






SPaG: Relative Clauses

<p>Aim: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</p> <p>To use relative clauses.</p>	<p>Prior Learning: New concept.</p>	<p>Resources: Lesson Pack</p> <p>Individual whiteboards and pens</p> <p>Coloured pencils or highlighters</p>
<p>Success Criteria:</p> <p>I can explain that a multi-clause (or 'complex') sentence has at least two clauses.</p> <p>I can identify and use relative pronouns and relative clauses.</p> <p>I can explain when commas are needed with relative clauses.</p> <p>I can explain that an object relative pronoun can be left out of a clause.</p>	<p>Key/New Words: Clauses, simple sentence, complex sentence, multi-clause sentence, relative clause, main clause, relative pronoun, object relative pronoun, essential, non-essential.</p>	<p>Preparation: Relative Clauses and Relative Pronouns Activity Sheet - one per child</p> <p>Differentiated Commas and Relative Clauses Activity Sheet - one per child</p> <p>Differentiated Spot the Clauses Activity Sheet - one per child</p> <p>Mini Test - one per child</p> <p>Application Activity - one per child</p>

Learning Sequence

	<p>Introductory Activity – Relative Clauses and Relative Pronouns: Share and discuss the information about relative clauses and relative pronouns. Ask the children to underline the relative pronouns in the sentences shown. This could be completed as a class activity using individual whiteboards or in pairs using the Relative Clauses and Relative Pronouns Activity Sheet. <i>Can the children explain that a multi-clause sentence has at least two clauses? Can the children identify relative pronouns?</i></p>
	<p>Independent Focused Activity – Commas and Relative Clauses: Discuss how to decide when commas are used with relative clauses and look at the difference between non-essential and essential relative clauses. Children work in groups to discuss the questions on the quiz and then go on to work independently on the differentiated Commas and Relative Clauses Activity Sheet. <i>Can the children explain how to decide whether or not commas are needed when using relative clauses?</i></p>
	<p>Review Activity – Identifying When a Pronoun Can Be Omitted: Explain that sometimes a relative pronoun can be omitted from a relative clause without affecting the sense of a sentence. Ask the children to look together at the multi-clause sentences and decide whether or not the relative pronoun can be left out of the subordinate clause. <i>Can the children explain that an object relative pronoun can be left out of a clause?</i></p>
	<p>Consolidation Activity – Spot the Clauses: Ask the children to look at the sentences on the Lesson Presentation and identify the main clause, subordinate clause and relative pronoun. Children complete the differentiated Spot the Clauses Activity Sheet. <i>Can the children identify relative pronouns and relative clauses?</i></p>
	<p>Relative Clauses: The children complete the Mini Test in order to test their understanding. The children complete the Application Activity as required.</p>

Guidance for Macros in PowerPoints

We use macros within PowerPoints to increase the interactivity of our presentations. Follow this simple process to get the most out of this resource.

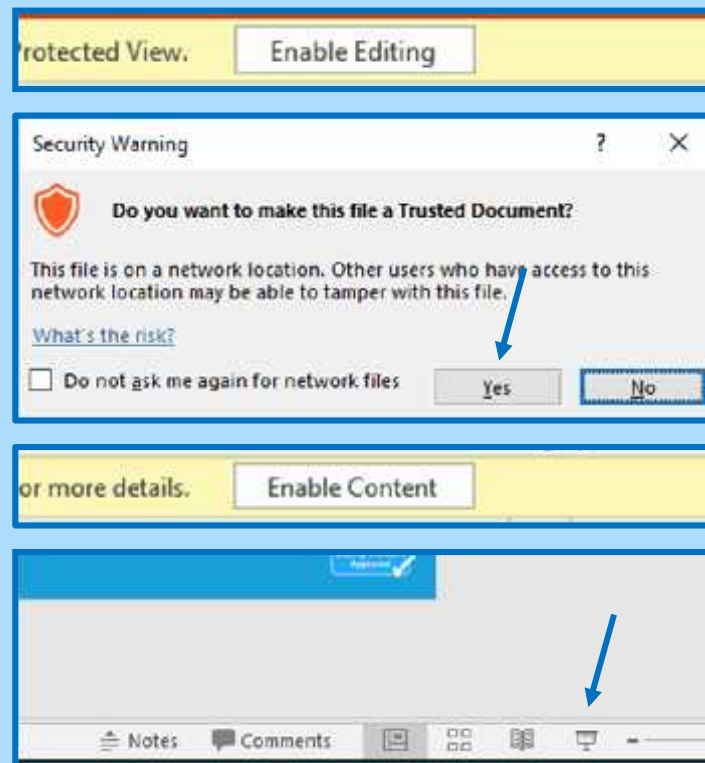
What to do:

Open the PowerPoint file and enable editing.

A security warning box may appear. Click yes.

Click enable content.

Enter presentation mode (start the slide show).



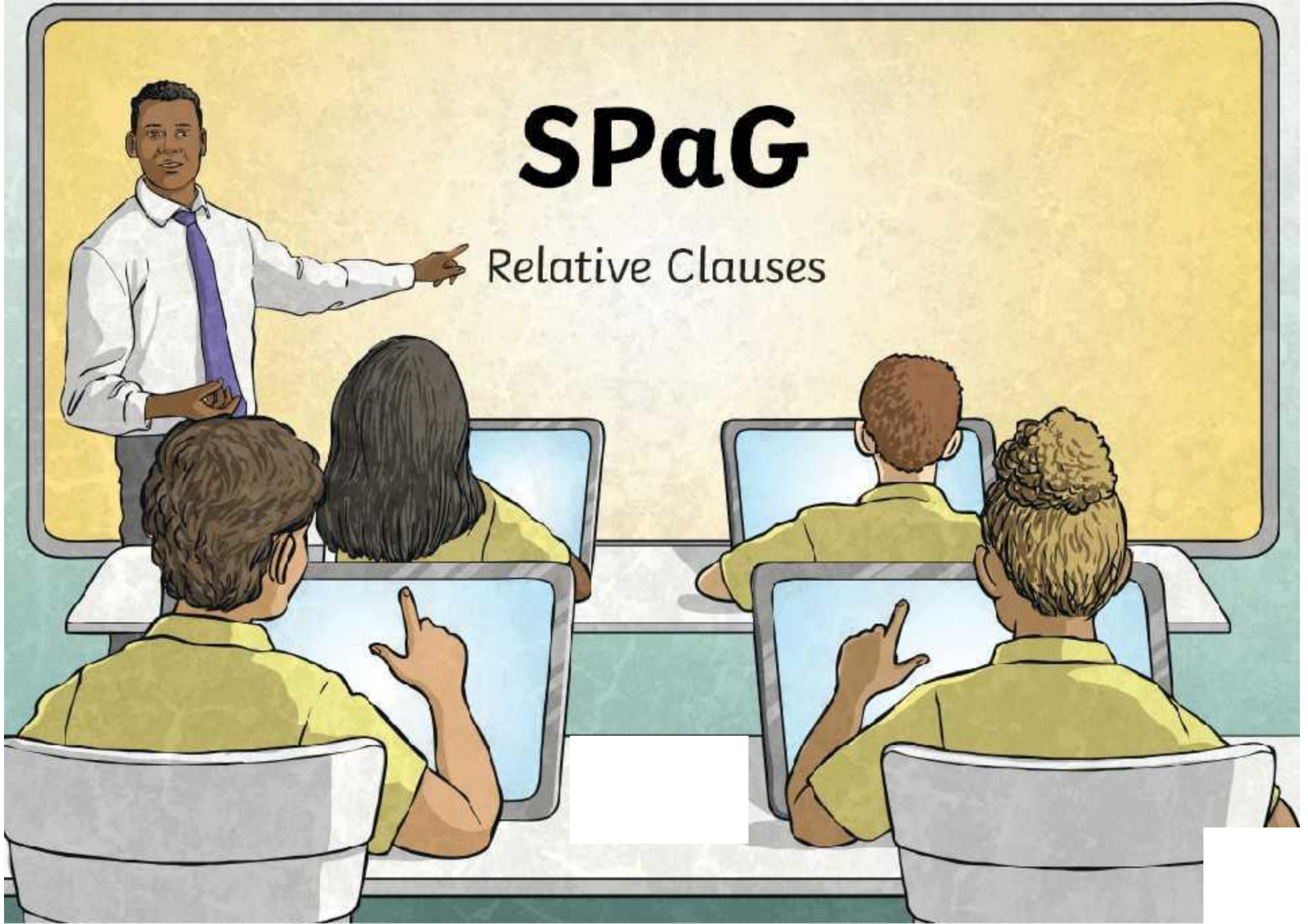


English

Relative Clauses

SPaG

Relative Clauses



Relative Clauses

Introductory Activity

Independent Focused Activity

Review Activity

Consolidation Activity

Assessment



Aim

- To use relative clauses.

Success Criteria

- I can explain that a multi-clause (or 'complex') sentence has at least two clauses.
- I can identify and use relative pronouns and relative clauses.
- I can explain when commas are needed with relative clauses.
- I can explain that an object relative pronoun can be left out of a clause.



Introductory Activity

Relative Clauses and Relative Pronouns



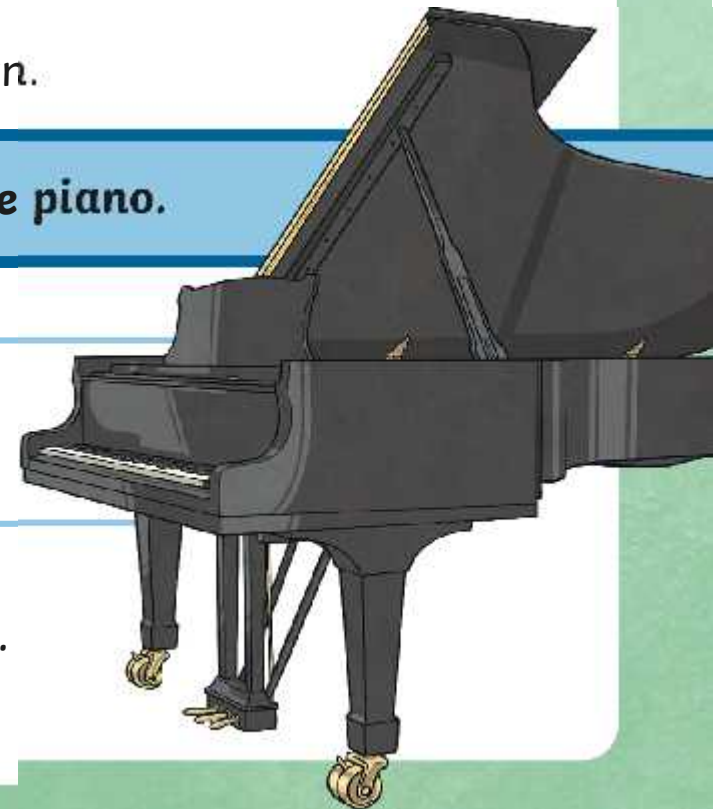
Let's start with a simple sentence.

- ✓ A simple sentence has one main clause = **subject** + **verb**.
- ✓ A simple sentence must make sense on its own.

Example: **John** was **playing** the piano.

The simple sentence isn't very interesting, is it?
Why don't we add some extra information?

John was **playing** the piano. He was in the hall.



Relative Clauses and Relative Pronouns



OK, still rather simple. How could we improve it?
John was playing the piano.

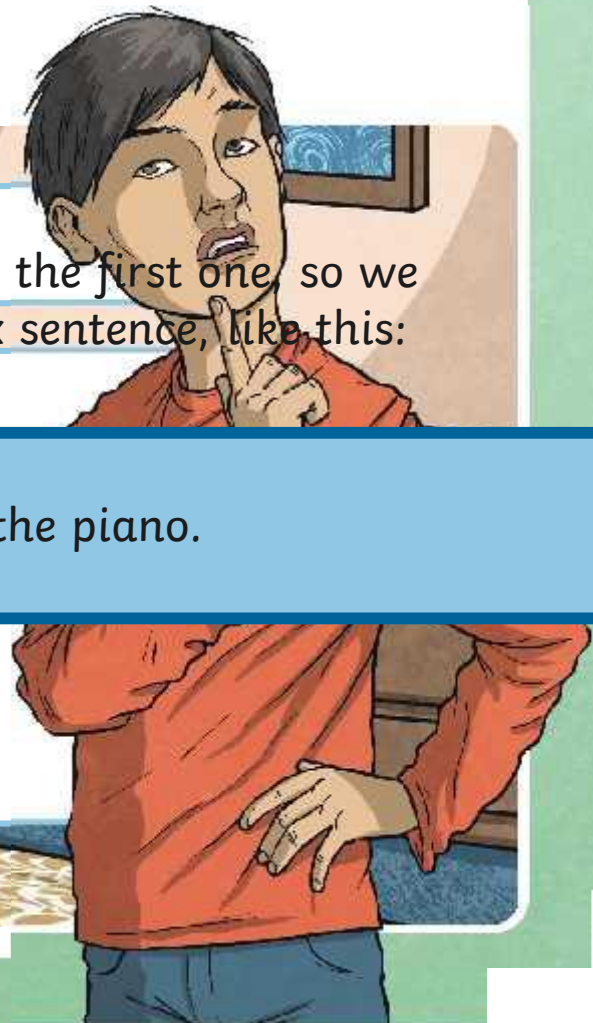
Let's make it a multi-clause sentence.
The second sentence adds some extra information to the first one, so we can add it to the simple sentence to make a complex sentence, like this:

We can add a subordinate clause to the main

John, who was in the hall, was playing the piano.

