

Session 1

PAG starter

<p>Rewrite the sentence below, <b>adding</b> to the <b>noun phrase</b>. Punctuate it correctly!</p> <p><b>I saw some butterflies yesterday.</b></p> <p>_____</p> <p>_____</p>	<p>Underline the <b>nouns</b> in the sentence below.</p> <p><b>The boy felt a mixture of hope and despair as he watched the film.</b></p>	<p>Which two sentences contain a <b>relative clause</b>?</p> <p><b>While the class watched, the scientist conducted an experiment.</b></p> <p>The telephone rang just as we were about to leave.</p> <p>The acrobat who is in the red shirt is the best.</p> <p>The house in which my grandad lives is over 300 years' old.</p>	<p>Write <b>S (subject)</b> and <b>O (object)</b> above each underlined word in the sentence below.</p> <p><b>Josh</b> was making faces at the <u>monkeys</u> in the zoo, but <u>they</u> didn't copy <u>him</u>.</p>
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**Game:** This is a version of the game 'Consequences'. If you're playing in a group, you could take it in turns to suggest words for the sentences. If you're playing alone, you'll have to come up with them all by yourself!

Either way, start with a blank grid or just write the word classes shown below, in a column down the page. Then, starting with the first determiner, create sentences thinking about the word class of each word. Read through my examples before you begin.

<b>A determiner</b>	<i>Seven</i>
<b>An adjective</b>	<i>menacing</i>
<b>A noun</b>	<i>dogs</i>
<b>A verb</b>	<i>appeared</i>
<b>An adverb</b>	<i>suddenly</i>
<b>A preposition</b>	<i>in front of</i>
<b>A determiner</b>	<i>the</i>
<b>An adjective</b>	<i>abandoned</i>
<b>A noun</b>	<i>warehouse.</i>

<b>A determiner</b>	<i>A</i>
<b>An adjective</b>	<i>nervous</i>
<b>A noun</b>	<i>blackbird</i>
<b>A verb</b>	<i>flew</i>
<b>An adverb</b>	<i>cautiously</i>
<b>A preposition</b>	<i>along</i>
<b>A determiner</b>	<i>the</i>
<b>An adjective</b>	<i>crumbling, old</i>
<b>A noun</b>	<i>wall.</i>

**Activity:** Look at the picture of Harry (wearing the red/white striped top and being held up by his team-mates) on the following page and work through the activities.

Then, choose from the following options:

- Write a diary entry in role as Harry / one of the other team members. Remember to use past tense, add personal details and phrasing to make it sound like it's Harry (a teammate) talking and use a range of sentences – just to show that you can ;)
- Continue the story that has been started for you
- Write a match report for a local newspaper (this one will take the most time / be the most difficult...!)



### Story starter!

As the ball came sailing through the air towards Harry, he knew that what happened over the next few moments could decide the outcome of the game for his team.

With his team-mates all watching him, and a thousand eyes glued to his every move from the sidelines, Harry gulped. His heart pounded inside his chest as he reached his frozen hands into the air to receive the ball...

### Question time!

- What sport is Harry playing?
- How might Harry be feeling at this moment?
- What do you think Harry's team-mates are thinking?
- If you were playing in the match, would you rather be Harry or one of his team-mates at this moment? Can you explain why?
- Have you ever been under pressure?
- How does it make you feel?
- What advice would you give someone who is under pressure?

### Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- The ball came towards Harry. He jumped into the air. He held out his hands. He was excited. It was up to him.

### Sentence challenge!

Can you use an ellipsis to create suspense in your writing?

- E.g. Thump...Thump...Thump...Harry's heart pounded inside his chest...

