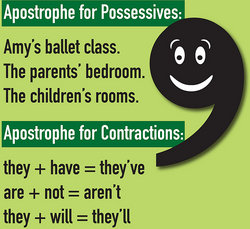
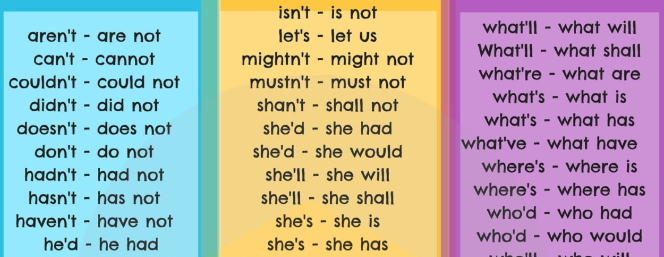
**Apostrophes**

Yesterday, you edited my sentences with apostrophes. Today, I’d like you to write your own sentences – at least 2 sentences using **apostrophes for possession** and 2 sentences using **apostrophes for contraction**.

Once you have added the apostrophes, label why the apostrophe is needed. If it is a **contraction**, which two words have been contracted? If it is an apostrophe for **possession**, what belongs to who in the sentence?

Silly Questions!

Today, we are going to practise using our **generalisers**, **comparative language** and **causal/contrasting conjunctions** in a creative way. This will then help us to use that vocabulary in our non-chronological report paragraphs.

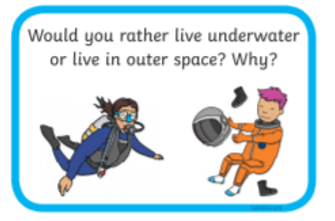
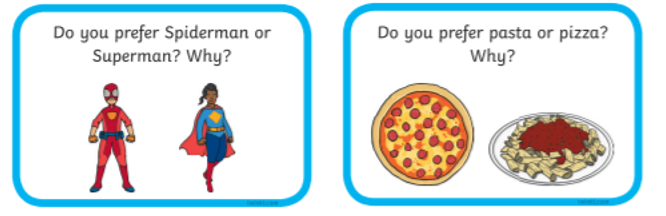
Below is an example of using these features, with colour-coding. Use the other silly questions or create your own for your own sentences. Try to colour-code them too, if possible.



**Although** being able to fly sounds really appealing, what I would do depends on how I would cope with heights! **For this reason**, I would start by being **more careful** than the **vast majority of** birds, which race up into the sky.

Once I got used to the heights, I think I would **occasionally** fly to visit my parents, who live three hundred miles away. **On the one hand**, it might be **quicker** than any other mode of transport. **On the other hand,** flying might be **more tiring** than I think!

How amazing it would be to serenely glide through the sky, though!





Comparative language notices what is the **same** and what is **different** about two or more nouns.

e.g. The sun is brighter than the moon.

Our library is quieter than the playground.

Dancing is more fun than washing up.

**Generalisers** tell the reader how often something happens or how common it is.

