

# UKS2 Uplevelling Sentences



# What Does 'Uplevelling a Sentence' Mean?

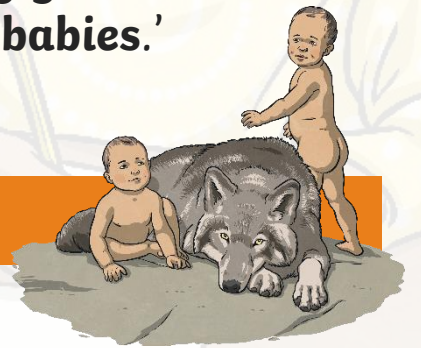
To 'uplevel' a sentence is to make a boring sentence interesting by including more advanced grammatical features, such as changing...

'The wolf guarded the babies.'

into

**'Curiously, the calm, nurturing wolf, who normally growled at humans, guarded the vulnerable, abandoned babies.'**

How has this sentence been improved?



# What Has Been Added?

next 

Click on the grammatical features used to uplevel the sentence to find out more about them.

Fronted Adverbials

Expanded Noun Phrases

Relative Clauses

**Curiously, the calm, nurturing wolf, who normally growled at humans, guarded the vulnerable, abandoned babies.**

Can you see how much more interesting this sentence has become now that we know some extra details?







# Fronted Adverbials

Fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows, such as:

**Without hesitation,** Riyad reached up to grab the ball.



**Every evening,** Maiya practises with her guitar.

**Cheekily,** Liza smiled when she saw her cards.

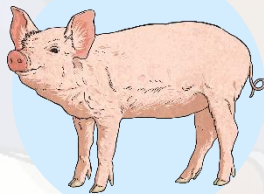


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# Expanded Noun Phrases

An expanded noun phrase provides extra information about the noun. You can use **adjectives** or **modifying nouns** to give more information within your sentences, such as:

some **exciting holiday** brochures



a **cute, pink** pig

the **majestic, magical** unicorn



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# Relative Clauses

A **relative clause** gives us extra information about the noun in the main clause. It is connected to the main clause by a **relative pronoun**.

Examples are:



The squirrel, **which was half way up the tree**,  
clung onto the trunk.



Sebastian, **who was previously undefeated**,  
now stands in fourth place.

The storm, **that was predicted yesterday**,  
almost capsized the boat.





# Let's Start...

We are going to uplevel the following sentence one step at a time.  
Are you ready?

**'The boy held open the door.'**



First, we will create **expanded noun phrases**.

Next, we will add a **fronted adverbial**.

Finally, we will add a **relative clause**.

# Adjectives and Modifying Nouns Mind Map

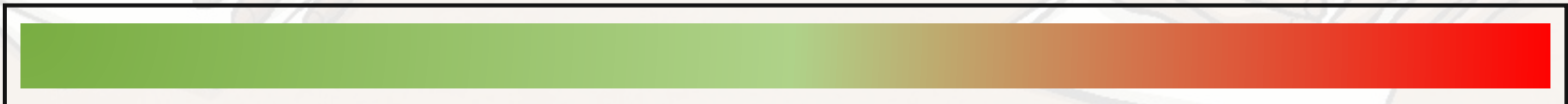
Use ambitious adjectives and modifying nouns to add extra information about both of the nouns in this sentence. Which two things will you be describing?

**What** do they look like?  
Think about **personality**.  
How are they **feeling**?  
Think about **condition**.  
What **age** are they?  
What about **size**?



**'The boy held open the door.'**

You have **one minute** to expand the noun phrases 'the boy' and 'the door' on a whiteboard.





# Fronted Adverbial Mind Map

Remembering that fronted adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows, think about these questions:

**When** did it happen?  
Does he do it **frequently**?

**Where** was the door?

**How** did he hold it?

**How long** had he been there?

What **state** was he in?

**'The boy held open the door.'**

You have **one minute** to mind-map some fronted adverbials on a whiteboard.



# Relative Clauses

A **relative clause** gives us extra information about the noun in the main clause. Choose one of the following **relative pronouns** to start your relative clause. What extra information will you add to your sentence to make it interesting?

who  
which  
whose  
that

**'The boy held open the door.'**

You have **one minute** to add a relative clause to the sentence to give more information.



# Let's See What You've Done!

Did you manage to uplevel the sentence one step at a time?

'The boy held open the door.'

could have become

'**After lunch**, the **sensible**,  
**responsible boy**, **whose job it is to**  
**tidy up**, held open **the blue**  
**classroom door**.'



You could then go on to add a **subordinate clause** to give a reason or further information.



# Subordinate Clauses

Subordinate clauses do not make sense on their own but when they are used with a main clause, they create a complex (multi-clause) sentence.

‘Violently, the colossal, smouldering volcano, which had been dormant for over one hundred years, spat dense, grey ash and molten, glowing lava into the blackened sky.’

becomes

‘Violently, the colossal, smouldering volcano, which had been dormant for over one hundred years, spat dense, grey ash and molten, glowing lava into the blackened sky until all light from the midday sun had been banished.’

# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'The boy ate a hotdog.'**

First, create **expanded noun phrases**.

Next, add a **fronted adverbial**.

Finally, add a **relative pronoun**.

Ask yourself: could I add a **subordinate clause** at the end?



# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'Sharon read a book.'**



First, create **expanded noun phrases**.

Next, add a **fronted adverbial**.

Finally, add a **relative pronoun**.

Ask yourself: could I add a **subordinate clause** at the end?



# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'The homework was too hard  
for Kieran.'**



First, create **expanded noun phrases**.

Next, add a **fronted adverbial**.

Finally, add a **relative pronoun**.

Ask yourself: could I add a **subordinate clause** at the end?

# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'Eight friends held hands in  
a circle.'**



First, create **expanded noun phrases**.

Next, add a **fronted adverbial**.

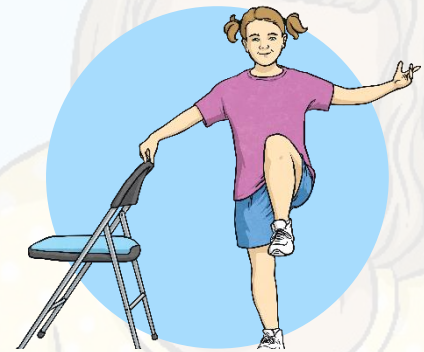
Finally, add a **relative pronoun**.

Ask yourself: could I add a **subordinate clause** at the end?

# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'Josie balanced on one leg.'**



First, create **expanded noun phrases**.

Next, add a **fronted adverbial**.

Finally, add a **relative pronoun**.

Ask yourself: could I add a **subordinate clause** at the end?



# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'Gregory ran away from the scene.'**



Poof! A cloud of smoke has appeared. Can you remember how to uplevel your sentence without the instructions?  
**(Click me if you need some help).**

# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'Class 10 sat on the bench.'**



Poof! A cloud of smoke has appeared. Can you remember how to uplevel your sentence without the instructions?  
**(Click me if you need some help).**

# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'Freddie and Dad read a story together.'**



Poof! A cloud of smoke has appeared. Can you remember how to uplevel your sentence without the instructions?  
**(Click me if you need some help).**



# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'Lee's son pointed to the park.'**



Poof! A cloud of smoke has appeared. Can you remember how to uplevel your sentence without the instructions?  
**(Click me if you need some help).**

# It's Your Turn...

You are going to uplevel the following sentence one step at a time.  
Are you ready?

**'They put the last of the baubles on the tree.'**



Poof! A cloud of smoke has appeared. Can you remember how to uplevel your sentence without the instructions?  
**(Click me if you need some help).**

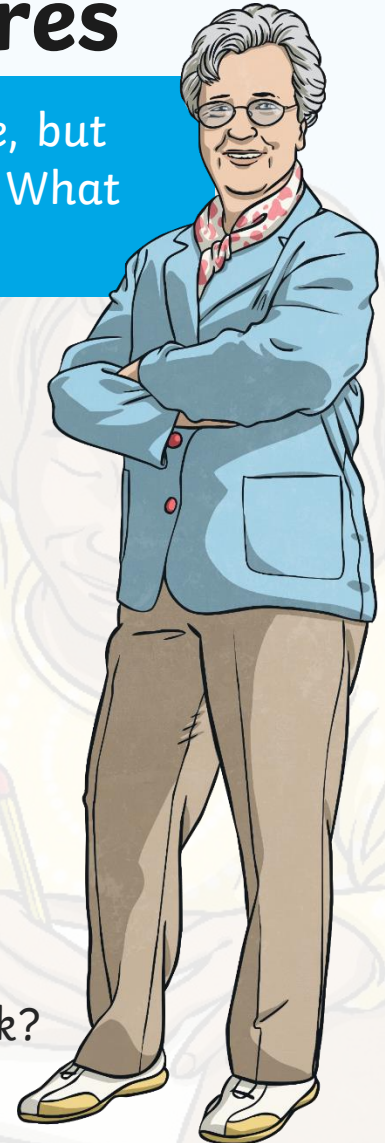
# Add the Missing Features

Slapdash Sheila has had a go at uplevelling this sentence, but she hasn't used all of the grammatical features we need. What has she missed?



The **hardworking, dedicated farmer, who was used to getting muddy,** wore **waterproof, green boots.**

How could you improve Sheila's handiwork?