The subordinate clause must have its own subject and verb. The subordinate clause does not make

sense on its own.
The subordinate clause does not make sense on its own.





Relative Clauses and Relative Pronouns

John was playing the piano. **He** was in the hall.

We've replaced the pronoun with a relative clause.

A **relative clause** gives us extra information about the noun in the main clause.

relative pronoun

John, **who was in the hall**, was playing the piano.

Here are some other relative clauses you could add to this sentence:

It is connected to the main clause by a **relative pronoun**.

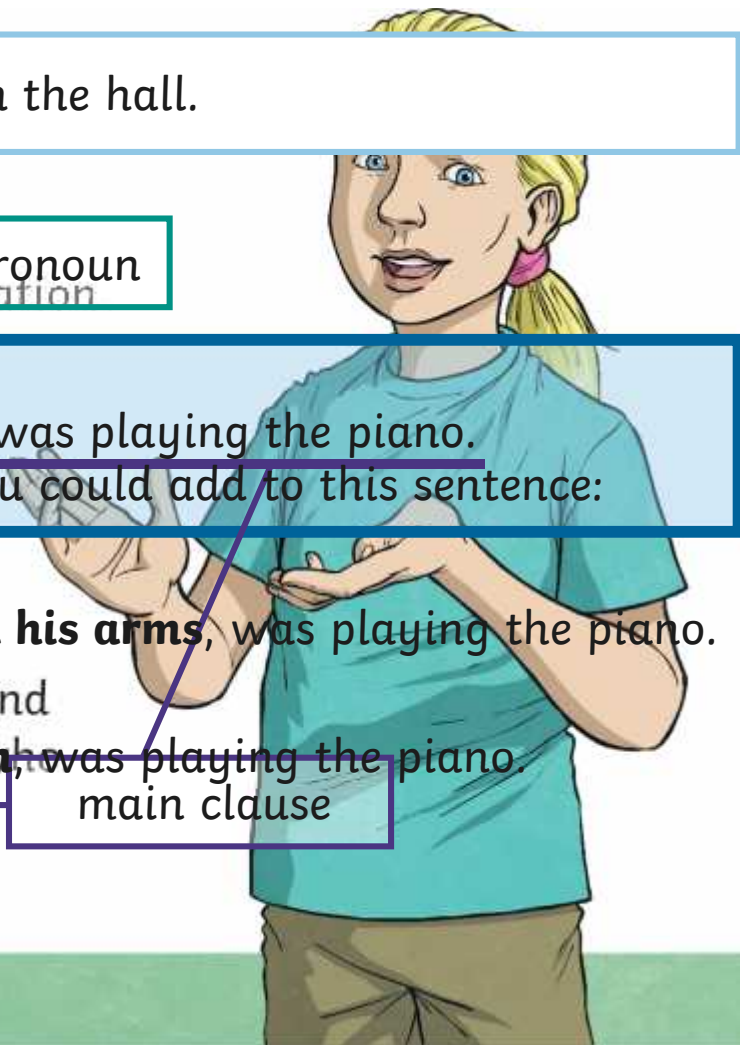
John, **whose hair flopped as he moved his arms**, was playing the piano.

relative clause

We've replaced the pronoun in the second

John, **who had just eaten a light lunch**, was playing the piano.

main clause



Relative Clauses and Relative Pronouns



'Where' is a relative adverb, but it is used in exactly the same way as a relative pronoun. A relative clause (a clause which gives you extra information about a noun) might be at the end of a sentence or within the sentence.

These words are relative pronouns:

I ran quickly towards the oak tree, **which had stood in that spot for hundreds of years.**

My grandmother, **whose shiny hair sparkled in the morning sunshine,** stood looking over the bay.

Relative Clauses and Relative Pronouns

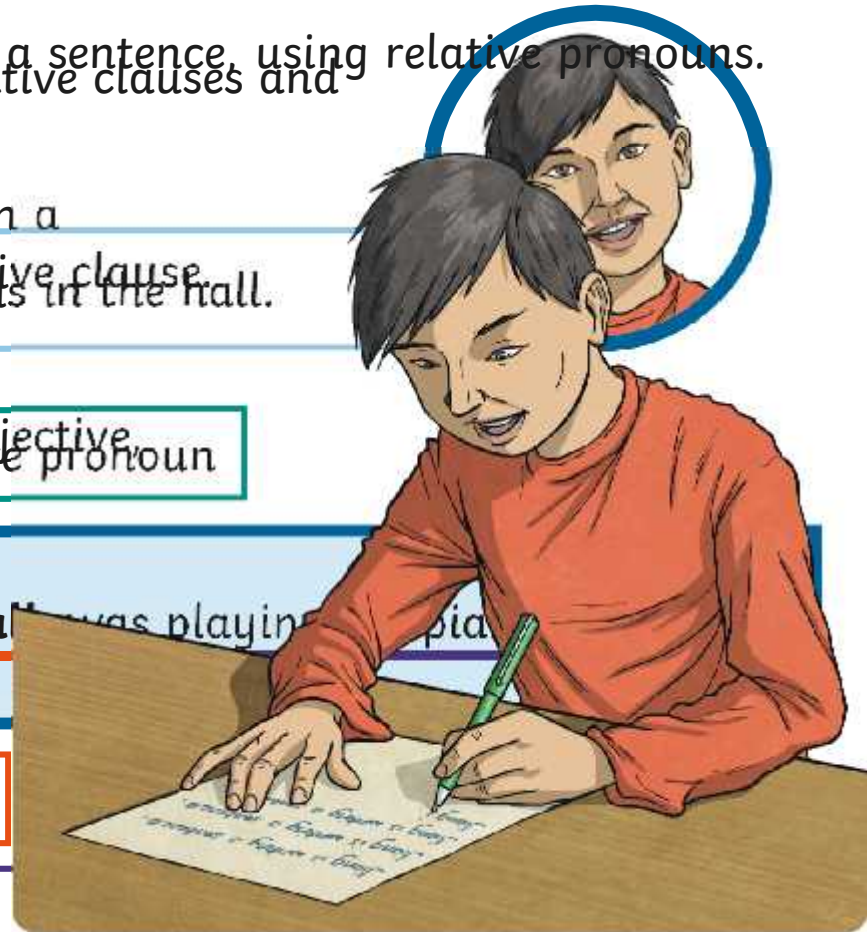


Relative clauses add information to a sentence, using relative pronouns. Here are the main points about relative clauses and relative pronouns:

A relative pronoun is usually seen in a sentence at the beginning of a relative clause.
John was playing the piano. **He** was in the hall.

A relative clause functions as an adjective, modifying nouns and pronouns.

John, **who was in the hall** was playing the piano.
A relative clause starts with either a relative adverb (where) or a relative pronoun: **that, who, whom, whose, which.**



Independent Focused Activity



Commas and Relative Clauses



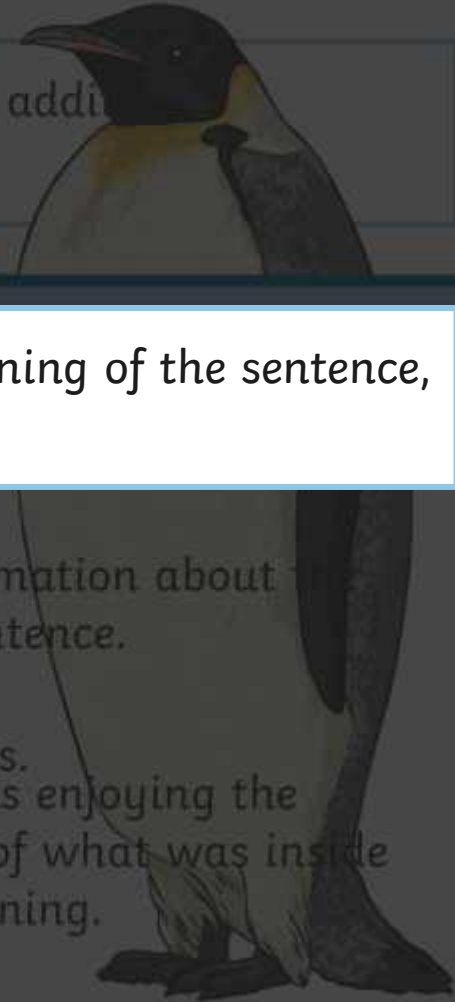
Commas are used when the relative clause contains additional non-essential information.

Because the information is **not essential** to the meaning of the sentence, this is called a **non-essential relative clause**.

sunshine, waddled towards the water.

The relative clause gives the reader some extra information about penguin. It is not essential to the meaning of the sentence.

The penguin who banged his head on the side of the rock needed to be rescued by a specialist team of vets. He is waddling towards the water. The fact that he is enjoying the sunshine as well is not very relevant. If you got rid of what was inside the commas, the sentence would have the same meaning.



Commas and Relative Clauses

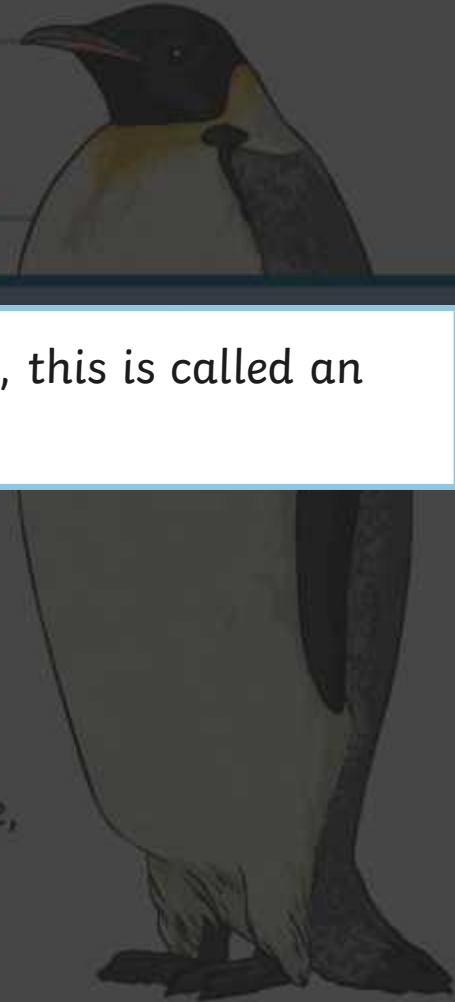


When the relative clause contains essential information, no commas are needed.

Because the information is **essential** to the sentence, this is called an essential **relative clause**.

This specifies a particular penguin. The fact that this penguin has a head injury is very relevant to the meaning of the sentence.

If you removed the relative clause from this sentence, the meaning of the sentence would change.



Commas and Relative Clauses

To recap:



The lamp post, where the girl was standing, was lit.

This gives the reader the extra information about the lamp post.

The lamp post where the girl was standing was lit.

the meaning of the sentence.

This specifies the particular lamp post – the one where the girl was standing rather than the one by the bus stop, for example.

Commas and Relative Clauses

To recap:



The test which we did yesterday was really easy.

There are no commas in this sentence.

This is because the relative clause information **defines** the subject of the main clause.

In this example, there might have been lots of tests, but we are only interested in yesterday's test.



This is an essential relative clause, so we don't use commas.

