

English and SPAG (10.01.21)

We will be looking at how to use a semi-colon. First watch the video below to help you understand how to use one.

<https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/z6w6cqt>

Task 1

Here is an example of creating a list that is detailed enough to use Semi-colons. Can you see unlike commas in lists we actually do put a Semi-colon before the word and before our final item in our list.

Mrs Case needed lots of items from the shops: 12 rolls of the softest toilet role she could find; the number one best seller in the book section; semi skimmed milk with the longest date on it; and a chocolate cake for her son's birthday.

Use the image below to create a detailed list about the Amazon.



Task 2

Semi-colons are used to separate two main clauses that are clearly related to each other but could stand on their own as sentences. They can be used to replace a conjunction, e.g.

I have a rugby match next week **and** I really hope we win.

I have a rugby match next week; I really hope we win.

1. Circle the conjunction in each sentence below.

1. I am starving so I can't wait until dinner.
2. Sam was desperately tired and he wanted to go home to bed.
3. It was pouring outside so I needed to bring my umbrella to school today.
4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.
5. My team are at the top of the league so I expect we will win our match today.

Choose three of the sentences from above and take out the conjunction each time and replace it with a semi-colon.

Task 3

Semi-colons

Semi-colons are used to separate two main clauses that are clearly related to each other but could stand on their own as sentences. They can be used to replace a conjunction, e.g.

I have a rugby match next week **and** I really hope we win.

I have a rugby match next week; I really hope we win.

Write a second related clause after the semi-colon in the sentences below:

1. It was getting dark; _____

2. Henry was extremely excited; _____

3. Laura was going to the shops with her mum; _____

Write a clause to go before the semi-colon.

4. _____; the teacher kept them in at lunchtime.

5. _____; the food and service were supposed to be excellent.

6. _____; he drank two large glasses of water.

Write three of your own sentences to show that you understand how to use semi-colons.

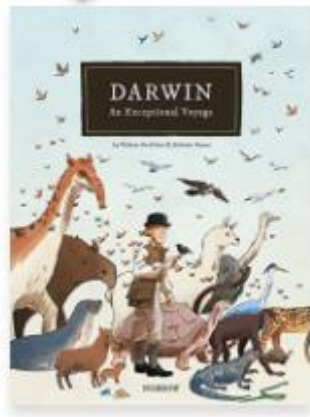
7. _____

8. _____

9. _____

English.

In English we have been looking at the book, Darwin an exceptional voyage. You can read the first 27 pages of the book on the year 6 page of the school website.



Task 1

In English we will be creating some setting descriptions using some of the images from the book. This is an example of one below for this image:

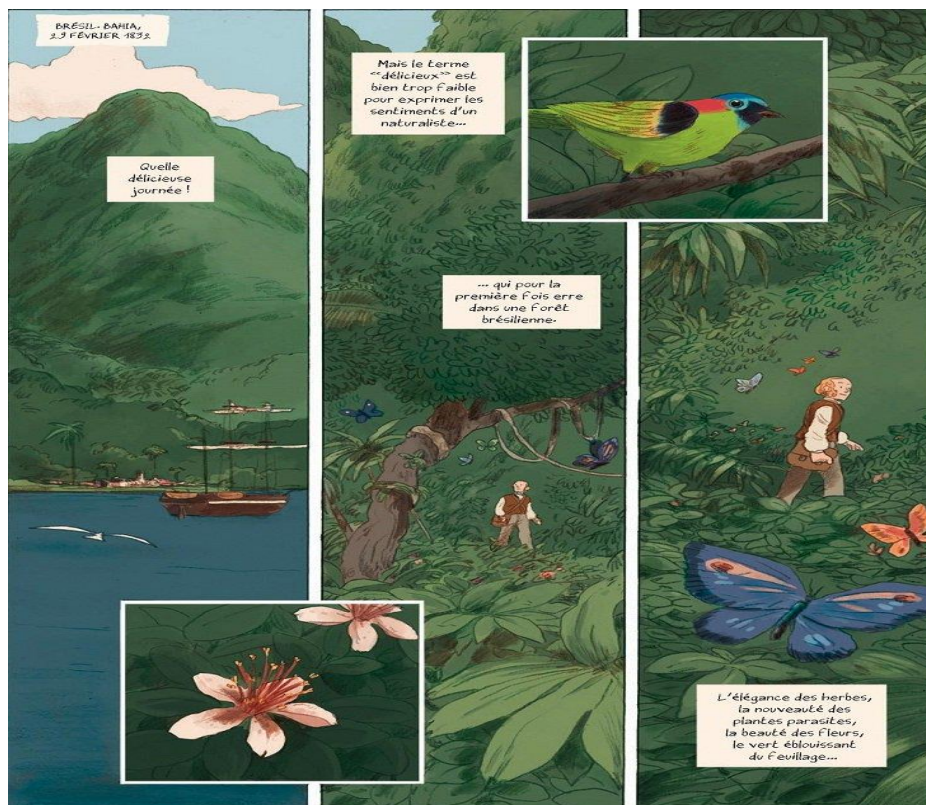


Pinpricks of iridescent silver embroidered the endless darkness overhead, flickering light of a million distant suns. The warm late-evening hush blanketed the lush undergrowth and seemed to magnify the heady scent of foreign flora that perfumed the air. Colossal waxy palm leaves protruded ponderously from stout trunks that lazed in the simmering darkness, whilst underfoot, coarse grasses and soft moss carpeted the ground. As Darwin marvelled at the stillness of his surroundings, a gentle breath of breeze tousled the papery leaves. The light show began.

