

**Relative clause**

A type of subordinate clause used to adapt, modify or describe a noun. Creates a clearer picture and often starts with a relative pronoun: *who, which, where, when, whose, that*

Examples:

That's the girl who lives near us. Each sentence has a main clause followed by subordinate. Relative pronoun starts the subordinate.

I live in Bury St Edmunds, which has a lovely cathedral.

They can also be regularly used as an embedded clause:

Walter Tull, who was a celebrated war hero, died in 1918 at the battle of Somme.

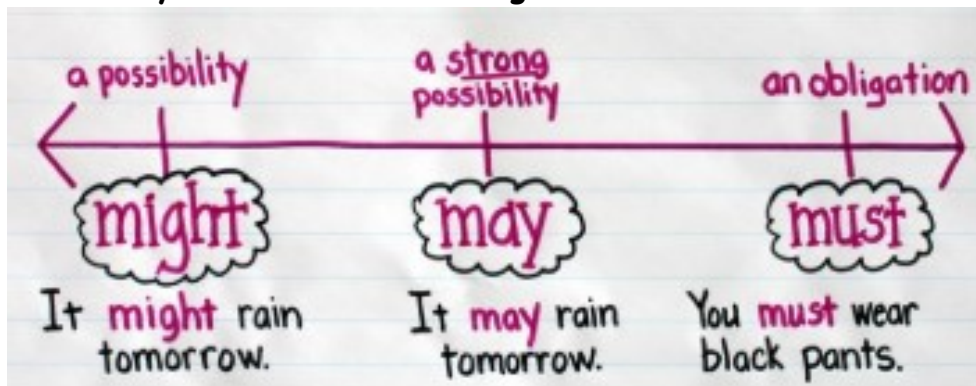
Embedded clause is 'framed' within commas.

**Vocabulary**

Adjective	A word that adds more information about a noun.
Adverb	A word that adds more information about verbs, adjectives or other adverbs
Adverbial	A group of words that can function as an adverb
Command	Tell you to do something. Often urgent and short. <i>Get in the car.</i>
Exclamation	Usually begin with 'How' or 'What'. Full sentence including a verb. <i>What happened to your car!</i>
Noun	Names of things that we can touch (concrete) and abstract (ideas, emotions).
Paragraph	Connected sentence about one idea or theme.
Preposition	Shows the relationship between words, usually describe the position of something, the time when something happens and the way in which something is done.
Question	Sentences that ask something or show doubts. <i>Is that your car?</i> Usually end with question mark.
Statement	Sentence that claims something as truth. <i>My car is blue.</i> Ends with full stop.

**Modal auxiliary verbs**

Modal verbs provide clarity of instruction allowing us to understand the level of possibility..



**Commas to clarify meaning**

Commas are used to separate parts of sentence when it is important.

Without them this sentence can be misleading.

**Let's eat kids!**

*Suggests we are going to eat children.*

**Let's eat, kids!**

*Suggests we are going to eat something with the kids.*

### Building cohesion within and across a paragraph

Transitional phrases and fronted adverbials allows us to show relationships between ideas, logically connect sentences and paragraphs. It signals how the reader should process the information and makes writing more readable and engaging. Fronted adverbials can create cohesion when changing paragraph.

Transitional		
<b>1A. Time and sequence</b>	<b>1B. Time and sequence</b>	<b>2. Conclusion</b>
First	Initially	In conclusion
Second	Soon	In closing
In addition	Previously	In summary
After	Meanwhile	Consequently
Next	During	Therefore
Finally	Ultimately	In the end
Later		

Fronted adverbials		
Time	Location	Feelings/manner
Today,	Over the mountain,	Anxiously,
Yesterday,	In the distance,	In a flash,
On Monday,	On the shore,	Suddenly,
In the blink of an eye,	In the house,	Nervously,
Later,	Down the stairs,	Curiously,
Recently,	Outside,	Joyfully,
In June,	Around the corner,	Frantically,
After dusk,	On the boat,	As fast as she could,

### Punctuation bracket vs dashes

Parenthesis adds extra information to a sentence often an explanation that is separate to the sentence. Each one is used for a slightly different emphasis.

Example:

Dashes highlight what is written between them.

**Erin - brave and fearless- stood her ground in front of the monster.**

Brackets are often used to downplay (make information seem less important) the information.

**We have evidence (obtained from a number of sources) that dinosaurs roamed the earth thousands of years ago.**

If the information within brackets or parenthesis was removed the sentence would still make sense.

### End of year expectations

- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Indicating degrees of possibility using adverbs or modal verbs
- Devices to build cohesion within a paragraph
- Linking ideas across paragraphs using adverbials of time and place, number or tense choices.
- Brackets, dashes or commas to indicate parenthesis .
- Use of commas to clarify meaning or avoid ambiguity

**Topic: Punctuation and Grammar**
**Year: 5**
**Strand: English Curriculum**

Question 1: Underline the relative clause	Start of unit:	End of unit:
Serena Williams, who is from America, is one of the best tennis players of all time.		
I bought a new bike that is very fast.		
We bought the ice cream that Lucy recommended.		
Carrots, which are a vegetable, are good for you.		

Question 2: Modal verbs...	Start of unit:	End of unit:
Determine tense		
Determine location		
Allow us to understand the level of possibility		
Build cohesion		

Question 3: Commas are used to...	Start of unit:	End of unit:
Show a pause		
Take a breath		
Separate parts of a sentence		
Show something is less important.		

Question 4: The following are used to create cohesion (tick the ones that apply)	Start of unit:	End of unit:
Full stops		
Fronted adverbials		
Transitional phrase		
Subordination		

Question 5: Add a comma to change the meaning of the sentence.	Start of unit:	End of unit:
Sarah gave a bath to her dog wearing a pink t-shirt.		
When cooked well kids can make nutritious snacks.		
Yesterday Alan and I went to the zoo.		

Question 6: Place dashes in the correct place	Start of unit:	End of unit:
Liverpool's star player Mo Salah is an excellent role model.		
Georgia determined and confident took the penalty.		
Mary Seole famed nurse was voted greatest Black Briton.		

Question 7: Underline the main clause	Start of unit:	End of unit:
Rachel liked the new chair, it was very comfortable.		
Joe was angry with the dog, which had eaten his homework.		
My gran, who is 82 years old, goes swimming every day.		
He has a son, who is a doctor.		

Question 8: A statement sentences normally ends with...	Start of unit:	End of unit:
An exclamation.		
A full stop		
A question		
All of the above		

Question 9: Place brackets in these sentences correctly.	Start of unit:	End of unit:
King John also known as John Lackland died in 1216.		
World War 2 1939-1945 was a devastating event..		
There are 8 planets astronomical bodies in our solar system.		

Question 10: Write a paragraph about this image.

