

Prepositions

Prepositions

- A preposition is a word that indicates place or direction.
Examples: across, into, between, above, beyond, towards, behind, over.
- Prepositions describe the relationship between the subject of a sentence and another object.
For example: The apple was *under* the table.
The glider flew *through* the air.
The boy walked *towards* the school.

Which of the following words are **prepositions**?

in	to	house	location
travel	walk	inside	tomorrow
visit	mountain	beside	later
journey	upon	off	during

Prepositional Phrases

- A prepositional phrase includes the object that the preposition in a sentence is referring to and any other words that link it to the preposition.
For example: He hid *beneath the duvet*.
- A prepositional phrase usually includes a preposition, a noun or pronoun and may include an adjective. IT DOES NOT INCLUDE THE VERB!

Can you pick out the **prepositional phrases** from these sentences?

The general ordered the troops to retreat to the valley.

Jules was delighted to find a present inside the egg.

Mike didn't think he could run up the hill.

Where could it be? It wasn't in the box and it wasn't round the back.

When the siren sounded they all set off into the ancient woods.

Preposition Or Not?

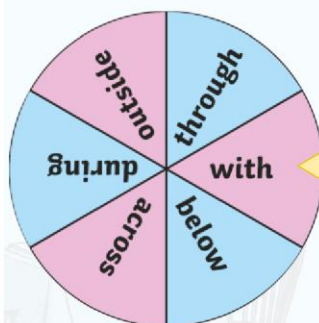
Keeping in mind that 'a **preposition** is a word or phrase used to describe a **place, time or movement**' sort the following words into the correct circles:

Prepositions

Not
Prepositions

angry before lunch after school and under
through threw beside decide in

Add a Preposition



Spin



Spin the spinner to choose a **preposition**. On your whiteboards, write your own sentence about this picture to include that preposition.

Prepositional Phrases

How many prepositional phrases can you make using these prepositions and objects. Can you make any interesting ones?

down
above
among
before
under
concerning
between
inside
towards
along

during
beyond
amid
until
over
between
to
against
beside

crow
cow
chocolate
song
tiger
knife
hamster
carrots
tune
fridge

computer
hill
whale
dawn
trees
cave
mystery
stadium
beach

The Preposition Police

Could you change the prepositions to a different preposition and still have the sentence make sense?

George took his dog Sally for a walk along the canal. Sally waited beside the road. They walked across the road. Together, they went through a tunnel and over a stile. George threw Sally's ball toward the tall grass and it landed in the river. Sally swam through the water and dived underneath the surface to get the ball. She ran back to George and dropped the ball in front of him for another turn. She dropped it from her mouth when she returned next to him. After sunset, they went home and snuggled on the couch beneath a cosy blanket.

Show
answers



Challenge: Now choose some other pages from Stig of the Dump Chapter 7 and identify some prepositions and then add some of your own too.

On the writing checklist four prepositions are listed. Can you find which ones they are on the table below?

Using Conjunctions, Adverbs and Prepositions

- to express time, place and cause

Conjunctions link words and phrases together. Adverbs modify verbs, adjectives and clauses. Prepositions describe location, place and time.

Remember that some words can appear in more than one column because they can belong to more than one word class.

conjunctions	adverbs	prepositions
when	then	before
before	next	after
while	soon	during
so	always	in
because	yesterday	because of
since	here	above
where	eventually	below
later	later	under
unless	now	through
until	therefore	on
yet	frequently	beside
once	inside	due to
that	outside	with
if	everywhere	

Answers

Prepositions: in, inside, beside, during, off, upon

Prepositional phrases: to the valley, inside the egg, up the hill, round the back, into the ancient woods

Preposition or not? : before lunch, after school, under, through, beside, in

Not a preposition: angey and threw decide

Could you change the prepositions to a different preposition and still have the sentence make sense?

George took his dog Sally **for** a walk **along** the canal. Sally waited **beside** the road. They walked **across** the road. Together, they went **through** a tunnel and **over** a stile. George threw Sally's ball **toward** the tall grass and it landed **in** the river. Sally swam **through** the water and dived **underneath** the surface to get the ball. She ran back to George and dropped the ball **in front of** him for another turn. She dropped it **from** her mouth when she returned **next to him**. **After** sunset, they went home and snuggled **on** the couch **beneath** a cosy blanket.

Hide answers



Simple Past Tense and Present Perfect Tenses



The simple past tells us something has started and finished in the past. They use a past participle verb.

