



SPAG

Spelling, Punctuation and Grammar Procedures

**Sequences of activities to support the teaching of spelling,
punctuation and grammar at Ravenswood School**

SPAG

Activities to support the teaching of spelling, grammar and punctuation at Ravenswood.

Objective	Activity	Resources												
Write their own names and other things such as labels and captions and begin to form simple sentences sometimes using punctuation.	Interesting sentences: Using set colours to represent different parts of the sentence- Red for Who? Blue for what? Green for where? Using these colours to provide a visual reminder of the different parts of the sentence. E.g. when providing a choice of who? Options will be on red card/ typed in red, using blue for the what for the children to use to write their own sentences.	Texts.												
	Modelled/shared reading and writing: through modelled and shared reading and writing build up understanding of the concept of a word and how words are used effectively to construct sentences. Punctuation use should be demonstrated and discussed.													
	Reconstruct: Write a sentence in shared writing or from a well known text. Print the sentence from shared writing/well known text onto large card. Cut up into individual words <i>including full stop</i> . Help children to reproduce the model, holding the cards in front of them. Children could then go onto using a sentence strip with model sentence on and use cut up small versions of the sentence to reconstruct.	Sentence from text; large card; small sentence strips/cut up sentences.												
	Expand: in shared/guided activities sentences generated by children can be expanded through teacher questioning, e.g. “It is my birthday today ” T.” How old are you?” “Five”. T. models “It is my fifth birthday today” etc													
	<p>Sentence Frames: use to develop understanding of simple sentence structures, e.g.</p> <table border="1" data-bbox="952 1114 1299 1279"> <tbody> <tr> <td>Boys</td> <td>like</td> <td>writing.</td> </tr> <tr> <td>Girls</td> <td>like</td> <td>reading</td> </tr> <tr> <td>Dogs</td> <td>like</td> <td>.....</td> </tr> <tr> <td>Cats</td> <td>like</td> <td>.....</td> </tr> </tbody> </table> <p>Ensure children have plenty of regular practice and that they use the full stop!!! Variation through omitting different parts of the sentence.</p>	Boys	like	writing.	Girls	like	reading	Dogs	like	Cats	like	Sentence Frames.
Boys	like	writing.												
Girls	like	reading												
Dogs	like												
Cats	like												
	Transforming sentences: oral changing of the words in well known sentences, e.g. Jack and Jill went up the hill can become Molly and Math went along the path etc.													

Levels 6-9 Word

Refer to “Letters and Sounds” for specific phonic activities

Objective	Activity	Resources
Link sounds to letters, naming and sounding the letters of the alphabet.	Sing or chant the alphabet to a tune such as “Jack and Jill”; beware of tunes where the middle section of the alphabet becomes rushed and continuous. Match alphabet names with printed letters.	Alphabet friezes, magnetic letters.
	Construct an alphabet card with children. Include children’s names beside appropriate letter. Draw attention to names starting with same letter but sounding different. Add additional words as appropriate.	Large piece of card/paper.
	Match the letter: Give children a letter of the alphabet on a card. T. asks child to match letter he/she has with a letter on display, i.e. Sam matches the letter he has been given (S) with the letter at the start of his name card which is on display. This can be extended by matching letters with objects/alphabet friezes etc. Be sure to say the name of the letter.	Letter cards.
	“I Spy”: T. says to children “I spy with my little eye an “S” (say name of letter). Child/ren find letter in large text/on wall display/on alphabet card etc.	Alphabet frieze; large texts; alphabet cards; magnetic letter.
	Alphabet books: Over period of time class generates alphabet book which contains examples of words beginning with the same letter. Gradually this can include words that sound different, e.g. tin/thistle etc. as the children learn these through phonics teaching.	Scrap book to make class alphabet book.
Hear and say sounds in words in the order in which they occur.	<p>Rhyming activities:</p> <p>Rhyming Pairs: small group activity Cards are shuffled and handed out. Players look at cards and see if they have any rhyming pairs. T. encourages children to talk about the words. Player No. 1 asks player on left: "Have you got a word that rhymes with, e.g. cat?" If player No. 2 has a rhyming word then the rhyming pair is placed in centre of table and player No 1 has second turn. If not, then player No. 2 takes the lead and asks the player to his/her left etc. etc. Extend using rhyming pairs with alternate spellings, e.g. pear/stair</p> <p>Snap: All cards are dealt out but not looked at. Taking turns, cards are placed in centre one by one starting with player No 1 and moving to the left. If the second player puts a card down that rhymes then all players shout “snap” as quickly as possible. First player to shout picks up the cards and so on. Winner has most cards.</p>	Pack of cards with one word/picture on each. Words rhyme, i.e. cat/bat A rhyming dictionary is very useful!

Levels 6-9 Word

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	<p>If second card does not rhyme play continues one by one until a card does rhyme.</p> <p>Bingo T. gives out cards with six words on it. T. calls out words from a list and if child has a word that rhymes then the words may be covered. Winner is first child to cover the card.</p> <p>Rhyming slogans Whole class or small group Put list of words at top of board/paper Child/ren select from list to complete sentence e.g. wig, dog, hat A pig in a _ _ _ _ A frog with a _ _ _ _ A rat in a _ _ _ _ Children paint or draw pictures to accompany the slogans. <i>Makes a great display!</i></p>	<p>Bingo cards with rhyming words.</p>
<p>Vocabulary development</p>	<p>Read, read, read!! Read to the children daily; read with the children. Read lots of poetry. Talk about words. Collect words. Word charts. Display words and use them in modelled/shared writing. Praise children for using ambitious vocabulary. Praise and encourage the children for finding new vocabulary.</p>	
	<p>Simple poems: decide on the topic for the poem, i.e. a noun. E.g. “hands”. T. with children explores and writes down adjectives/verbs/words associated with the noun. E.g. clapping/waving/shaking/ pointing etc. Shape into pleasing class poem.</p>	
	<p>Define/Explain: take time to explain new vocabulary meanings and ensure children encounter the new words frequently (at least 6 exposures).</p>	
	<p>Word of the day</p>	
	<p>Prediction: explore prediction of vocabulary when shared reading either through using textless picture books or masking specific vocabulary/phrases.</p>	
	<p>Learning environment: ensure a vocabulary rich environment and encourage pupils to use it!..Quality texts freely available; interactive working walls/displays.</p>	
	<p>Talk partners: encourage talk partners to orally rehearse ideas before writing: writing can/will be supported as necessary.</p>	
	<p>Drama/role play: encourage children to use unfamiliar vocabulary in a “safe” environment. Discuss and praise ambitious attempts!</p>	

