b>	the name of a particular person, place or thing	<b>Paris, Finkley Street, Jeremy Jones, Christianity</b>
<b>uncountable</b> (uncountable nouns are also usually abstract eg love or common eg water)	something that can't be counted, often used with words such as much or little bit	water, air

Circle the noun (or nouns) in the sentences below.

- Can you find the cat?
- He enjoys partying in the summer.
- Fish make a tasty snack.

### **Adjectives**:

- Adjectives describe nouns, including the quantity, quality, size, age, shape, colour, place of origin or purpose of a noun.
- They can go in front of the noun (e.g. the old triangular building) or after it (e.g. the building was old and triangular).
- Sometimes, adjectives end in -ly e.g. cuddly.



Circle the adjectives in the following sentences.

- a) Peter was a very friendly chap.
- b) Did you hear that peculiar noise?
- c) The dog is very hungry.

**Verbs:** Verbs give an action or happening. Verbs tell you what has happened, is happening or will happen.

E.g. He jumped over the fence.

**The verb 'to be':** To be counts as a verb. It is sometimes hard to recognise as it comes in different forms depending on tense, person and number of people.

	Past tense	Present tense	Future tense
I	was	am	will be
You/ we/ they	were	are	will be
He/ She	was	is	will be

**Modal verbs:** A modal verb tells you how possible or necessary an action is e.g. will, can, could, may, might. It is used with another verb e.g. I might go.

Underline the modal verbs in the following sentences.

- a) He would like to try flying.
- b) Anyone can draw.
- c) Sarah will be great at football.

**Adverbs:** Adverbs are words that tell you more about the verb e.g. how, when or where the action happened.

- Lots of adverbs end in the letters -ly and this is a really good way for children to spot them. E.g. quickly, cautiously...
- But.... beware! Not all adverbs end in -ly. E.g. hard, far, fast.
- Adverbs of time e.g. next, afterwards, later, soon etc.

Sort these words into the correct boxes.

*rapidly, fiercely, collected, calculates, happily, soon, hold*

Verbs	Adverbs

**Adverbials:** An adverbial is a phrase that tells us more about the verb (and can be more than one word). An adverb can be an adverbial.

Adverbials answer questions like:

Type of adverbial	Examples
Where?	Tom hid the box <b>under the stairs</b> .
When?	Tom hid the box <b>before breakfast</b> .
How long?	Tom hid the box <b>for a week</b> .
How often?	Tom hid the box <b>every day</b> .
How?	Tom hid the box <b>by covering it with coats</b> .
Why?	Tom hid the box <b>so Lauren couldn't find it</b> .
With whom?	Tom hid the box <b>with Anne</b> .

Underline the adverbials in the following sentences:

- a). Julie sat with her legs crossed.
- b). When it rained, the children ran inside.
- c). Claire knocked because she wanted to come in.

Complete these sentences adding adverbials to answer the questions.

- a). The dog barked (**why?**)
- b). Olga went to the park (**with whom?**)
- c). Raquel practised the flute (**how often?**)

**Pronouns:** A pronoun is a word that takes the place of a noun in a sentence. They are intended to avoid having to repeat the name of things.

Underline the pronouns in the following sentences:

- a) Mary gave them to him.
- b) Despite the rain, they still went out on their bikes.
- c) He picked it up off the floor.

There are different types of pronouns including:

**Personal pronouns** - I, you, he, she, it, we, they (subjects)

- me, you, him, her, it, us, them (objects)

**Relative pronouns** introduce relative clauses - which, who, when, whose, that

**Possessive pronouns** - mine, yours, his, hers, its, ours, theirs

Sentence	Personal	Possessive	Relative
I am very happy.			
Jane bought a coat, which is lovely.			
Is the bag yours or mine?			



**Prepositions:** Prepositions show the position of things in *time or place* e.g.

The bike was inside the shed, next to an old wheelbarrow.

- Prepositions of time: after, at, before, by, for, to, until
- Prepositions of place: at, above, by, between, beside, from, into etc
- 'Of' is also a preposition
- Some words can be a preposition OR a conjunction, so make sure you check to see what job it is doing in the sentence - if it joins two clauses, it is a conjunction, not a preposition

Complete the sentences with a suitable preposition.

Sandra put the ketchup \_\_\_\_\_ the fridge.