The present perfect tells us something has started in the past and whether the action is finished or unfinished it still affects the present in some way.

The present perfect uses have/has and a past participle verb (usually ending in -ed, -en).

Simple Past Tense

Tom drove to work today.
 Farhan travelled to Dover for the meeting.
 We trained for the match.
 Troy fell off his chair.
 Carl went to the cinema with Gemma.
 The birds flew South for the winter.
 Mrs. Jones spoke about the new classroom in assembly.
 Nasreen swam one length.
 Tiddles climbed the tree.
 Zoe learnt how to make apple pie.
 Albie danced on stage all night.
 Gran cooked a feast for dinner.
 Harry rushed to answer the door.

Present Perfect Tense

Tom has driven to work today.
 Farhan has travelled to Dover for the meeting.
 We have trained for the match.
 Troy has fallen off his chair.
 Carl has gone to the cinema with Gemma.
 The birds have flown South for the winter.
 Mrs. Jones has spoken about the new classroom in assembly.
 Nasreen has swum one length.
 Tiddles has climbed the tree.
 Zoe has learnt how to make apple pie.
 Albie has danced on stage all night.
 Gran has cooked a feast for dinner.
 Harry has rushed to answer the door.

Green/Blue/Pink

I have left this verb sheet in for this pack because I would like you to write sentences and identify the verb and expanded noun phrases. Besides this continue to practice writing in the simple past tense and present perfect tense. Use ideas from Chapter 7: Party Manners. For example:

As they quietly let themselves into the paddock. Flash, the curious, friendly, old pony, pricks up his ears, snorts and has gone cantering around the field.

Verbs

Movement		Voice	Objects	Emotions	Senses	Thoughts	Relating
bounce	carry	sigh	bend	blubber	caress	conceive	had
collapse	crawl	sing	break	cry	eat	reflect	am
dance	dash	sob	burn	love	feel	ponder	are
drive	hit	talk	control	sigh	hear	dream	is
hop	hurry	laugh	fold	grin	lick	think	has
jump	leap	rap	melt	laugh	listen	lament	be
live	pull	giggle	mend	smile	observe	meditate	was
push	roll	hum	mould	wince	smell	wonder	were
rotate	run	scream	open	worry	sniff	speculate	have
shake	skip	shout	repair	admire	taste	visualise	being
sneak	spin	whisper	smash	bawl	touch	evaluate	
split	stroll	yawn	snap	despair		daydream	
stumble	tap		stretch	frown	More useful words...		
tap	trudge		throw	tremble			
trudge	walk		twist	weep			
walk	wave						
wave	zoom				change	locate	select
					identify	search	focus
					suggest	design	prevent
					collect	plan	terminate

Countdown letters game. Each of these sets of letters contains either an adjective or preposition from Stig of the Dump Chapter7: Party manners

Green

t	n	r	e	f	o	a
---	---	---	---	---	---	---

Make as many four or five letter words from the above letters.

Blue

u	i	v	s	a	o	r
---	---	---	---	---	---	---

Make as many four, five, six or seven letter words from the above letters.

Blue/Pink

i	c	r	o	u	u	s
---	---	---	---	---	---	---

Make as many four, five, six or seven letter words from the above letters.

Blue/Pink

d	m	e	i	d	l	r
---	---	---	---	---	---	---

Make as many four, five six or seven letter words from the above letters.

Some answers to Countdown letters game – you might find more! Did you discover the adjectives and prepositions?

Green

t	n	r	e	f	o	a
---	---	---	---	---	---	---

front fore fare fern tone tear torn

Blue

u	i	v	s	a	o	r
---	---	---	---	---	---	---

various saviour savour ours

Blue/Pink

i	c	r	o	u	u	s
---	---	---	---	---	---	---

curious

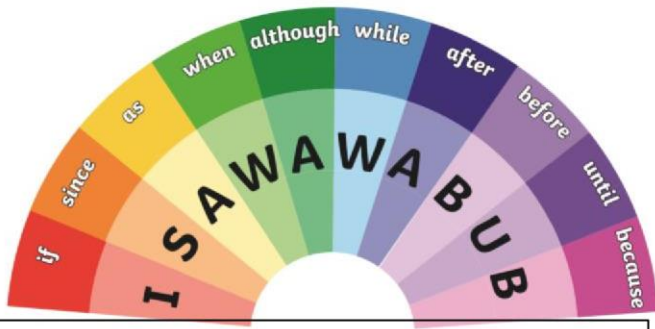
Blue/Pink

d	m	e	i	d	l	r
---	---	---	---	---	---	---

middle milder riddle died

Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



This part has been on each learning pack most times but it is important for you to be able to use subordinating conjunctions confidently. However don't forget the 7 coordinating conjunctions either. FANBOYS = for, and, nor, but, or, yet, so

Try writing two sentences using the conjunctions where you have it at the beginning of a sentence as well as in the middle.