Level 10 & 11 Word Activities

Refer to “Letters and Sounds” for specific phonic activities

Objective	Activity	Resources
<p>Level 10</p> <ul style="list-style-type: none"> • Compose orally and write simple sentences independently to communicate meaning • leave spaces between words • Join words and sentences using ‘and’ • Beginning to use capital letters, full stops, question marks or exclamation marks when punctuating simple sentences • Use capital letters for names of people, places, days of the week, and personal pronoun ‘I’ <p>Level 11</p> <ul style="list-style-type: none"> • Write sentences with different forms: statement, question, exclamation and command. • Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Begin to add adjectives to describe and specify. • Compose sentences using tense consistently (past, present and progressive) • Use subordination (e.g. when, if because) and co-ordination (or, and, but). 	<p>Construct: take a sentence from a shared text. Write each word on card including a separate card for the full stop. Give individual cards to children. Children construct sentence as a group/in front of class. Then encourage children to expand and develop the sentence by adding words/phrases. Sentence difficulty can be determined according to need.</p> <p>Interesting sentences: Using set colours to represent different parts of the sentence- Red for Who?, Blue for what? Green for where? Orange for when? And purple for how? Using these colours to provide a visual reminder of the different parts of the sentence. E.g. when providing a choice of who? Options will be on red card/ typed in red, using blue for the what? for the children to use to write their own sentences.</p> <p>Combine: Write sentences on card. Cut in half. Give cards to pairs of children. Children find their partner and sit down with them. Does sentence have capital letter at beginning and full stop at end? Does it make sense?</p> <p>Yes or no? Write sentences/non sentences on strips. Child reads sentences and sorts into yes/no. Discuss.</p> <p>Perfect punctuation? Write short piece of text with full stops in wrong place. Read. Does it sound write? Alter by reading and listening to hear when the sentence is complete.</p> <p>Kung Fu punctuation: See power point in central resources. The children learn actions to represent punctuation e.g. joining fingers together to make a triangle with their hands and bowing to represent a capital letter; punching the air in front of them saying “Ha” for a full stop etc.</p> <p>Punctuation spotter: Highlight all the capital letters and full stops in a short piece of text. Make a chart “When do we use capital letters?” Extend to question marks.</p> <p>Is it a question? T. says two sentences – 1 a statement, the other a question. Children indicate (thumbs up) which is the question, T. should try and vary the start of the questions so that they don’t always start with the obvious question words, e.g. who, when, where etc.</p> <p>Read a question: children prepare and read given questions using correct tone of voice. T. models first.</p> <p>How many questions: Give pairs of children objects/pictures/photographs etc. Using five fingered hand with one question word on each finger, e.g. who? what? when? where? why? children ask as many questions as they can about the object/picture. Display question words on working wall and encourage children to use them in shared sessions. T. can model using question words to generate structure for simple recount writing.</p>	<p>Text: large cards.</p>

Level 10 & 11 Word Activities

Refer to “Letters and Sounds” for specific phonic activities

	<p>Let’s make a story: Class sits in group (giving children pictures from a text such as “The Snowman” by Raymond Briggs can help). Each child composes a sentence for the story.</p> <p>Make me a sentence: group activity. Each child in group is given a card. Each child is asked to write a different sort of word on the card, i.e. a set of animals on one card (dogs); an action verb on another (run); an adjective on another (fat); an adverbial for when on another (at midnight); an adverbial for where on another (in the garden); an adverbial for how (slowly); a full stop on another card. Children are then supported to construct a sentence. E.g. Fat dogs run slowly in the garden at midnight.</p> <p>Can we change the order? Add anything? Take anything away and keep the meaning?</p> <p>Keep activity very simple to start and gradually add more of the above word classes.</p>	
	<p>Sentence frames: see YR activities. Gradually add adjectives/adverbs/phrases and clauses. Model as whole class to start then move into guided/independent work.</p>	
<p>Write simple and compound sentences and begin to use subordination in relation to time and reason (level 11)</p>	<p>Sentence frames – subordinate clauses: When children have had many opportunities to control and construct sentences as above then they can be introduced to subordinate clauses, e.g.</p> <p style="text-align: center;">The boy <i>who had kicked the football</i> ran across the field.</p> <p>Children came play games making silly sentences using cards with words and phrases and manipulating the order.</p>	
	<p>Let’s make a silly sentence: T. writes word/phrases from sentences with a subordinate clause, on to different coloured cards, e.g. The fox (yellow), who had a very bushy tail (blue), ran through the hedge. Cards are put into piles face down and children get into three groups. A child from each group takes a card and reads the sentence. Children then discuss the sentence – is it possible/silly? Activity can be whole class /group/individual and can be differentiated according to the complexity of the sentences.</p>	

Level 10 & 11 Word Activities

Refer to “Letters and Sounds” for specific phonic activities

	<p>Sentence frames: nouns/verbs/adjectives Select a picture/object from a bag: T. explains to children that the name for things/people is called a noun. T. completes Sentence Frame “noun” column, e.g.</p> <table border="1" data-bbox="922 320 1608 440"> <tr> <td></td> <td>Noun</td> <td></td> <td></td> </tr> <tr> <td></td> <td>sun</td> <td></td> <td></td> </tr> </table> <p>Children then complete rest of sentence.</p> <table border="1" data-bbox="922 496 1608 616"> <tr> <td></td> <td>Noun</td> <td></td> <td></td> </tr> <tr> <td>The</td> <td>sun</td> <td>is</td> <td>hot.</td> </tr> </table> <p>After lots of practice, children can then be asked to complete sentences and to identify/highlight the noun. Children should generate their own sentences. Following this, children can be introduced to adjectives/verbs in exactly the same way. To extend the activity ensure nouns/verbs/adjectives are placed in different positions in the frame.</p>		Noun				sun				Noun			The	sun	is	hot.	<p>Pictures/objects</p>
	Noun																	
	sun																	
	Noun																	
The	sun	is	hot.															
<p>Write simple and compound sentences and begin to use subordination in relation to time and reason (Lv11)</p>	<p>_____</p> <p>Identify: identify, collect and classify conjunctions from reading according to time (then, next, after, before, etc) and reason (because, so, etc) Finish the sentence: Give children a sentence stem and a conjunction(s), e.g. The dog ran over the roadwhen, because, after, next etc. Children compose an appropriate ending in pairs (oral rehearsal). Discuss. Are any endings interchangeable? Does the meaning change according to the conjunction being used.</p>																	
	<p>Odd one out: T. highlights focus words in a piece of text, i.e. connectives. T. reads the first sentence and asks children the purpose of the highlighted word. In pairs children discuss purpose of next highlighted word and T. makes clear the similar function to the first word. Repeat with next few words to ensure understanding of purpose of highlighted words. Challenge children to find odd one out!..This can then lead into paired/individual activity and highlighted words can be listed and collected through reading activities.</p>	<p>Text.</p>																