Sam parked the car \_\_\_\_\_ the tree.

Tick **one** sentence that uses the word after as a preposition.

- a) Simon ate chips after he had done all his homework.
- b) We went home after the football match.
- c) After I played cards, I went to bed.

**Determiners:** Determiners are used in front of noun phrases (including adjectives) to indicate whether you are referring to something specific or something general.

Some words can be determiners AND pronouns. A determiner is used before a noun phrase; a pronoun is not e.g. Give me that pen (determiner); How could you do that? (pronoun).

There are different types of determiners:

- Articles - a, an, the
- Demonstratives - this, that, these, those, which
- Quantifiers - few, many, much, some, any, more
- Numbers - one, two, three...

- Possessive - my, your, his, her, our, their, its

Underline all the determiners in the following sentence.

- a) This SPaG test is difficult. It might take an hour, but some people may do it more quickly.

**Conjunctions:** Conjunctions join clauses. There are two main types:

- Coordinating conjunctions join two main clauses (equal weight) e.g. and, but, or.
- Subordinating conjunctions join a main clause and a subordinating clause e.g. because, as, so, if, although, despite, unless, when, after, before, while, since, until, during, where.
- Check what job the word is doing; if it joins two clauses, it is a conjunction but if it only links to a phrase, it is a preposition.
- Subordinating conjunctions can also be relative pronouns introducing a relative clause e.g. who, which, where, when and that.

Write a suitable conjunction to go in the following sentences.

- a) Barry was tired \_\_\_\_\_ he had done lots of work.
- b) Jenny won the race \_\_\_\_\_ she hadn't done a lot of training.

Tick one box to show whether the underlined word is used as a subordinating conjunction or a preposition.

Sentence	Subordinating conjunction	Preposition
I will be here <u>until</u> Christmas.		
Will you wait here <u>until</u> I come to collect you?		
<u>Since</u> it is your turn, you can go first.		

## Section 2 - Sentences

### Statements, Questions, Commands and Exclamations

**Statements:** give information and always end with a full stop e.g. The boy stood up.

**Questions:** are sentences that ask someone something and end with a question mark e.g. Did the boy stand up?

**Commands:** are sentences that order someone to do something. They begin with a verb and end with a full stop e.g. Stand up.

**Exclamations:** express an emotion, such as surprise or joy. They begin with How or What and end with an exclamation mark e.g. What a lovely day!

Add the correct punctuation mark to the end of each of the following sentences.

- a) Go and wait over there
- b) Where is your hat
- c) How wonderful
- d) I am having fish and chips for tea

**Clauses:** A sentence must contain at least one clause. A clause is a group of words that has a subject doing a verb.

E.g. because she liked picking flowers

Kate played tennis

**A main clause:** can be a complete sentence by itself.

For example: - Kate played tennis

She ate her tea

**A subordinate clause:** starts with a subordinating conjunction and that means it doesn't make sense by itself.

For example: when it is time to go home      because she liked picking flowers

Underline the subordinate dependant clause in the following sentences.

- a) The teacher screamed when the child fell off his chair.
- b) When Rachel was away, we did a Maths test.

### **Relative clause:**

- Adds information about a noun or noun phrase
- The sentence makes sense without it
- Often begins with a relative pronoun (replacing the noun itself):  
who, which, when, where, that, whose
- Is a type of subordinate clause.

[Relative clauses are separated from the main clauses by commas, and subordinate clauses are separated by a comma IF they come before the main clause.]

### **Subject and Object**

**The subject** is the person or thing doing the action.

**The object** is the person or thing affected by or receiving the action.

E.g. The cat walked on the carpet. The cat is the subject and the carpet is the object.

Underline the subject and circle the object in the following sentences.

- a) The man washed the car.
- b) Across the lawn danced the fairies.
- c) Over the sea, the ship was sailing

**Subject and Verb Agreement:** The subject is who or what the sentence is about. The verb is what the subject is doing. **The subject and verb MUST agree.**

- If there is one subject, the verb must be singular.
- If there is more than one subject, the verb must be plural.

E.g. The boys run quickly.                      The boy runs quickly.

Correct the following sentences so that the subject and verb agree.

- Where is the books?
- He arrive now.
- The computer, which used to be ours, are broken.

**Tenses:** Verbs can be written in the past, present or future tense. They can also be written in different forms including simple, perfect and progressive.

