

# Grammar and writing games

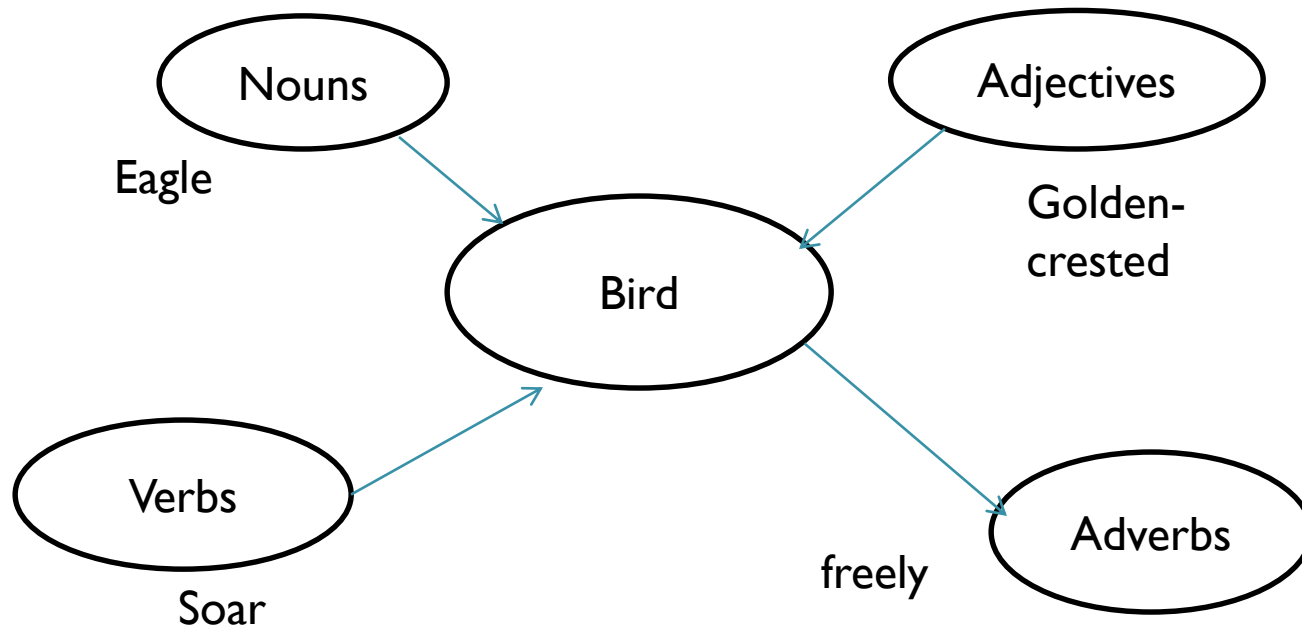




# Alphabet race

- Can you create an A-Z of adjectives, adverbs, or verbs. See if you can come up with a word that no one else has thought of.
- Can you create an A-Z of nouns such as fruit, vegetables, sports, etc...
- Can you come up with your own A-Z list ex/ (boys' and girls' names)

# Noun mind map



# Name it

Often using precise nouns in your writing creates more of an impact on your reader. Have a look:

- The man went into the building with a dog.
- The policeman went into the school with a golden retriever.

Can you add more precise nouns to these sentences to create more impact:

- The woman could see a fish swimming towards her.
- He stared up the tree, he could see a bird.
- The man got into the car.

Have a go at the paragraph on the next slide. First, identify all the nouns and then if it is appropriate change the nouns to be more precise.

# Name it continued...

- The school was empty except for the boy who was climbing a tree in the playground. They made their way to the market and wandered past stalls selling fruit, vegetables and sweets. They bought a fruit to eat and wandered to the shop. Inside there were cages. In one, a dog sat watching them. In another, a cat lay asleep. Insects swarmed in a small glass cage. On top of the counter was a huge tank where a fish swam round. The girl chose an animal to buy. Outside, a strange bird swooped overhead.
- Example/ Dovelands Primary was empty except for Jason who was climbing an oak tree in the playground. They made their way to the Red Street Market and wandered past stalls selling melons, carrots and chocolate.

