

Language

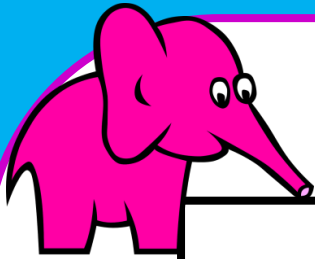


use language appropriate
to writing, including standard
forms of English

Standard forms of English

- ✚ Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel. Jack wanted to steal a golden goose and an awful lot of gold.
- ✚ Correct choice and consistent use of present tense and past tense throughout writing. Particularly important for direct speech.
"I want my dinner!" shouted the giant.
- ✚ Use of the present perfect form of verbs instead of the simple past. Mostly used for character's speech.
"He has gone out to play." lied Jack's mother.





Language



use subject-specific vocabulary

independently

Subject specific words and phrases

e.g.

The body

heart, lungs, veins, brain, throat, liver etc.

Genre vocabulary

e.g.

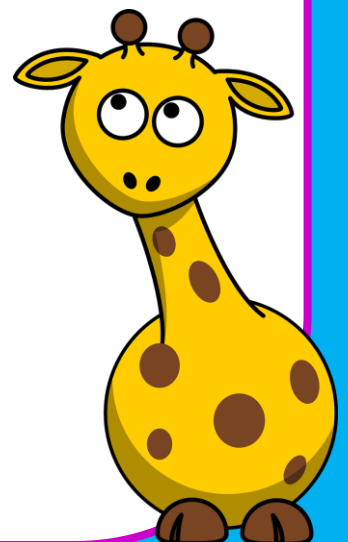
unfortunately

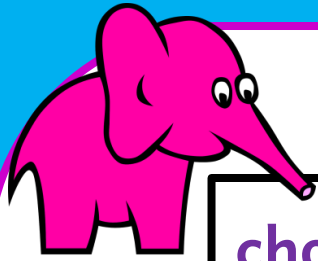
meanwhile

golden goose

giant

troll





Language



choose & use words from an
increasing range of imaginative
vocabulary

gigantic

weird

marvellous

courage

companion

generously

sadness

scrumptious

afterwards

delicious

because

meanwhile

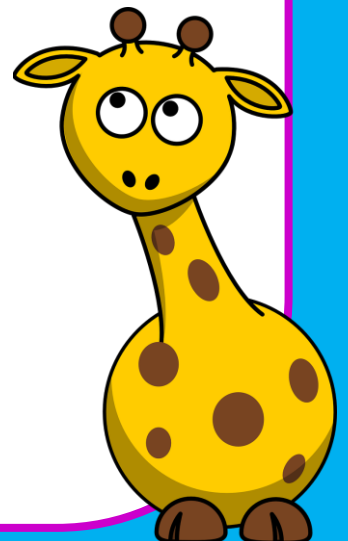
indulgent

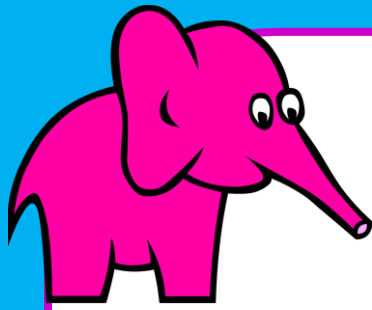
tasty

grumpy

lively

incredible



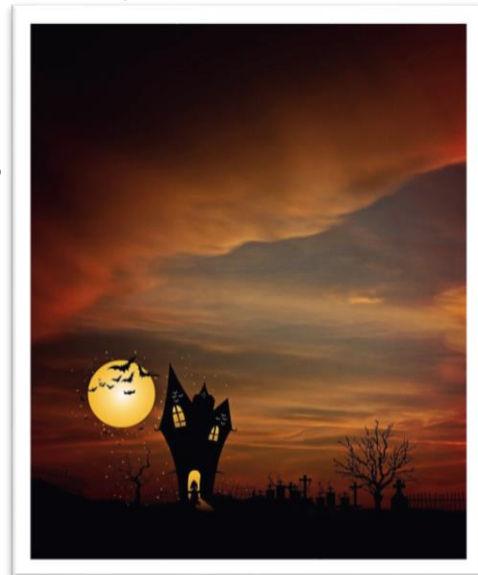


Language Classroom Activities



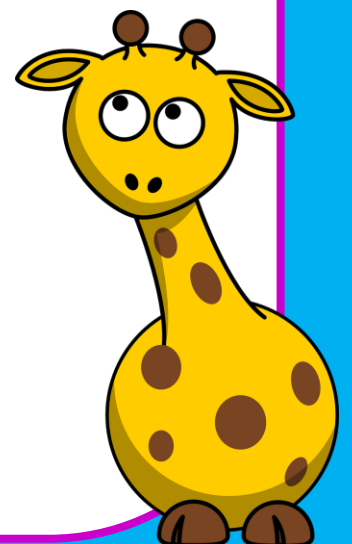
Picture Drop

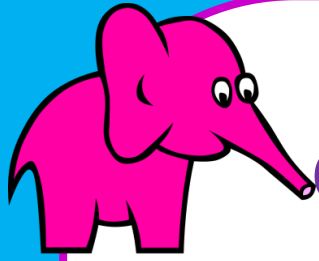
Display a stimulating picture and imagine you have been dropped into the scene. Think about what you can hear, see, smell and feel. Collect nouns, verbs, adjectives etc. for each category.



Set the Scene