	Simple	Perfect	Progressive
	Just the verb	'to have' + verb	'to be' + ing verb
Past	walked	had walked	was/ were walking
Present	walk	have/has walked	am/is/are walking
Future	will walk	will have walked	will be walking

Tick the box to show which verb form is being used for each sentence.

Sentence	Simple	Perfect	Progressive
Philip bought a new car.			
Sally was milking the cows.			
By now, he will have eaten the cake.			



### Subjunctive verb forms:

- Used when the speaker suggests or recommends something and wants to sound formal
- Often uses the verb 'to be' in an unusual way
- Other verbs sometimes seem to have incorrect subject-verb agreement e.g. I recommend that he eat more fish (instead of 'he eats...')
- Popular uses: If I were you... I wish I were...

Circle the correct subjunctive form to complete the sentence below.

Mabel insisted that Paul sleep / sleeps on the floor.

Tick **one** sentence that uses the subjunctive form of the verb.

- a) He was happy to go fishing.
- b) I wish you were here with me.
- c) James asked if he could borrow the car.

### Passive and active voices:

Most sentences are written in the active voice - somebody does something (to something) - subject + verb + object.

Sometimes, the object is put before the verb - object + verb (+ subject) - this is called the passive voice.

Passive voice is used when:

- The writer wants to focus on the object;
- The writer doesn't want to say/ we don't know/ it doesn't matter who did it.

Rewrite this sentence using the passive voice:

Peter smashed the vase.

### Section 3 - Punctuation

**Commas:** Used to separate items in a list and mark phrases or clauses.

A comma splice is a common error, when commas are used instead of a full stop or semi-colon.

Items in a list: separate each item with a comma, except for the last two; includes adjectives describing a noun.

Marking phrases or clauses: if something comes before the main clause, add a comma before the main clause. This includes adverbs, adverbial phrases and subordinate clauses. Relative clauses should also be separated with commas, as should direct speech from who said it (whether before or after the speech).

Add commas where required to the following sentences.

- a) Even though the wind rain and snow didn't stop we still had a nice day.
- b) Suddenly without any warning the train came to a halt.

Explain how the comma changes the meaning of this sentence.

- c) Stop Peter.      Stop, Peter.

**Apostrophes:** Used to show possession or omission.

Omission - used to show letters are missing, usually in contractions (two words made into one with apostrophes to show missing letters).

Possession - used to show something belongs to someone.

- If singular, add apostrophe s (the cat's dinner);
- If plural ending in s, then just add apostrophe after the s (the cats' dinner);
- If plural not ending in s, add apostrophe s (the children's dinner).

Add apostrophes where required.

- a) Is it Janes turn to go on the swing?
- b) Can the dogs jump any higher?
- c) Its such a nice day, lets take the childrens dogs for a walk.

**Parenthesis:** Adding extra information to a sentence; the sentence will make sense without this information. It is separated from the rest of the sentence with commas, brackets or dashes. The writer chooses which in order to suit their style and purpose.

Children in York, a city in England, live near two rivers.

Children in York (a city in England) live near two rivers.

Children in York - a city in England - live near two rivers.

Add punctuation around the parenthesis in these sentences.

- a) The river Ouse always high at this time of year will flood soon.
- b) Charles an amazing chef is cooking for us tonight.
- c) I always watch my favourite TV show Millie in Between on Saturday.

**Semi-colons:** Separate two main clauses which are related to each other - there must be a clause on each side, no conjunctions are needed.

E.g. I like the summer; I get to visit the seaside.

**Colons:** Introduce lists (or ideas or speech) and can separate two main clauses where the second clause **explains** the first.

E.g. James hated swimming: he always felt as though he might drown.

**Hyphens:** Used to link two words together to make a compound noun.

E.g. razor-sharp claws

**Dashes:** Used to add extra information, sometimes exclamations.

E.g. My auntie had a new baby - it's a boy!

**Inverted commas:** We mean speech marks, but that's the official term. They go around the direct speech. Always start a spoken sentence with a capital letter and finish with closing punctuation inside the speech marks. If your written sentence is not finished yet because you are adding '*she said.*' , for example, then use a comma (unless and question mark or exclamation mark is required) but not a full stop. The full stop comes at the end of your written sentence instead.

E.g. "I will be home at six o'clock," announced Mum sternly.