## Session 2

### PAG starter

Circle all the words that should have <b>capital letters</b> : <b>Our cousin, kim, is opening a new business called precious pets. It will open at the end of spring, in april, in a shop on norris street.</b>	Explain why the underlined <b>pronoun</b> is used in the passage below: <b>Alexandra was ready for the match. <u>She</u> was looking forward to it.</b>	Underline the <b>subordinate clause</b> in the sentence below: <b>I become nervous whenever I have to speak to the whole class.</b>	Write a word that has the same <b>suffix</b> as the word below. <b>forgiveness</b> <hr/>
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### Game: Metaphor game

Metaphor is a powerful tool for writers. At its simplest level, a metaphor is when you say one thing *is* another, e.g. The moon is a balloon.

In this game, *choose an animal and compare it to one of the following*:

A person	A colour	A vehicle	A plant
A place	A number	A TV programme	An insect
An object	A vegetable	A character from a book	
A mood	A fruit		

Here is the start of a metaphor list about a giraffe.

#### *A giraffe is:*

*a clown on stilts at the circus*  
*the Eiffel Tower in Paris*  
*a hat stand with no hats*  
*a hopeful glance across the town*  
*a yellow streak of sunset*  
*the number one...*

You could also write metaphor lists about people, objects or abstract ideas such as anger.

### Activity:

Imagine this is the cover of a book. What could the title be?

Then, work alone / in pairs / in a group to:

- Imagine what the book might be about
- Write the first line of the story, followed by the rest of the opening paragraph. Will you start with a dramatic event?... Or a flashback?... Or a conversation?? Or something else?



### Session 3

#### PAG starter

<p>Rewrite the information below, correctly using a <b>colon</b>.</p> <p>For her birthday, we bought my grandma her favourite flowers (daffodils, tulips and roses).</p>	<p>Explain why <b>apostrophes</b> are used in the sentence below.</p> <p>I wouldn't believe everything that John's brother says.</p> <p>wouldn't:</p> <p>John's:</p>	<p>Rewrite the sentence below using <b>Standard English</b>. Punctuate your answer correctly:</p> <p>I have less sweets than you.</p> <p>_____</p> <p>_____</p>	<p>Where could dashes be used for <b>parenthesis</b> in the sentence below?</p> <p>When we go on safari, I hope to see some big animals maybe an elephant, rhino or hippo and take photos.</p>
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#### Game: Word association game

Choose a 'category' and then you have 2 minutes to **list as many words as possible** on the subject. The words don't have to have any relevance to each other. How many words can you come up with?

**Categories could include:** snow; flames; sea; darkness; the moon; night; traffic jams; lightning; or your choice....

*For example, for 'snow', you might write down: snow, cold, white, crystal, blows, drifts, sweeps, smothers, flakes, swarm....*

If you're working with others, compare your lists and feel free to '**magpie**' from each other.

Then, try to **create sentences** using the words you've generated. You can do this orally or write them down. See if you can improve your own / someone else's by adding words or changing the order of the words.

#### Activity:

This was their favourite time of day to fly.

As the glowing, crimson sun dipped down below the vast horizon, retreating to allow night to take its place, the dragons took flight.

The sky looked beautiful: wisps of pillow-like clouds seemed to part in front of them as they flexed their powerful wings.

Like sails from ancient ships, the wings beat in the dying embers of the sun's fire, embracing what little warmth

remained. Thousands of tiny scales that covered the beasts' bodies glistened like rubies in the dazzling light.

As they reached full speed, leaving the world far beneath them, they almost grinned as they thought about where they were going. There would be others like them there. It would be paradise...

*Can you find the following features in this writing: complex sentences; commas for parenthesis, metaphor, simile, personification? What else can you see?*

*Then, complete the activity on the next page.*



Using the picture as a stimulus, can you complete the following grid, creating different sentence types? Write your example(s) underneath mine or in your book.