Level 10 & 11 Word Activities

Refer to “Letters and Sounds” for specific phonic activities

	<p>Gather and sort: T. decides on focus for activity, e.g. use of adverbial phrases to indicate when, where and how in a sentence. T. shows children text(s) and highlights the first example of the focus, e.g. The next day..... Challenge children to identify why the phrase has been highlighted. What does it do? E.g. “It tells you when”. Then repeat with next example of focus, e.g. Slowly, Again challenge children to identify why the phrase has been highlighted. Repeat with all highlighted phrases and classify in three lists: where, when, how.</p>	<p>Examples from texts.....or write your own!</p>
<p>Compose sentences using tense consistently (past and present) (Lv11)</p>	<p>What’s the same, what’s different? T. reads through and discusses similarities/differences. T. highlights first difference between the 2 versions. Discuss. Highlight and discuss next couple of differences. Begin to make list to categorise the differences, e.g. past tense: walked present tense walks etc. etc. Ensure discussion focuses on differences and effect. Children can then work in pairs on similar activity.</p>	<p>Two versions of text written in present and past tense.</p>
	<p>Cloze: use to consider the effectiveness of particular words in sentences. T. reads first sentence and asks children (working in pairs) what the word might be; children write on whiteboards. Discuss and compare alternatives. Do they still make sense? Why/why not? Compare with original. Children can then work on similar activity independently/in pairs. Discussion is hugely important to ensure children begin to understand function and effectiveness of words chosen.</p>	<p>Text with examples of focus words concealed. Whiteboards.</p>

Level 10 & 11 Word Activities

Refer to “Letters and Sounds” for specific phonic activities

Objective	Activity	Resources
<p>Identify the constituent parts of two-syllable and three- syllable words to support the application of phonic knowledge and skills</p> <p>Know how to tackle unfamiliar words that are not completely decidable.</p>	<p>Clapping names: children are asked to clap the syllables in the names of chosen children. Could be a circle activity</p>	
	<p>Clapping orders: take turns to give an order and clap each syllable as it is said, i.e. Sit/on/the/car/pet/</p>	
	<p>Use simple percussion instruments alongside well known nursery rhymes: Hump/ty/Dump/ty/sat/on/a/wall</p>	
	<p>Make the words: select 3-5 two/three syllable words from a text used in shared/guided reading. Cut words into syllable. Give children the text and cut up syllables and ask them to make the words.</p>	<p>Text; cut up words.</p>
	<p>Syllable sleuth: Find and collect words of more than one syllable. List under headings: one, two, three etc. Are there any rules we can construct about syllabification?</p>	<p>Appropriate texts.</p>
<p>General Objective for Level 10/11 read fluently and automatically by using phonic knowledge; segment words into the constituent phonemes.</p>	<p>Generic activity: Sound Spotters This activity can be used for any phoneme being taught and develops internalisation and consolidation of grapheme/phoneme correspondences. T. reads chosen text and children are asked to find all the examples of words with focus letter patterns, i.e. all the words with the /ai/ phoneme in them. T. should then model shared writing using the focus letter pattern. In groups/pairs/individual children find as many examples as they can from other texts and sources.</p> <p>Word sort Children then sort and classify the words into sub groups. This can be whole class/group/individual. So words would be sorted into ai, ay, a-e, eigh, ey, Are there any rules or patterns children can identify? Do not try and construct a complete rule too quickly. Let a rule stand until a word is found that breaks the rule. <i>This activity will take place over a series of sessions.</i></p>	

Level 10 & 11 Word Activities

Refer to “Letters and Sounds” for specific phonic activities

I’ve heard a rumour:
 T. puts forward an hypothesis, e.g. When a word has “oo” in it, the phoneme always sounds as in moon. Children find words to try and prove/disprove the hypothesis. Record children’s findings on class chart as record/to support learning.

What comes next?
 A variation on hangman which teaches children to generalise about what is and what is not an appropriate combination or sequence of letters in a word. Can be used to focus on any letter pattern being studied. T. should ensure that children are asked to identify what has been learnt about the letter pattern at the end of the activity.

Stage 1: Using children’s names. Give children cards with their names on cut according to the length of the name, i.e. Sam is short, but Samantha is longer. T. chooses a child’s name and writes the initial followed by the correct number of dashes, i.e. S_ _ _ _ _ _ _ _ . T. asks “whose name is this? Children respond. T. fills in rest of letters. Each possible name is measured against the model. T. articulates thinking all the time, i.e. “no, Sally isn’t quite long enough” “it could be Stephanie, let’s look at the second letter” etc. etc. Choose a different name each day.

When children are regularly focusing on each individual letter as part of the word, then try making the cards the same length. This will quickly show who is dependent on the size of the card!

Extend the activity to include other relevant words, i.e. topic words; words encountered frequently in reading and writing; words with particular patterns. Chosen word is put on board, e.g. t _ _ _ _ (train). Ask children what comes next. Accept any possible answer and list under the heading “could be”, i.e. Could be: h as in there; a as in talks etc. List unacceptable answers as Couldn’t be: i.e. z, b. etc. Carry on until correct word is identified.

Noughts and Crosses/Tic Tac Toe
 Visual or sound patterns are used to replace noughts and crosses: Player A uses words with /ai/ phoneme; Player B uses words with /oo/ phoneme. In early stages children can be given the words. Players write with different colours.

train		blue
	plate	
		moon

Level 10 & 11 Word Activities

Refer to “Letters and Sounds” for specific phonic activities

<p>Word structure and spelling.</p> <p>add prefixes and suffixes e.g. – ing, -ed, -er. (Lv10)</p> <p>write from memory simple sentences dictated by the teacher (Lv11)</p> <p>Spell more words with contracted forms, (Lv11)</p>	<p>Sound Spotter/What comes next?/ Word Sorts are generic activities to support this objective, i.e. finding all the words in a text that signal the past tense. Do they all end with “ed”? How do they sound when we say them?</p> <p>What comes next? R_____ (running) focus on “ing” words; Word Sort using words with “ly” at the end. What does “ly” do to the word?</p> <p>Word challenge: How many words can you make with the morpheme: jump? i.e. jumps/jumping/jumper/jumped/</p> <p>Compound words: Find as many as you can. Put parts on card and play compound snap!</p>	
<p>To recognise high frequency words/ common exception words. (Lv11)</p>	<p>Find the word: Children spot as many examples of the word as they can in texts. E.g. How many times can you find “said”? Read out sentences with “said”.</p> <p>Snap: with high frequency words.</p> <p>Bingo: with high frequency words.</p> <p>Cloze activities: sentences with the high frequency word/words deleted. Children complete passage selecting from words listed at top of page. How did you know which word fitted?</p> <p>Mnemonics: it doesn’t matter how silly this is, e.g. there is a “hat” in what. Focus on the critical feature of the word.</p> <p>Decorate the word: helps to remember.</p> <p>Write the word on a friend’s back.</p> <p>Take a photo: look at the word; look at the difficult part of the word, i.e. “ai” in “said”. Shut you eyes and picture the words. Write it down, say it aloud.</p> <p>Over tracing</p> <p>Write in a variety of media: paint, crayons, sand etc.</p>	
<p>Vocabulary Development</p>	<p>Read, read, read!! Read to the children daily; read with the children. Read lots of poetry. Talk about words. Collect words. Display words and use them in modelled/shared writing. Praise children for using ambitious vocabulary. Praise and encourage the children for finding new vocabulary.</p>	<p>Quality texts.</p>
	<p>Language rich environment: which supports vocabulary development by providing quality texts, interactive displays/working walls.</p>	
	<p>Plan to introduce new vocabulary</p>	
	<p>Word of the day</p>	
	<p>Draw attention to specific vocabulary: i.e. beautiful being linked to beauty etc</p>	
	<p>Pre teach vocabulary: before meeting it in a text.</p>	