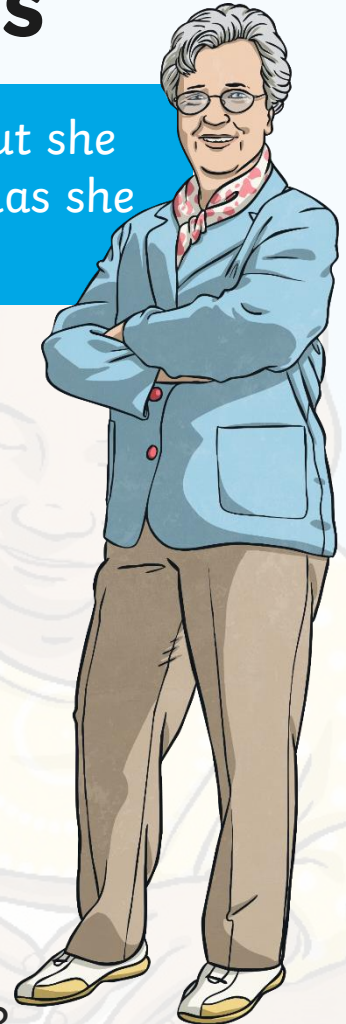


# Add the Missing Features

Slapdash Sheila has had a go at uplevelling this sentence, but she hasn't used all of the grammatical features we need. What has she missed this time?



Once per week, Suki, who is only thirteen years old, delivers the newspapers to Beech Street.



Could you add an **expanded noun phrase**?

Could you add a **subordinate clause** at the end?

# Add the Missing Features

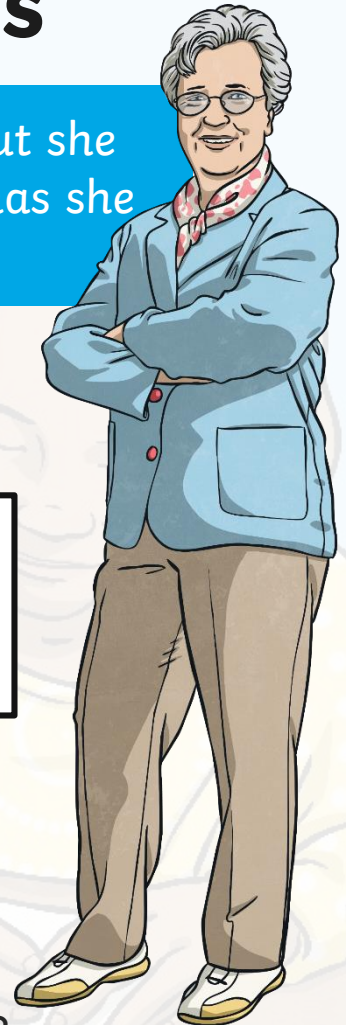
Slapdash Sheila has had a go at uplevelling this sentence, but she hasn't used all of the grammatical features we need. What has she missed this time?



**Below the cliffs,** the **unruly, turbulent waves** crashed onto the **sharp, jagged rocks.**

What **relative clause** could be added?

Could you add a **subordinate clause** at the end?



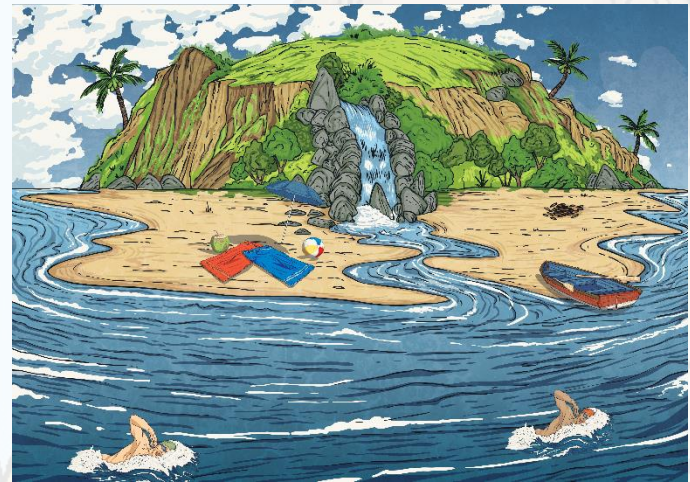
# Crazy Uplevelling!

Now that you've become experts at uplevelling your sentences, can you write an uplevelled sentence containing these grammatical features?

Use the adjectives **tropical**, **deserted**, **colourful** and **inflatable**.

Use the fronted adverbial **upon the sand**.

Begin the relative clause with the relative pronoun **which**.



**Upon the sand**, the **colourful, inflatable toys**, **which were left by tourists**, looked out of place on the **deserted, tropical island**.



# Crazy Uplevelling!

Now that you've become experts at uplevelling your sentences, can you write an uplevelled sentence containing these grammatical features?

Use the adjectives **golden**, **tired**, **ageing** and **brittle**.

Use the fronted adverbial **wearily**.

Begin the relative clause with the relative pronoun **who**.



**Wearily**, the **tired**, **ageing women**, **who worked relentlessly on the farm**, harvested the last of the **brittle**, **golden straw**.

# Crazy Uplevelling!

Now that you've become experts at uplevelling your sentences, can you write an uplevelled sentence containing these grammatical features?

Use the adjectives **frozen**, **colossal**, **towering** and **destructive**.

Use the fronted adverbial **shortly before midnight**.

Begin the relative clause with the relative pronoun **that**.



**Shortly before midnight**, the **frozen**, **destructive iceberg**, **that ultimately sunk the Titanic**, appeared in the path of the **colossal**, **towering vessel**.