Commas and Relative Clauses

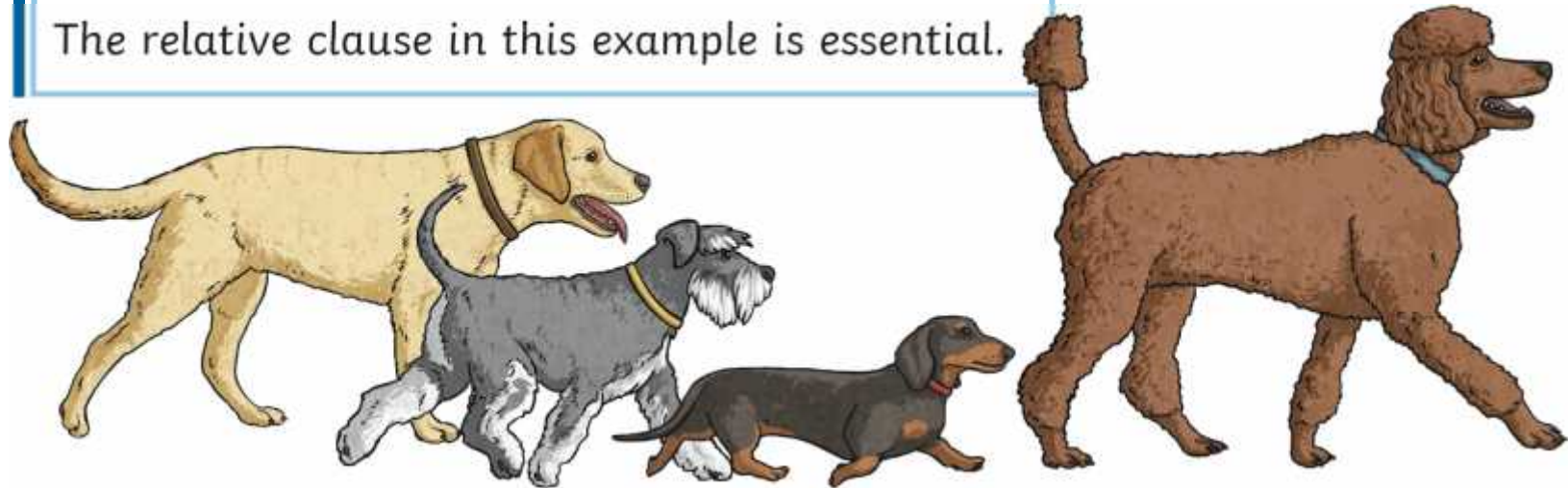


Another example:

Dogs **that howl** annoy me.

I can't get rid of the words 'that howl' because then I'd be saying all dogs annoy me, not just the ones that howl, which isn't true.

The relative clause in this example is essential.



Commas and Relative Clauses



Which of these sentences need commas adding in?

The meerkat who bit the zookeeper had to be calmed down.

➔ The baby giraffe who had a delicate soft nose ambled towards her mother.

The hotel where my parents got married was on television last night.

My school which recently won a sports award was holding a Christmas fair.

The crown that was worn by a famous ancient king came to the town museum.

The crown which had been recently cleaned was placed on the head of the new king.

Remember – if you are adding in non-essential, additional information, add commas.

Commas and Relative Clauses



★ Commas and Relative Clauses

To use commas and relative clauses.

1. Decide whether the following relative clauses are essential or non-essential. Write 'essential' or 'non-essential' next to each sentence.

Remember: if the relative clause is essential, it provides the reader with some additional information.

- My brother, who lives in Sydney, can swim.
- It is best not to stroke a dog that you don't know.
- I like to ride bicycles that have a low seat.
- Cats, who are lazy, often sleep for most of the day.
- Students who concentrate in class of ten are likely to pass.
- Emma, who had fallen asleep on the train, missed her class.
- Victorian children played with dolls.
- Dinosaurs, which are now extinct, are fascinating.

2. Write a sentence with an essential relative clause.

3. Write a sentence with a non-essential relative clause.

★★ Commas and Relative Clauses

To use commas and relative clauses.

1. Underline the relative clauses in the following sentences. If commas are needed, add them. Remember: if the relative clause is essential, no commas are needed.

If the relative clause is providing the reader with some additional information, commas are used.

- My brother who lives in Sydney can swim.
- It is best not to stroke a dog that you don't know.
- I like to ride bicycles that have a low seat.
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★★★ Commas and Relative Clauses

To use relative clauses.

Study the simple sentences and write two new ones about the subject of the sentence; one with an essential relative clause and one with a non-essential relative clause. You may have to make up some extra information.

Remember: if the relative clause is essential, no commas are needed.

If the relative clause is providing the reader with some additional information, commas are used.

- a. I have three brothers.

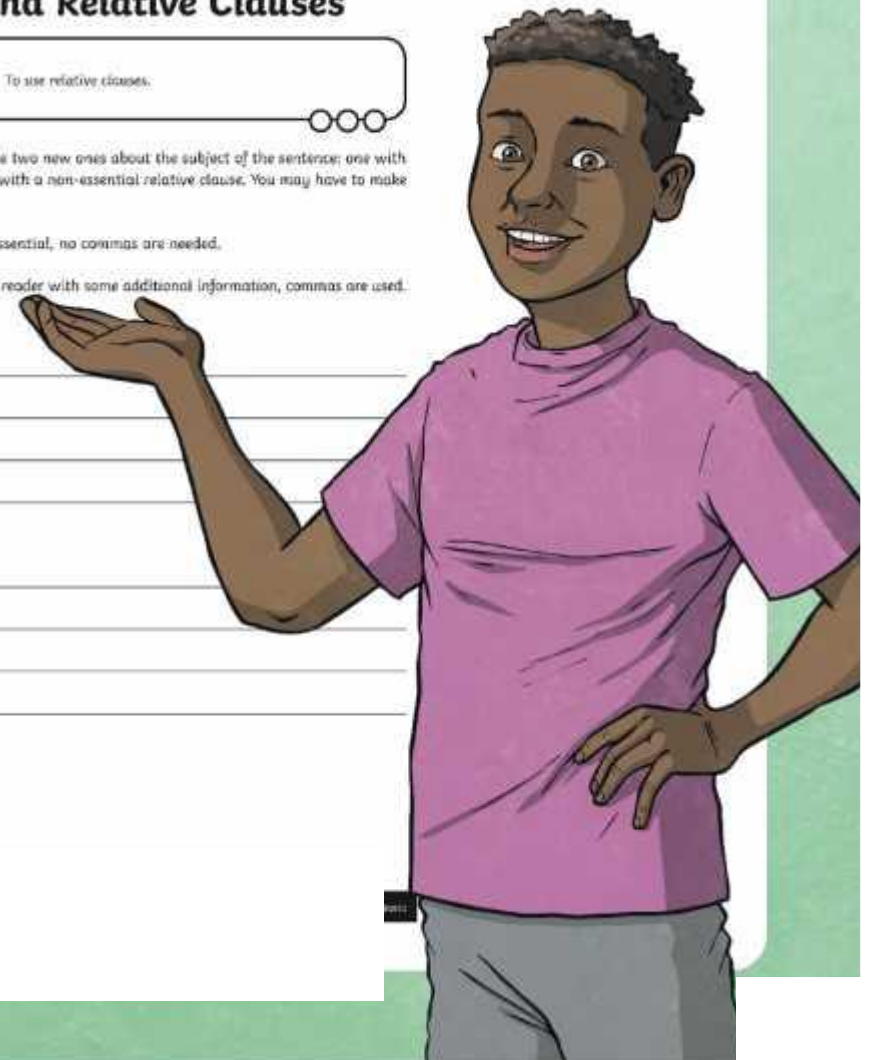
Essential: _____

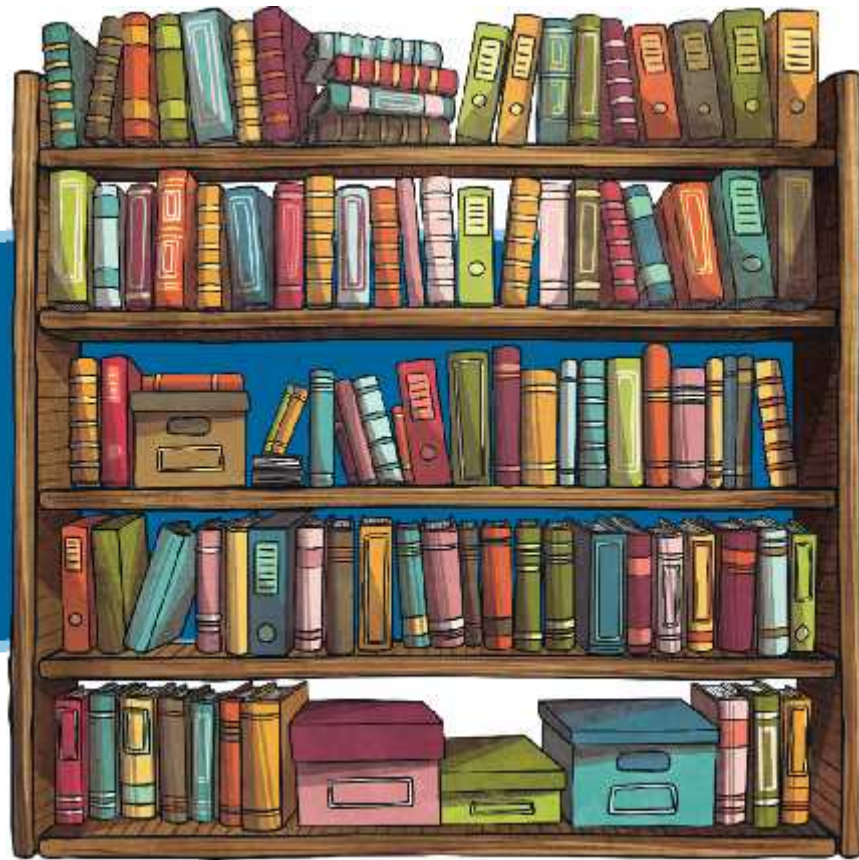
Non-essential: _____

- b. I have one sister.

Essential: _____

Non-essential: _____





Review Activity

Identifying When a Pronoun Can Be Omitted



Example

Jack had to clean up the mess **that** the dog had made.



This is the object of the relative clause, so it can be omitted without changing the meaning of the sentence.

essential relative clause

Jack had to clean up the mess the dog had made.



The sentence makes sense without the relative pronoun and object **that**.

Identifying When a Pronoun Can Be Omitted



In some relative clauses, the relative pronouns **who**, **which** or **that** can be omitted.

Another Example:

Is this ~~the jacket~~ ~~(which/that)~~ ~~you~~ looking for?

The shoes ~~(which/that)~~ cost £10.50.

Your clever brain reads the missing words in for you to complete the sentence!



When we leave out the relative pronoun, the sentence still makes sense.

Identifying When a Pronoun Can Be Omitted



How do you know a relative pronoun has to be omitted?

Remember! Relative pronouns can be omitted if they refer to the **object** of the verb.



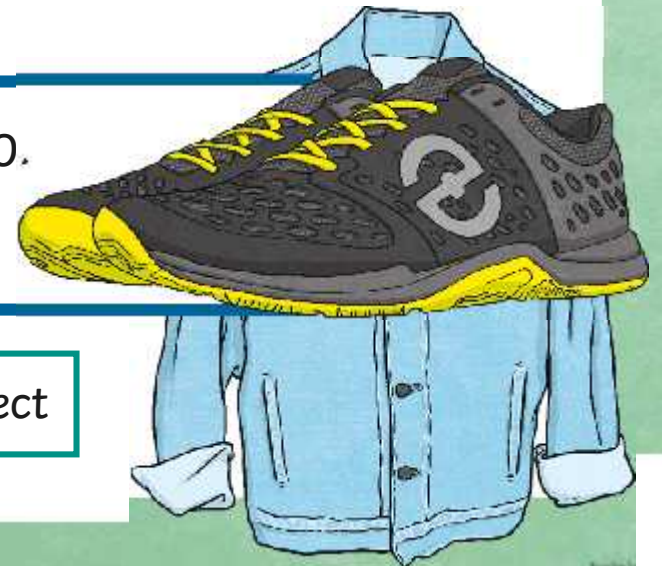
Break up the multi-clause sentence into two simple sentences to find out.

The shoes **(which/that)** I want cost £10.50.

The shoes cost £10.50. I want **them**.

subject subject

verb object



Identifying When a Pronoun Can Be Omitted



How do you know a relative pronoun has to be kept?

Relative pronouns have to stay in the sentence if they refer to the **subject** of the verb.



Where is the pen **that** was on my desk?

Where is the pen? **It** was on my desk.



Identifying When a Pronoun Can Be Omitted



For each of these multi-clause sentences, decide whether the relative pronoun can be left out of the subordinate clause or must stay in.

➔ Jake, who is only ten, has been scouted for United.

The chocolate bar ~~that~~ we left on the table has melted!

Your bags, which have huge straps, are blocking the corridor.

Where is the homework ~~which~~ I asked for yesterday?



Consolidation Activity

Spot the Clauses



For each of the following sentences, can you identify the **main clause**, **subordinate clause** and **relative pronoun**?

We have a lot of cousins **who** live in other cities.

The rain **that** had been forecast poured heavily.

The machine **which** broke down has been mended.

Your PE bag should be on your peg, **where** you can also hang up your coat.

Spot the Clauses



★ **Spot the Clauses**

Sentences which have two or more clauses make sense by itself but a subordinate clause does not make sense by itself.

Highlight the clauses in each sentence. Use one colour to highlight the main clause and the other colour to highlight the subordinate clause.

Look at these examples:

- My dog's fur, which is hard to brush, is very curly.
- Go and get a sticker from Mr Brown, who lives in Derbyshire.
- Oranges, which contain lots of vitamin C, are healthy.

Now, have a go at the sentences:

- a. Alana, who has very shiny hair, always brushes her hair.
- b. My cousins live in Canada, which is a very big country.
- c. These three girls, who have worked very hard, have won the national award.
- d. The Peak District, which is an excellent area for walking, is in Derbyshire.
- e. The dog, who always jumps up at people, is very friendly.
- f. The film, which had me on the edge of my seat, was brilliant.
- g. Look for the spelling in the dictionary.
- h. My brother, who has won many medals, is a very good athlete.

