

Year 5/6
English
Booklet 2

Date			
Subject/s	<u>English</u> <u>Imitate</u>		
Learning Objective 	To use semi-colons accurately		
		SA 	TA 
Success Criteria 	I can insert semi-colons into sentences.		
	I can use semi-colons to separate items in a list		
	I can use semi-colons to link closely related independent clauses		
Support	Independent	Adult Support ()	Group Work

Semi-colons can be used for two different purposes.

Read about them below:

Punctuation Marks - Semi-Colons

Purpose 1 - lists



The semi-colon keeps order in the sentence, separating the information about each item in the list. We use it instead of a comma in a list, if the items in the list have more information than just one word.

Penny surveyed her shopping: potatoes, for the chips; beef, for the burgers; tomatoes, for the tomato ketchup and bananas, for the banoffee pie.

The semi-colon here keeps order in the sentence, separating the information about each item in the list.



Further examples:

- In our team are Fred, who likes cats; Tom's brother Nick; Daniella, who is the oldest and Katrina from next door.
- My favourite foods are pizza with melted cheese; burgers and chips; chocolate cake and broccoli.

You can also watch this video to find out about using semi-colons in a list.

<https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zhntng8>

Punctuation Marks – Semi Colons

Purpose 2 – linking independent clauses



Semi-colons can be used to link two **closely related** independent (main) clauses instead of using a conjunction.

The girls were excited about the party; a real magician would be there.

The semi-colon here provides a smooth transition between the two sentences, hinting to the reader that there is more information to come about the party.

A full stop here would be too final and a comma would not be grammatically correct, as a comma should not be used to link two independent sentences.

Further examples:

Leaves fluttered softly to the ground;
a soft red carpet emerged.

High in the trees the birds twittered;
the wood was alive with beautiful music.

You can also watch this video about using semi-colons to link independent clauses.

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs>

Here is an example of a semi colon from our text:

Jack would close his eyes and imagine the floor of his bedroom being splintered as though an earthquake had visited; he'd fearfully envisage the carnage and chaos created in his room and panic at the thought of having to explain it to his Mum.

Both the blue and red parts of the sentence are independent clauses—they make sense by themselves. They have been linked with a semi-colon to link what Jack thinks he has heard with the chaos he has imagined.

Task A

1) Re-write this sentence, adding semi-colons correctly in the list.

I packed my bag and in it I put my toothbrush the one with the splayed bristles my sponge the real one I was given for my birthday my comb the black one my teddy bear I know I shouldn't need him now clean undies enough for two nights pyjamas the new ones and a bar of chocolate for comfort.

2) Write your own list using semi colons.

