

# Application and Reasoning

## Step 10: Consolidating Redrafting – Sentences

### National Curriculum Objectives:

English Year 6: Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

English Year 6: Draft and write by using a wide range of devices to build cohesion within and across paragraphs

### Differentiation:

Questions 1, 4 and 7 (Application)

**Developing** Rewrite a sentence to make it more interesting by changing the adjectives and verbs. Sentences include up to two clauses and use vocabulary taken predominantly from the Year 3/4 spelling expectations.

**Expected** Rewrite a sentence to make it more interesting by changing the adjectives and verbs. Sentences include multiple clauses and use vocabulary taken predominantly from the Year 5/6 spelling expectations.

**Greater Depth** Rewrite a sentence to make it more interesting by changing the adjectives and verbs. Sentences vary in length and structure, and some language used may be unfamiliar. Some language is colloquial or archaic and as such it may prove useful for children to have access to dictionaries for questions in this level.

Questions 2, 5 and 8 (Application)

**Developing** Add a fronted adverbial to the first sentence of a paragraph in order to make the setting/timing of the action clearer. Sentences include up to two clauses and use vocabulary taken predominantly from the Year 3/4 spelling expectations.

**Expected** Add a fronted adverbial to the first sentence of a paragraph in order to make the setting/timing of the action clearer. Sentences include multiple clauses and use vocabulary taken predominantly from the Year 5/6 spelling expectations.

**Greater Depth** Add a fronted adverbial to the first sentence of a paragraph in order to make the setting/timing of the action clearer. Sentences vary in length and structure, and some language used may be unfamiliar. Some language is colloquial or archaic.

Questions 3, 6 and 9 (Reasoning)

**Developing** Explain whether a sentence has been improved by redrafting. Sentences include up to two clauses and use vocabulary taken predominantly from the Year 3/4 spelling expectations.

**Expected** Explain whether a sentence has been improved by redrafting. Sentences include multiple clauses and use vocabulary taken predominantly from the Year 5/6 spelling expectations.

**Greater Depth** Explain whether a sentence has been improved by redrafting, and suggest a further improvement. Sentences vary in length and structure, and some language used may be unfamiliar. Some language is colloquial or archaic.

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1a. Rewrite the sentence below, changing adjectives and verbs to make it more interesting.

Erika moved her car into position, stopping right in the centre of the wet track.



A

1b. Rewrite the sentence below, changing adjectives and verbs to make it more interesting.

Her scared heart was beating in her chest and her breaths were short.



A

2a. The sentence below is the start of a new paragraph in a story. Rewrite it, adding a fronted adverbial to make the timing of the action clearer.

Erika was experiencing a lot of pressure.



A

2b. The sentence below is the start of a new paragraph in a story. Rewrite it, adding a fronted adverbial to make the setting of the action clearer.

Erika's rival, Klaus, was thinking about the dangerous last corner.



A

3a. Sentence two is a redrafted version of sentence one.

1. Klaus was surprised at Erika's increased speed.
2. Klaus, who had assumed she would be timid, was surprised at Erika's increased speed.

Is sentence two better than sentence one? Explain your answer.



R

3b. Sentence two is a redrafted version of sentence one.

1. Erika guided the car around an extremely tight corner.
2. As she turned around a bend, Erika guided the car around an extremely tight corner.

Is sentence two better than sentence one? Explain your answer.



R

**4a. Rewrite the sentence below, changing adjectives and verbs to make it more interesting.**

**Erika’s car had a clever system which told her if the temperature of her engine got too high.**



A

**4b. Rewrite the sentence below, changing adjectives and verbs to make it more interesting.**

**The driver of the vehicle in front of her frequently moved across the track like a bad amateur.**



A

**5a. The sentence below is the start of a new paragraph in a story. Rewrite it, adding a fronted adverbial to make the setting of the action clearer.**

**The race officials and referees watched replays to determine whether a penalty should be given.**



A

**5b. The sentence below is the start of a new paragraph in a story. Rewrite it, adding a fronted adverbial to make the timing of the action clearer.**

**Klaus’ driving became more aggressive and desperate, and was tinged with noticeable frustration.**



A

**6a. Sentence two is a redrafted version of sentence one.**

- 1. The driver ahead of Klaus was a real nuisance and tough to overtake.**
- 2. The driver ahead of Klaus, who was in front of him on the track, was a real nuisance and tough to overtake.**