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Challenge

Rewrite the multi-clause sentence shown below. You will have to take out the relative pronoun and put the subordinate clause in a separate sentence.

e.g. Winston Churchill, who was the first British Prime Minister, was born in Oxfordshire.

Winston Churchill was born in Oxfordshire.

★★★ **Spot the Clauses**

Sentences which have two or more clauses are called multi-clause sentences. They make sense by themselves but a subordinate clause does not make sense by itself.

Highlight the clauses in each sentence. Use two colours and use one to highlight the main clause and the other colour to highlight the subordinate clause.

Look at these examples:

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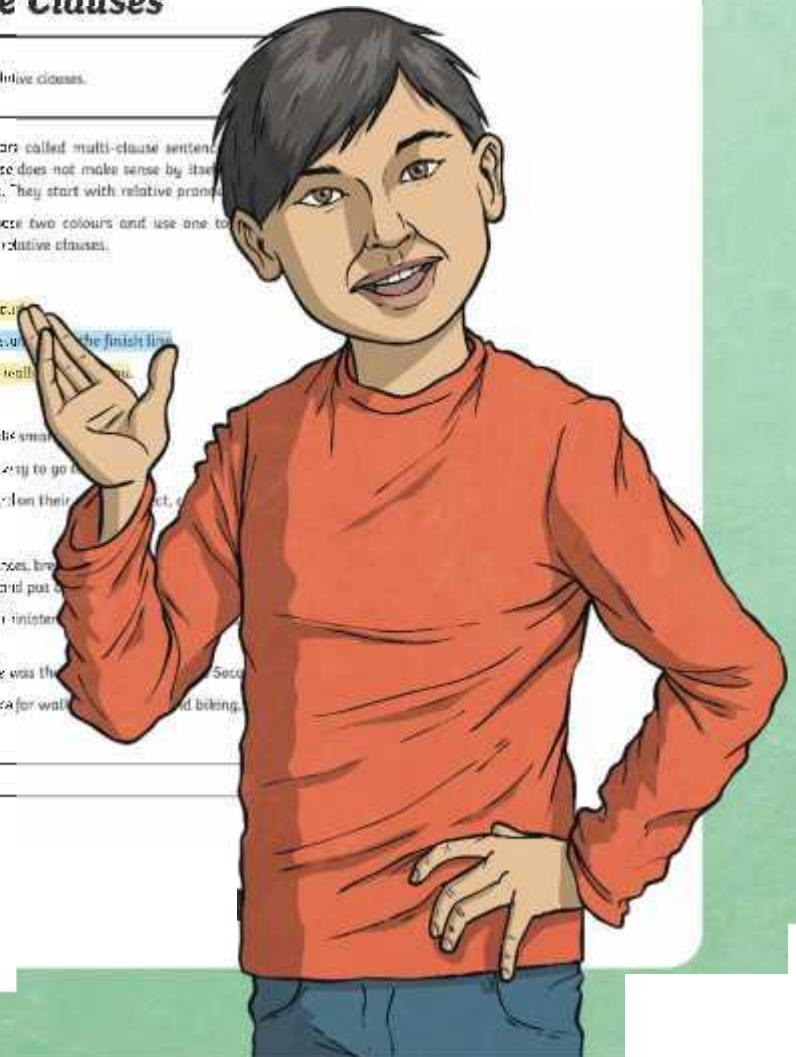
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e.g. Winston Churchill, who was the first British Prime Minister, was born in Oxfordshire.

Winston Churchill was born in Oxfordshire.



Assessment



Relative Clauses



Use all you have learnt about relative clauses and the skills you have practiced.

Work on your own to complete the **Application Activity Sheet**.

Relative Clauses

Write relative clauses.

Tell me more!

Can you add a relative clause to this simple sentence to make it more interesting?

Try adding different relative pronouns to see how it changes the sentence.

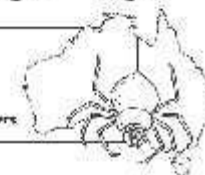


Simple Sentence

Australia is a big country.

Improved with a Relative Clause

Australia is a big country which has dangerous spiders.



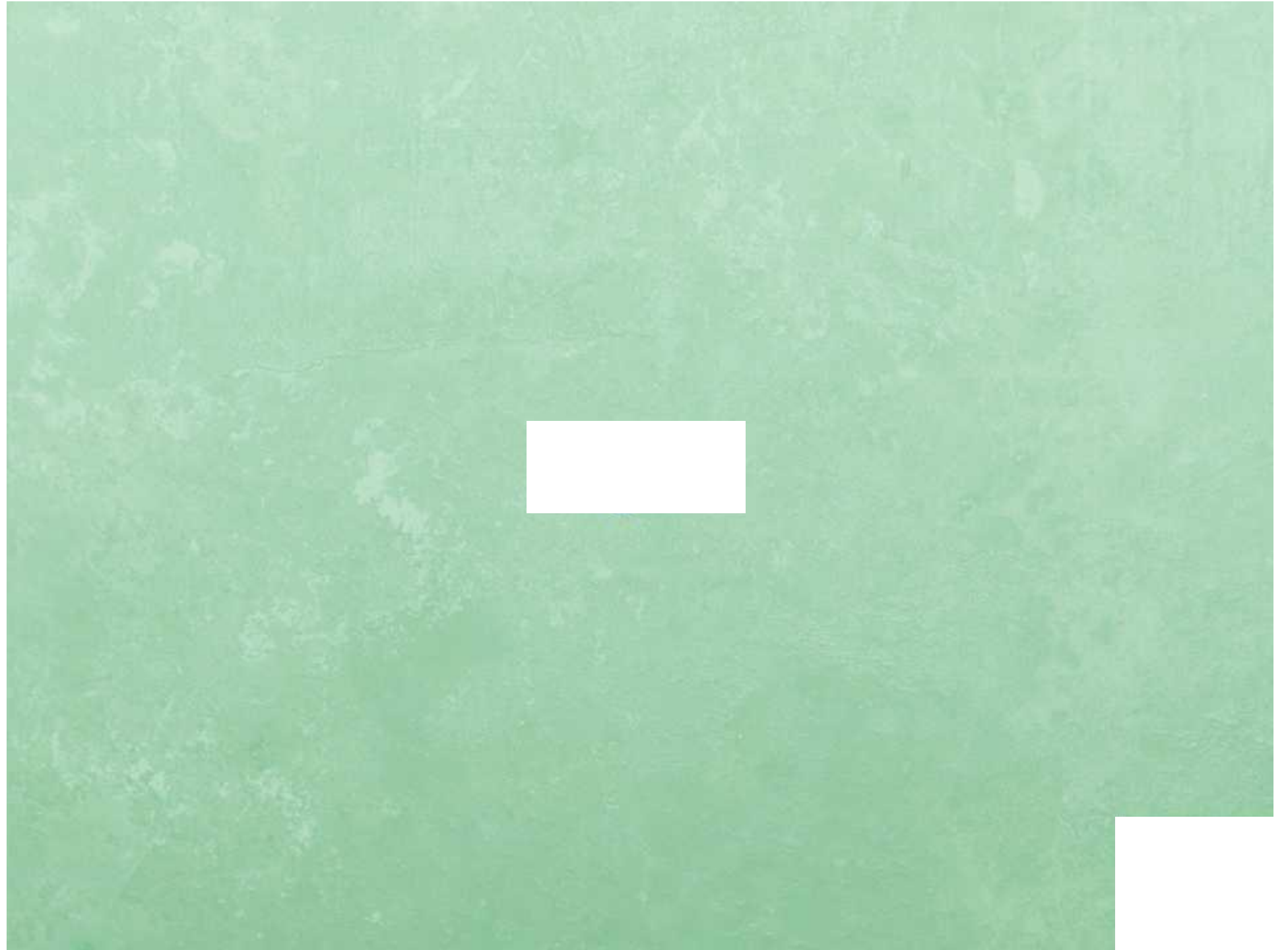
Aim



- To use relative clauses.

Success Criteria

- I can explain that a multi-clause (or 'complex') sentence has at least two clauses.
- I can identify and use relative pronouns and relative clauses.
- I can explain when commas are needed with relative clauses.
- I can explain that an object relative pronoun can be left out of a clause.



Aim: To use relative clauses.				Date:					
				Delivered By:			Support:		
Success Criteria	Me	Friend	Teacher	T	PPA	S	I	AL	GP
I can explain that a multi-clause (or 'complex') sentence has at least two clauses.				Notes/Evidence					
I can identify and use relative pronouns and relative clauses.									
I can explain when commas are needed with relative clauses.									
I can explain that an object relative pronoun can be left out of a clause.									
Next Steps									
) _____									
) _____									

T	Teacher	I	Independent
PPA	Planning, Preparation and Assessment	AL	Adult Led
S	Supply	GP	Guided Practice

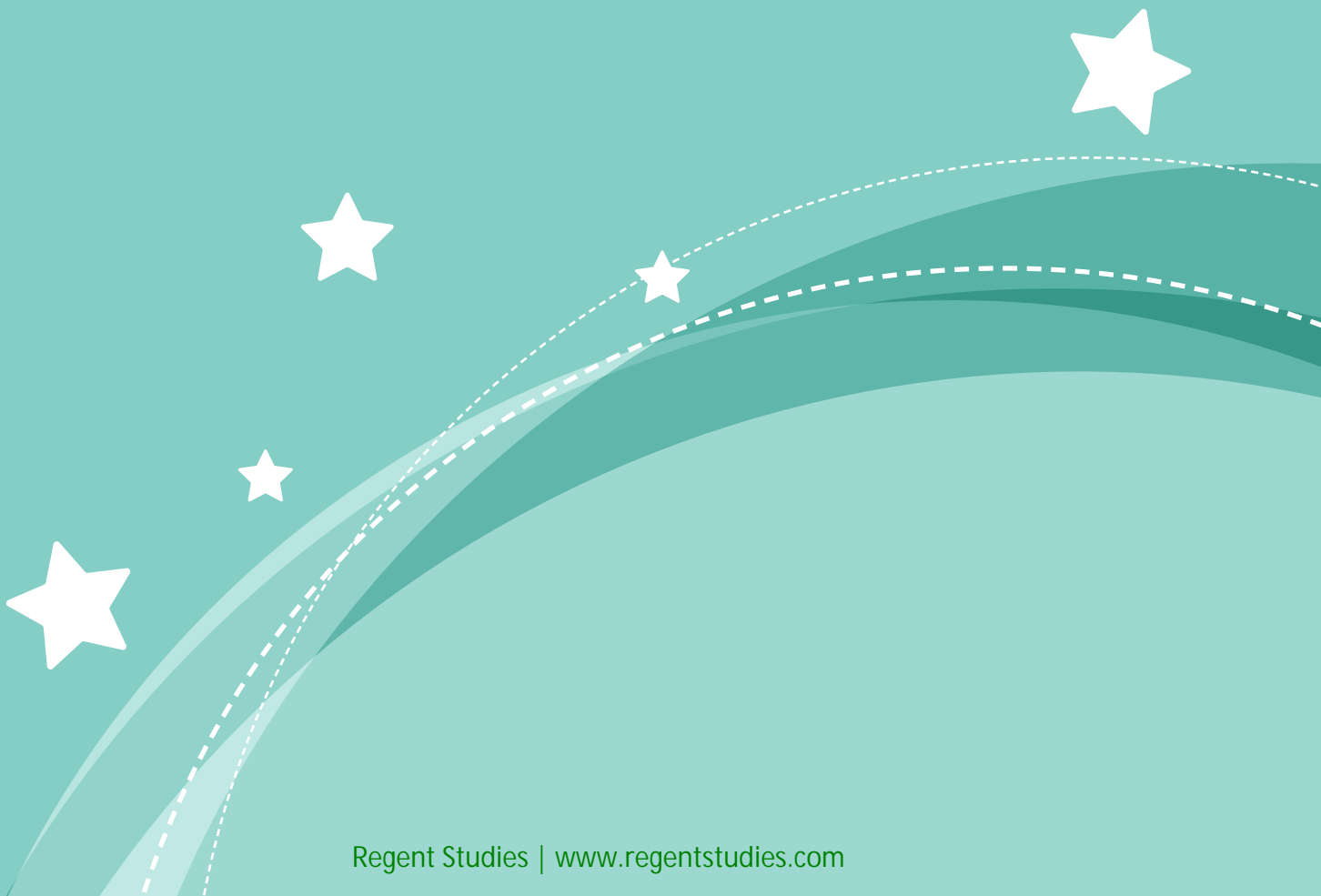
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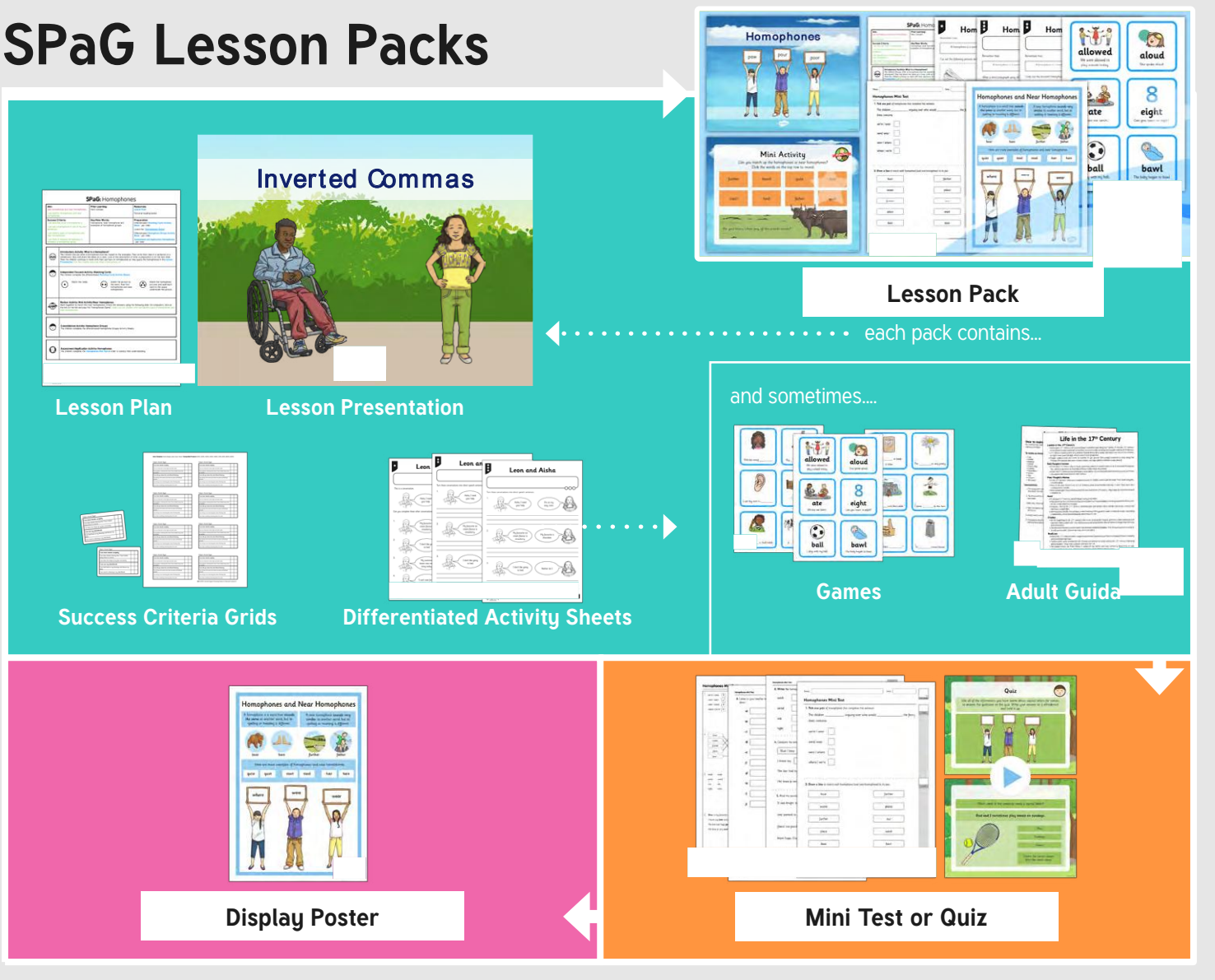