Display a section of text with some words blanked out. Groups decide which words would be appropriate for the blank spaces, scoring a point for each appropriate words. Discuss the impact of changing the words and vote for the favourite version.





Language Classroom Activities



+ The 'A' and 'An' Relay

Label each side of the playground 'a' or 'an'. Children run to the appropriate label when you call out a word, e.g.

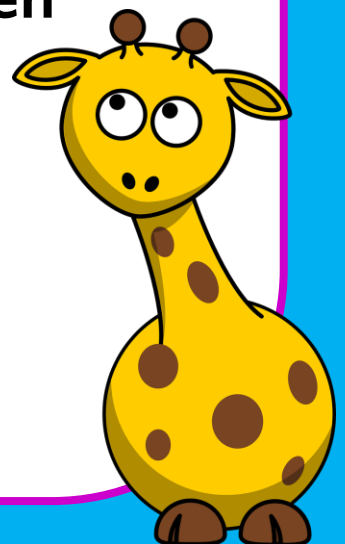
cat **run to a**

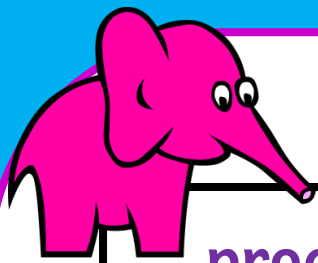
apple **run to an**

Alternatively give children the word cards and see which team can place all their words under the appropriate labels first.

+ Who Said It?

During or after reading class texts, give out some dialogue bubbles. Children have to decide which characters the speech belongs to and why.





Handwriting



produce handwriting which
is clear and legible and may be cursive



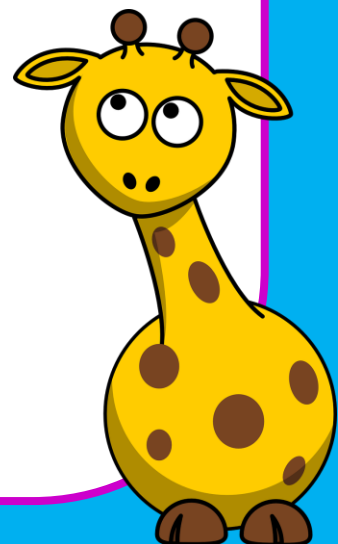
The quick brown fox jumped over the lazy dog.

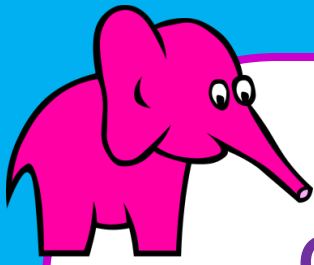
- ✚ Increase the legibility, consistency and quality of their handwriting, e.g.
Ensure downstrokes of letters are parallel.

label **not** l d e

Ensure lines of writing are well spaced so that the ascenders and descenders of letters do not touch.

happy **not** happy
sad sad





Handwriting

Classroom Activities



Secret Agent

Challenge children to write secret messages using carbon paper. They must apply the right amount of pressure to create a copy of their message for their fellow agent to read without leaving any trace of the message on the pad.



Mind the buzzer

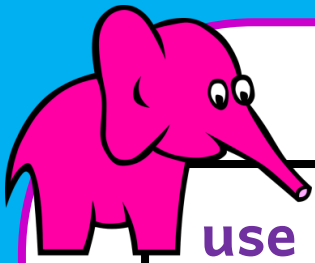
Play buzzer games where children have to avoid setting off a buzzer, e.g. 'Operation' or 'Beat the Buzz'.



Dot to Dot

Complete more complex dot to dot pictures as neatly as possible.