Task B

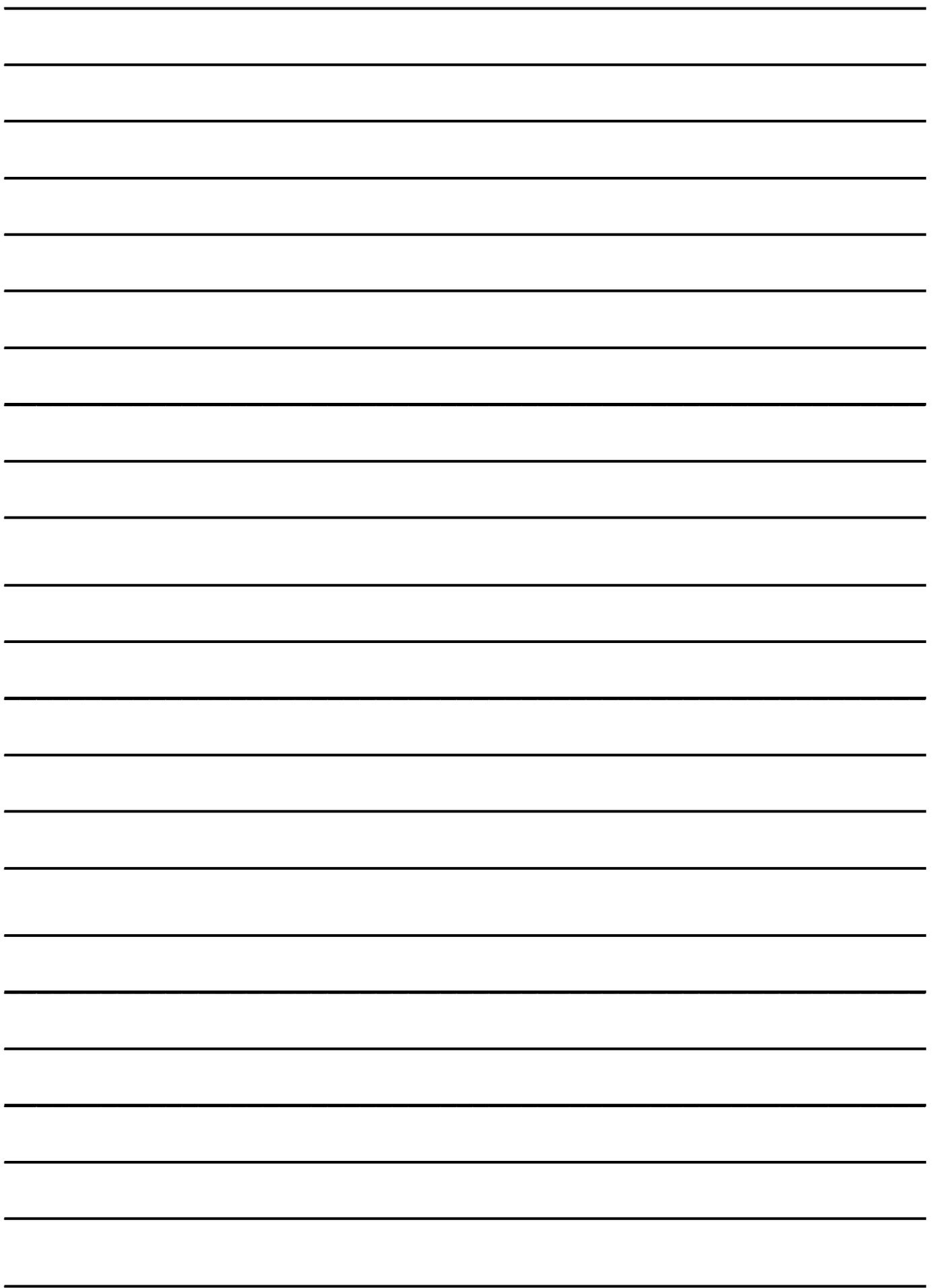
Look at these sentences which have independent clauses. Insert inverted commas to separate the two clauses.

- 1) Mark fell to his feet. He was exhausted.
- 2) Curtis fell into the nettles. The pain was terrible.
- 3) Flic had been working all night the project was due in tomorrow
- 4) Sarah studied the creature it studied her in return

Task C

Add a semi-colon and an independent clause to complete these sentences.

- 1) Michael looked up and grimaced
- 2) Uncle Tom was furious
- 3) The car sped into the corner
- 4) The crowd huddled around the small boy
- 5) The ship crashed into the towering waves



Date		
Subject/s	<u>English</u>	
	<u>Imitate</u>	
Learning Objective 	To box up the text	
	SA 	TA 
Success Criteria 	I can identify the structure of a story	
	I can find examples in the text	
	I can use the boxing up structure to plan my own story	
Support	Independent	Adult Support () Group Work

Re-read the text. Can you identify each part of the story? Write notes in the table below.

Structure	Text
Introduce the problem, Set the scene	
Further description of emotions	
Sudden Action	
Impact on character	
Interesting ending. Cliff Hanger	

Here is my boxing up. Is yours the same as mine? Did you include anything different from the text?

Structure	Text
Introduce the problem, Set the scene	The creak starts in Jack's room. Jack is not worried.
Further description of problem	The creak happens with 'alarming regularity'. Returns every night at 11:43 pm. 'Mournful, pained cry'.
Sudden Action	The creak becomes violent. 'Zig Carnage and chaos
Impact on character	Jack is very worried. Can't sleep. 'Cold, clammy sweat' 'Jack would struggle against the weight of the gloom'
Interesting ending. Cliff Hanger	Jack disappears.