English – SPaG

User Guide



SPaG Lesson Packs



The Learning Sequence

Each SPaG Lesson Plan Consists of 5 Sections

The first three sections, **Introductory Activity**, **Independent Focused Activity** and **Review Activity** function either together as a complete lesson plan, or as stand-alone learning activities for small group intervention or morning work.

Two additional activities, the **Consolidation Activity** and **Assessment/Application Activity**, have also been added for extra exploration of the learning aim.

Option One

1. Introductory Activity
2. Independent Focused Activity
3. Review Activity

4. Consolidation Activity

5. Assessment/Application Activity

Option Two

1. Introductory Activity
2. Independent Focused Activity
3. Review Activity

4. Consolidation Activity

5. Assessment/Application Activity

Option Three

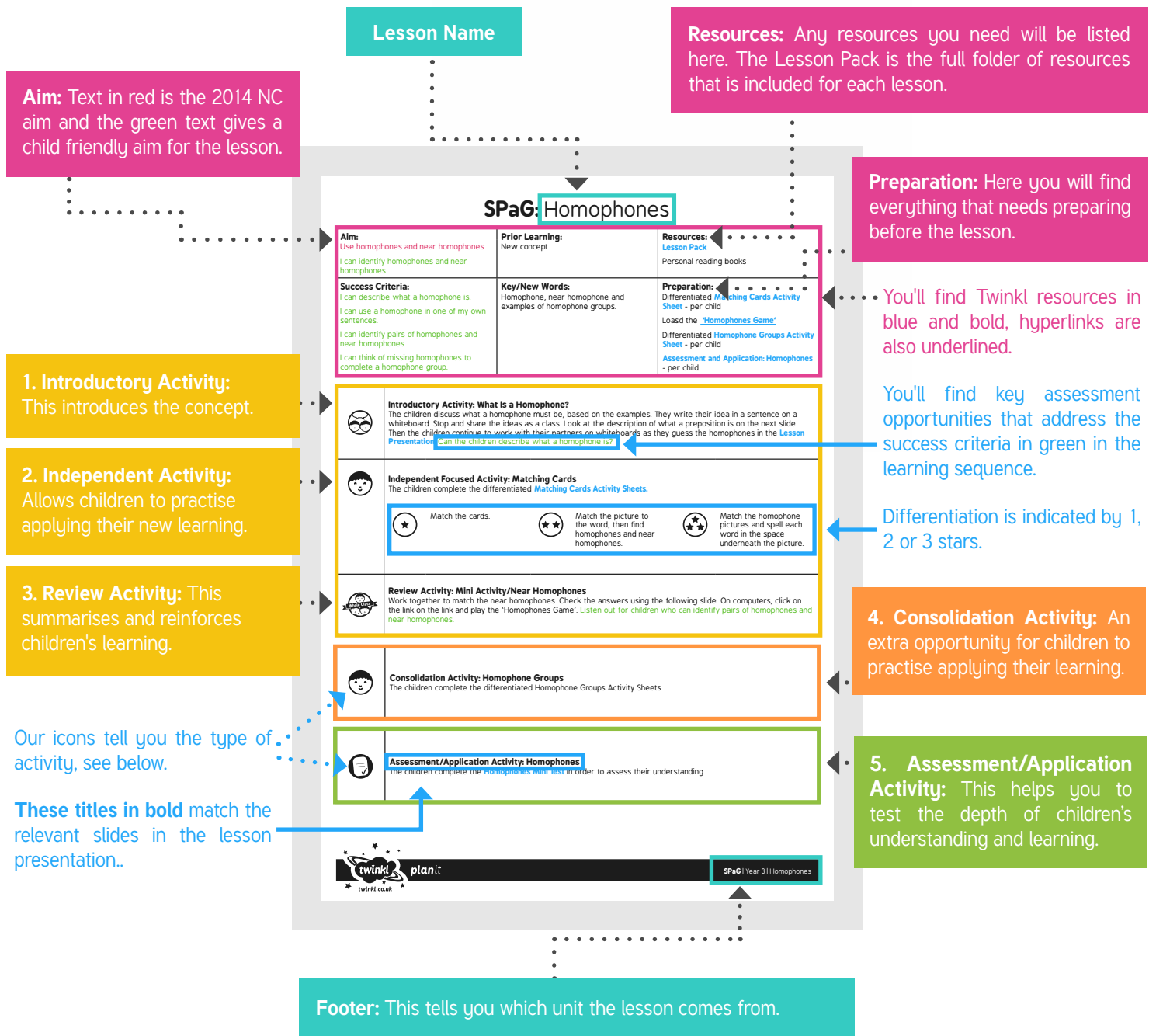
1. Introductory Activity
2. Independent Focused Activity
3. Review Activity

4. Consolidation Activity

5. Assessment/Application Activity

What Goes into a SPaG Plan?

Each lesson pack contains a lesson plan as a pdf document. Text can be copied from the plan to your own lesson planning format. Our SPaG lessons are split into five different sections to offer maximum flexibility to suit your needs.



Our icons tell you the type of activity, see below.

These titles in bold match the relevant slides in the lesson presentation..

SPaG Plan Icons

Differentiation	Low	Medium	High		Individual		Talk Partners
Assessment		Or look for green text in the learning sequence.			Pairs		Teacher Led
					Group Work		Whole Class

What Goes into a SPaG Presentation?

Each lesson pack has a lesson presentation, available as a PowerPoint or interactive whiteboard file. The presentation frames the learning sequence, providing information, posing questions and setting tasks.

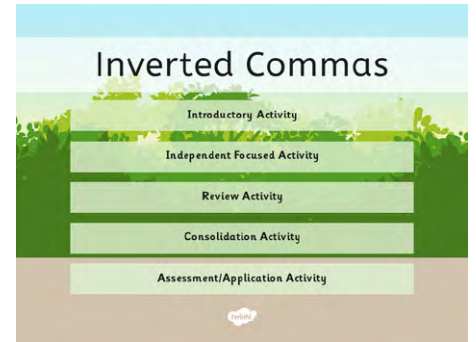
Each presentation has the same 3 slides at the beginning;



Slide One: PlanIt title slide with the subject and the unit title. The footer of the slide will match the lesson plan.



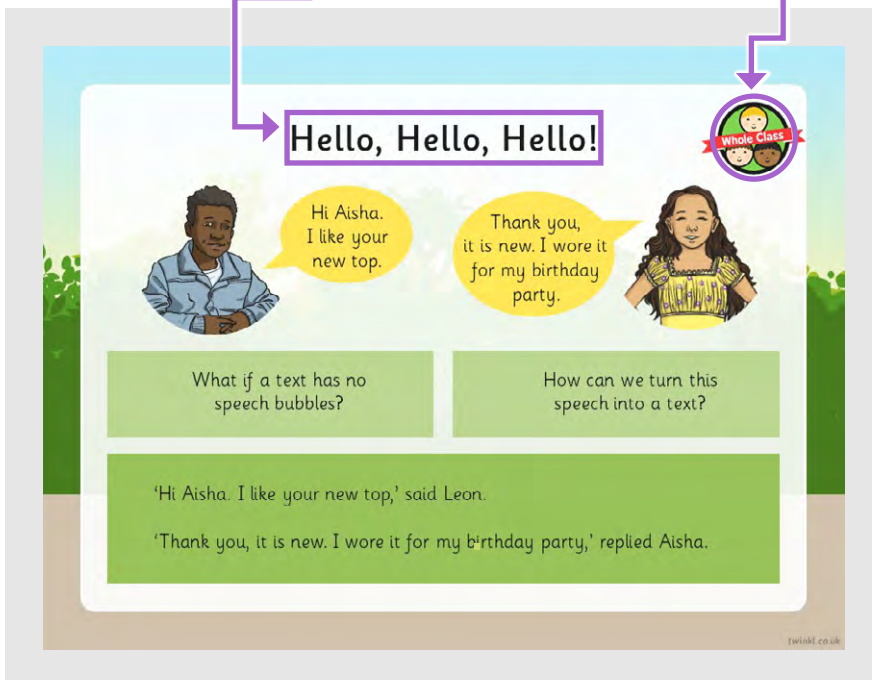
Slide Two: Child-friendly title slide. You might choose to start your lesson with this slide.



Slide Three: Contents slide that links directly to each section of the presentation.

Slide titles in the lesson presentation correspond with the bold titles in the learning sequence in the lesson plan.

You'll find the corresponding icon in the top right-hand corner. There is a key to the icons at the bottom of the page.



Every presentation will start and finish with the success criteria slide to help facilitate the children's assessment.

Lesson Presentation Icons



Individual



Group Work



Talk Partners



Pairs



Whole Class



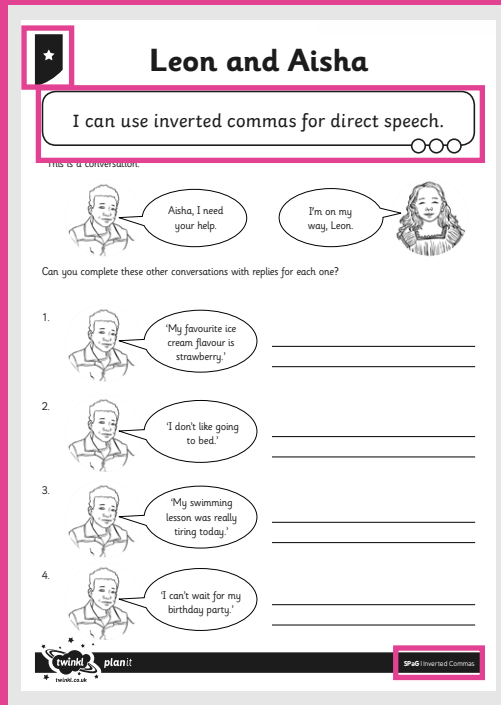
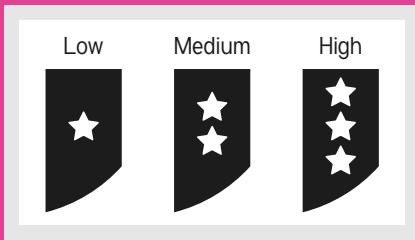
Assessment

Our Activity Sheets

Our activity sheets are provided in .pdf format and .doc format.

