

Starter Activities

Sentence Level Objectives

Session S1

Objectives

Y7 S2 (Noun phrases)

Resources

Flip chart, board or OHP.

Introduction

2 minutes

- Tell pupils that, in this and the next lesson starter, you are going to work through the early stages of creating imaginary characters, as you might when drafting the first few paragraphs of a narrative.
- Explain that you are going to begin adding the information that a reader needs to build up the character as they read on. Today you will be looking only at words that could be added before the noun. Have ready on the flip chart/board/OHP a list of three 'character' nouns (e.g. *man, girl, officer*) spaced out so that you can write in additional words.

Activity

6 minutes

- Ask pupils to suggest two words that you could write in front of each noun. Take two or three suggestions, noting them for all to see. (*xxx xxx man.*) Pupils will probably suggest premodifiers that are adjectives (*tall*) nouns (*gas*) and determiners (*that man*).
- Repeat for the second word (*girl*) but ask pupils not to use any of the same words twice. (This will reduce their choice of determiners once *a* and *the* have been used.) If they get stuck suggest *my, our, his, that, any, each, every*.
- Ask pupils for further suggestions for the third word (*officer*). Any previously used words can be used again this time, but only once. Write down six or seven of their suggestions quickly for them to see, but write them in columns so that nouns, adjectives and determiners are grouped together.

Review

2 minutes

Ask pupils what they notice about the words they have chosen. Draw out the fact that a pattern has emerged - determiner, adjective, noun. Briefly discuss the effect on the reader if this pattern was repeated over and over again throughout a text.

Session S2

Objectives

Y7 S2 (Noun phrases)

Resources

Mini-whiteboards for each pair.

Introduction

1 minute

- Remind pupils of the determiner, adjective, noun pattern that emerged in the previous session. Use the same notes if available on board/flip chart/OHP to refresh their memories.
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Activity

6 minutes

- Ask pupils (in pairs or threes) to come up with two or three alternative patterns using their own example nouns. They must still add the words *before* the noun and must only use words from the same word classes - determiner, adjective, noun. (Provide additional support, such as a short list of suggested nouns in a writing frame for pupils that may need help.) They should record their suggestions on the whiteboards.
 - Ask some pupils to share their suggestions with the whole group. Possible examples:
determiner - adjective - adjective - noun (*a small, frightened child*)
determiner - adjective - adjective - adjective - noun - effective at times but can be clumsy if adjectives are overused (*a hesitant, nervous, dangerous driver*)
determiner - adjective - adjective - noun - noun (*that colourful, amusing circus clown*)
determiner - adjective - noun already used (*these tiny people*).
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Review

3 minutes

Invite pupils to share their views about the merits and appropriateness of each format and refer to one or two contextualised examples as shared texts.

Session S3

Objectives

Y7 S2 (Noun phrases)

Resources

Notes on board or OHP from the previous session.

Introduction

3 minutes

- Focus pupils' attention back onto their list of suggested adjectives for the second word on your original list from the previous session - *girl* in the example given.
 - Ask pupils if there is any way that these could be grouped into words that give a particular kind of information about a character.
 - Draw out the fact that some adjectives provide visual information about appearance while others provide information that an observer could not know without the help of the writer - character, feelings, motivation.
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Activity

5 minutes

- Give pupils some Time out to select adjectives from the list that could be included in this second group.
 - Take their responses. (If the list does not include any, ask pupils to suggest some, e.g. *lonely, nervous, eager, hopeful, disconsolate*.)
 - Allow pupils to challenge one another over their decisions - for example, it could be argued that nervousness can be visible in the way a person behaves.
 - Invite pupils to suggest how it might help if you had said that they could also include three or more words to go *after* the noun. Ask for suggestions using your three original words.
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Review

2 minutes

Preview the next session by comparing the selection of post-modifiers they suggest and finish with a question: *'What is the most effective strategy for a writer when establishing character - information before the noun, after it or a combination of both?'* Ask pupils to bring examples from their own reading for the next session.

Session S4

Objectives

Y7 S1 (Subordinate clauses) S2 (Noun phrases)

Resources

Board, flip chart or OHP.
A list of prepositions as a handout sheet.
Drafting book or mini-whiteboard for each pupil or pair.

Introduction

3 minutes

- Use a board or OHP to remind pupils of the last two or three suggestions from the previous session - post-modification of nouns (e.g. *the man in the grey suit, a girl with shifty eyes, the woman who lives next door*).
 - Hear some examples of pre/post-modification of nouns that pupils have brought from their own reading.
 - Underline/highlight any examples that use prepositions and tell the pupils that today's session will concentrate on the use of prepositions that sit after the noun they are providing information about.
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Activity

5 minutes

- Give each pupil a handout with a comprehensive list of prepositions and a few moments to scan them.
 - Ask if there are any words in the list that surprise them - some pupils may not be aware of the full range of words in this word class.
 - Quickly demonstrate the use of prepositions as post-modifiers with two examples:
Give me a noun that could be a character. (fisherman)
Write **fisherman** so that pupils can observe you (e.g. on OHP).
Give me a preposition. (by)
Write **a white-haired fisherman by the harbour wall**.