Level 10 & 11 Word Activities

Refer to “Letters and Sounds” for specific phonic activities

	Dictionaries/thesaurus; demonstrate how to use to extend the range of vocabulary used in shared/modelled/guided sessions. Include word processing tools.	
	Vocabulary/writing journals: develop and encourage use of journals to store new/challenging vocabulary.	
	Guided reading: discuss vocabulary used and effect on reader in G.R. texts.	
	Reading partners: encourage book talk; recommendations; questions.	
	Film: show extract/short film without sound. Children generate words to describe what they have viewed/generate dialogue/ etc.	
	On line book communities: to develop the top ten reads for a class/year group/school.	
	Talk partners: oral rehearsal of ideas before writing. Encourage effective vocabulary choice.	
	Response partners: respond to writing providing verbal feedback and encouraging reflection on vocabulary choice.	
	Role play/drama: use to develop confidence in using new vocabulary.	
	Stop/rewind: encourage children how to indicate and interrupt when they have heard a new word in read aloud sessions. Discuss meanings.	

Level 12 & 13 Sentence Activities

Objective	Activity	Resources
<p>Level 12 and 13 Extend range of sentences with more than one clause by using a range of conjunctions.</p> <p>Use the perfect form of verbs to mark time and cause relationships.</p> <p>choose nouns or pronouns effectively</p> <p>Use conjunctions, adverbs and prepositions to express time and clause.</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>indicate possession using the possessive apostrophe.</p> <p>Using and punctuating direct speech.</p>	<p>Read, read, read!! T. can help children to develop a good understanding of the "sense of a sentence" by reading quality texts and helping children to think about language and <i>how it works within a sentence</i>. Rigorous and objective led activities will help to develop this learning.</p> <p>Analysis activity: Take a paragraph from a piece of writing (fiction or non-fiction) and identify how many sentences there are, what type of sentences are they? What type of sentence does the author use first? What is the readers response to this? What type is the next sentence, how does it relate to the previous sentence? What word choices has the author made? What happens if they are changed? Continue until end of paragraph. Look at the next sentence and analyse.</p> <p>Generic activities to develop sentence learning:</p> <p>Sentence spotter:</p> <ol style="list-style-type: none"> 1) identify the objective, i.e. finding powerful verbs and share with children (Y3) 2) read text with children 3) find examples within text and list 4) discuss impact and effect on reader <p>Children could then go on to do a similar activity and examples collected on display/in journals. For some focuses children could construct a rule, i.e. direct speech is always in the present tense and test the rule. Praise children for finding examples which adhere/break the rule.</p> <p>Changing sentences: Construction:</p> <ol style="list-style-type: none"> 1) Divide group/class into 4. 2) Each person/group writes name of person or animal on a card without others seeing. 3) Put cards in separate envelopes and pass to next person/group. 4) Next person/group writes an adjective on a card <i>then</i> looks at first card, e.g. <i>beautiful dogs</i>. Put both cards back in envelope and pass on to next person/group. 5) Next person/group writes a verb on a card <i>then looks at 2 cards in envelope</i>. <i>E.g. beautiful dogs sing</i>. Ask children to make changes to ensure phrases are grammatically correct. Put the 3 cards back into the envelope. 6) Next person can add an adverb. Next an adverbial phrase for when. Next an adverbial phrase for where etc. Each person/group makes necessary adjustments to ensure grammatical sense. 	<p>Quality texts.</p> <p>Cards and envelopes.</p>

	<p>7) Finally, group/person adds correct punctuation. 8) DISCUSS!!..What changes were made and why? What have we learnt?</p> <p>Add to the sentence: Orally or on whiteboards</p> <ol style="list-style-type: none"> 1) Take a simple sentence, e.g. I went to the shop. Write on board 2) T. asks who went? T./children change I to Mrs. Smith etc. 3) T. asks who with? T./children add Sally etc., e.g. Mrs. Smith and Sally went to the shop. 4) T. asks how did they get there? T./children write Mrs. Smith and Sally walked/rushed/drove to the shop etc. 5) T. asks why? T./children writeto buy some milk/because they needed some milk/because they had run out of milk etc. 6) DISCUSS impact and effect of the changes on the reader. <p>Variations can be made to the sentences by asking different questions, i.e. where? When? How? Etc. Children can do this as a group activity with a starter sentence then selecting the question words from a pile of cards.</p> <p>Moving Sentences: Prepare cards as in resources and put in piles</p> <ol style="list-style-type: none"> 1) Children take a card from each group (unseen) 2) Children create sentences 3) Other children move parts of the sentences around ensuring meaning is maintained. E.g. Scary foxes run slowly in the pool in the evening.....can become.....In the evening, scary foxes run slowly in the pool. Etc etc. 4) Discuss effect. Talk about punctuation 5) Can we take any words/phrases out and still retain meaning? E.g. scary/slowly/ etc. etc. 6) Discuss effect between the sentences. When do authors use simple/complex sentences <p>Children can then go on to find examples in their reading.</p> <p>Altering sentences:</p> <ol style="list-style-type: none"> 1) T. writes sentence on board, e.g. The cat sat on the mat 2) Children are asked to change the verb to present/future tense, e.g. The cat will sit/sits on the mat 3) Change to a conditional, e.g. The cat could sit on the mat 4) Change to a question: Will the cat sit on the mat? 5) Make it a negative: The cat will not sit on the mat 6) Change to passive voice: The cat sat on the mat ...the mat was sat on by the 	<p>Whiteboards/scrap paper.</p> <p>Simple sentences on cards. Question words on cards. Cards with nouns, verbs, adjectives, adverbs, adverbial phrases on different colours. Children can write these.</p>
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Level 12 & 13 Sentence Activities