Differentiation is indicated by the star system.

Activity Sheet Icons



Leon and Aisha

I can use inverted commas for direct speech.

This is a conversation.

Aisha, I need your help. I'm on my way, Leon.

Can you complete these other conversations with replies for each one?

- 'My favourite ice cream flavour is strawberry.'
- 'I don't like going to bed.'
- 'My swimming lesson was really tiring today.'
- 'I can't wait for my birthday party.'

twinkl planit SPaG Inverted Commas

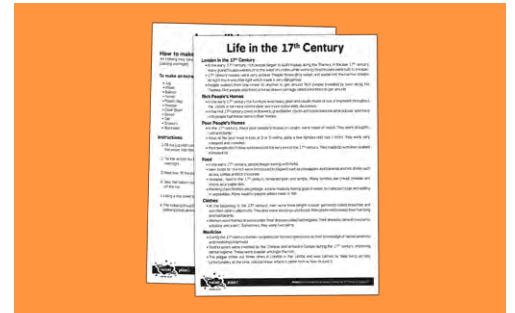
... The lesson aim is already typed in this box. An editable blank version is also provided. The three circles are for optional self or teacher assessment.

E.g. traffic light colours or shading 1, 2 or 3.

... The footer will let you know which unit and lesson the activity sheet is from.

What is SPaG Adult Guidance?

Adult guidance provides teachers with background knowledge and information to assist with the lesson. The type of guidance in the pack will depend on the lesson content.



SPaG Assessment

In addition to the lesson plan, presentation and activity sheets, all Planit SPaG lesson packs will contain success criteria grids for easy assessment. The **Application and Assessment Activity** provides a test for years two to six, whilst year one packs include a quiz or game. Application activities add an opportunity for children to demonstrate their newly acquired SPaG skills.



Mini Test

Quiz or Game

Success Criteria Grids

Meet the Teacher Team behind PlanIt

Helen

With a commitment to valuing the visual arts within the primary classroom and beyond, Helen strives to bring innovation and creativity across the curriculum, particularly in English and history.



Steve

With 15 years' primary teaching experience, Steve has enjoyed roles in Senior Leadership, assessment and mentoring. Specialising in English and computing, He is also an author and school governor.



Vicky

Vicky is an experienced teacher who has been subject leader for English, geography, Gifted and Talented and Assessment. She likes to inspire children through active projects which require creative thinking.



Liz

Liz has 20 years' experience teaching 5-11 year olds in a variety of settings. She loves inspiring children to be enthusiastic about new languages.

Jo

With 13 years' experience teaching 4 to 11 year olds, Jo believes passionately in the inclusion of all children within education using creative and 'hands on' approaches.



Hannah

Hannah is an experienced primary teacher of 14 years. She loves finding creative and challenging ways to inspire children's learning and has a particular interest in English.

Gemma

With 13 years' experience as a primary teacher, Gemma has led science, design and technology and Healthy Schools. She has a passion for igniting learning through a hands-on approach.



Alastair

Alastair has taught in a variety of schools from Barnsley to Bangkok and held responsibility for English, maths and Gifted and Talented. He enjoys thinking of new ideas for learning experiences.



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Relative Clauses

To use relative clauses.



Tell me more!

Can you add relative clauses to this simple sentence to make it more interesting?

Try adding different relative pronouns to see how it changes the sentence.

that

who

whom

whose

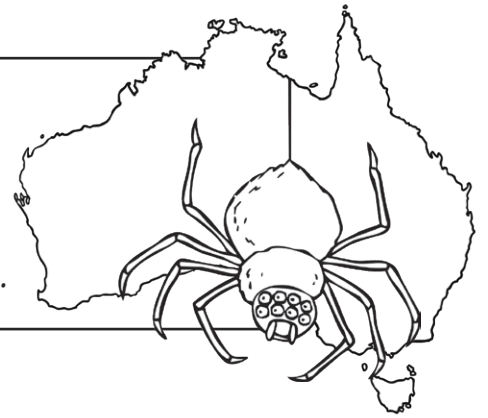
which

Simple Sentence

Australia is a very large country.

Improved with a Relative Clause

Australia is a very large country, **which has dangerous spiders.**





Commas and Relative Clauses

To use relative clauses.



1. Decide whether the following relative clauses are essential or non-essential. Write your answer next to each sentence.

Remember: if the relative clause is essential, no commas are needed.

If the relative clause is providing the reader with some additional information, commas are used.

- a. My brother, who lives in Sydney, came to see me last month. _____
- b. It is best not to stroke a dog that you do not know. _____
- c. I like to ride bicycles that have a loud bell to ring. _____
- d. Cats, who are lazy, often sleep for most of the day. _____
- e. Students who concentrate in class often do better in tests. _____
- f. Emma, who had fallen asleep on the sofa, suddenly woke up. _____
- g. Victorian children played with dolls that had china heads. _____
- h. Dinosaurs, which are now extinct, are said to have ruled the Earth. _____

2. Write a sentence with an essential relative clause.

3. Write a sentence with a non-essential relative clause.



Commas and Relative Clauses **Answers**

1. Decide whether the following relative clauses are essential or non-essential. Write your answer next to each sentence.

Remember: if the relative clause is essential, no commas are needed.

If the relative clause is providing the reader with some additional information, commas are used.

- a. My brother, who lives in Sydney, came to see me last month. *non-essential*
 - b. It is best not to stroke a dog that you do not know. *essential*
 - c. I like to ride bicycles that have a loud bell to ring. *essential*
 - d. Cats, who are lazy, often sleep for most of the day. *non-essential*
 - e. Students who concentrate in class often do better in tests. *essential*
 - f. Emma, who had fallen asleep on the sofa, suddenly woke up. *non-essential*
 - g. Victorian children played with dolls that had china heads. *essential*
 - h. Dinosaurs, which are now extinct, are said to have ruled the Earth. *non-essential*
2. Write a sentence with an essential relative clause.
Example answer: The child who had the winning ticket would be the one to receive the prize.
 3. Write a sentence with a non-essential relative clause.
Example answer: The cat, who had been sitting on the wall all afternoon, jumped down to greet his owner.



Commas and Relative Clauses

To use relative clauses.



1. Underline the relative clauses in the following sentences and decide whether they require commas or not. If commas are needed, add them in.

Remember: if the relative clause is essential, no commas are needed.

If the relative clause is providing the reader with some additional information, commas are used.

- a. My brother who lives in Sydney came to see me last month.
- b. It is best not to stroke a dog that you do not know.
- c. I like to ride bicycles that have a loud bell to ring.
- d. Cats who are lazy often sleep for most of the day.
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- f. Emma who had fallen asleep on the sofa suddenly woke up.
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Commas and Relative Clauses **Answers**

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Commas and Relative Clauses

To use relative clauses.



Study the simple sentences and write two new ones about the subject of the sentence: one with an essential relative clause and one with a non-essential relative clause. You may have to make up some extra information.

Remember: if the relative clause is essential, no commas are needed.

If the relative clause is providing the reader with some additional information, commas are used.

a. I have three brothers.

Essential: _____

Non-essential: _____

b. I have one sister.

Essential: _____

Non-essential: _____



Commas and Relative Clauses

c. I love shoes and have lots of pairs.

Essential: _____

Non-essential: _____

d. My friend Jai moved to Canada.

Essential: _____

Non-essential: _____

e. Mr Robinson is very famous.

Essential: _____

Non-essential: _____



Commas and Relative Clauses **Answers**

Study the simple sentences and write two new ones about the subject of the sentence: one with an essential relative clause and one with a non-essential relative clause. You may have to make up some extra information.

Remember: if the relative clause is essential, no commas are needed.

If the relative clause is providing the reader with some additional information, commas are used.

Example answers:

a. I have three brothers.

Essential: *I have three brothers that are younger than me.*

Non-essential: *My brothers, who are all younger than me, like to play on the computer.*

b. I have one sister.

Essential: *I have one sister who annoys me but the other one is nice.*

Non-essential: *My sister, who is older than me, annoys me.*

c. I love shoes and have lots of pairs.

Essential: *I love shoes that light up when you walk and I have lots of pairs of them.*

Non-essential: *I love shoes, which are the main thing I spend my money on, and I have lots of pairs.*

d. My friend Jai moved to Canada.

Essential: *I have a friend called Jai who moved to Canada last week.*

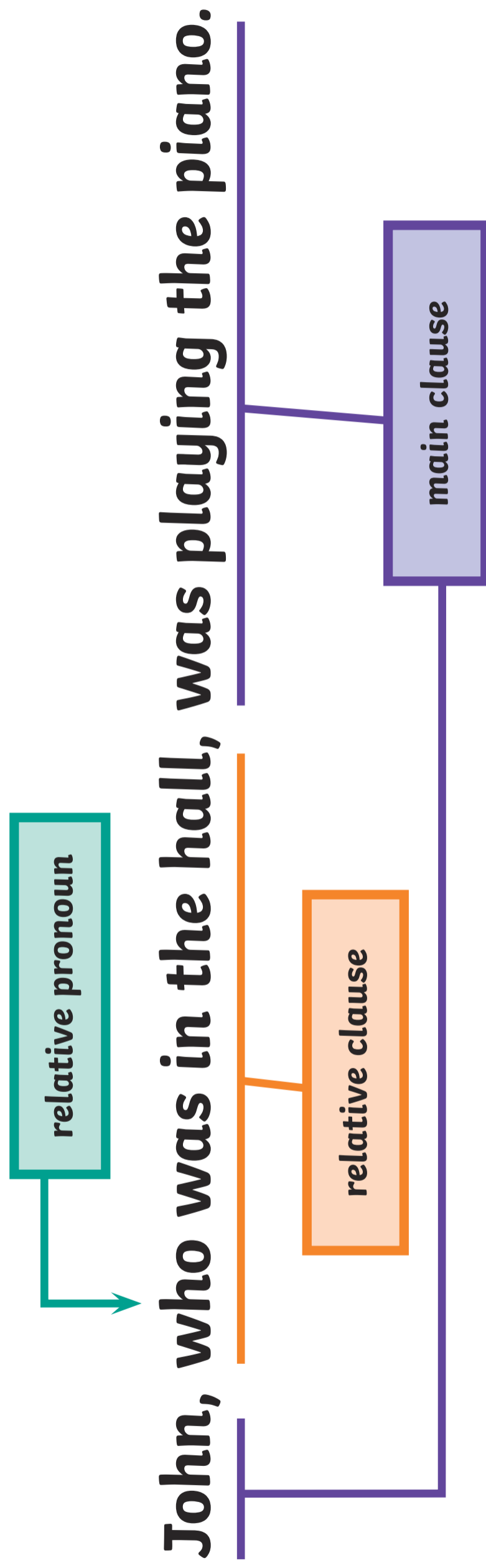
Non-essential: *My friend Jai, who sat next to me in class, moved to Canada.*

e. Mr Robinson is very famous.

