

Curriculum objectives

- To use brackets, dashes or commas to indicate parenthesis.

Resources

Examples of uses of brackets from the children's reading

Grammar and punctuation: Brackets**Revise**

- Begin with starter activity 5 'Parenthesis'. Next, display the sentences below on the whiteboard, draw some brackets on the board and ask the children to (verbally) use brackets to add information to the sentences, as follows:
It's a long walk to school. (Add that the distance is two miles.)
It's a long (two mile) walk to school.
- Ask: *Could you put the part in brackets in a different place? Would this change the meaning?* Move the brackets around different words, and compare the way in which they read the sentence each time the brackets are moved.
- Also try moving the entire parenthesis from one position in the sentence to another and compare. Ask: *What difference do the brackets make? What other punctuation marks could you try instead of brackets?* Let them try replacing the brackets with commas or dashes. Ask: *Which works best? Why?* Sometimes dashes or commas can be used equally effectively in separating a parenthesis from the rest of the sentence. (If appropriate, introduce the term *parenthesis* for a word or group of words that need to be separated from the rest of the sentence using punctuation marks in order to make sense.)

Assess

- Provide a set of up to ten sentences, as appropriate, for the children to add extra information in brackets.

Further practice

- Collect examples of uses of brackets from reading.
- Use starter activity 13 'Grammatical terminology'.

Spelling: Words with '-ough'**Revise**

- Begin with the starter activity 6 'Spelling words with '-ough''
- Next, ask the children to write *enough*. Ask them to show their whiteboards. Let them look at each other's and make any changes needed. Show the correct spelling. Remind them of how you pronounced it during the starter activity and ask: *Which words containing the letters 'ough' sound like /oh/?*
- Repeat the above process for these words: *bough* (of a tree), *cough*, *dough* (for bread), *plough*, *rough*, *though*, *thought*, *through* (going through the woods), *thought*, *wrought* (wrought iron).

Assess

- Provide dictionary definitions of '-ough' words and ask the children to write the correct word for each definition, for example:
 - *The past tense of buy.* (*bought*)
 - *Nothing or zero.* (*nought*)
 - *The past tense of fight.* (*fought*)
 - *These are like little coughs and are very hard to get rid of.* (*hiccoughs*)
 - *A verb you use with another verb. It means should.* (*ought*)
 - *Hardwearing.* (*tough*)
 - *The opposite of smooth.* (*rough*)
 - *A farm tool that a tractor drags to dig a field.* (*plough*)
 - *Past tense of think.* (*thought*)
 - *A word used in the same way as however or but.* (*although*)

Further practice

- From reading, collect examples of words with the '-ough' letter string. Ask the children to write silly sentences or rhymes using '-ough' words.
- Use starter activity 14 'Spelling bee'.

Curriculum objectives

- To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically, as listed in Appendix 1.

Resources

Individual whiteboards and pens