

Wednesday SPAG starter

Underline the **subject** in each of the sentences below.

Lydia found a beautiful necklace.

Last week, I played football in the park.

At 9 o'clock, the postman delivered the letters.

1 mark

Subjunctive mood

A verb is in the subjunctive mood when it expresses a condition which is doubtful or not factual. It is most often found in a clause beginning with the word *if*. It is also found in clauses following a verb that expresses *a doubt, a wish, regret, request, demand, or proposal*.

Tick the **sentence** below that is in the **subjunctive mood**.

tick **one** box

We were the last ones to arrive at football practice.

If I were you, I'd wear shorts and a T-shirt.

Were you the one who won the prize?

You've upset Finn with what you were talking about.

1 mark

Tick the **sentence** below that is in the **subjunctive mood**.

tick **one** box

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Prefix

A prefix is a group of letters that you can add to the beginning of a root word to change the meaning of the word.

eg. **mis** + fortune = **mis**fortune

Prefix	Meaning
mis-	'wrong' or 'badly' eg ' misspelled ' or misspelt means 'wrongly spelled'
sub-	'under' eg ' subway ' means 'a way under the ground'
pre-	'before in time', 'in front of' or 'superior' eg ' prepacked ' means 'packed before'
un-	'not' (there are also several other prefixes which mean 'not') eg ' unhurt ' means 'not hurt'

Each of the sentences below is missing a **prefix**. Draw a line to match each sentence with the most likely prefix. One has already been done for you.

Sentence

Prefix

They were building a newmarket.

super-

The doctor gave mebiotics.

dis-

She is writing herbiography.

anti-

The delay put them at aadvantage.

auto-

1 mark

Read the sentence below and circle the word or words that make it a **question**.

“They don’t know who I am, do they?”

_____ 1 mark

Do you ever regret buying that large, pink handbag, Joanne?

In each row, put a tick to show whether each underlined word is an **adjective** or an **adverb**.

Word	Adjective	Adverb
ever		
large		
pink		

1 mark

Co-ordinating conjunction / subordinating conjunction



There are seven co-ordinating conjunctions. They give equal importance to the words or sentences that they connect.

Read the sentence below. Circle the **co-ordinating conjunction** and underline the **subordinating conjunction**.

Patrick is good at cricket and tennis although he doesn't play very often.

1 mark

Day 3: Wednesday 3rd February

LO: To interpret a 'nonsense' poem

Success Criteria



I can use my
imagination

I can edit my
work to improve

I can use
different
language to begin
sentences.

Today you are going to complete your final version of your Jabberwocky description.

By the end of the lesson, you will have edited and written your finished letter (handwritten or computer software) ready to be uploaded onto 'Assignments'.

Reread your Jabberwocky description from yesterday: How can you improve it? Can you spot any mistakes? Have you included all the success criteria?



Success criteria:

- > Lots of descriptive language
- > Words taken from the poem- for example 'brillig'
- > Avoiding repetition of language
- > A range of punctuation including brackets, semi-colons etc.

Now find a different coloured pen/pencil (green would be best) and use your Arms and Cogs to carefully edit the work that you completed yesterday.

TARGET: try and include one of each of the different ways of editing: add, remove, move, substitute

ARMS for editing	COGS for proof-reading
A dd	C apitals/full stops
R emove	O rganisation
M ove	G rammar
S ubstitute	S pelling



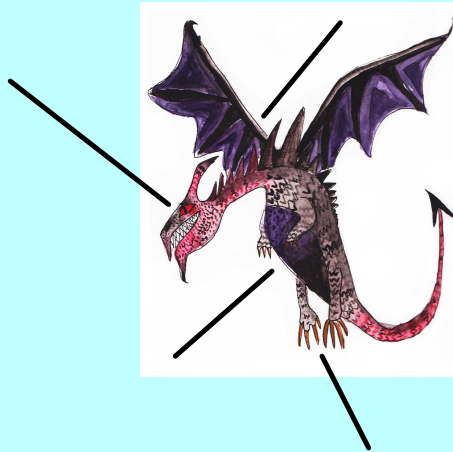
Now you have completed your editing, you need to write your final version.

REMEMBER:

- Neat cursive handwriting
- Start writing on the lines
- Descenders going below the lines
- Capital letters need to be larger

Once complete, please upload to 'Assignments' on Teams.

EXTENSION TASK 1: annotate your own picture of the Jabberwocky (or print off the picture) with features using scientific vocabulary. You could even put the nonsense words in brackets to show your deeper understanding.



EXTENSION TASK 2: act out and perform part or all of the poem. Show your understanding of the events through your intonation, tone and volume while using actions to make the meaning clear to your audience.

Your could perform to the people in your house or if you want you could perform to the class on our afternoon meeting.

Attachments

WhoWantstobeaMillionaire_-_shun_words.ppt

pen licence.docx

JABBERWOCKY.doc

jabberwocky storyboard.doc

pronouns.pdf

Prepositions.ppt