Thomas Harding Junior School

Sentences Homework – Autumn Term

Logistics	Ensuring success	Checking
• **Set on a weekly basis** • **Set a minimum number of sentences to write (Year group or child dependent).** • **Encourage children to do little and often during the week rather than all in one go.** • **Images can be found on the website but will also be handed out to children.** • **Text sent to parents regularly explaining what is expected and the overview will be sent out.**	• **Show children an example of the type of sentence that they need to practice.** • **Get them to write it in their sentence homework book.** • **Tell children how important presentation is – every sentence should be written as neatly as possible.** • **Checklist stuck in front of books to clarify expectations.**	• **Children will be asked to check their sentences for sense** • **Children may sometimes be offered the opportunity for purple pen editing in school** • **Adults will check books but not necessarily mark each sentence.**

Week	Year 3	Year 4	Year 5	Year 6	Stimulus
Week 2 7.9.26	**2A sentences** Two adjectives preceding the first noun and two adjectives preceding the second noun.	**List sentences** No less than three and no more than four adjectives before the noun. Can be very dramatic when combined with alliteration.	**BOBs sentences (used to be BOYS) But, Or, Because, So** Two-part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (BOBS). No comma before because	**First word last sentences** Start with a keyword, expand upon that keyword, then repeat the same keyword at the end of the sentence.	

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Week	Year 3	Year 4	Year 5	Year 6	Stimulus
Week 3 14.9.26	**-ly sentence** Begins with an -ly adverb	**What +! Sentences** Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.	**Noun – adjective pair – sentences** Works on a show and tell basis where name and details form the main clause	**2 pairs sentences** Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction and	
Week 4 21.9.26	**List sentences** No less than three and no more than four adjectives before the noun. Can be very dramatic when combined with alliteration.	**Verb, person sentences (ing sentence)** A typical sentence (subject-verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or personal pronoun (he, she, they it), followed by the remainder of the sentence	**2 pairs sentences Two pairs of related adjectives.** Each pair is followed by a comma and separated by the conjunction *and*	**Noun – adjective pair – sentences** Works on a show and tell basis where name and details form the main clause	

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Week	Year 3	Year 4	Year 5	Year 6	Stimulus
Week 5 28.9.26	**What +! Sentences** Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.	**Ad, same ad sentences** Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma. Once children have grasped this, introduce words other than because to bridge the sentence	**Emotion word, (comma) sentences** Uses adjective to describe emotion, followed by a comma. Rest of sentence describes actions related to the opening emotive adjective	**The more, the more sentences** The first more should be followed by an emotive word and the second more should be followed by a related action.	
Week 6 5.10.26	**Noun – adjective pair – sentences** Works on a show and tell basis where name and details form the main clause	**Double ly ending sentences** Ends with two adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentence	**The more, the more sentences** The first more should be followed by an emotive word and the second more should be followed by a related action.	**Emotion word, (comma) sentences** Uses adjective to describe emotion, followed by a comma. Rest of sentence describes actions related to the opening emotive adjective	
Half Term					

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Week	Year 3	Year 4	Year 5	Year 6	Stimulus
Week 1 2.11.26	**Short sentence** Short sentences that help to build tension.	**As… ly Sentence** A complex sentence that starts with the conjunction ‘as’ and contains an adverb.	**3 –Ed Sentences** These sentences begin with three adjectives ending in ‘-ed’.	**De: de** These sentences have two parts. The first part gives a description, the second gives further details. The 2 parts are separated by a colon.	
Week 2 9.11.26	**List Sentence** A sentence that lists items using commas.	**If, If, If, Then** These sentences are made up of three ‘if’ parts that give reasons for the final ‘then’ consequence. Each part is separated by a comma.	**Emotion, Comma** These sentences start with an emotion word, followed by a comma.	**Some; others** These sentences begin with the word some and have a ; instead of a ‘but’ to separate the two parts.	

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Week	Year 3	Year 4	Year 5	Year 6	Stimulus
Week 3 16.11.26	**4A Sentence** These sentences include two adjectives before the first noun and two adjectives before the second.	**Ad, Same Ad** These sentences have two identical adjectives, one repeated shortly after the other.	**Three Bad Dash Question** These sentences start with three negative adjectives. After the third adjective, there is a dash and a question relating to the adjectives.	**Imagine 3 Examples** These sentences begin with the word 'Imagine' and then describe 3 things about a place, time or person. After the 3rd description there is a : followed by a statement saying there is such a time, place, person.	
Week 4 23.11.26	**P.C - Paired Conjunction Sentence** both/ and not so/ as neither/ nor as/ as mnemonic:(BA) (NA) (NN) (AA)	**Verb, Person** These sentences start with an -ing verb, followed by a comma, and then the name of a person or a pronoun along with the rest of the sentence.	**Noun, Which/ Where/ Who** These sentences begin with a noun then a comma followed by which or where or who.	**Emotion, Action** These sentences start with an expanded –ed clause, followed by a dash and the main clause.	

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Week	Year 3	Year 4	Year 5	Year 6	Stimulus
Week 5 30.11.26	**Double –ly Sentence** A sentence with two adverbs after the verb	**2A Pair** These sentences have two adjectives pairs at the start, which are separated by commas	**With an Action, More Action** These sentences start with a prepositional phrase, followed by a comma and then the main clause.	**The More, The More** *The more, the more* sentences are in two parts. The first 'more' should be followed by an emotion word and the second 'more' should be followed by a related emotion.	
Week 6 7.12.26	**2A sentences** Two adjectives preceding the first noun and two adjectives preceding the second noun.	**-ing, -ed Sentences** This sentence always begins with a verb ending in 'ing'. This is followed by the location of the action and then a comma.	**Name – Adjective Pair – Sentence** These sentences have two adjectives that describe the subject included as parenthesis, using dashes.	**Colon: Descriptive List** These sentences use colons to introduce a descriptive list. The sentence before the colon must make sense on its own.	

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Week	Year 3	Year 4	Year 5	Year 6	Stimulus
Week 7 14.12.26	**-ly sentence** Begins with an -ly adverb	**What +! Sentences** Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.	**BOBs sentences (used to be BOYS) But, Or, Because, So** Two-part sentence – first part ends with a comma and the second part begins with a co-ordinating conjunction (BOBS). No comma before *because*	**First word last sentences** Start with a keyword, expand upon that keyword, then repeat the same keyword at the end of the sentence.	