



## TALK FOR WRITING GRAMMAR GAMES

### **NOUNS**

Alphabet Race – Complete alphabet grid with nouns from a specified category (e.g. animals)

Funny Fruit – In a text, replace any nouns with names of fruit to amuse the children – let them experiment!

Noun explosion – Place a noun in a 'burst' in the middle of the paper – add any connotations/pictures/words/films/books/poems the children can think of

Simple riddles – 'I am thinking of something found in the sky' – children write all their ideas on whiteboards – who guessed it right?

Noun and Verb race – Place a picture of a car in the middle of large paper, children in teams add as many verbs for how that car could move (e.g. raced, zoomed, chugged...) You can do this with animals/story characters and also for how they may speak.

### **ADJECTIVES**

30 words – Pass around a stuffed animal or toy of some sort – each child has a go at describing it using a different word. Use full sentences – Mrs Hill's cat is furry, Mrs Hill's cat is fluffy, Mrs Hill's cat is black...Can they get 30 words around the circle? Extend for Year 2 (different letters of alphabet, change sentence openers...)

Adjective BGT – Provide a selection of different sentences. Include one that is over the top with too many adjectives. Children rate sentences and say why they like them. Which one would get the red buzzer? Which one would get the golden buzzer?

Dulux Colour Charts – Use these to complete with different adjectives to show shades of meaning.

Change the Mood – Provide a cloze sentence (e.g. The .....girl sat on the .....chair and stared at the .....grass) Can the children make it a happy sentence? Frightening sentence? Excited sentence?

Opposites attract – Give out 30 cards (15 sets of opposites). Can children locate their opposite? Once they have joined up, can they think of a better word for their original words?

### **VERBS**

Teddy is... Use class toy and get them to do different actions. Children write what they are doing on whiteboards and underline the verbs \*e.g. Teddy is jumping. Teddy is swaying.

Odd One Out – Give children a selection of words, all but one are verbs. Can they spot the odd one out and say why?

Noise-o-meter – Display a 'noise-o-meter' and ask children to add different words starting with the quietest verb they can think of right up to the loudest one.

Charades – act out a verb and ask others to guess the action.

Pass the Past tense – Stand in a circle and hand a beach ball to a child. Ask them to pass the ball to another child and describe how they passed it (e.g. I bounced the ball to Luca; I rolled the ball to Jack; I kicked the ball to Jessica).

## **ADVERBS**

Adverb Rally – Children play against a partner face to face – each one names an adverb until one cannot think of any more!

Dizzy Dice – Put verbs on one dice and adverbs on another. Roll both and do the actions!

Snowballs – All children write one adverb on a piece of paper. They screw it up and throw it as a 'snowball'. Every child opens a snowball and adds an adverb which means the same as the one they have read. Screw and repeat again until you have a collection of adverb synonyms.

Adverb Treasure Hunt – Hide adverb cards around the room. Who can find an adverb which means the same as 'nervously'? Who can find an adverb which is the opposite of 'sadly'? etc etc...

## **CONJUNCTIONS**

And/But game – Ask children for likes and dislikes related to a specific subject and use these to create sentences using both 'and' and 'but' (e.g. Nicky likes Prosecco and wine but does not like beer.)

Human sentences – Make two sentences by getting children to hold up words cards. Experiment with joining these by using different conjunctions.

Sentence starters – Vary the structure of complex sentences by providing children with subordination conjunctions as sentence starter cards and ask them to complete them (e.g. When I went....., If it rains....).

Excuses – Practise using the word 'because' in silly sentences to make excuses for something familiar to the children (e.g. I was late for school because a monster tried to eat my uniform).

Conjunctions Wheel of Fortune – Put conjunctions on a wheel with a spinner. Write two sentences on the board (e.g. The dog barked. The woman was annoyed.) Spin the wheel and test out the conjunction you land on. Which ones would make a new sentence which makes sense? (The dog barked so the woman was annoyed. The dog barked until the woman was annoyed. The dog barked because the woman was annoyed...)

## **SENTENCES**

Mr Copycat – Sentence imitation in different ways

Rainbow sentences – every sentence in a different colour

Football full stops – Listen to a passage and bounce the ball when you think there should be a capital letter. Follow by a cone on head for capital!

Sticky Stops – Share a piece of writing with no full stops. Children 'blu-tac' full stops in the correct places

Kung Fu Punctuation – old favourite!

Story around the Circle – Each child says a different word of the story (ensure children say ‘full stop’ and ‘capital letter’ too)

Five sentence stories – Use a short film clip or bag of characters/items plus a story mountain prompt to encourage regular ‘telling’ of five sentence stories starting with specified openers (One night, Just then, Unfortunately, Fortunately, Finally)

Combining sentences – Provide 4 short sentences to be combined into 1 good sentence (e.g. The cat crept. It was a ginger cat. It went along a wall. It crept cautiously. WOULD BECOME The ginger cat crept cautiously along the wall OR Cautiously, the ginger cat crept along the wall)

Sentence Stacking – Build up sentences by starting with a noun and verb before adding adjectives and adverbs. Use different colours for the different word classes. Play around and choose best words. (Link to Lego bricks and different colours)

## **DRAMA AT KS1**

Hotseating

Funny Faces

Ten Second Objects

Freeze Frame and Thought Tapping

Building a Picture (Tableau)

Slide Show

Conscience Alley

Role on the Wall

Soundscape

Coffee shop chat/Phone call

Split Screen

What If?