	<p>cat 7) DISCUSS effects!</p> <p>Children can find other examples in their reading.</p>							
<p>Use conjunctions, adverbs and prepositions to express time and clause.</p>	<p>Read, read, read!! Children need to learn to appreciate the effect contained in words/phrases that link sentences, i.e. cause and effect (so, because), change in thinking (however) etc. etc. Children can learn to use these words with little awareness of their effect on the sentence construction and on the reader. Attention needs to be drawn to these words in reading by the teacher and their effect/purpose discussed frequently. The words can be collected and categorised according to their purpose, e.g.</p> <table border="1" data-bbox="743 539 1491 1011"> <tr> <td data-bbox="743 539 1120 689"> <p>Choice</p> <p>or, on the other hand, another, alternatively.</p> </td> <td data-bbox="1120 539 1491 689"> <p>Cause/effect</p> <p>Because, as a result of, then, for, therefore, so</p> </td> </tr> <tr> <td data-bbox="743 689 1120 826"> <p>Compare/ Contrast</p> <p>However, but, yet, on the other hand, similarly</p> </td> <td data-bbox="1120 689 1491 826"> <p>Conclusions</p> <p>So, thus, the findings are, in summary.</p> </td> </tr> <tr> <td data-bbox="743 826 1120 1011"> <p>Joining/ linking</p> <p>And, also, besides, in the same way, too, additionally, as well as.</p> </td> <td data-bbox="1120 826 1491 1011"> <p>Order/time</p> <p>And then, finally, after, next, first, second etc., eventually, soon, when.</p> </td> </tr> </table>	<p>Choice</p> <p>or, on the other hand, another, alternatively.</p>	<p>Cause/effect</p> <p>Because, as a result of, then, for, therefore, so</p>	<p>Compare/ Contrast</p> <p>However, but, yet, on the other hand, similarly</p>	<p>Conclusions</p> <p>So, thus, the findings are, in summary.</p>	<p>Joining/ linking</p> <p>And, also, besides, in the same way, too, additionally, as well as.</p>	<p>Order/time</p> <p>And then, finally, after, next, first, second etc., eventually, soon, when.</p>	
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<p>Use conjunctions, adverbs and prepositions to express time and clause.)</p>	<p>Combining sentences:</p> <ol style="list-style-type: none"> 1) Divide class/group into three 2) Groups 1 and 3 are given a selection of sentences 3) Group 1 selects a sentence. Group 3 selects a sentence that could go with group 1's selection. Both hold their sentence up 4) Group 2 chooses a word that could join/link both sentences, e.g. because, when, and links both sentences 5) Discuss!!..Punctuation changes needed; could we use any other connectives? What would be the effect? Why would you join 2 sentences? When do authors join 2 sentences? Find examples. Compare and contrast effect 	<p>Simple sentences on cards of different colours that could be linked together, e.g. The cat sat on the mat. It was tired.</p>						

Level 12 & 13 Sentence Activities

	<p>Combining sentences 2 T. provides sentence starters and conjunction, i.e. Tom hurt himself when/after/then/because. etc. Children finish sentences. Discuss effect. Conjunction spotter: Children can highlight conjunctions that link sentences in texts, e.g. subordinators. Cloze: T. asks children to identify concealed focus words in a sentence. Discuss why answers are suitable. Any word class can be chosen, e.g. verbs/pronouns/conjunctions etc. A variation would be to ask children to identify a number of focus words and write down, e.g. adjectives. Then T. gives children a passage with all the adjectives removed and children insert their examples. Read aloud! Use to clarify the purpose of adjectives and to encourage correct use.</p>	
<p>Using and punctuating direct speech.</p>	<p>Punctuation: Punctuation Police! T. determines which type of punctuation is the focus for the study. 1) In shared text children consider the focus punctuation and form a rule/hypothesis about its use 2) Children investigate the use of the focus punctuation in other texts in pairs 3) Children report back findings and provide examples which can be displayed on working wall 4) Children are encouraged to read sentences using appropriate intonation of the voice (e.g. to demonstrate how the exclamation marks impacts on the meaning – avoid shouting!!..Other children can guess the emotion, i.e. surprise, anger, dismay etc) 5) Children are challenged to continue the investigation in personal reading and findings added to chart 6) T. ensures use of focus punctuation in modelled/shared writing and articulates why it is being used and how it clarifies meaning (children should come up with the rule that an exclamation mark is used to express strong feeling, and that speech marks are used to indicate direct speech) n.b. exclamations such as Wow!..Goodness gracious!..What a day!..are examples of sentences without verbs Speech bubble displays: Record children’s opinions/comments in speech bubbles. Show how to turn this into direct speech in writing.</p>	<p>Books, magazines, advertisements, directions, leaflets, newspapers, etc. etc.</p>

Level 12 & 13 Sentence Activities

	<p>What's she/he saying? Mask out the speech of a character – given what we know children guess what character might be saying. Show extract from film with sound turned down: what might character be saying? T./children record using correct punctuation.</p> <p>Speech spotters: Spot and highlight text to indicate different speakers. Read aloud in different voices.</p> <p>Changing playscripts: Change a section of dialogue from a text into a playscript. Note change in form. Change a section of a play into narrative and direct speech. Note change in form and use of punctuation.</p> <p>Comics: Change a comic strip into narrative with direct speech. Discuss use of punctuation when speech is interrupted in mid-sentence by a reporting clause, e.g. <i>“Don't go near the main road,” called Mum from the kitchen, “because you know it's busy at this time of day.”</i> Children could collect and classify reporting clauses</p>	<p>Books/films.</p> <p>Texts; highlighters.</p> <p>Comic strips. Texts.</p>												
<p>Use commas to mark clauses, indicate possession using the possessive apostrophe.</p>	<p>Construct:, e.g.</p> <table border="1" data-bbox="810 667 1489 912"> <thead> <tr> <th>Red</th> <th>Purple</th> <th>Orange</th> </tr> </thead> <tbody> <tr> <td>Mr Smith,</td> <td>the milkman,</td> <td>is going on holiday.</td> </tr> <tr> <td>Jenny,</td> <td>my friend,</td> <td>went to the dentist.</td> </tr> <tr> <td>Rover,</td> <td>my pet dog,</td> <td>likes going out for walks.</td> </tr> </tbody> </table> <p>Place cards in piles. 3 children select a card from each pile and make human sentence. Middle child steps forward and others are asked to provide more information about, e.g. my friend.... Starting with who/which, e.g. <i>who has always been my best friend, who was my friend, etc.</i> Discuss the need for commas to separate this information about the subject of the sentence.</p> <p>Change: Take given sentence and using model change the subject and the additional information, e.g. The small boy, seated before an enormous television set, was glued to his favourite cartoon....could become Miss Trunchbull, slowly marching across the playground, fixed her stare on Matilda.</p>	Red	Purple	Orange	Mr Smith,	the milkman,	is going on holiday.	Jenny,	my friend,	went to the dentist.	Rover,	my pet dog,	likes going out for walks.	<p>Card strips in three colours.</p> <p>Examples of sentences with commas to mark clauses. Film extracts as stimulus</p>
Red	Purple	Orange												
Mr Smith,	the milkman,	is going on holiday.												
Jenny,	my friend,	went to the dentist.												
Rover,	my pet dog,	likes going out for walks.												