# Compound nouns

- Here is a list of words, can you create compound nouns?

Back  
Bed  
Book  
Dart  
Farm  
Fire  
Home  
Wind  
Kid  
Life  
moon

Beam  
Berry  
Board  
Cake  
End  
Ground  
Guard  
House  
Light  
Man

# Get those nouns moving...

- Use the noun that is given to think of as many related verbs in one minute. See if you can come up with verbs that no one else has.
- Ex/ Car: cruised  
Rushed  
Dashed  
Drove

Try these ones: snake, volcano, wind, cat, river, kite

Can you think of your own nouns?

# Adjective brainstorm

- How many adjectives can you think of to describe a lion?



- How many adjectives can you think of to describe a snake?

→ Can you think of other nouns to describe?



# Spot the adjectives....

- Can you spot all the adjectives?
- Remember the job of an adjective is to describe someone or something.
- Then something reared up in front of Tom. Its huge, leathery wings flapped like mighty sails. He stared up into its scarlet eyes and shuddered. Quietly, it placed an enormous claw in front of Tom and he could see that a golden ring was biting into the soft flesh of its lower leg. The dragon took a step nearer and limped. A vast tear splashed down its scaly cheek.
- Check the next slide to see if you found them all.

- 
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# Fill in the gaps

- Can you fill in the gaps with the best choice. Try not to always go with the first word that comes to mind, try to find the best fit.
- The \_\_\_\_\_ dog barked at the \_\_\_\_\_ cat.
- The \_\_\_\_\_ snake slipped through the \_\_\_\_\_ grass.
- The \_\_\_\_\_ wall crumbled under the \_\_\_\_\_ weight of the giant's \_\_\_\_\_ foot.
- Mrs Snaggleworth rode her \_\_\_\_\_ bicycle through the \_\_\_\_\_ market.
- She passed \_\_\_\_\_ stalls of \_\_\_\_\_ apples, \_\_\_\_\_ pears and \_\_\_\_\_ pineapples.

# Adjective swap

- These sentences are muddled, the adjectives have all been swapped around.  
First, find all the adjectives and then swap them around so they make sense. There may be different ways to reorganise the adjectives so they still make sense.
- Sam paused at the cowardly door and stared into the rotting room. In the silky corner, she could see the wooden prince wearing his sunlit shirt and holding the dark apple.
- Try another one on the next slide...



This is a bit trickier, there are many ways to reorganise the adjectives so they make sense.

- The wonderful walls were covered with the glowing shelves that bowed under the pink weight of empty crowns, carved piles of rusted coins, gleaming keys and steep bracelets. Crumbling strings of golden pearls and glistening necklaces of white jewels hung from stupendous hooks. Sitting on a glittering shelf was a wooden owl. Suddenly, it blinked at her and muttered, “Don’t stare!”.

# Character adjectives

- Can you make an adjective bank to use when you are writing a character description. Here are some examples:

Can you add to the lists?

- Eyes: cruel, mean, sly, sharp...
- Hands: old, gnarled, withered...
- Mouth: thin, mean, bitter...

What else would help with describing your character?

Pairs-A game-choose six adjectives and six nouns. Write them on your whiteboard, number them 1-6. Roll a dice and first choose an adj, then repeat and choose a noun. Use your noun and adjective to make a sentence. Your sentence has to make sense but can be silly.

- Here is a bank of adjectives and nouns to get you started:

**ADJECTIVES:**

Angry  
Brave  
Cool  
Deadly  
Emerald  
Frosty  
Gorgeous  
Helpless  
Impressive  
Jealous  
Keen  
Lazy  
Moody  
Naughty  
Old  
Pale  
Quick  
Red  
Bad  
Tall

**NOUNS:**

Cup  
Table  
Chair  
Grass  
Tree  
Bus  
Car  
Bike  
Computer  
Pencil  
Ruler  
Desk  
Bell  
Tower  
Forest  
Lake  
Banana  
Carrot  
Owl  
parrot

# Improve these sentences

- The slim, thin, slender, sleek, snake slid by.
- The ancient goblin was old.
- The wet water drifted down the polluted stream.
- The huge dog slipped through the cat flap.

