

Curriculum objectives

- To extend their range of sentences with more than one clause by using a wider range of conjunctions.

Resources

Photocopiable page 106 'Types of connective'; interactive activity 'Start with the connective' on the CD-ROM; computer access

Grammar and punctuation: Clauses and connectives

Revise

- Carry out starter activity 5 'Start with the connection' with the class.
- Hand out photocopiable page 106 'Types of connective'. Talk about each category, asking what jobs they are doing, for example, qualifying connectives are giving some sort of alternative or suggesting a problem, while emphasising connectives draw attention to something, making more of it. Ask for examples of sentences containing some of the connectives, including those where the connective starts the sentence. Which of the words on the lists would not be used to begin a sentence?
- Use interactive activity 'Start with the connective' on the CD-ROM, asking the children to select the correct words from the drop-down lists to begin each sentence.

Assess

- Encourage the children to write one or more sentences containing a connective from each of the lists, thereby composing sentences with more than one clause. They must also underline the main clause in each sentence. You may wish to differentiate the assessment by asking some of the children to write two sentences for each list and/or write some sentences with three clauses. Encourage them to write at least one sentence where the connective begins the sentence.

Further practice

- Continue to use starter activity 5 'Start with the connection' to consolidate the children's understanding.
- When reading with the children, encourage them to notice where connectives have been used, particularly where they are more unusual.

Spelling: Homophones

Revise

- Use starter activity 10 'Homophones', making use of the wide variety of these words that the children have managed to collect.
- Challenge the class to find three-word homophones, such as *to, too, two; there, their, they're*; or *he'll, heel, heal* and dictate sentences for them to write, choosing the correct spelling.
- Look again at the homophones on photocopiable page 108 'Harald and Firestorm: a short scene' and talk about those which the children found difficult to choose between. Many adults are still unsure of when to use *affect/effect* and *accept/except*. Explain that *affect* links to the word *affection* so that something which affects us has to do with our feelings, whereas *effect* is when something makes a difference to something else. Can they suggest how the etymology of *accept/except* can help them remember which to choose?

Assess

- Dictate sentences for the children to write, including a range of the homophones they have been working on. Ensure the sentences give a clear indication of the meaning of the homophones to make the choice obvious.

Further practice

- Challenge the children to compose short pieces that include pairs or triplets of homophones. For example: *Two of us went to the café and we ate too much. or He'll hurt his heel in those boots and it may take a long time to heal.*

Curriculum objectives

- To spell further homophones.

Resources

Class list of homophones gathered over time; photocopiable page 108 'Harald and Firestorm: a short scene'