Level 12 &13 Sentence Activities

	<p>Movers and shakers!: T. writes sentence and punctuation on separate pieces of card, i.e. The dog ran across the road because it saw a cat. Make human sentence. Discuss can any bits be moved and the meaning maintained? E.g. Because the dog saw a cat, it ran across the road. Discuss impact. Where do we put the punctuation? Add an adverb, e.g. quickly, suddenly, etc. Add an adjective, e.g. enormous. Add a precise noun, e.g. Doberman. Add a subordinate clause: which lived in number 12....Because the dog, which lived in number 12, saw a cat, it ran across the road. ETC.ETC. Children need plenty of practice playing around with sentences in this way and discussing the impact/effect and the use of the punctuation.</p> <p>Apostrophes: Collect and sort: T./children highlight use of apostrophe for possession and omission from texts. Sort into 2 columns: possession/omission. Children generate rule. Are there any other uses of the apostrophe? i.e. plurals: boys'. Discuss.</p> <p>Which one? T. reads sentences with examples of an apostrophe for omission, possession and some plurals. Children indicate with thumbs up for possession, down for omission, level for plurals. E.g. The girl's coat was wet. The girl's gone to the shops. The girls are at the cinema.</p> <p>Get it right! Give children piece of text with apostrophes for possession missing. Children correct in pairs. Discuss!</p> <p>Which words? T. says sentence including a word with an apostrophe for possession, e.g. I packed my son's bag. Children write down the 2 words relating to the apostrophe on boards, e.g. son/bag.</p>	<p>Word strips and punctuation marks.</p> <p>Texts with focus punctuation.</p> <p>Whiteboards.</p>
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Level 12 & 13 Word Activities

Objective	Activity	Resources
<p>For specific spelling activities see Support for Spelling: DCSF Publications. DCSF ref: 00171-2009</p>	<p>Many of the activities found in the levels 6-11 section of this booklet can be adapted for children in levels 12+</p> <p>Key word activities:</p> <p>Bingo: use key words to play traditional game. Children can make own key words bingo cards selecting from given list.</p> <p>Word search: containing focus key words.</p> <p>Cloze: T. prepares a passage with key words omitted. These key words are at the top of the sheet/board. Encourage children to look, say, cover, write, check key words in appropriate spaces.</p>	<p>Bingo cards.</p>
<p>Vocabulary development:</p>	<p>Read, read, read!! Read to the children daily; read with the children. Read lots of poetry. Talk about words. Collect words. Display words and use them in modelled/shared writing. Praise children for using ambitious vocabulary. Praise and encourage the children for finding new vocabulary. Collect in journals.</p> <p>Collect and sort: Ask children to collect and sort words with a particular prefix/suffix, e.g. dis/un. Challenge children to come up with a definition on the meaning of the prefix/suffix. Discuss why the spelling sometimes alters, e.g. one “n” or two?</p> <p>Make as many as you can! Challenge children to find/make as many words as they can from one stem, e.g. wind: windy, windfall, windward, windpipe, windscreen etc.</p> <p>Compound words: Collect as many as possible and put on card. Cut cards into component parts and use to play “Snap”.</p> <p>Simple poems: T. selects topic, e.g. the sea. Children think of 3 words to describe (the sea): raging, crashing, sparkling and write on card. Encourage use of thesaurus. T. collects cards and together with children arranges and rearranges cards to compose simple poem. Children can rearrange and generate own poem.</p> <p>Word Charts/Displays: T. sets up chart and children add interesting words that appeal to them. Children provide brief definition in their own words and are encouraged to use the words effectively. Words can be sorted into word classes, used to investigate roots/derivations/used by T. in modelled/shared writing/etc.</p>	<p>Quality texts. Reading/writing journals.</p> <p>Card strips.</p> <p>Thesaurus.</p>

Level 14 &15 Sentence Activities

See also activities from previous year groups which can be differentiated according to need

Objective	Activity	Resources																					
<p>Level 14 and 15</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use expanding noun phrases to convey complicated information precisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied pronoun (I).</p>	<p>Read, read, read!! T. can help children to develop a good understanding of the “sense of a sentence” by reading quality texts and helping children to think about language and <i>how it works within a sentence</i>. Rigorous and objective led activities will help to develop this learning.</p> <p>Analysis activity looking at how paragraphs work: take a paragraph from a piece of writing (fiction or non-fiction) and identify how many sentences there are, what type of sentences are they? What type of sentence does the author use first? What is the reader’s response to this? What type is the next sentence, how does it relate to the previous sentence? What word choices has the author made? What happens if they are changed? Continue until end of paragraph. Look at the next sentence and analyse. What does the author want us to understand/know?</p> <p>Generic activities to develop sentence learning:</p> <p>Class Sentence Lists</p> <p>Collect examples of different types of sentences and display. Identify the type of sentence, i.e. simple, complex etc. and discuss impact/effect upon the reader. Add this information to class chart, e.g.</p> <table border="1" data-bbox="600 839 1697 1337"> <thead> <tr> <th>type</th> <th>reason</th> <th>example</th> </tr> </thead> <tbody> <tr> <td>simple</td> <td>clarify/ impact</td> <td>Foxes are nocturnal animals.</td> </tr> <tr> <td>compound</td> <td>to make writing flow.</td> <td>The cat sat on the mat and went to sleep</td> </tr> <tr> <td>complex</td> <td>to add detail and show links between ideas to provide variation.</td> <td>Although it was raining, they went outside.</td> </tr> <tr> <td>“ed, ing, ly”</td> <td>To provide bariation and change pace and detail impact/tension.</td> <td>Startled, he leapt over the fence.</td> </tr> <tr> <td>short</td> <td>impact/ tension</td> <td>Sam stared!</td> </tr> <tr> <td>long</td> <td>to add detail/ information</td> <td>Alex picked up all the tint pieces that had been torn from the newspaper.</td> </tr> </tbody> </table>	type	reason	example	simple	clarify/ impact	Foxes are nocturnal animals.	compound	to make writing flow.	The cat sat on the mat and went to sleep	complex	to add detail and show links between ideas to provide variation.	Although it was raining, they went outside.	“ed, ing, ly”	To provide bariation and change pace and detail impact/tension.	Startled, he leapt over the fence.	short	impact/ tension	Sam stared!	long	to add detail/ information	Alex picked up all the tint pieces that had been torn from the newspaper.	
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Level 14 &15 Sentence Activities