## Using adjectives rules:

- Only use an adjective to add something new that the reader needs to know
- Avoid telling the reader something obvious
- Do not use too many
- Avoid repetition
- Read your sentence aloud and listen to whether it works
- Collect and try using new and surprising adjectives-experiment

# Change the mood

- Can you add adjectives to create a certain mood?
- The \_\_\_\_\_ girl sat on the \_\_\_\_\_ chair and stared at the \_\_\_\_\_ painting.
- Ex/ The **clever** girl sat on the **antique** chair and stared at the **valuable** painting.
- The **cruel** girl sat on the **broken** chair and stared at the **ruined** painting.
- Now your turn: On the next slide, have a go at creating a mood using adjectives.

# Create a mood continued...

**Comic:**

The \_\_\_\_\_ girl sat on the \_\_\_\_\_ chair and stared at the \_\_\_\_\_ painting.

**Frightening:**

The \_\_\_\_\_ girl sat on the \_\_\_\_\_ chair and stared at the \_\_\_\_\_ painting.

**Heroic:**

The \_\_\_\_\_ girl sat on the \_\_\_\_\_ chair and stared at the \_\_\_\_\_ painting.

**Threatening:**

The \_\_\_\_\_ girl sat on the \_\_\_\_\_ chair and stared at the \_\_\_\_\_ painting.

**Calm:**

The \_\_\_\_\_ girl sat on the \_\_\_\_\_ chair and stared at the \_\_\_\_\_ painting.

**Excited:**

The \_\_\_\_\_ girl sat on the \_\_\_\_\_ chair and stared at the \_\_\_\_\_ painting.

**Gloomy:**

The \_\_\_\_\_ girl sat on the \_\_\_\_\_ chair and stared at the \_\_\_\_\_ painting.

# Synonyms and antonyms

- Have a go at listing the possible synonyms and antonyms for these words.

|          | Possible synonyms | Possible antonyms |
|----------|-------------------|-------------------|
| • Hot    |                   |                   |
| • Light  |                   |                   |
| • Big    |                   |                   |
| • Tired  |                   |                   |
| • Clever |                   |                   |
| • Soft   |                   |                   |
| • Still  |                   |                   |
| • Funny  |                   |                   |
| • Weak   |                   |                   |
| • Sharp  |                   |                   |
| • Kind   |                   |                   |
| • Clean  |                   |                   |
| • Nice   |                   |                   |

# What is a noun phrase?

- Noun phrases give more meaning and can work as a single unit of measure.

For example:

**The tall man from across the road who owns a dog** is ill.

You know you have a noun phrase because it can be replaced by a pronoun or a single noun.

**He** is ill

Some more examples:

**The ragged camel, which was weary after travelling so far,** slept.

**The camel** slept

Turn **the blue switch at the top of the box** carefully.

Turn **the switch** carefully.

# Noun phrases continued...sentence building

- Start with a noun ex/ **ship**
- Now add a determiner ex/ **my, a, an, the, some, that** ex/ **my ship**
- Now add in an adjective to describe the ship ex/ **red ship**
- Now try using a prepositional phrase to describe the location of the ship ex/ **on the sea, at the end of the harbour, across the ocean, under the sea. My red ship on the boating pool**
- Build the picture further with a subordinate clause: **My red ship on the boating pool that is deep**
- To complete the sentence you need to add an appropriate verb to the noun phrase: **My red ship on the boating pool, that is deep, has crashed!**

On the next slide, use the grid to create sentences following this model.

Create your own:

You could use these questions to help you build a variety of sentences or focus on noun phrases:

Who/what is it?-noun

Which one?-determiner

What is it like?-adjective

Where is it?-prepositional phrase

What is it doing?-clause

Evaluate: Read your sentence back, how does it sound? Is it overwritten, then trim it back; add your own words to the list.

