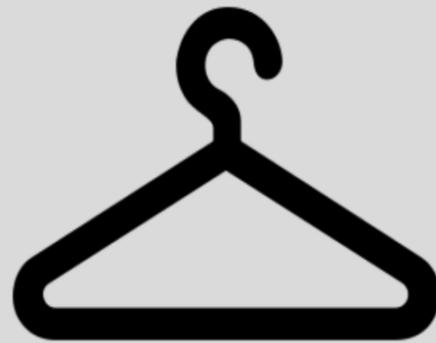


Idiom of the Week!

'Hang in there'

To keep going.

A little message to you
all too from us :)



Poem of the week!



Plastic Bag Tree

| | | |
|--|----|--|
| The bags are ripe On the Plastic Bag Tree, Bags as far As the eye can see. | 20 | Apples and pears, peaches and plums; The fruit is ripe, it's fantastic. Lemon and lime, bunches of grapes; And old bags, made of plastic. |
| 5 Apples and pears, peaches and plums; The fruit is ripe, it's fantastic. Lemon and lime, bunches of grapes; And old bags, made of plastic. | | There's plenty on the shelf. No need to panic. And next year's bags Might be organic*. |
| 10 Shake the branches Gather the crop, It's time to take them Down to the shop. | 25 | The bags are ripe On the Plastic Bag Tree Bags as far As the eye can see. Bags as far As the eye can see. |
| Fresh plastic bags On sale today. | 30 | As the eye can see. Bags of bags As I can see. |
| 15 There's a choice of colour: Black or grey! | | |

Michael Rosen

Please read the poem and let us know if you like it. We will be completing work on this next Tuesday.

What do you think the poem is about and what is Rosen trying to say?

This Week's Spellings



You are expected to learn these through the week.
You can use a variety of methods.

| | |
|-----------------|----------|
| persuade | often |
| V ikings | reign |
| something | nastier |
| approach | anything |
| deadliest | attack |

Focus on the parts of the words that you are finding difficult and let us know if you need any help.

Extra Spellings!



If the previous spellings are too difficult, or if you don't know any of these words, please also learn these.

| | |
|---------|-------|
| because | |
| also | here |
| went | house |
| could | says |
| should | |

Handwriting!

Please write the joins and words below and try to write your own sentence that contains these.

ad *ha*

adventure *happy*

Pre-Teach Words

invader (n) - takes land by force

settler (n) - Lives on land peacefully

bretwalda (n) - Anglo Saxon king/ruler

runes (n) - form of writing

longboat (n) - ship

onslaught (n) - a strike/attack

intimidated (adj) - scared

Spelling Review



'dge'/'ge'

We don't write the letter 'j' at the end of these words even though that is the sound.

When there is a short vowel sound we usually add 'dge' at the end.

wedge

fudge

ledge

Spelling Review



'dge'/'ge'

We don't write the letter 'j' at the end of these words even though that is the sound.

In longer vowel sounds, the sound 'j' is usually spelt 'ge'

village

huge

change

Spelling Review



Jumbled Up!

Can you rearrange the letters below to create words that follow the spelling pattern?

usledg

gudbe

leegd

cnhage

ghede

dpgorrie

aillgev

rhaegc

Spelling Review



Word Search - 'dge'

Can you find all of the 'dge' words hidden in the puzzle?

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| E | I | S | U | D | E | E | S | A | Y | Y | R | L | W | H |
| T | G | C | M | D | E | L | G | T | L | E | E | O | E | T |
| E | B | D | G | U | E | Q | H | D | G | J | O | D | D | K |
| G | I | E | I | D | D | O | J | D | I | B | T | G | G | T |
| D | Y | O | G | R | S | G | A | Z | G | R | P | E | E | E |
| U | S | E | V | G | R | B | E | F | K | O | F | R | G | G |
| B | D | E | B | L | S | O | F | U | D | G | E | K | R | D |
| Z | C | H | C | V | L | A | P | T | R | U | D | G | E | A |
| G | O | H | E | G | D | E | H | X | J | G | M | C | P | G |
| M | N | C | J | E | G | J | T | C | D | M | W | L | A | F |
| V | N | K | N | D | K | H | C | T | K | R | H | N | E | E |
| I | W | Y | U | U | T | Q | J | P | R | E | W | Z | A | Z |
| A | U | J | U | D | D | Q | I | Q | P | J | W | V | U | Z |
| E | G | D | I | R | B | G | Y | G | Y | J | G | Y | D | G |
| K | P | H | U | I | P | J | E | R | Z | D | M | T | B | Z |

| | | | |
|--------|--------|--------|----------|
| BADGER | BRIDGE | BUDGET | EDGE |
| FRIDGE | FUDGE | GADGET | HEDGEHOG |
| JUDGE | LODGER | NUDGE | PORRIDGE |
| SLEDGE | SMUDGE | TRUDGE | WEDGE |

As an extra task, can you find all of the words that match this spelling pattern?

Learning Objective -

Today we are learning to write and identify subordinate clauses.

To be successful...