Spelling



use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns

Derivations

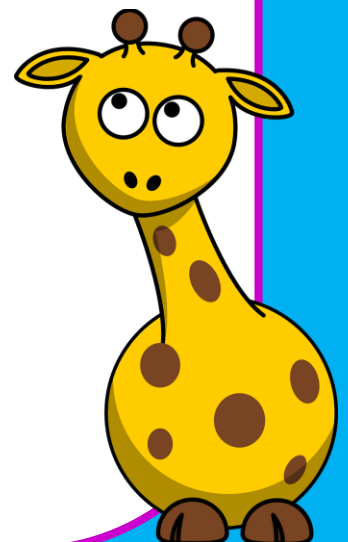
- ✚ Forming a new word on the basis of an existing word.

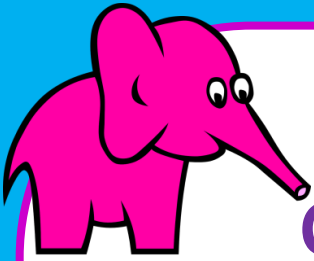
happi**ness**

More complex patterns

- ✚ Words that have harder spelling patterns that can't be spelt out.

shou**ld**





Spelling Classroom Activities



Graffiti Wall

Designate an area of the classroom where children can ‘graffiti’ their spellings, e.g. a window, back of the door or a special graffiti book. Encourage children to be as creative and stylistic as possible.

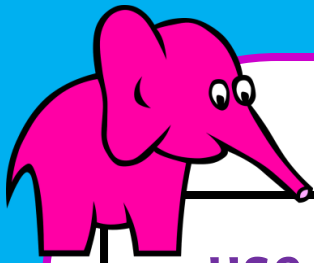
Secret Agent

Children give each other spellings written in secret code to decipher.

Don't Drop the Ball!

Children throw a ball to each other around a circle. As you catch the ball you need to say the next letter in a given spelling. If you don't know the letter, you are out.





Punctuation



use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. it's (it is)



Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.

a) Because the giant was so tall, he couldn't fit through the door.

b) Looking for help, Jack fell on his knees to beg.

c) Well, perhaps he meant no harm.



Apostrophes for omission

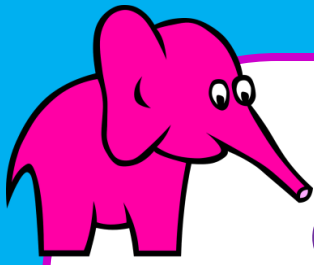
Jack didn't know what to do.
not



Speech marks for direct speech

“Quickly. Hide in here!” urged the ogre's wife.





Punctuation Classroom Activities



Dialogue Maker

Children change speech bubble dialogue from comics into direct dialogue gaining a point for each correctly written piece of dialogue. Who can get the most points in a set time?



Speech Mark Rap

Chant speech mark rap with actions whilst writing dialogue.

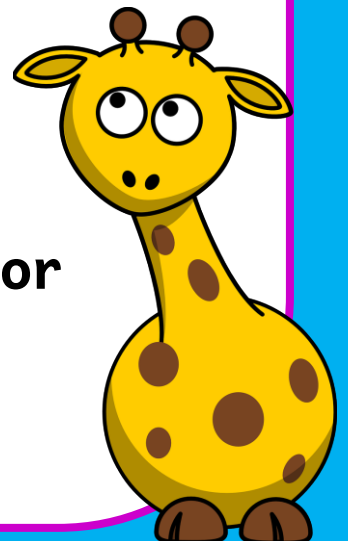
“Speech mark, capital, blah de blah de
blah, punctuate, speech mark, and said!”

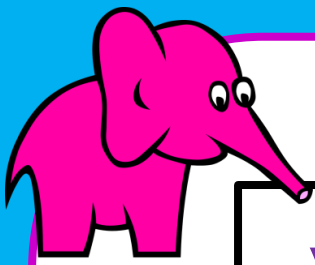


What's Missing?

Read out contraction words.

Children write the missing words or letters on their whiteboards.





Sentence Structure



vary the order of words,
phrases and clauses in sentences



Varying the order of words, phrases and clauses in sentences creates different effects.

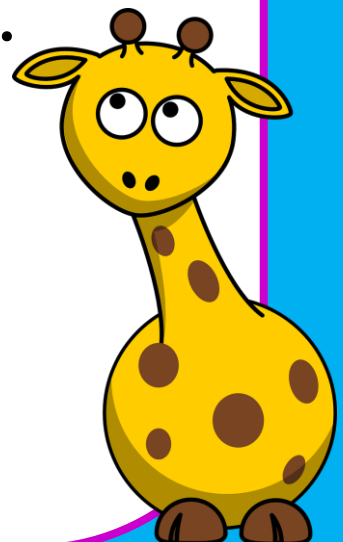
**Jack quickly climbed the beanstalk
because he was desperate for food.**

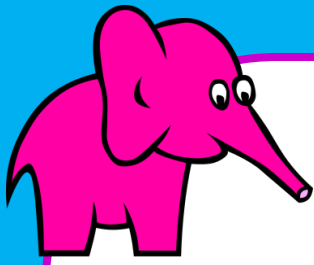
**Because he was desperate for food, Jack
quickly climbed the beanstalk.**

**Desperate for food, Jack quickly climbed
the beanstalk.**

**Quickly, Jack climbed the beanstalk
because he was desperate for food.**

**Jack, desperate for food, quickly
climbed the beanstalk.**





Sentence Classroom Activities



Sentence Flip

Say a sentence using a connective. See if your child can flip it so the connective is at the beginning, e.g.