Growling at me, the savage dog in the road approached.

| <u>Determiners</u>                            | <u>Adjectives</u>                                   | <u>Nouns</u>                                    | <u>Prepositional phrases</u>                                                 | <u>Clause</u>                                                                                                                      |
|-----------------------------------------------|-----------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| A, the, any, this, that, my, our, your, those | Cool, cold, hot, strange, red, thin, bright, savage | Dog, car, house, sea, eagle, marble, bus, snake | Across the road, on the fridge, under the chair, beside the sea, in the road | Who is hungry<br>That is sinking<br>Which is heavy<br>Which is crafty<br>Hissing to itself<br>Stunned by the sea<br>Growling at me |

# Pronouns

- A **pronoun** is a word that stands in place of a noun.
- The dog looked at the sandwich and then ate **it**. **It** replaces sandwich.
- Be careful because pronouns can get confusing.

Have a look at this example:

What is wrong?

- The dog looked at the cat and it chased it until it was tired and it had to lie down and sleep.
- Who is tired? Who is chasing? Who had to lie down?
- **Relative pronouns**: these are pronouns (such as who, which, that, whom, whose) used in a relative clause that relate back to something already mentioned: The boy, **who was crying**, ran down the lane.
- Possessive pronouns: these are pronouns that show ownership: mine, yours, ours, yours, his hers, its their

# Improve it

- What is the problem with this paragraph? Can you fix it?
- The unicorn flew down the lane towards the dragon. It stared at it as it landed and wondered if it was friendly. It snorted at it and it waited. It eyed it and it was uncertain what to do. It turned and flew off leaving it behind. It sighed, relieved that it was gone.

# Insert the pronoun

- Can you insert the correct pronoun?
- The grin that crossed the orc's face was almost as wide as the tunnel in which \_\_\_\_ lived. Shuffling, \_\_\_\_\_plodded into the underground lair. Steve decided to follow. \_\_\_\_\_waited till the orc had disappeared and then \_\_\_\_\_began to follow\_\_\_\_\_. Carefully, \_\_\_\_\_entered the darkness. What \_\_\_\_\_did not know was that Sharon had followed \_\_\_\_\_. \_\_\_\_\_both tiptoed forwards but Steve was unaware that \_\_\_\_\_was just behind\_\_\_\_\_. \_\_\_\_\_paused in the darkness and listened. \_\_\_\_\_could hear something behind \_\_\_\_\_. Sharon waited, controlling her breathing. Had \_\_\_\_\_heard \_\_\_\_\_? Was \_\_\_\_\_safe?

# The drop in game

- Can you drop in a relative clause. Here are some examples:
- Mrs Tinklenose, **who was tired of sneezing**, lay down for a rest.
- The car, **that was bright blue**, had got a parking ticket.
- Red kites, **which are on the increase in England**, were almost hunted to extinction.
- Have a look on the next slide

# The drop in game...

- Mrs Hardy glared at the shark
- Sonny picked up the frozen leaf.
- Whales are rare.
- Add in a relative clause. Remember a relative clause begins with a relative pronoun: **who, whom, whose, which, that**
- **Ex/ Mrs Hardy, who was once afraid of fish, stared at the shark.** Relative clause
- Share your sentences with a partner

## Sentence of 3...

- A sentence of 3 has a lot of impact on the reader.
- Ex/ The queen was bony, hairy and badly dressed.
- Remember to use commas to separate out the first 2 adjectives.

Your turn:

- Complete theses sentences using the sentence of 3 model. (on the next slide)

## ...sentence of 3 continued

- The queen was...
- The dragon was...
- She was dressed in...
- The candle was...
- The room was full of...
- In the distance he could see...

Share your ideas with a partner.

# Sentence doctor

- What's wrong with these sentences. Think about these things when considering these sentences.
- Spelling
- Punctuation
- Missing words
- Shifts in tense
- Too much speech
- Word order
- Using wrong words

Have a look at the sentences on the next slide

## ...sentence doctor

- He runned down the lane.
- Will you pass sandwich to me.
- I don't want no pudding.

(It helps to read them aloud)

Getting trickier...

We seed the trane, it was two lait.

I put the hoarses sadel on.

He ran down the lain.

(Keep going, they are getting trickier)



# Try this paragraph...

## Can you find and fix the errors?

- He ran as he did so a hand snatched at his shirt and grabbed him lashing out with his arms he kicked as hard as he could someone seized his hair and tugged him back he screamed fell backwards and rolled on the ground at the same moment his attackers smashed into each other without thinking joe leaped up and started to run fortunately he had managed to escape

# From boring to brilliant

- Start with this sentence:

**The bird flew onto the car**

Can you make this more interesting by using some of the ways listed below?