See also activities from previous year groups which can be differentiated according to need

	<p>Sentence spotter:</p> <ol style="list-style-type: none">1) identify the objective, i.e. finding the adverbs/pronouns etc. and share with children2) read text with children3) find examples within text and list4) discuss purpose, impact and effect on reader <p>Children could then go on to do a similar activity and examples collected on display/in journals. For some focuses children could construct a rule, i.e. adverbs relate to a verb in a sentence but can occur anywhere within the sentence, e.g. Later, Sophie went to call for Matt, as she often did when bored. Praise children for finding examples which adhere/break the rule.</p> <p>Changing sentences: Construction:</p> <ol style="list-style-type: none">1) Divide group/class into 42) Each person/group writes name of person or animal on a card without others seeing3) Put cards in separate envelopes and pass to next person/group4) Next person/group writes an adjective on a card <i>then</i> looks at first card, e.g. <i>beautiful dogs</i>. Put both cards back in envelope and pass on to next person/group5) Next person/group writes a verb on a card <i>then looks at 2 cards in envelope</i>. <i>E.g. beautiful dogs sing</i>. Ask children to make changes to ensure phrases are grammatically correct. Put the 3 cards back into the envelope6) Next person can add an adverb. Next an adverbial phrase for when. Next an adverbial phrase for where etc. Each person/group makes necessary adjustments to ensure grammatical sense7) Finally, group/person adds correct punctuation8) DISCUSS!!..What changes were made and why? What have we learnt? <p>Add to the sentence: Orally or on whiteboards</p> <ol style="list-style-type: none">1) Take a simple sentence, e.g. I went to the shop. Write on board2) T. asks who went? T./children change I to Mrs. Smith etc.3) T. asks who with? T./children add Sally etc., e.g. Mrs. Smith and Sally went to the shop4) T. asks how did they get there? T./children write Mrs. Smith and Sally walked/rushed/drove to the shop etc.	
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Level 14 &15 Sentence Activities

See also activities from previous year groups which can be differentiated according to need

	<p>5) T. asks why? T./children writeto buy some milk/because they needed some milk/because they had run out of milk etc.</p> <p>6) DISCUSS impact and effect of the changes on the reader Variations can be made to the sentences by asking different questions, i.e. where? When? How? Etc. Children can do this as a group activity with a starter sentence then selecting the question words from a pile of cards.</p> <p>Moving Sentences: Prepare cards as in resources and put in piles</p> <ol style="list-style-type: none"> 1) Children take a card from each group (unseen) 2) Children create sentences 3) Other children move parts of the sentences around ensuring meaning is maintained. E.g. Scary foxes run slowly in the pool in the evening.....can become.....In the evening, scary foxes run slowly in the pool. Etc etc. 4) Discuss effect. Talk about punctuation 5) Can we take any words/phrases out and still retain meaning? E.g. scary/slowly/ etc. etc. 6) Discuss effect between the sentences. When do authors use simple/complex sentences? <p>Children can then go on to find examples in their reading.</p> <p>Altering sentences:</p> <ol style="list-style-type: none"> 1) T. writes sentence on board, e.g. The cat sat on the mat 2) Children are asked to change the verb to present/future tense, e.g. The cat will sit/sits on the mat 3) Change to include a conditional, e.g. The cat could sit on the mat 4) Change to a question: Will the cat sit on the mat? 5) Make it a negative: The cat will not sit on the mat 6) Change to passive voice: The cat sat on the mat the mat was sat on by the cat 7) DISCUSS effects! <p>Children can find other examples in their reading.</p>	<p>Simple sentences on cards. Question words on cards. Cards with nouns, verbs, adjectives, adverbs, adverbial phrases on different colours. Children can write these.</p>
<p>recognise vocabulary and structures that's are appropriate for the style.</p>	<p>Beautiful beginnings! Children practice making sentences which start in different ways. T. models examples and discusses with the children when, where, and why the sentences</p>	

Level 14 &15 Sentence Activities

See also activities from previous year groups which can be differentiated according to need

	<p>might be effective. Children go on to find further examples in their reading: Use an adverb: Slowly, he turned Use a connective: After Bill arrived Use a preposition/prepositional phrase: Under the bed, Use “ed/ing/ly”: Hurrying home, Use “but”: But no one was there! Use a simile: As quick as a flash, Etc. Poetic licence! Practice making/writing alliterative sentences. Give children a noun, e.g. an animal and children make alliterative sentences. Who can make the longest sentence? When might we use alliteration? E.g. rabbit The ravishing rabbit rowed over the river and replaced his roller boots with red rattles!..Dictionaries help here! Practice making/writing similes. Put some prompts on the board, e.g. as hot as, as tall as, the moon is like, etc. Children complete the simile. Encourage the children to think hard and to think of the less obvious, e.g. as hot as the underground in July!..Etc How many ideas can the children generate? Encourage children to extend the ideas ...as slow as a tortoise whose battery has run down! Semantic Grids: Provide children with appropriate size grid. (See partially completed example below). In pairs, children complete grid as quickly as possible using the text. Extract from Charlie and the Chocolate Factory: Roald Dahl.</p> <table border="1" data-bbox="595 1050 1704 1174"> <tr> <td></td> <td style="text-align: center;">C</td> <td></td> <td style="text-align: center;">H</td> <td></td> <td style="text-align: center;">A</td> <td></td> <td style="text-align: center;">R</td> <td></td> <td style="text-align: center;">L</td> <td></td> <td style="text-align: center;">I</td> <td></td> <td style="text-align: center;">E</td> </tr> <tr> <td>noun</td> <td>chocolate</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>river</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>verb</td> <td></td> <td></td> <td></td> <td></td> <td>astonishing</td> <td></td> <td></td> <td>look</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>adjective</td> <td></td> <td></td> <td>hot</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Discuss!</p>		C		H		A		R		L		I		E	noun	chocolate						river							verb					astonishing			look						adjective			hot											<p>Dictionaries</p> <p>Grids with appropriate number of squares. Text children have been using.</p>
	C		H		A		R		L		I		E																																													
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	<p>Linking forms and language features: Children should be taught that specific language features apply to different text types. Compare text types on a similar topic, e.g. a poem about the sea/a report about the sea. Compare and list the language used in the 2 texts. Identify and collect examples of literary language:</p>																																																									

Level 14 &15 Sentence Activities

See also activities from previous year groups which can be differentiated according to need

