## Language \& Spelling

## Complete Sentences:

A sentence must have a verb and express a complete thought that makes sense by itself. A sentence can have many words or just one, for example, 'Look!' is a sentence.

Read the words below and write Yes for a complete sentence and No for an incomplete sentence.

| Into the river. | No | Emma won three races. |  |
| :--- | :--- | :--- | :--- |
| I like crunchy apples. | Yes | I go to Lurnea High School. |  |
| Angus ate all the pizza. |  | If you press that button. |  |
| On top of the table. |  | I read a book about dinosaurs. |  |
| With both hands I. |  | You can do. |  |

On the lines below write three complete sentences.

## Four Types of Sentences:

To write in all ways such as persuasions, narratives and reports we have to use a variety of types of sentences, including statements, questions, commands and exclamations.

EXAMPLES: Statement: I go to Lurnea High School. Question: Why are you crying?
Command: Get me a towel. Exclamations: What a cute baby! In the box below add the correct end punctuation for each sentence and write the type of sentence, as shown.

| Sentence | Type |
| :--- | :--- |
| The platypus is a symbol for Lurnea High School. | Statement |
| Why are you crying? | Question |
| What a beautiful day |  |
| Sit down |  |
| Where do you live |  |
| I left my school bag on the bus |  |
| Watch out |  |

Now write an example of each sentence type in your own words on the lines below.
Statement: $\qquad$
Command: $\qquad$
Question: $\qquad$
Exclamation: $\qquad$

## Spelling

## Spelling Pattern: Useful words ending in 'ure'

| sure |  | signature |  |
| :--- | :--- | :--- | :--- |
| pure |  | creature |  |
| cure |  | feature |  |
| nature |  | measure |  |
| future |  | temperature |  |

Study each 'ure' word then cover each one and then write it in the box provided. Next select 5 'ure' words from above to put into a sentence to demonstrate their meaning.
$\qquad$
$\qquad$
$\qquad$

## Spelling Rule:

Sometimes when we add the suffix 'ing' to a word we have to double the last letter. This happens with words like swim, hop and begin because they have a short vowel. Add 'ing' to the words in the table by doubling the last letter. Two have been completed for you.

| swim | swimming | skip |  |
| :--- | :--- | :--- | :--- |
| hop | hopping | cut |  |
| run |  | get |  |
| spin |  | forget |  |
| shut |  | begin |  |
| chat |  | permit |  |

Other words that end in an ' $e$ ' have a long vowel sound and you DON'T double the last letter, you simply drop the ' $e$ ' and add 'ing'. See below and complete table.

| hope | hoping | advise |  |
| :--- | :--- | :--- | :--- |
| make | making | brake |  |
| bite |  | game |  |
| drive |  | leave |  |

## Confusing Words:

In English there are lots of words that sound similar or the same but mean different things. This can be confusing, so let's become familiar with some of them. See below. Put each word into a sentence.
rain-wet weather rein-a strap to lead a horse reign- rule of a king or queen

## Extension Activity

Using 10 of the words you have learnt about in today's lesson, write a paragraph (minimum of 10 lines) describing a day in lockdown. You could write about activities you have completed, something exciting that occurred, your experience with remote learning etc. Be creative, and make sure you use correct language, punctuation and spelling in your sentences.