- Add words
- Drop chunks in
- Add on at the end
- Add on at the beginning
- Change words (precise nouns)
- Add in a simile
- Alliterate
- Reorder words

# Which verbs are missing?

- Anne ? out at the football pitch and ?. A moment later, her wish?. Twenty players ? onto the field and soon the most extraordinary game?. They? a large ball around the pitch. The players ? from one end of the field to the other.
- Can you make this paragraph make sense by adding verbs?



# Instructions

- Have fun creating some instructions for the following:
- How to care for a pet goblin
- How to get to the end of the rainbow
- Create a magical recipe (how to turn your teacher into a frog)
- How to get home



Spot the main clause...

Can you spot the main clause (it can stand on its own)

The shark, which is found around the world, generally lives in the sea water.

That night, the twins went home, hoping for a good meal.

After boiling the water, stir the soup gently.

The car slows down as soon as the brakes are applied.

Excited by the golden crown, the prince sat down.

# Do they mean the same?

- Some of these sentences have a very similar meaning. Can you sort them?

(they all begin with a subordinating conjunction)

When it rains, we don't go to the park.

Although it's raining, we'll still go to the park.

Because it's raining, we won't go to the park.

Since it is raining, we won't go to the park.

As it rained, we didn't go to the park.

Until it has stopped raining, we won't go to the park.

If it rains, we don't go to the park.

Even if it rains, we'll go to the park.

Unless it stops raining, we won't go to the park.

While it rains, we won't go to the park.

# Causal connectives

- Use these causal connectives to answer some of the questions below (your answers don't have to be true-they can be inventive):

|                 |                 |             |
|-----------------|-----------------|-------------|
| When            | this results in | because     |
| So              | so that         | this causes |
| This means that | as a result     |             |
| If              |                 | therefore   |

- How do stairs work?
- Why is it dark at night?
- Why did the wolf pretend to be granny?
- Why was the troll so angry?
- Why is a banana curly?
- Why does a banana have a skin?
- Why do trees have bark?
- Why are rainbows colourful?
- Why don't rainbows wobble in the wind?
- Why do mice live in holes?
- Why do flowers smell sweet?
- Why do ostriches bury their heads in the sand?

- 
- Improve it...
  - **The mouse ate the cheddar.**
  - Add in
  - Change the verb
  - Change the word order

# Unfortunately, Fortunately

- Work in partners...start with a sentence such as

She won £10...then one person carries on with **unfortunately** she lost it on the way home...**fortunately** it was pocket money day....**unfortunately** she had not done her chores so no pocket money...

How far can you carry it on...

Try these starters...

He got to school late...

She scored the first goal...

Finally the cow reached the sweet grass...

# What happened before and after?

- On your whiteboards, use this photo to imagine what happened before and after?



How many ways can you think of to cross this river?



# Suspense, Cosy writing

- In this game you need to work with partner. One partner writes a suspenseful sentence and the next follows it up with something much gentler.
- Example:
- The door creaked...behind it was a small fluffy kitten...
- Here are some starters:

Someone, somewhere was watching...

The floor was shifting uneasily beneath their feet...

Can you think of your own starters. Start with suspense and then work from there.

# A-Z name poem

- Can you think of an A-Z of boys' and girls' names?
  - Then can you turn it into a poem using animals and alliteration?
  - Example:
    - A is for Anna and amiable ant
    - B is for Betty (or Ben) a beastly bear
    - C is for Carl a cute cat
- And so on...you have a go

# Helpers and other stuff

- <https://www.hope.ac.uk/media/liverpoolhope/contentassets/documents/education/media,21009,en.pdf>
- PDF of grammar games

# Support for planning and grammar

- <http://www.piecorbett.com/free-resources.html>

Writing resources from Pie Corbett

- <http://emmarogers.org.uk/literacy-planning-texts/>

Unit planning support for KS1 and KS2

- <http://www.literacyshed.com/>

Excellent website for inspirational videos and planning ideas for literacy