	<ul style="list-style-type: none"> • Descriptive • Evocative • Story language, e.g. in a deep, deep forest • Phrases that are inverted for literary effect, e.g. by the tree there stood.... • Use of metaphor, simile, imagery <p>Children should practice using and writing these literary forms in sentences. Identify and collect examples of language features of non fiction writing, e.g. information writing:</p> <ul style="list-style-type: none"> • Present tense • Generic terms • Language of comparison/contrast/classification: related to, compared with, unlike etc. 	
<p>use commas to clarify meaning and avoid ambiguity in writing. (lv 14)</p> <p>brackets, dashes or commas to indicate parenthesis. (Lv14)</p> <p>use of the colon to introduce a list and use of semi-colons within lists (Lv15)</p> <p>Use hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark. (Lv15)</p> <p>Bullet points to list information (Lv 15)</p>	<p>Compare: Children collect and compare examples of direct and reported speech. Discuss what is happening when speech is reported. E.g. "Get out of here," she shouted and she shouted that she wanted everyone to get out. Discuss how and why authors use direct and reported speech. List findings. Note punctuation.</p> <p>Write: Ask children to write section of a story containing speech. Restrict to only 3 sentences of direct speech. Rest can/may be reported!..Ensure correct punctuation.</p> <p>Transform: Transform playscript into direct/reported speech. Use appropriate punctuation.</p> <p>Crazy clauses Children are asked to write sentences starting with although, because of, after, instead of. Give children 2 disparate nouns that must be included in the sentence, i.e. custard and hippo.....might become.....Although the custard was hot and sweet, the hippo still managed to take a bath in it!..Insist on correct punctuation! Above activity can also be completed using cards for each part of the sentence, i.e. 1. although the custard was hot and sweet. 2. a comma (,). 3. the hippo still managed to take a bath in it. 4. exclamation mark ! Cards can then be re-arranged and effect discussed. E.g. Starting with although puts the emphasis on the custard, starting with the hippo puts the emphasis on the hippo/bath.</p> <p>Collect and classify punctuation:</p>	<p>Example texts.</p> <p>Texts.</p>

Level 14 &15 Sentence Activities

See also activities from previous year groups which can be differentiated according to need

	<p>Children collect and classify use of a variety of punctuation marks from texts including semi colons, colons, brackets, dashes, commas etc. Ask children to correctly punctuate a passage with punctuation removed. Compare and discuss alternative uses of punctuation and effect on meaning. Why has one mark been used and not another? Compare with original.</p>	<p>Texts with punctuation removed.</p>
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Level 14 and 15 Word Activities

Objective	Activity	Resources
<p>Spelling: convert nouns and adjectives into verbs using suffixes e.g. -ate, -ise, -ify (Lv15)</p> <p>Use verb prefixes (e.g. dis-, de-, mis-, over- and re-). Lv15</p>	<p>For specific spelling activities see Support for Spelling: DCSF Publications. DCSF ref: 00171-2009</p> <p>Many of the activities found in the Y1/2 section of this booklet can be adapted for children in KS2</p> <p>Key word activities: Bingo: use key words to play traditional game. Children can make own key words bingo cards selecting from given list. Word search: containing focus key words. Cloze: T. prepares a passage with key words omitted. These key words are at the top of the sheet/board. Encourage children to look, say, cover, write, check key words in appropriate spaces. Countdown: T. has pile of letter cards in front of her split into vowels/consonants. Children take turns to select 9 letters from piles: maximum of 4 vowels. Challenge is to make the longest word against the clock. (1 minute). Variation can be to make as many words as possible. Discuss whether letters can be used more than once.</p>	<p>Timer; letter cards.</p>
<p>Use a range of strategies to edit, proof read and correct spelling in their own work, on paper and on screen (Lv14-15)</p>	<p>Proof reading: Checking punctuation and spelling Model process in shared writing during and after the writing. Ask following questions (which can form a check list):</p> <ul style="list-style-type: none"> • Have I checked spelling? • Have I checked capital letters/full stops/other punctuation? • Does writing make sense? Any missing words? <p>Editing</p> <ul style="list-style-type: none"> • Can I say it in a better way? Vary the sentence constructions? • Is my meaning clear to the reader? • Are the tenses correct? <p>Revising: Within paragraphs/whole text:</p> <ul style="list-style-type: none"> • Is my writing “fit for purpose?” (P.A.F. purpose, audience, form) • Does writing follow the plan? • Have I used appropriate and varied sentences? 	

Level 14 and 15 Word Activities

	<ul style="list-style-type: none"> • Do sentences link? • Have I grouped information into paragraphs? • Do paragraphs follow on from each other? <p>Over a period of time T. and children can make appropriate checklists. The above processes need to be continually modelled.</p>	
<p>Vocabulary: The difference between vocab typical of informal speech and formal speech and writing e.g. go in –enter. (Lv 15)</p> <p>How words are related by meaning as synonyms and antonyms e.g. big, large, little. (Lv15)</p>	<p>Vocabulary Development: Read, read, read!! Read to the children daily; read with the children. Read lots of poetry. Talk about words. Collect words. Display words and use them in modelled/shared writing. Praise children for using ambitious vocabulary. Praise and encourage the children for finding new vocabulary. Collect in journals. Make as many as you can! Challenge children to find/make as many words as they can from one stem, e.g. wind: windy, windfall, windward, windpipe, windscreen etc Compound words: Collect as many as possible and put on card. Cut cards into component parts and use to play “Snap”. Simple poems: T. selects topic, e.g. the sea. Children think of 3 words to describe (the sea): raging, crashing, sparkling and write on card. Encourage use of thesaurus. T. collects cards and together with children arranges and rearranges cards to compose simple poem. Children can rearrange and generate own poem. Collect and classify Children collect words and add to word bank/chart/journals. E.g. words that are used to create humour. Children should be encouraged to give brief definition of words and how words can be used. Words can be used for Word Sort games, i.e. nouns/verbs/adjectives/spelling patterns/funny/ homonyms/homophones etc. Use words as starting point to investigate roots/derivations. T./children use words in writing. Call my bluff T./children find a challenging word in the dictionary and write it on 3 pieces of card, e.g. gratuitous. Ch write true definition on back of 1 card, and make up 2 plausible definitions on back of others. Using word knowledge other children are invited to guess correct definition. Guess the noun Children choose a noun that they know the definition. A child is chosen to provide definition(s). Other children try and guess word. Then swap! E.g. Sometimes I use it to write on. We have 1 in the classroom. Everyone can see it. (whiteboard).</p>	<p>Cards.</p>

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	Spot the preposition/pronoun 1) Children highlight prepositions/pronouns in given texts 2) Children insert missing prepositions/pronouns in given text 3) Give children picture. Children write description using prepositions/pronouns DISCUSS!!..Use of prepositions/pronouns and effect in piece of writing.	
	Dictionary/Thesaurus Challenges: Challenge children to find words/alternatives/definitions etc. etc. in given time. Challenge children to make own/alternative specific dictionaries.	Dictionaries/Thesaurus/ Timers.