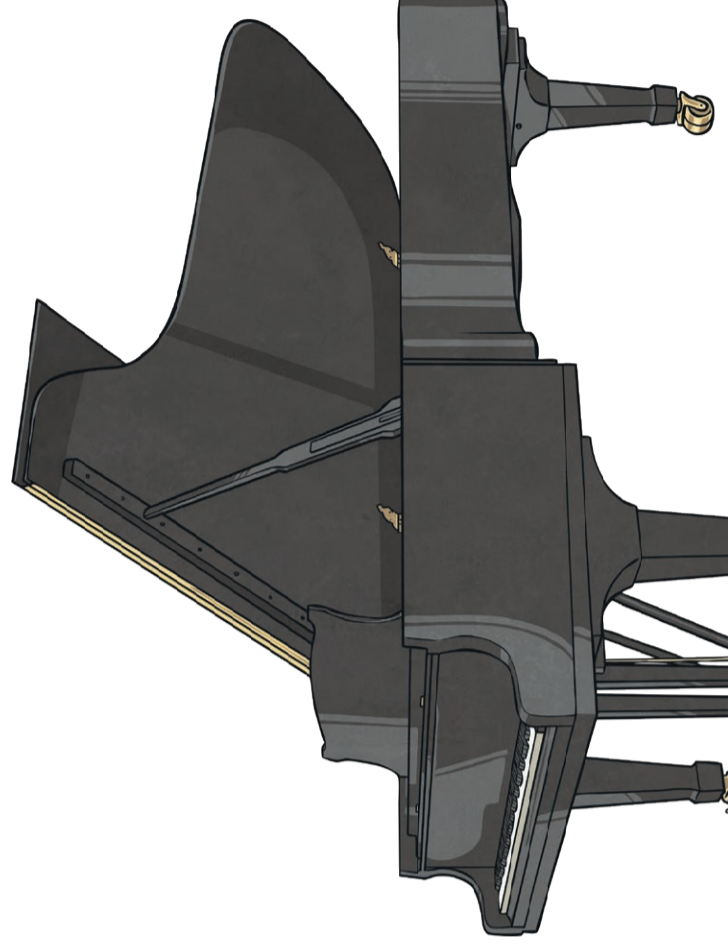
Essential: *Mr Robinson is a very famous man who invents many things.*

Non-essential: *Mr Robinson, who has invented many things, is very famous.*

Relative Clauses

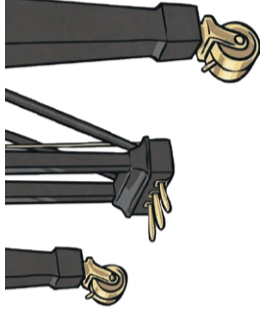


- Relative clauses are a form of subordinate clause.
- Relative clauses add information to a sentence using relative pronouns.
- A relative pronoun (that, who, whom, whose, which) is used at the start of a relative clause. 'Where' is a relative adverb, but it is used in exactly the same way as a relative pronoun.
- A relative clause functions as an adjective modifying



- A relative clause functions as an adjective, modifying nouns and pronouns.

There are two types of relative clauses: non-essential and essential.



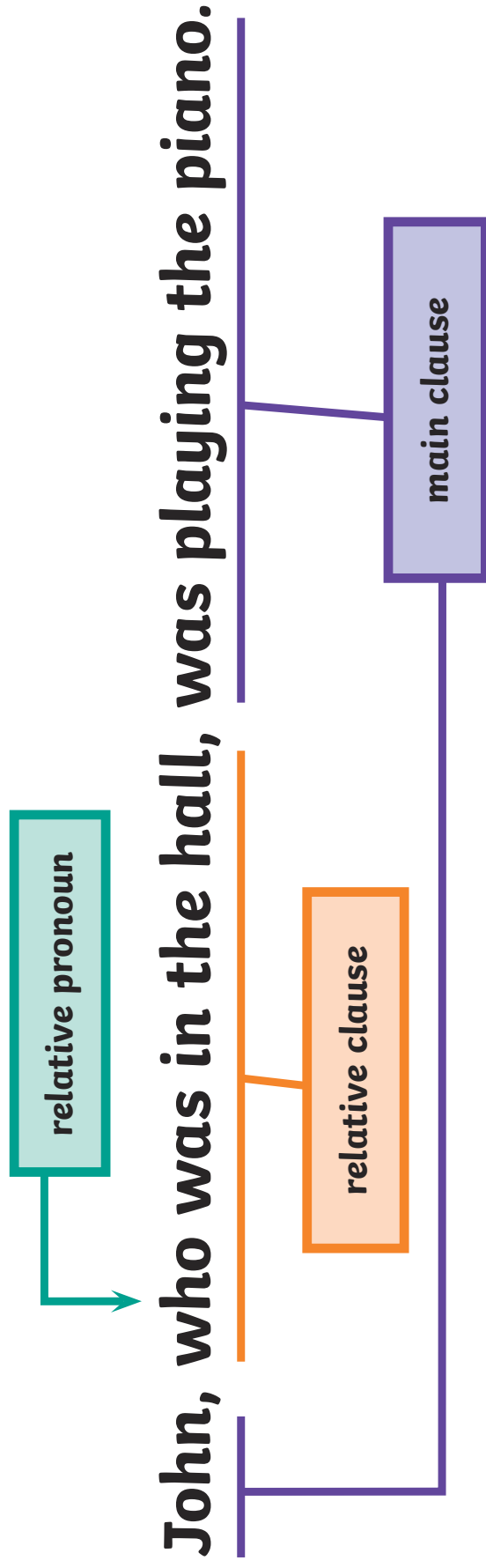
The lamp post, where the girl was standing, was lit.

The relative clause gives the reader extra information about the lamp post. The information could be removed without changing the meaning of the sentence so it is a non-essential relative clause.

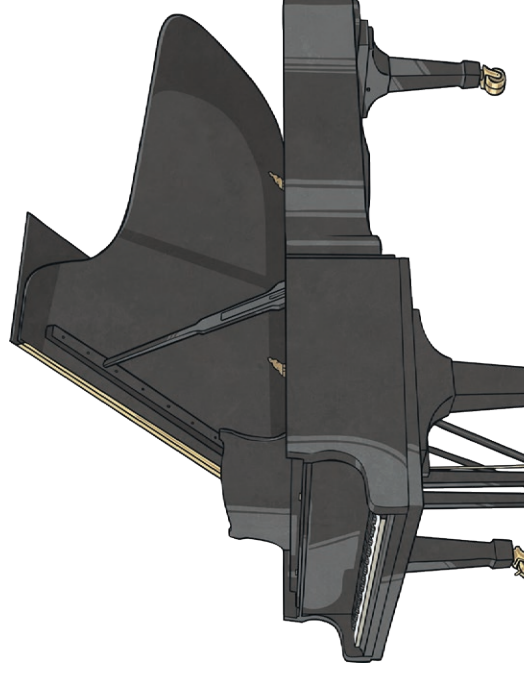
The lamp post where the girl was standing was lit.

The relative clause specifies the particular lamp post so it is essential.

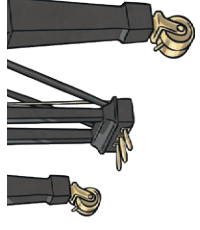
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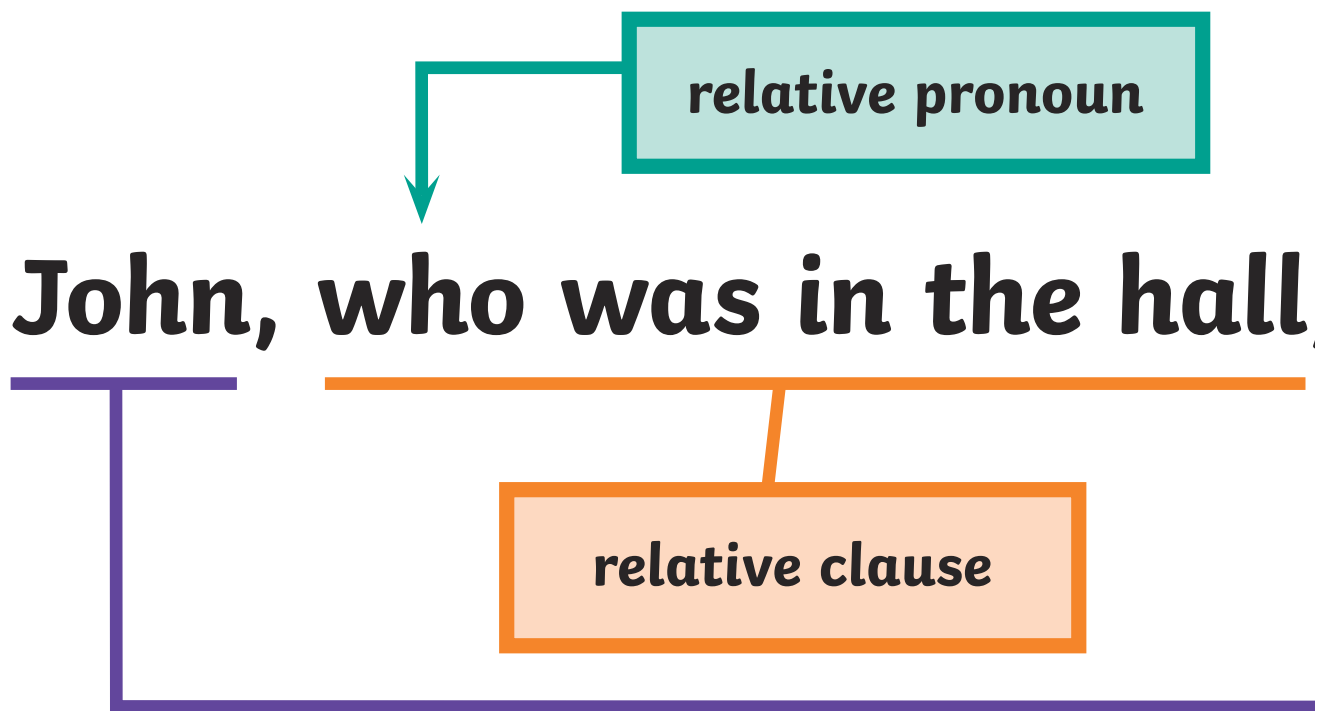
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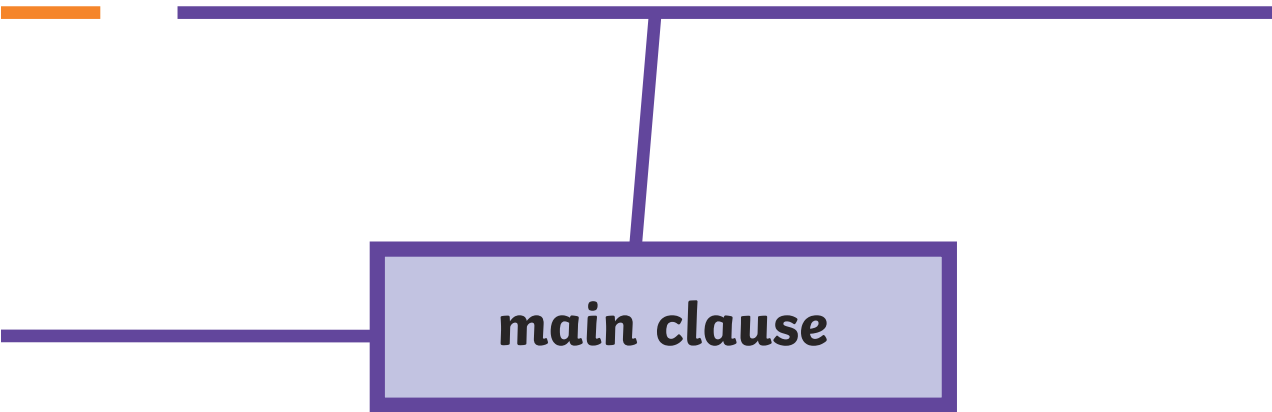
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- Relative clauses are a form of subordinate clause.
- Relative clauses add information to a sentence using relative pronouns.
- A relative pronoun (that, who, whom, whose, which) is used at the start of a relative clause. 'Who' is a relative pronoun, 'where' is a relative adverb, but it is used in exactly the same way as a relative pronoun.
- A relative clause functions as an adjective, modifying a noun.

2 Clauses

all, was playing the piano.



clause.

sentence using

rose, which)

'Where' is a

the same way

ing, modifying



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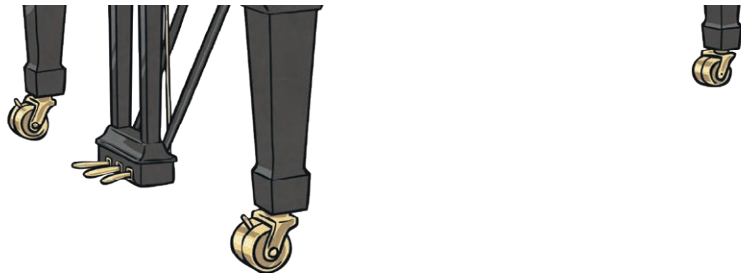
The lamp post, where the girl lives

The relative clause gives the reader extra information that can be removed without changing the meaning of the sentence.

The lamp post where the girl lives

The relative clause specifies the particular lamp post.

