W2a. Can write Short Descriptive Sentences

A simple sentence with:

– a powerful verb e.g. The waves **crashed** onto the shore.

- an adjective e.g. The **young** boy walked home alone.

- an adverb e.g. The boy **nervously** walked home alone.

- all of the above e.g. The **vicious** dog **snapped angrily** at Jack.

**Short Descriptive Sentence Activities**

* Take a short sentence e.g. The fox ran for cover.

Add an adjective or two to describe the fox – The sly, red fox ran for cover.

Add an adverb that says how he ran – The sly, red fox ran quickly for cover.

Add in where he took cover – The sly, red fox ran quickly for cover in the undergrowth.

* Give jumbled up sentences and get the children to unscramble them e.g.

*fox ran the sly quickly cover for red* – (The sly red fox ran quickly for cover.) The children should also put in the capital letter and full stop to complete the sentence. They could then make up their own for their partner to unscramble. Make rules on what should be included in their sentence e.g. adverb, verb, adjective

* Use sentence frames for children to copy and develop an understanding of the sentence structures e.g. the use of adjectives and adverbs

*The fat cat slept peacefully.* can be copied and become………….

*The thin dog barked furiously.*  or………………..

*The huge bull charged angrily.*

* Use a wall of words (could include weekly spellings). Children make five different short descriptive sentences using words from the wall each time. Extend this by allowing them to use one or two interesting or funny words of their own.
* Split the class into groups. Each group starts with an envelope containing two cards, one that has the word ‘The’ printed on it and the other with a full stop. Ask each group to think of an animal and then write their word on a piece of card and place in the envelope. Pass the envelope on to the next group. All groups then have to think of an adjective, write it on a piece of card, add it to the envelope and pass it on to another group. Each group then add a powerful verb to a piece of card and pass the envelope on and then add an adverb to a piece of card and pass the envelope on again. Finally the children unscramble and read out the sentence they end up with saying the full stop at the end.

(This can be extended by adding prepositions, more nouns, adjectives etc)

* Put a word in a large bubble e.g. *waves* then brainstorm words around it that could be linked to its description e.g. crashing, vast, enormous, thunderous, deadly, exploding, silent etc.. Then create a sentence using some of the words e.g.

*The enormous, deadly waves crashed and exploded violently on to the silent shore.*

* Select a word relating to a current theme e.g. spiders. Ask the children to brainstorm words that describe spiders e.g. hairy, scary, black, horrible etc.

Brainstorm what spiders do and add them to the list e.g. lurk, creep, spin, pounce.

Combine and make sentences e.g. *Hairy spiders creep.*

Brainstorm how they creep e.g. secretly, quietly etc and add this to the sentence. Finally, brainstorm adverbial phrases to identify where this happens e.g. in the quiet garden, under the dusty plant pots. Combine to get e.g. *Hairy spiders creep under dusty plant pots.* Children thenuse all the words brainstormed to make different sentences.

The following pages contain extra resources which can be used for the activities listed above