Give me a noun. (boy)
Okay, but I'm going to make that a plural noun.
Write **boys**.
Give me a preposition. (at)
Write **some young boys at the fair**.
 - Ask pupils (individuals or pairs) to draft a few words, in the same way as you have demonstrated, to begin shaping a character (or two) who could appear in the first chapter of an adventure story set some time in the past. They must use a preposition after a noun to provide information about their character(s). They should begin with a modifier and can use their word lists to help select the preposition. (Use notebooks or mini-whiteboards.)
 - Allow enough time for pupils to produce one or two examples.
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Review

2 minutes

Ask several pupils or pairs to share their work. Record them on board or OHP for use in the next session.

Session S5

Objectives

Y7 S1 (Subordinate clauses) S2 (Noun phrases) W17 (Word classes)

Resources

Notes recorded on board or OHP in the previous session.

Drafting book or mini-whiteboard for each pupil.

A complete set of word cards allowing one card per pupil. The original set of cards should include three equal lists of words, with words from each list being on different coloured card:

- 'people' noun phrases (*a shop assistant, my best friend, these brave explorers*);
- verbs (*works, sleeps*, - making sure that the verbs agree in number with your singular/plural noun phrase cards);
- prepositional phrases (*in the chemist's, at the factory, with a smile*).

Make sure that there is at least one possible way of combining one card from each of the three sets to create relative clauses when the word **who** is added, e.g. *My best friend is the only one who works with a smile.*

Introduction

1 minute

- Refer pupils back to the examples they suggested (prepositions used to post-modify nouns) at the end of the previous session. Ask pupils to try and think of a way that *two* prepositional phrases could be used after the noun.
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Activity

7 minutes

- Allow one minute of Time Out to discuss with a partner and record on whiteboards. Then take one or two suggestions and explain that this is another version of the same pattern (e.g. *the man in the grey suit with the shabby trousers*). You may wish to remind pupils that what they have learned (in the course of the last three sessions) about using words before and after a noun to create a character can be applied just as effectively for all nouns: *the jar with the green lid on the top shelf*.
 - Give out the jumbled set of word cards, one to each pupil. Evenly distribute the same number of cards from each of three lists so that you have given out equal numbers of noun phrases, verbs and prepositional phrases.
 - Ask pupils to move around the room until they have grouped up into threes, using one card of each colour. The aim is to create a sentence using the words on their three cards and adding any other words they like. They must all use the word **who** after their noun phrase and they must keep the prepositional phrase at the end. Give them these instructions by referring just to the colour of the cards if you wish.
 - Show an example using three of the cards. Allow enough time for the activity and then share the outcomes.
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Review

2 minutes

Explain that pupils are still modifying nouns by adding information after the noun but that there is a difference. Can they spot it? Draw out (or explain) that these examples use clauses after the noun. The verb (introduced by **who**) is the extra ingredient. They have been creating subordinate clauses, still using prepositional phrases and all beginning with the word **who**.

Session S6

Objectives

Y7 S13 (Non-fiction text types)

Resources

Provide each pair with at least one example of an information text. (Books from other curriculum areas will provide useful sources. Use a page marker if only part of the text is relevant.)

Introduction

4 minutes

- Ask each pair (without referring to their text yet) to list three of the main characteristics of an information text. (If prompts are needed, mention tense, person and organisation.) Give them two minutes and then another two minutes to confer with a nearby pair.
 - List their suggestions on board/flip chart or OHP and summarise so that the notes are concise. Add any missing characteristics yourself.
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Activity

5 minutes

- Ask pupils to refer to their texts (give them a minute or two to do this) and invite them to provide an example of each characteristic. Take the first suggestion for each so as not to spend too long on this.
 - Remind them that the way the information is linked will be important to the reader. Ask each pair to make a list of some of the 'signpost' words and phrases used in their own text example. They should choose five examples to list. Prompt them with a few suggestions such as, *in other words... this means that... and so...*
 - They should write quickly but neatly as another pair will use their list in the next session.
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Review

1 minute

Ask one or two groups to read their lists. Praise positive achievement.

Session S7

Objectives

Y7 S1 (Subordinate clauses)

Resources

Strips of card or OHT featuring prepared parts of a sentence which could be fitted together in different ways. Incorporate words which will focus pupils on subordinate clauses, e.g. *such as; although; who; having.*

For example:

<i>that was in easy reach</i>	<i>who seemed upset</i>
<i>the Head sat down</i>	<i>having had his coffee</i>
<i>in the office</i>	<i>because of money matters</i>
<i>on a chair</i>	<i>although exhausted</i>
<i>on Monday at 8.05 precisely</i>	<i>with a smile on his face</i>

Introduction

3 minutes

- Explain that this activity is to explore how to influence meaning by using subordinate clauses in different ways. (Confirm understanding of the term subordinate clause.)
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Activity

5 minutes

- As a class, or in pairs, work out a possible sequence which incorporates all the cards. Add extra words if necessary.
 - Work out a different version, then a third version.
 - Compare the versions and discuss the different effects.
 - Identify the different places that can be occupied by the same card.
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Review

2 minutes

Discuss the key words that enable writers to make sentences more complex and more interesting.