Example: Subordinating conjunction – because

Because there was a real leopard as well as Lou out in the garden no one thought there was any danger.

Stig has been following Barney **because** he wants to go to the party too.

Character description

Checklist

Did you

Describe the character's appearance? Describe the character's background/past?

Describe how the character speaks?

Describe how the character moves?

Describe the character's feelings, thoughts and actions?

Describe the character's personality?

Include figurative language (similes and metaphors) to enhance description

Use some of the verbs you have been using in your SPAG

Challenge 2. Using some of the conjunctions plus the coordinating ones from above to write a character description of Mrs Fawkham-Greene Use the text also to help you with your description.

Remember to include a physical description, type of personality, what she does for a living and hobbies.



Key words

fantastic driveway

gorgeous house

fabulous doorbell

during the dainty dancing

it is obvious she loves

parties and children

in the middle of the singing

tells humorous stories

talented musician

enjoys serious horse riding

Verbs

Paragraphs

Challenge 3

Paragraphs checklist

- Start a new paragraph with my writing on a new line and a little way in from the margin (indenting).
- Start a new paragraph when there is a change of place.
- Start a new paragraph when there is a change in person (either character or talking).
- Start a new paragraph when there is a jump in time.
- Start a new paragraph when there is a change in viewpoint.
- Start a new paragraph when there is a change in topic.

Re-read from Chapter 7 Party manners off the scanned text from Page 176 to the bottom of page 179 .

Challenge: How many paragraphs can you count in this section? Remember what a paragraph looks like.

How many paragraphs did you count?

Why is it easy to count the number of paragraphs?

What did you notice about the paragraphs.

Write down the reasons as to why the author, Clive King has started a new paragraph in each case.

Write a
newspaper
report

Suffix ous

Challenge 4 Look at chapter 7 'Party Manners .'

Features of a newspaper report.



A newspaper report needs to...

Be about an interesting event;

Capture the reader's attention;

Present factual information;

Be succinct and to the point;

The Essentials First

It is important that newspaper reports have **the most important information coming first**. This is called front-loading.

When the reader reads a newspaper report, they should be given the essential information first, so that they can decide if they wish to read more.

Writing check list C



CAPITAL
letters

. , , ? ! ,

Inverted
commas
"Speech!"

Subordinating
conjunction

When

If before

after while

that because

Coordinating conjunction
FANBOYS

.and .but .or .so

Subordinating
clauses

Prepositions

Before after during

because of

Vocabulary for

effect

Paragraphing to

group ideas

Heading

Subheading

Present perfect

He has gone/He

went

Check your

spelling!

Check your

tense

Writing Check list B



CAPITAL
letters

Full stops

.

!

?

Commas in a
list

...and

Apostrophe for

possession

The dog's ball

Subordinating

conjunction

When

if

that because

Coordinating conjunction
Or

And

but

Extended noun phrase

red flower

Tense

Past

present

Paragraphs

Vocabulary

choice

Types of sentences

Statement

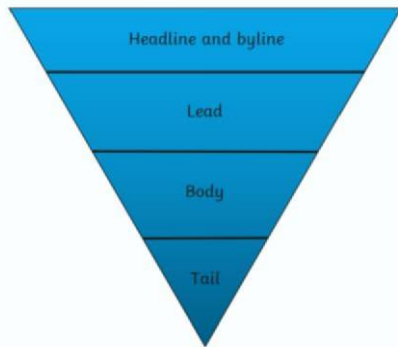
Command

Question

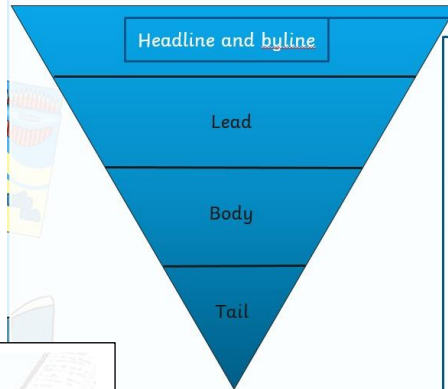
Exclamation

Check your spelling!