- I will be able to identify main and subordinate clauses.
- I can write my own subordinate clauses.
- I know which conjunctions are used to show subordinate clauses.

SPAG Review



Today's main task is recapping the work from last week on subordinate clauses. Today, the children are being asked to add their own subordinate clauses to sentences. Please think about which ones could be used in your writing tomorrow. If you have some already, it will make tomorrow's writing easier!

What is a subordinate clause?

There are two types of clauses. A clause is simply part of a sentence.

Main/Independent Clause - Contains a subject, verb and (sometimes) an object. It makes sense on its own.

Subject Verb Object
They run the race.

Subordinate/Dependent Clause - Doesn't make sense on its own.

Before they celebrate,

What Makes One?

Subordinate clauses are not complete thoughts that is why they need a comma and not a full stop.

A subordinate clause begins with a subordinating conjunction or relative pronoun.

before after as
although since then
unless until while

who which
that whose

Tuesday 12th January



Subordinate Clauses

Main English Task for today...

Please complete the activity 'grammar - subordinate clauses'. There are different levels of difficulty and the answers are attached.

Persuasive Features

The following slides have been left on from yesterday if you are still completing your plan and/or would like to remind yourself of the features of persuasive writing for tomorrow.

Key Words

In class, we always use our displays and working walls to show key vocabulary. Please make sure these are spelt correctly. You could even have them displayed somewhere at home.

| | | |
|-------------|-----------|---------|
| Anglo Saxon | attack | drought |
| ship | onslaught | money |
| persuade | vicious | people |
| therefore | settler | decided |
| because | invader | must |
| Britain | land | |

Persuasive Features

Persuasive Writing

Introductions

I think...
For this reason...
I feel that...
I am sure that...
It is certain...
I am writing to...
Of course...
In the same way...
On the other hand...
In this situation...

Making your point

Firstly, secondly,
thirdly...
Furthermore...
In addition...
Also...
Finally...
Likewise...
Besides...
Again...
Moreover...
Similarly...
Surely...
Certainly...
Specifically...
If...then...
because...

Details

For example...
In fact...
For instance...
As evidence...
In support of this...
Endings
For these reasons...
As you can see...
In other words...
On the whole...
In short...
Without a doubt...
In brief...
Undoubtedly...

Other Words

reasons
arguments
for
against
unfair
pros
cons

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Try to use these to support your writing and checklist from Wednesday.

Persuasive Features

This will be of more use when writing but think of these features when completing your plan.

Structure

Introduction

Grab the reader's attention and clearly state your opinion.

Main Body Paragraphs

Give reasons for your opinions and explain these in detail.

Conclusion

Remind the reader of your opinion and leave them with something to think about.

must

should

will

Sentence Starters

First, let's talk about...
Another important point worth considering...
Astonishingly, some people don't know that...
Yet another incredible thing about...
Finally, and most importantly...
Best/Worst of all...

Persuasive Devices

Tell a personal story.
Give an expert's opinion.
Include statistics.
Ask rhetorical questions.
Use repetition.

Powerful Statements

Just think about it!
It's out of this world!
We can't let this go on!
We must stop this now!
You know I'm right!

Remember:

Consider your audience.
Make your opinion clear.
Use a strong voice.
Give reasons for your opinion.
Check your spelling and punctuation.

Tuesday 12th January

We Must Invade!
Let's Invade Britain!



If you have not yet completed your plan or would like more help, then you still have time to complete it today. Please just ask.

Modelled Introduction

An example of what a good one looks like! Tomorrow we will focus on the features underlined and highlighted but here is a preview! This also gives a little more time to complete your plan and receive help/feedback.

We Must Invade!

Fellow Angles, we **must** begin to make **preparations** to **immediately** invade Britain, which we now feel is crucial. It will not only give us more power but will also allow us to gain food and homes, **therefore please** support us and join us as we set sail next week. **Surely you want what is best for your families?** During the dead of night, we will send our **formidable** ships to enact a vicious onslaught on their island.



SC Checklist

| <i>Grammar/SPAG</i> | <i>Me</i> | <i>Other</i> |
|--|-----------|--------------|
| <i>CL <u>min</u> ! ? apostrophes and ()</i> | | |
| <i>Clear introduction</i> | | |
| <i>Present tense (is/are)</i> | | |
| <i>Rhetorical Questions</i> | | |
| <i>Emotional Vocabulary/Imperative Verbs</i> | | |
| <i>Evidence/Facts</i> | | |
| <i>Fronted adverbials - Firstly...</i> | | |
| <i>Conjunctions/Subordinate Clauses - During, as, when, if, however, moreover...</i> | | |
| <i>Composition</i> | | |
| <i>Make a clear point with powerful openers</i> | | |
| <i>Involve the reader and play to their emotions</i> | | |
| | | |

We use these in our writing to make sure that we have all of our learned features and that our writing has **QUALITY**. It also allows variation.

Use this when planning your writing. The more examples you have in your plan, the easier it will be to write.

Remember to try to add your own SC too as a challenge!

