



# Building Better Sentences

**The writing curriculum  
has changed...**

**...a greater emphasis  
on grammar.**

# Grammar

- Choose the right word for the job
- Create and change sentences to have different effects
- Tie texts together so writing is linked and flows

# Nouns

- Label or 'name' things
- You can put a, an or the in front of them



As the **banana** chugged through the **beans**, she stared out of the **cucumber**. Tiny **strawberries** clung to the **tomatoes** and, in the **melon**, **lemons** grazed. A **potato** ran beside the **lettuce**, gurgling on its way to the **radish**.

# How to help - Nouns

Use precise nouns to name exactly what you are trying to include

The **fish** moved silently through the **water**.

The **herring** moved silently through the **stream**.

The **shark** moved silently through the **River Thames**.  
Then **it** changed **its mind** and swam back out to **sea**.

**Pronouns** – stand in place of a noun!

# Adjectives

- Describe somebody or something
- Add extra information to a noun or complete a verb

The purple flower.

The flower is purple.



# How to help - Adjectives

Make every adjective earn its place by adding something useful and new.



This is a filthy, tiny house with a crumbling balcony. It offers dreadful views of the ugly garden and the surrounding frightful estate.

On entering the house, you will find damp walls, dirty carpets and peeling wallpaper throughout. The kitchen floor has rotten floorboards and damaged cupboards.

# Noun phrases

- A group of words telling us about the noun.
- Can be replaced by a pronoun.

Turn the switch carefully.

Turn the blue switch at the top of the box carefully.

Turn **it** carefully.

**Pronouns** – stand in place of a noun!



# Verbs

- Shows what somebody or something is doing



- Verbs can be altered to show the time when they took place (verb tense)

Present: I walk (simple) I am walking (continuous)

Past: I walked (simple) I was walking (continuous)

Future? I will walk.      I will be dancing

# How to help - Verbs

Choose powerful verbs that describe the action precisely.

## Words other than said

A	asked
B	begged, bragged
C	cried, chuckled
D	demanded
E	explained, exclaimed
F	
G	growled, gasped, groaned, grumbled
H	hissed, hesitated

# Adverbs

- Add to the verb.
- Can tell how, when, where or why something happened.

She stared **sadly**.

She stared **greedily**.

She stared **threateningly**.



# How to help - Adverbs

Discuss how adverbs can change the mood and therefore the meaning of a sentence.

The man watched **fearfully** as the child balanced **precariously** on the edge of the pool.



The man watched **proudly** as the child balanced **skilfully** on the edge of the pool.

# Adverbials

Any word, phrase or clause that gives extra meaning to the main verb or clause in the sentence.

Phrase (no verb)

Clause (includes a verb)

We sat together happily.

We sat together happily on the beach.

We sat together happily on the beach as the giant wave appeared.



# How to help - Adverbials

Talk about the effect of adverbials found in reading.  
Watch out for Fronted Adverbials (often ed, ly, ing )

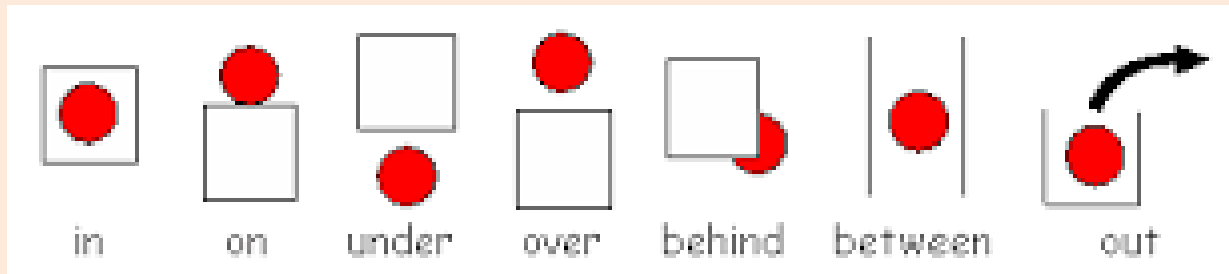
Undaunted by the giant wave, we sat on the beach.

Taking no notice of the children playing nearby, we sat on the beach.

Lazily fanning ourselves, we sat on the beach.

# Prepositions

- Little words that join phrases of a sentence together.
- Often show how they are related in time or space.



In the morning, the cat often hides under the table.

The train leaves at three o'clock from platform two.

# Sentences

- A group of words that create a unit of meaning.
- Separated from other sentences by punctuation.
- Starts with a capital letter.
- Consists of one or more clauses.
- Built around a verb.



# Conjunctions

- Link things or actions within sentences.

**Co-ordinating conjunctions** – link clauses of equal weight to create a compound sentence. The main ones are: **and**, **but**, **so**, **or**.

It will rain in the morning **and** it will rain in the afternoon.

I loved eating all the chocolate **but** now I feel sick.



# Conjunctions

- Link things or actions within sentences.

**Subordinating conjunctions** – introduce a subordinate clause in a complex sentence.

E.g. **when, if, although, because, after, until...**

We will light the fire **when** it gets dark.

**Because** it is cloudy, we can't see the moon.

# How to help - Conjunctions

Discuss conjunction in reading and what they signal to the reader.

Introduce an explanation	Suggest a possibility or a condition	Help you know what time the action happens	Introduce a change of direction	Introduce an addition	Present a choice
<b>because</b>	<b>if</b>	<b>when</b>	<b>but</b>	<b>and</b>	<b>either</b>

Can you organise these conjunctions under the heading that best explains what it signals?

since

**or**

**although**

**despite**

**after**

before

**as**

**as soon as**

**however**

**provided that**

yet

**until**

**provided that**

# Embedded Clauses

The children, who were playing happily on the beach, had not seen the wave approaching.

The main clause is split by adding an extra chunk of information into the sentence.

Commas are used to separate the main clause.

The stunning beach, which is only a few minutes stroll away, is home to a wide variety of unusual and amazing wildlife.

# Connectives

- Link words and phrases.
- Act as sentence signposts , helping the reader to understand the direction in which the text is heading.

First, next, after that, then, finally (Instructions)

Because, as a result, therefore, when, since (Explanations)

Some people think that, however, on the other hand, it could be argued, others believe (Discussions)

# Building better sentences

Talk about the meaning of unknown words.

Spot effective sentences in reading and talk about their effect.

Have fun with words (reading, word games, puzzles).

Talk about how to add detail when writing sentences. You can ask: who/how/where/when/why? Create rainbow sentences.

Practice using sentences! (Speaking and writing)