Now use the structure of the story to help you plan your own story.

Yours could be about

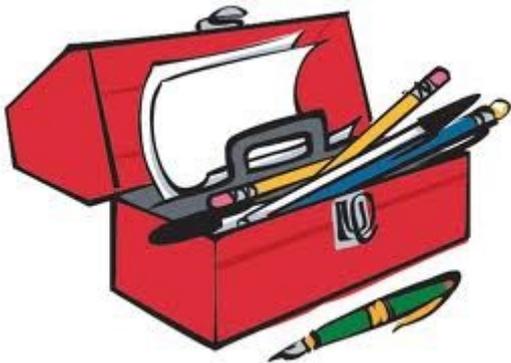
- The whisper
- The knock
- The footstep

Structure	Text	
Introduce the problem, Set the scene	The creak starts in Jack's room. Jack is not worried.	
Further description of problem	The creak happens with 'alarming regularity'. Returns every night at 11:43 pm. 'Mournful, pained cry'.	
Sudden Action	The creak becomes violent. Zig zagging across the floor. Carnage and chaos	
Impact on character	Jack is very worried. Can't sleep. 'Cold, clammy sweat' 'Jack would struggle against the weight of the	
Interesting ending. Cliff Hanger	Jack disappears.	

Here is my model plan. How is yours similar or different to mine?

Structure	Text	
<p>Introduce the problem,. Set the scene</p>	<p>The creak starts in Jack's room. Jack is not worried.</p>	<p>The whisper begins in Sarah's bedroom. Sarah is intrigued, but not worried.</p>
<p>Further description of problem</p>	<p>The creak happens with 'alarming regularity'. Returns every night at 11:43 pm. 'Mournful, pained cry'.</p>	<p>The whisper returns at midnight every night. It is soft, yearning and mournful.</p>
<p>Sudden Action</p>	<p>The creak becomes violent. Zig zagging across the floor Carnage and chaos</p>	<p>The whisper gets closer every night. It begins to sound angry, menacing, malevolent.</p>
<p>Impact on character</p>	<p>Jack is very worried. Can't sleep. 'Cold, clammy sweat' 'Jack would struggle against the weight of the gloom'</p>	<p>Sarah is scared. Can't sleep. Eyes searching the dark.</p>
<p>Interesting ending. Cliff Hanger</p>	<p>Jack disappears.</p>	<p>Sarah disappears.</p>

Date			
Subject/s	<u>English</u> <u>Imitate</u>		
Learning Objective	To write a suspense story		
			
		SA 	TA 
Success Criteria	I can punctuate sentences accurately.		
	I can use a range of skills from my suspense toolkit.		
	I can create a feeling of suspense.		
Support	Independent	Adult Support ()	Group Work



My Writer's Toolkit for suspense:

- Short sentences for sudden action
- Complex sentences to add description
- Power of 3—use sets of 3 adjectives for description
- Personification
- Powerful vocabulary—especially verbs
- Hide information from the reader

Task:

Over the next two days, write the first two sections of your story.

Here is my modelled story to give you ideas.

It all began with a whisper.

Just a tiny whisper: a breath of wind in the night sky; an overheard conversation... that kind of thing. And Sarah wasn't concerned about that kind of thing. Whispers were everywhere she went. Her sister murmured to her friends as they gossiped about each other; her mum and dad talked quietly in the evening. Sometimes there was a gentle sigh, the sound Sarah imagined a tree might make in a forest.

But the whisper wasn't like those other sounds. The first time it happened, it was soft, almost unheard. It didn't belong in Sarah's room or her house. The second time was a few days later, at the same time, with the same sound. From then on the whisper happened with unnerving regularity. It seemed so well timed, it was almost as though something was talking to her as she tried to drift off to sleep.

The whisper was gentle at first, just a breath. Then it gradually became louder, as though it was in distress. A mournful, yearning murmur.