Structure of a newspaper report



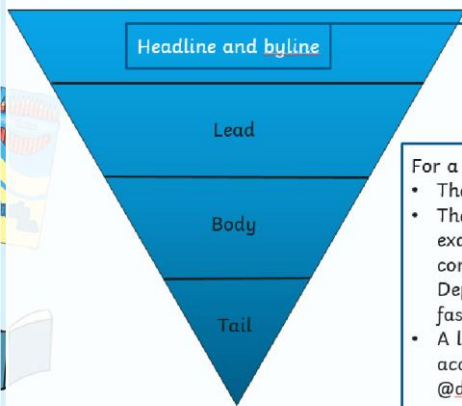
Headline



For a good headline, you need to:

- Catch the reader's attention so they want to read the rest of the report;
- Sum up the story in a few words;
- Use powerful and interesting language;
- Write in the present tense – even if the report is about an event that has already happened;
- Include alliteration or wit at times.

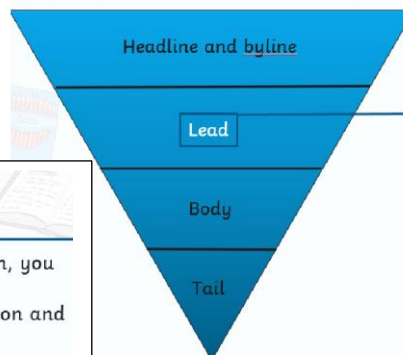
Byline



For a good byline, you need:

- The writer's name;
- The writer's speciality (for example, Sports reporter, Food correspondent, Crime editor, Deputy politic editor, Senior fashion reporter);
- A link to the writer's Twitter account (for example, @dgoodman).

Lead



For a good lead paragraph, you need to:

- Make the paragraph short and snappy so that it briefly explains what has happened;
- Ensure that, even if the reader stopped reading at this point, they would still know roughly what happened;
- Use past tense in most cases;
- Make sure the first paragraph answers as many of these six questions as you can – Who? What? Where? Why? When? How?

Body



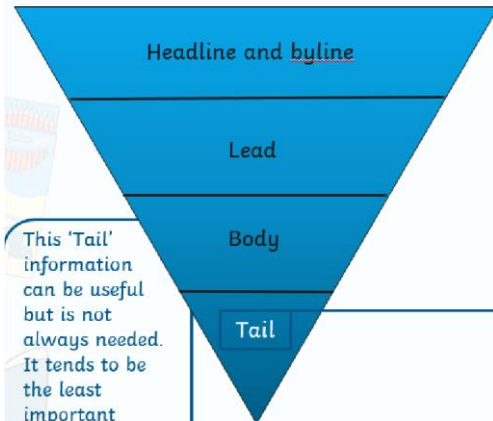
For a good body section, you need to:

- Add more information and detail to your lead paragraph;
- Include background information, evidence, facts and quotes from people involved in or connected to the event/story;
- Continue to write in order of importance, putting the most important information in the first few paragraphs of the body section.

Having quotes from witnesses or experts will make your report more credible and interesting.

Be sure to use correct punctuation for quotes!

Tail



This 'Tail' information can be useful but is not always needed. It tends to be the least important information in the report.

For a good tail section:

- Give the reader the opportunity to gain additional information if they are particularly interested in the topic of the news report;
- Include links to previous news reports or useful websites;
- Include a final quote from a witness or expert that helps to sum up the story or that could hint at what might happen next.

Example

School Children Raise Funds for Local Charity

Frances Trackall, Education reporter

A small group of Year 5 students from Arkwood Primary School have created a brilliant plan to raise money for a local charity that assists people in the community. Following a visit to the school from a charity representative, the students set out to create a way of raising much needed funds.

The students presented the fundraising idea to school principal Mrs Justine Knight, who saw great potential in the plan to sell produce from the school's vegetable garden to local restaurants and, in turn, raise money for the local charity. She stated that 'the children have displayed a true sense of community in their fundraising plan.' Following a meeting with teachers, it is hoped that the students can begin to implement the four phase plan. 'The school would support students wholly in the fund raising venture,' Mrs Knight added.

The school plans to sell the garden produce to two local restaurants, beginning in early September. For more information on this fundraising plan, visit the Arkwood Primary School website (www.arkwood.sch.com).