Almost imperceptibly at first, starting with a multitude of nearly inaudible clicks that escalated into a dizzying hum - the fireflies took flight from their invisible berths

amongst the leaves and meandered upward. Their pulsating glow mimicked the flicker of the stars as they hovered and swooped, engulfing the breathless Darwin in a miniature ballet of lights. Entranced, enthralled, mesmerised; all he could do was gaze at the performance, completely spellbound.

Choose an image below and create your own setting description.



Task 2

We can use a dash to add additional information. Can you match each sentence to the correct additional information each time?

Match the sentence with appropriate additional information.

Sentence	Additional information
Darwin stood spellbound	- the process of mapping the area was incredibly complex.
The undergrowth was dense	- the opportunities to gather information on different species seemed endless!
For months the Beagle charted the coast of Rio de la Plata	- packed with great care inside numerous jars and secure cases.
The Brazilian forest was teeming with life	- he was sickened by the treatment of slaves in Brazil.
The unrecorded species were sent back to England	- the fireflies glow flickered all around him.
Darwin's voyage exposed him to man's cruelty as well as nature's beauty	- a considerable number of spiders, beetles and butterflies.
The explorer collected a large amount of insects during his time in Brazil	- it was clear no man had travelled here before.

Task 3

In the story speech is used a lot to convey character like the example below which shows the relationship between Darwin and the Captain of the ship, Fitzroy.

Darwin gathered speed as he entered the forest, almost breaking into a run. His eyes darted everywhere, trying to process the unfamiliar animal and plant life that surrounded him.

"Incredible!" he exclaimed, as his eyes widened and his heart quickened.

"Steady," warned Fitzroy, taking more tentative steps into the unknown.

Can you create your own dialogue between the two men and correctly punctuate it?



Task 4

Language Features in Example Text:

- ✓ Written in past tense
- ✓ Written in third-person perspective
- ✓ Includes dialogue between two characters
- ✓ Includes detailed description of settings and animals
- ✓ Effective verbs and adverbs
- ✓ Expanded noun phrases
- ✓ Figurative language
- ✓ Adverbial phrases show the passing of time throughout the text



We will be looking at this example of a discovery narrative below in class. Can you find and highlight in different colours the features above?

Example Text: Discovery

Narrative 23rd February 1832: Empire of Brazil

Their arrival was filled with relief as they approached the shallowing waters of the Atlantic. These very seas had tested both their reserve and endurance as they had navigated the highest of rolling waves through weathers only witnessed in nightmares. At times, angry, barbed waves would beat and buffet HMS Beagle, while in daytime they could bask atop the warm waters of the equator under the sun's oppressive heat. They had travelled oceans of time on this journey. With relief, they approached a safer, more welcoming harbour. Once the anchor was secured, they readied themselves to explore the untouched natural beauty that was the Empire of Brazil; to uncover all it had to offer. This was the second leg of their 5-part voyage of discovery.

On setting foot upon this foreign land, they noted densely packed trees that edged the sandy shoreline; these provided a comforting welcome with so many months lost to landless travel. The sight and scent of unusual flora fascinated Darwin and his companion, Captain FitzRoy. Their sweetness radiated through the air – a sweetness they could almost taste. Unfamiliar sounds echoed within the forest, moving Darwin and FitzRoy closer...

"Some kind of bird, Charles?" Captain FitzRoy said, whilst steadying his feet through the uneven terrain. "I'm not sure I'm familiar with this sound, Captain. I feel a sense of intrigue," he replied in wonderment and added, "I just can't fully believe the beauty of this place, nor the sounds it holds."

"Charles! Above, look," FitzRoy directed, pointing at the top of the trees.

He gasped, "Unbelievable...welcome to the Toucan, or would you prefer to be called *Ramphastidae*?"

With excitement building, Darwin sketched this winged wonder to preserve his memory of it. The beak alone took half its length, made of vibrant yellow and orange. It protruded to a pointed, arched end. This marvellous bird also sported a white feathered circular chest marking, that at first glance, presented like a collar. They observed its tilting head, whilst it seemingly glanced in different directions before it hopped from one feeding ground to another.

On observing its feeding in more detail, they noted the under-part of its beak presented as a little jagged, which seemed to assist in securing the food upon which it feasted. It appeared to exist on a diet of fruit from the abundant trees. Its eyes, piercing, beady and black, were decorated by a royal blue crest within which they were placed – but why so bright? The men marvelled at this creature and its habitat. Time fluttered by, as did the toucan. Eventually, they assembled their equipment, their drawings and more importantly – Darwin assembled his thoughts.

Later, with sketchbook in satchel, Darwin pondered about what made the unfathomable creature appear the way it did. Why the need for a long beak of such

magnitude and brightness? Why did this creation not lurk or hide or attempt to blend and camouflage itself like so many other species he had catalogued? He asserted that this must have been a bird that wanted to be noticed; it seemed to own its space and stood proudly in its surroundings. Again, these complexities of thought returned as he continued his voyage of discovery.