

Week 3 Session 1

Working towards the expected level

WTS

Verbs

- Explain that a verb is a doing word. Every sentence needs a verb in order to make sense.
- Play a game where the teacher says a verb and the children need to act it out. Make the game more complex by including some red herrings i.e. adjectives and nouns. If children move when these are called out then they are out.
- Children to complete the sheet where they need to identify the verb in each sentence.

Week 3 Session 2

Adverbs

- What is an adverb? Identify the fact that the word adverb has the word verb in it. This is a clue. It adds information to the verb and tells the reader more.
- Write a verb on the board e.g. stand. Then the teacher should call out commands with an adverb and the children need to respond appropriately e.g. stand up slowly, stand up quickly. Repeat with different adverbs and verbs. Make a list of all the different adverbs they can think of. (At this point, it is likely that most of the adverbs they will suggest will end with ly' but make them aware that not every adverb has the ly' suffix.
- Stick a sheet with adverbs on into their books to refer to.

Week 3 Session 3

Verbs and adverbs

- Complete the worksheet based on their learning from the last session. Make sure that the flipchart paper listing the adverbs is on display for children to refer to in order to support them.

At and above the expected level

EXS

Co-ordinating and subordinating conjunctions

- What is a junction in a road? Show children an image of this and explain it's where two roads meet. A conjunction links two sentences and there are two types of conjunction.
- Share the mnemonic FANBOYS which represent the different co-ordinating conjunctions.
- Look at the worksheet – there is a list of the different type of conjunctions at the top. Children to use this to support them in completing the work.

Co-ordinating and subordinating conjunctions

- Give children whiteboards which they need to divide into four. Children to write four conjunctions down from the list on the flipchart paper/ the list from their book. They need two co-ordinating and two subordinating conjunctions. Teacher to call out the conjunctions – if they get all four they need to shout bingo!
- Complete the worksheet.

Using the different conjunction types in a sentence

- Recap the different conjunctions – give children 5 minutes to write on whiteboards the conjunction linked to each letter of FANBOYS with a partner – who could remember the most?
- Complete the worksheet. Ensure that children are being mindful of other secretarial skills such as finger spaces, punctuation and spelling.

