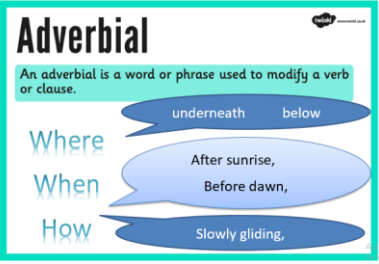
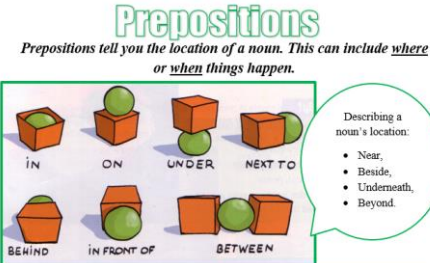
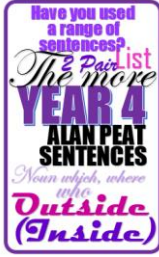
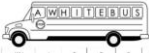


Y4b Sentence structure card

Device	How to use	Checklist												
<p>Fronted adverbial</p> 	<p>Have you used adverbials to extend your sentences? Have you used a comma?</p> <p>Adverbials</p> <p>Lottie flew <u>above the clouds</u>. Where</p> <p>Dew drops settled <u>like diamonds on the grass</u>. How and where</p> <p>Tommy stretched <u>before his football match</u>. When</p> <p>Fronted adverbials Don't forget the comma after a fronted adverbial!</p> <p><u>Before sundown</u>, Lucy walked her dog.</p> <p><u>Howling ferociously</u>, wolves chased their prey.</p> <p><u>Within the cave</u>, bats eyes sparkled.</p>													
<p>Prepositional phrase</p> 	<p>Have you used a prepositional phrase to add information about location to your sentence?</p> <p>Prepositional phrases use prepositions within a phrase:</p> <ul style="list-style-type: none"> • Beside the tree, • Underneath the box, • Beyond the valley, • After lunch, • Towards the tower. 													
<p>ing clauses</p> <p>You could start your sentence with an 'ing' word: <i>Unlocking the door, she left the room.</i></p> <p>Here are some 'ing' words you may like to use:</p> <table border="1" data-bbox="177 1317 533 1451"> <tr> <td>Jumping</td> <td>Knowing</td> <td>Riding</td> </tr> <tr> <td>Playing</td> <td>Praying</td> <td>Thinking</td> </tr> <tr> <td>Singing</td> <td>Stopping</td> <td>Stepping</td> </tr> <tr> <td>Trying</td> <td>Walking</td> <td>Abandoning</td> </tr> </table>	Jumping	Knowing	Riding	Playing	Praying	Thinking	Singing	Stopping	Stepping	Trying	Walking	Abandoning	<p>Try starting your sentence using an 'ing' word or clauses...</p> <p><i>Don't forget to use a comma.</i></p> <p>Jumping for joy, the youngster couldn't contain her excitement.</p> <p>Walking rapidly, the explorer searched for his destination.</p>	
Jumping	Knowing	Riding												
Playing	Praying	Thinking												
Singing	Stopping	Stepping												
Trying	Walking	Abandoning												
<p>Alan Peat Sentences</p> 	<p>Have you tried to use different sentences in your writing? Use the Alan Peat sentence flash cards to help you.</p> <p>The more the more</p> <p>List 2 pair</p> <p>Outside (inside)</p> <p>Noun which, where, who</p>													
<p>Complex sentences</p> <table border="1" data-bbox="124 1877 352 2033"> <tr> <td>Who</td> <td>Relates to people (Subject)</td> </tr> <tr> <td>Whom</td> <td>Relates to people (Object)</td> </tr> <tr> <td>Which</td> <td>Relates to animals and objects</td> </tr> <tr> <td>Why</td> <td>Refers to reason</td> </tr> <tr> <td>When</td> <td>Refers to time</td> </tr> </table> <p>Relative pronouns</p> <p>Subordinate clauses</p> 	Who	Relates to people (Subject)	Whom	Relates to people (Object)	Which	Relates to animals and objects	Why	Refers to reason	When	Refers to time	<p>Have you varied your sentences by using relative clauses and subordinate clauses?</p> <p>The door, which was made from heavy iron, slowly closed.</p> <p>Since they were afraid, they gulped.</p> <p>Despite asking politely, they were told the answer was no.</p>			
Who	Relates to people (Subject)													
Whom	Relates to people (Object)													
Which	Relates to animals and objects													
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