Sentence type	Reason for use	Example
<b>Short</b>	To build tension	They dived.
<b>Long</b>	To add information	As the glowing, crimson sun dipped down below the vast horizon, retreating to allow night to take its place, the dragons took flight.
<b>Simple</b>	For clarity and impact	The dragons flew home.
<b>Compound</b>	For ease and flow	They took to the sky and soared over the ocean.
<b>Complex</b>	To show links between ideas and to add extra information	Like sails from ancient ships, the wings beat in the dying embers of the sun's fire, embracing what little warmth remained.
<b>Question</b>	To draw the reader in	Would they find their prey?
<b>Exclamation</b>	To grab the reader's attention	Flash! A blinding light flashed across the darkening sky.
<b>Sentence of three for description</b>	To set the scene	The creatures flew across houses, fields and seas.
<b>Sentence of three for action</b>	To describe what happened or to give the writing pace	They lifted their heads, flapped their huge wings and soared into the air.
<b>Sentence containing an 'ing' clause</b>	To add supporting action to speech verbs	"Quickly!" urged the farmer, pushing his cattle into the safety of the barn.

## Session 4

### PAG starter

<p>Tick the <u>grammatical term</u> for the underlined phrase:</p> <p><b>The boy talked <u>as he pulled on his jumper</u>.</b></p> <table border="1" data-bbox="108 427 517 591"> <tr> <td>expanded noun phrase</td> <td><input type="checkbox"/></td> </tr> <tr> <td>fronted adverbial</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Subordinate clause</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Relative clause</td> <td><input type="checkbox"/></td> </tr> </table>	expanded noun phrase	<input type="checkbox"/>	fronted adverbial	<input type="checkbox"/>	Subordinate clause	<input type="checkbox"/>	Relative clause	<input type="checkbox"/>	<p>Which <b>prefix</b> can be added to both of the words below?</p> <p><b>charge</b></p> <p><b>qualify</b></p> <p>Prefix: _____</p>	<p>Tick the word closest in meaning to <b>concur</b>.</p> <table border="1" data-bbox="847 331 1166 568"> <tr> <td>agree</td> <td><input type="checkbox"/></td> </tr> <tr> <td>argue</td> <td><input type="checkbox"/></td> </tr> <tr> <td>conquer</td> <td><input type="checkbox"/></td> </tr> <tr> <td>cure</td> <td><input type="checkbox"/></td> </tr> </table>	agree	<input type="checkbox"/>	argue	<input type="checkbox"/>	conquer	<input type="checkbox"/>	cure	<input type="checkbox"/>	<p>Rewrite the sentence below, using the correct punctuation for <b>direct speech</b>.</p> <p><b>Don't forget to fill up with fuel before your journey reminded Mum.</b></p>
expanded noun phrase	<input type="checkbox"/>																		
fronted adverbial	<input type="checkbox"/>																		
Subordinate clause	<input type="checkbox"/>																		
Relative clause	<input type="checkbox"/>																		
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conquer	<input type="checkbox"/>																		
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### Game: Boring sentences

This game should help you to think about the quality of the words that you use. It is about intensifying the meaning – exploring the difference between the bland and the powerful, e.g.

*The man got in the car.* (A bit on the dull side...<sup>ZzZzZzZzZzZ!</sup>)

or

*Pavarotti squeezed into a Skoda.* (That's more like it – much more interesting!)

Use the dull sentence: *The mouse ate the cheese.*

See if you can improve it in one/more of the following ways, e.g.

<i>Add words in</i>	<i>The greedy mouse carefully ate the stale cheese.</i>	
<i>Add on to the end</i>	<i>The mouse ate the cheese because it was hungry.</i>	
<i>Add on to the beginning</i>	<i>While it was waiting, the mouse ate the cheese.</i>	
<i>Change words</i>	<i>The rodent gnawed the cheddar.</i>	
<i>Add in a simile</i>	<i>The mouse, like a tiny vampire, sank its teeth into the cheese.</i>	
<i>Alliterate</i>	<i>The mincing mouse marvelled at the mouldy cheese cheerfully.</i>	

### Activity:



Think about where there might be a hidden city in your school or home. A place where no-one would bother the inhabitants! It might be under the stairs or inside a bookshelf or even under the floorboards!

Imagine you're writing a book about this hidden city / world. Then, on an A4 piece of paper:

- On one side, can you draw what you have imagined?
- On the other side, write the 'blurb' for your story. How will you entice readers to choose your book?