**Year 5 (soon to be Year 6) Transition Week!**

This week we are focusing on transition and thinking about the future. From September you will be a Year 6, the oldest in the school, and preparing for leaving Moorside Primary School and starting Secondary School.

Monday 22nd June

This week, you will be revisiting a range of punctuation that you can use when completing your transition activities.

Let’s start with commas. Watch the clip on the following website and have a go at the short quiz to refresh your memories:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zc773k7>

**Commas in sentences**

Adding a comma can change the meaning of a sentence.

1. Let's eat Albert. = We're going to eat Albert.
2. Let's eat, Albert. = We're eating with Albert.

In a long sentence, you can use commas to separate out extra information and make the sentence easier to read. These commas do the same job as brackets but look a lot neater in your writing.

* Albert (the alien with blue spots) is from the planet Zoink.
* Albert, the alien with blue spots, is from the planet Zoink.

A **clause** is the building block for a sentence. Commas can be used to break up sentences that have more than one clause and make them easier to read.

* ***When Albert saw the food***, his tummy started to rumble.
* Albert got used to the blue spots, ***but then they started itching***.

Both these sentences have a **subordinate clause**. Subordinate clauses do not make sense on their own.

These clauses need the main part of the sentence to make sense, so they are connected with a comma.

The comma shows that they are closely connected to the main part of the sentence.

If the clauses make sense on their own, you don’t need to use a comma. For example:

* Albert was excited about eating. He wanted to use a knife and fork.

There is also a little bit more information on commas on this website too and the funny zebra video that we watched in class: <https://www.theschoolrun.com/what-is-a-comma>

Have a go at these activities in your work book.

I can use commas to clarify the meaning of a sentence

Alter the following so they include one comma in the correct place:

* 1. When the lightening was bright people were scared.
	2. “Careful children!” shouted the teacher.
	3. As the campers sat round the fire eating the bear hid in the bushes.
	4. “Let’s leave Samira!” he shouted.

Add a comma to one of the sentences to give them different meanings:

1. Hurry up and shoot Dad.

Hurry up and shoot Dad.

1. The room was full of crying babies and mothers.

The room was full of crying babies and mothers.

1. Inside the dog was barking.

Inside the dog was barking.

Have a go at explaining why the commas are needed and how a comma can affect the meaning of the sentences. You could include pictures of what the sentences are showing to help you.

Tuesday 23rd June

Have a go at some of the transition activities from the transition grid. You can start at any activity but I think the All about me #selfie and the Moving to a new class activity are a good place to start and get you thinking about yourself and a new class next year.

Wednesday 24th June

Let’s move onto parenthetical brackets and parenthetical dashes. Watch the clip on the following website and have a go at the short quiz to refresh your memories:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg6xb82>

## Brackets

**Brackets can be used to add additional information to a sentence.**

Without brackets: Albert the alien was in charge of the wrecking ball.

With brackets: Albert the alien (who had no training) was in charge of the wrecking ball.

The sentence has to make sense without the words inside the brackets, it's just a bit more interesting with the added detail.

This website explains the difference between dashes and hyphens.

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg8gbk7>

I can use brackets to show parenthesis

Remember – parentheses are words, phrases or clauses inserted into sentences which are grammatically complete without them. Here are some ways that information, which can be removed and the sentence still make sense, can be added using round brackets:

**An extra detail –** The passenger train (which was late) pulled up at the station.

**To offer the reader an aside** – I’m heading out (movie night), but I’ll call you in the morning.

**An authorial intrusion** – Trainspotting (what a unique past time) was her favourite hobby.

**A list which interrupts a sentence** – The three busiest train stations in Great Britain (Waterloo, Victoria, Liverpool Street) are all based in London.

**A date, or the birth and death of a person** – William Tate (February 1798 – April 1873) was the architect who designed Waterloo Bridge Station.

**A Latin name used after a common name** – The film ‘My Fair Lady’ opens with Eliza Doolittle selling violets (violas) outside Covent Garden.

Can you write your own example sentence for each one?

An extra detail –

To offer the reader an aside –

An authorial intrusion –

A list which interrupts a sentence –

A date, or the birth and death of a person –

A Latin name used after a common name –

**Challenge** – Try and write a character description which uses brackets. Here is part of a character description of Darth Vader as an example.

Example: Darth Vader (born Anakin Skywalker) is a fictional character in the Star Wars universe.

Sometimes we want to add a bit of extra information to a sentence as an afterthought. If we left out this extra word or phrase, the main sentence would still make sense. This is called parenthesis and can be put in (brackets) or -dashes-

For each of the sentences can you add a parenthesis in the space and write in your work book? There is a hint word to help you think what to write. Have a look at this example: My brother \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ never brushes his hair! Hint: name? My brother (who is called Jason) never brushes his hair!

1. I watched a horror film \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and it really scared me!

Hint: title?

2. I lost me phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when we went on the roller coaster. Hint: birthday present

3. We made popcorn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for my birthday party.

Hint: type?

Now write three sentences of your own. Remember to include brackets or dashes around your parenthesis.

Thursday 25th June

Have a go at some of the transition activities from the transition grid. The Coat of Arms activity is a creative way to show your new teacher all about yourself. Or you could create a poster that shows what you are responsible for linked to Roles and Responsibilities.

Friday 26th June

Using the sheets provided on the topic grid linked to Me and My Future can you plan and write your letter to your future self including commas, brackets and dashes. Remember to think about the other transition activities you have completed this week.

Once you have finished, remember to check through your writing and make any changes needed to spelling, punctuation and vocabulary to ensure accuracy and to make sure it is engaging for your readers. Also, consider if any of it can be improved in any way

* Is it clear?
* Could you add a wider range of punctuation?
* Could you include more ambitious vocabulary?
* Could you play around with sentence length to add variety?
* Could you include more descriptive vocabulary such as adjectives and adverbs?