**Is sentence two better than sentence one? Explain your answer.**



R

**6b. Sentence two is a redrafted version of sentence one.**

- 1. Erika’s brakes felt considerably weaker but she was determined to win.**
- 2. Erika’s brakes felt considerably weaker (her braking assistance system had failed) but she was determined to win.**

**Is sentence two better than sentence one? Explain your answer.**



R

**7a. Rewrite the sentence below, changing adjectives and verbs to make it more interesting.**

**In the midst of a tough race, Erika's old antagonist, the annoying Klaus Dekker, was making havoc.**



A

**7b. Rewrite the sentence below, changing adjectives and verbs to make it more interesting.**

**With nary a thought for their safety, Klaus drove his car betwixt Erika's and that of another surprised driver.**



A

**8a. The sentence below is the start of a new paragraph in a story. Rewrite it, adding a fronted adverbial to make the setting of the action clearer.**

**One of the other drivers, who had had enough of Klaus' irksome driving style, lost their rag and tried to ram his vehicle.**



A

**8b. The sentence below is the start of a new paragraph in a story. Rewrite it, adding a fronted adverbial to make the timing of the action clearer.**

**Erika was loath to engage Klaus in one of his misbegotten jostles for the superior racing line.**



A

**9a. Sentence two is a redrafted version of sentence one.**

- 1. The pit crew had to do a bodge job on Klaus' knackered suspension.**
- 2. The pit crew had to do a bodge job on Klaus' knackered suspension (all the while resenting his reckless shenanigans).**

**Is sentence two better than sentence one? Explain your answer.  
How could sentence two be improved?**



R

**9b. Sentence two is a redrafted version of sentence one.**

- 1. The wrathful officials lumped Klaus with fines which cost him an arm and a leg.**
- 2. The wrathful officials were apoplectic and lumped Klaus with expensive fines which cost him an arm and a leg.**

**Is sentence two better than sentence one? Explain your answer.  
How could sentence one be improved?**



R

## Application and Reasoning Consolidating Redrafting – Sentences

### Developing

- 1a. Various answers, for example: Erika trundled her car into position, parking right in the centre of the sopping track.
- 2a. Various answers, for example: As she started her engine, Erika was experiencing a lot of pressure.
- 3a. Yes, sentence two is better because it explains why the action happened (using a relative clause), as well as what the action was.

### Expected

- 4a. Various answers, for example: Erika's car possessed a sophisticated system which warned her if the temperature of her engine became excessive.
- 5a. Various answers, for example: In the race-control headquarters, the race officials and referees watched replays to determine whether a penalty should be given.
- 6a. No, sentence two is not better because the relative clause that has been added repeats information found elsewhere in the sentence.

### Greater Depth

- 7a. Various answers, for example: In the midst of an intense race, Erika's long-time antagonist, the vexatious Klaus Dekker, was wreaking havoc.
- 8a. Various answers, for example: On the approach to the sharp third bend, one of the other drivers, who had had enough of Klaus' irksome driving style, lost their rag and tried to ram his vehicle.
- 9a. Yes, sentence two is better because it explains how the action happened (using parenthesis), as well as what the action was. Various answers for the suggested improvement, for example: an adjective such as 'long-suffering' would give extra information about the pit crew.

## Application and Reasoning Consolidating Redrafting – Sentences

### Developing

- 1b. Various answers, for example: Her anxious heart was pounding in her chest and her breaths were rushed.
- 2b. Various answers, for example: Two cars behind her, Erika's rival, Klaus, was thinking about the dangerous last corner.
- 3b. No, sentence two is not better because the fronted adverbial that has been added repeats information found elsewhere in the sentence.

### Expected

- 4b. Various answers, for example: The driver of the vehicle in front of her frequently swerved across the track like an incompetent amateur.
- 5b. Various answers, for example: Towards the end of the race, Klaus' driving became more aggressive and desperate, and was tinged with noticeable frustration.
- 6b. Yes, sentence two is better because it explains why the action happened (using parenthesis), as well as what the action was.

### Greater Depth

- 7b. Various answers, for example: With nary a thought for their safety, Klaus ploughed his car betwixt Erika's and that of another bewildered driver.
- 8b. Various answers, for example: At such a late stage of the race, Erika was loath to engage Klaus in one of his misbegotten jostles for the superior racing line.
- 9b. No, sentence two is not better because the two adjectives which have been added are synonyms for words/phrases already used in the sentence, so add no new information. Various answers for the suggested improvement, for example: a fronted adverbial such as 'After the race' would make the timing of the action clearer.