Tom was late **because** he overslept.

Because he overslept, Tom was late.

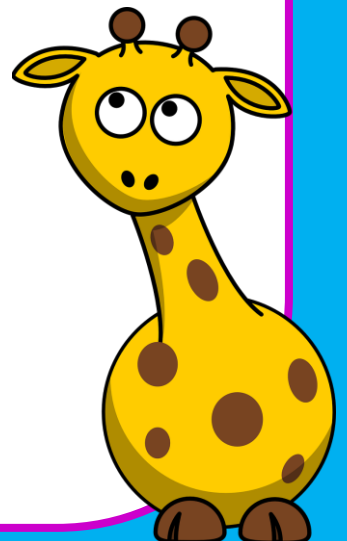
Use actions to show the punctuation.

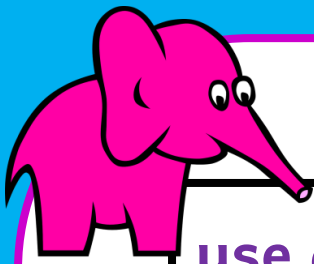


Living Sentence

Children make a human sentence, moving around until the words and punctuation make sense. Change the order of one of the words or phrases. What else now needs to change?

Can you make it into a question?





Word Class



use adjectival and adverbial phrases to add interest and precision

Adjectival phrase

- ✚ An adjective phrase is a group of words that describe a noun or pronoun in a sentence, e.g.

Jack froze. Something **in the corner** was moving.

- ✚ An adverbial phrase is two or more words which play the role of an adverb, e.g.

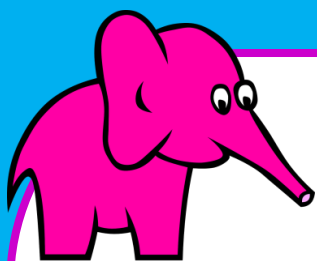
Jack sat **quietly** (adverb).

Jack sat **in silence** (adverbial phrase).

- ✚ Fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows, e.g.

Later that day, Jack went to market.





Word Class Classroom Activities



How Does it End?

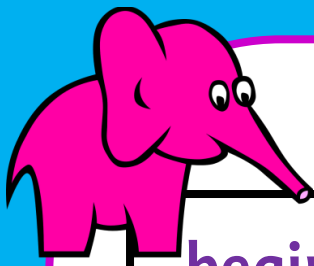
Give groups a fronted adverbial. Groups earn a point for every sentence that uses the fronted adverbial and is punctuated correctly. Can everyone in the group earn a point? Complete the game orally with actions for punctuation or write the sentences on whiteboards.

How Does it Start?

Give groups a sentence they can improve by adding a fronted adverbial, e.g. **Tom ran home.** **Trembling with excitement,** Tom ran home. **Frantically,** Tom ran home. **Triumphantly,** Tom ran home.

Which is the best sentence?





Word Class



begin to craft their writing using the standard forms of English, e.g. nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tense

Abstract Nouns

- ✚ If a noun is abstract, it describes something you cannot see, hear, touch, taste, or smell, e.g. wisdom or bravery.

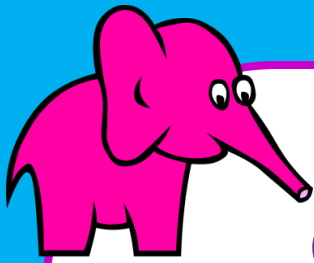
Jack let his **curiosity** get the better of him.

Pronouns

- ✚ A pronoun is a word that takes the place of a noun, e.g. he, herself or everybody.

Someone was coming down the beanstalk! Jack held his breath. **He** didn't know what to do.





Word Class

Classroom Activities



Poetry Corner

Use the five sense to write poems about abstract nouns, e.g.

Wisdom

Wisdom tastes like honey,
It smells like green grass
And feels like smooth velvet.
Wisdom sounds like a bubbling stream
and looks like a golden city.



Popular suffixes

Create a chart for 'magpied' abstract nouns using common suffixes.

ery	ance	ship	ment	ness	age
bravery misery	brilliance	friendship	commitment	kindness	courage

