

# *Good morning, Year 6 – it's session 1, week 2 of English (27<sup>th</sup> April 2020)*

Last week, we started working on a unit entitled 'Doors – The World of Possibility' – from a Talk for Writing Home-School unit by Jamie Thomas. We're going to continue with that this week. We will be starting with some grammar and sentence work using material from the extract in last week's reading comprehension – 'The Snow-Walker's Son' by Catherine Fisher.



# Work your way through this presentation and follow the instructions for each activity.

You will need:

- Your home learning exercise book to write in.
- Some scrap paper for note taking and drafting.
- A pen and pencil
- A quiet space

# Activity 1: Pattern of three

- Fisher uses the **pattern of three** actions in a sentence to advance the action and inject a sense of pace into her writing. This helps to balance description, action and dialogue – eg:
  - The keeper **hung** his lantern on a nail, **took** the key from a dirty string around his neck and **fitted** it into the keyhole.
  - With both hands he **turned** the key, then **tugged** out the red chain in a shower of rust and **pushed** the door.
  - He **stepped** well back, **handed** the stranger the lantern and **jerked** his head.

***1) Over to you now! Can you come up with three of your own sentences using this skill?***

## Activity 2: Semicolons for independent clauses.

A semicolon can be used between independent clauses that are closely related in theme. In the following sentences, Fisher chooses to use semicolons in both, rather than a joining word (conjunction) like *because*.

- The keeper grinned; he knew fear when he heard it.
- He had no tongue to speak with; she's made sure he kept her secrets.

***2a) In your opinion, why has she made this choice and what impact does it have on the reader?***

***2b) Can you write three sentences of your own that illustrate the power of the semicolon over the use of a conjunction?***

# Activity 3: Adverbs – Roving Reporters

In the sentence below, the adverb ‘slowly’ is used to describe how the man enters the room. Adverbs are like roving reporters – they can be moved around the sentence, eg:

-The man went in slowly.

-Slowly, the man went in.

-The man went slowly in.

The man slowly went in.

By changing the position of the adverb, we can either alter the meaning, or add emphasis to a sentence. In this instance, by placing the *slowly* at the end, we infer that the character has a heightened awareness of a situation they are in and therefore deliberately enters with caution.

***3a) Try playing around with the adverb position in this sentence:***

***Cautiously, Samantha crept towards the door that stood before her.***

***3b) Now try this with a sentence of your own.***