3, modifying



clauses: non-essential



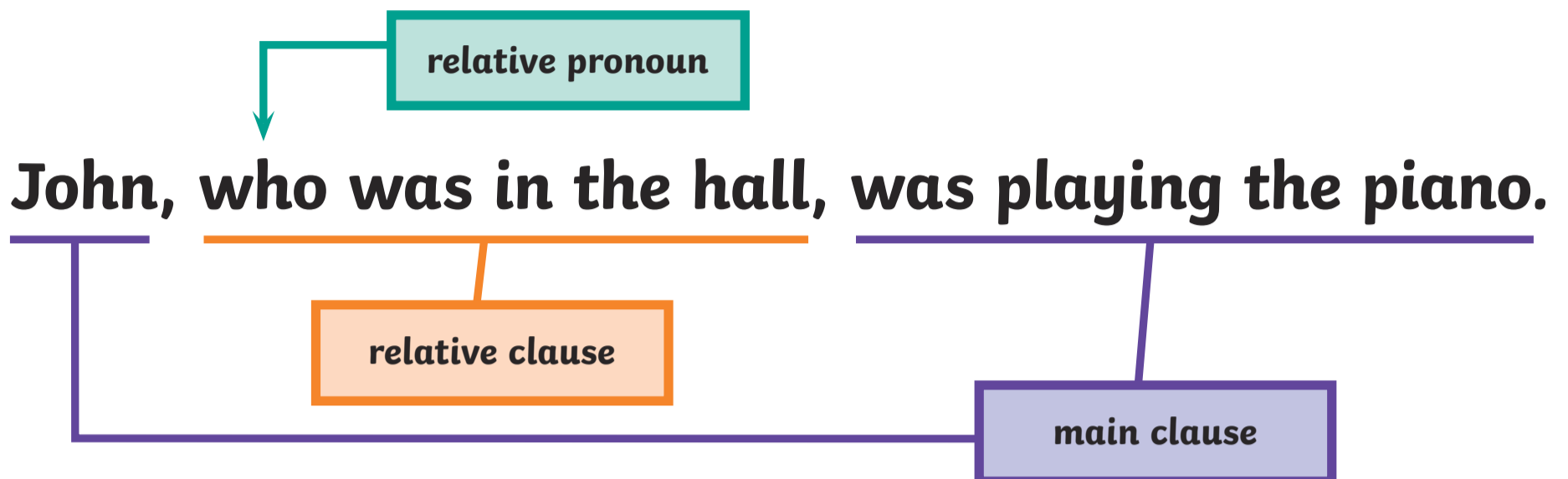
girl was standing, was lit.

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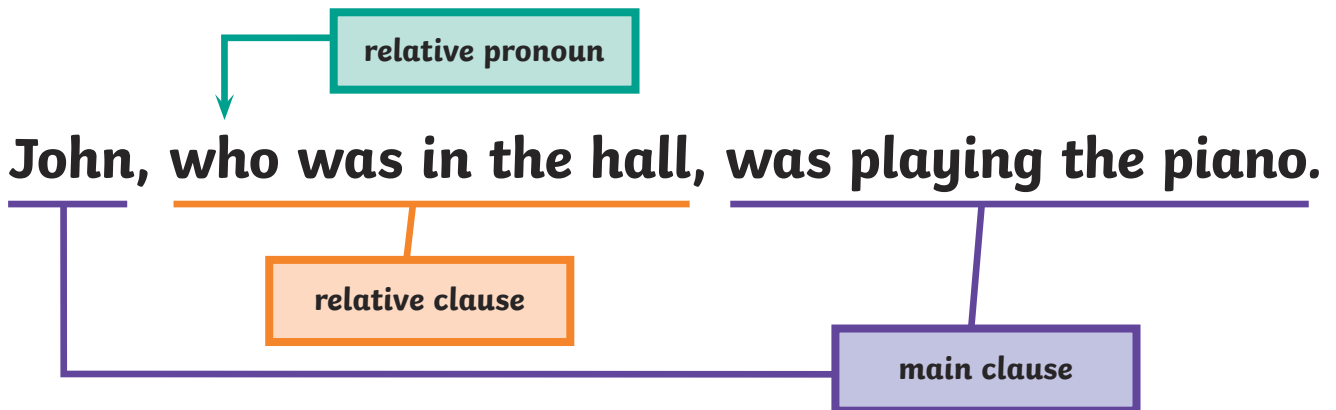
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Name:

Date:

Relative Clauses

1. For each sentence underline the relative pronoun.

James, who is a good finder, is good at hide-and-seek.

My cat, who loves fish, purrs when I feed her.

The summer holidays, which last six weeks, are great.

My school is in Sheffield, which is a city in South Yorkshire.

4 marks

2. Match up each **main clause** with its appropriate **relative clause**.

5 marks

It was my dog Rufus,

whose hair curls the same way.

Robert is an extremely lazy boy,

which I'm allergic to.

I can't eat my sandwich because it's peanut butter,

who ate my homework.

I go to running club every Thursday at 6am,

which means I am tired by the afternoon.

My sister looks just like my mum,

who never tidies his bedroom.

3. Can you break each multi-clause sentence down into two simple sentences?

Bananas, which grow in tropical countries, have to be flown into Britain.

3 marks

I was at a party last night, which meant I was home very late.

Joe held the rabbit that had escaped.

total for this page

END OF TEST

1 For each sentence underline the relative pronoun.

James, who is a good finder, is good at hide-and-seek.

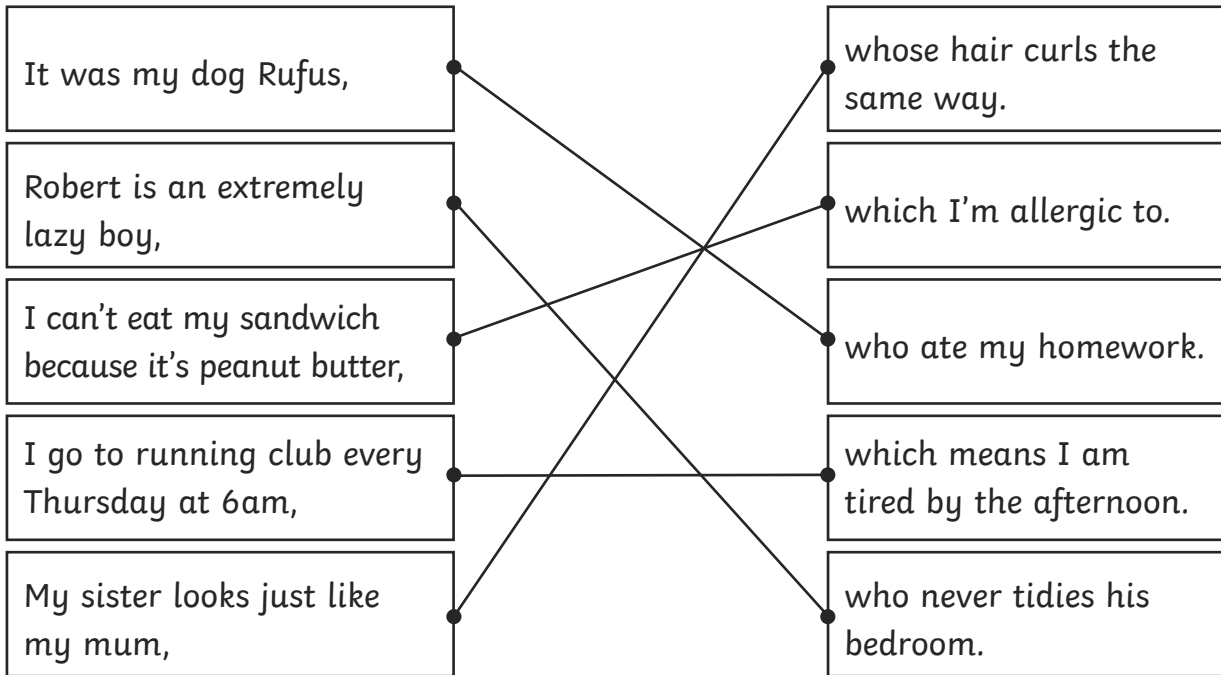
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4 marks

2 Match up each main clause with its appropriate relative clause.



5 marks

3 Can you break each multi-clause sentence down into two simple sentences?

Bananas, which grow in tropical countries, have to be flown into Britain.

Bananas have to be flown into Britain. They come from tropical countries.

I was at a party last night, which meant I was home very late.

I was at a party last night. This meant I was very late.

Joe held the rabbit that had escaped.

Joe held the rabbit. It had escaped.

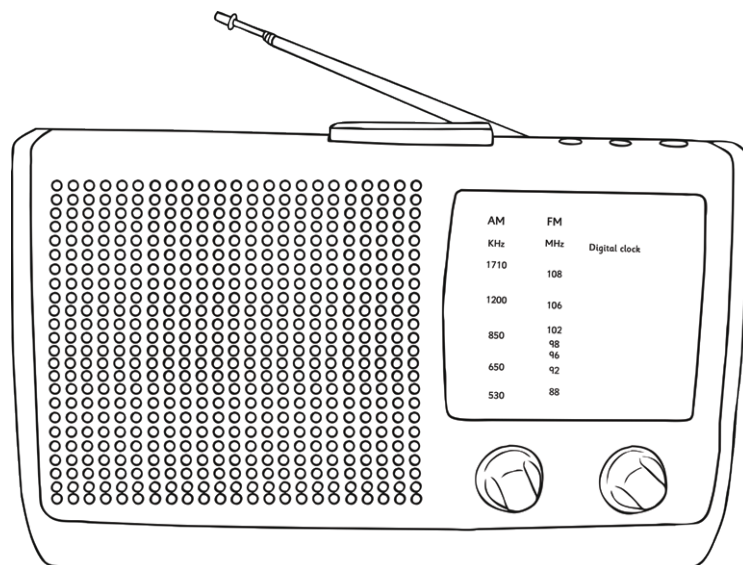
3 marks

Relative Clauses and Relative Pronouns

To use relative clauses.



1. The following are examples of sentences that have relative clauses starting with relative pronouns. Can you identify and underline the relative pronouns?
 - a. Spaghetti, which many of us enjoy, can be messy.
 - b. This is the book that everyone is talking about.
 - c. She wrote to the person whom she had met last month.
 - d. We didn't bring the receipt, which was a big mistake.
 - e. I have a friend whose cat is annoying.
 - f. People who are clever can always find a way.
 - g. Grandma remembers a time when radio shows were popular.
 - h. Never go to a doctor whose office plants have died. - Erma Bombeck
 - i. The driver who went through the stop sign was careless.



Relative Clauses and Relative Pronouns

Answers

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Spot the Clauses

To use relative clauses.



Sentences which have two or more clauses are called multi-clause sentences. A main clause makes sense by itself but a subordinate clause does not make sense by itself. The subordinate clauses in these sentences are relative clauses. They start with relative pronouns.

Highlight the clauses in each sentence. Choose two colours and use one to highlight main clauses and the other colour to highlight the relative clauses.

Look at these examples:

- My dog's fur, **which** is hard to brush, is very curly.
- Go and get a sticker from Mr Brown, **who** is standing at the finish line.
- Oranges, **which** contain lots of vitamins, are really good for you.

Now, have a go at the sentences.

- a. Alana, who has very shiny hair, always looks smart for school.
- b. My cousins live in Canada, which is a long way to go to visit!
- c. These three girls, who have worked very hard on their maths project, can have a prize each.
- d. The Peak District, which is an excellent place for walking, climbing and biking, is a national park in Derbyshire.
- e. The dog, who always jumps up at people, is called Spot.
- f. The film, which had me on the edge of my seat, was tremendously exciting!
- g. Look for the spelling in the dictionary, which is over there on the shelf.
- h. My brother, who has won many medals for his gymnastics, is competing in an event tomorrow.



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Challenge

Rewrite the multi-clause sentence shown in h) above, breaking it down into two simple sentences. You will have to take out the relative pronoun and put back the noun/pronoun it replaced.

e.g. Winston Churchill, who was the prime minister in the Second World War, was born in Oxfordshire.

Winston Churchill was born in Oxfordshire. He was the prime minister in the Second World War.



Spot the Clauses **Answers**

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Challenge

My brother is competing in an event tomorrow. He has won many medals for his gymnastics.



Spot the Clauses

To use relative clauses.



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- My cousins live in Canada, which is a long way to go to visit!
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Challenge

Rewrite each of the following multi-clause sentences, breaking them down into two simple sentences. You will have to take out the relative pronoun and put back the noun/pronoun it replaced.

e.g. Winston Churchill, who was the prime minister in the Second World War, was born in Oxfordshire.

Winston Churchill was born in Oxfordshire. He was the prime minister in the Second World War.

- The Peak District, which is an excellent place for walking, climbing and biking, is a national park in Derbyshire.



Spot the Clauses

b. The dog, who always jumps up at people, is called Spot.

c. The film, which had me on the edge of my seat, was tremendously exciting!

Now, write the following pairs of sentences so that each pair is combined to form one sentence. Add in a relative pronoun to do this.

E.g. My dog is the first to wake up in our house. He is an energetic animal.

My dog, who is an energetic animal, is the first to wake up in our house.

a. Look for the spelling in the dictionary, which is over there on the shelf.

b. My brother, who has won many medals for his gymnastics, is competing in an event tomorrow.



Spot the Clauses Answers

- a. Alana, who has very shiny hair, always looks smart for school.
- b. My cousins live in Canada, which is a long way to go to visit!
- c. These three girls, who have worked very hard on their maths project, can have a prize each.

Challenge

- a. *The Peak District is a national park in Derbyshire. It is an excellent place for walking, climbing and biking.*
- b. *The dog is called Spot. She always jumps up at people.*
- c. *The film was tremendously exciting! It had me on the edge of my seat.*

- a. *Look for the spelling in the dictionary, which is over there on the shelf.*
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SPaG | Relative Clauses

To use relative clauses.		
I can explain that a multi-clause (or 'complex') sentence has at least two clauses.		
I can identify and use relative pronouns and relative clauses.		
I can explain when commas are needed with relative clauses.		
I can explain that an object relative pronoun can be left out of a clause.		

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