YEAR 3
ACTIVITY 1 – SPEAKING GAMES

IN THE STREET I SAW

This is good for training the memory and build up settings for story writing. Begin with the starting phrase and each player adds on something else that they have scene within the setting. E.g.

In the street I saw a dog.
In the street I saw a dog and a bicycle.
In the street I saw a dog, a bicycle and a post box.
In the street I saw a dog, a bicycle, a post box and a red bus.

You can use alternative settings to start such as:

I went to the seaside and I saw ...
At the zoo I saw
I went to the shops and I bought ....
I went on holiday and I took ...
ACTIVITY 2 – IMPROVING SENTENCES

THE RING OF MYSTERY

One technique to immediately improve the quality sentences, and vocabulary used therein, is to add extra detail through adjectives and adverbs. Begin with a simple sentence such as:

The ring rested at the bottom of the cave.

STEP 1: Add adjectives to describe the first noun:

The sparkling ring rested at the bottom of the cave.

STEP 2: Add a further adjective and an adverb:

The sparkling, bejewelled ring rested gently at the bottom of the cave.

STEP 3: Add two adjectives to describe the second noun

The sparkling, bejewelled ring rested gently at the bottom of the dark, mountain cave.

Try to continue the story using the following sentences about the “Ring of Mystery”. Follow each step as shown above.

The cave was home to a dragon.
A knight came to fight the dragon.
The knight travelled across the mountain.
The wind howled on the journey.
The waves crashed into the cave.
The sea broke against the rocks.
ACTIVITY 3 – SENTENCE OPENERS

• Create a simple sentence using the picture stimulus.
• Looking at the sentence openers below, choose the opening that would be most appropriate to begin the sentence you’ve created.
• REMEMBER: sentence openers may need a comma after they are used.

Try moving the opening phrase to a different part of the sentence:
In the distance, the river flowed through the countryside.
OR
The river flowed through the countryside in the distance.

Sentence Openers

<table>
<thead>
<tr>
<th>Time</th>
<th>Order</th>
<th>Where</th>
<th>To add information</th>
<th>Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>One day</td>
<td>At first</td>
<td>In the middle of the...</td>
<td>Again</td>
<td>However</td>
</tr>
<tr>
<td>One morning</td>
<td>First</td>
<td>Under the bridge...</td>
<td>Also</td>
<td>Yet</td>
</tr>
<tr>
<td>One evening</td>
<td>Second</td>
<td>Over the bridge...</td>
<td>Another</td>
<td>Despite</td>
</tr>
<tr>
<td>After that</td>
<td>Third</td>
<td>In the distance...</td>
<td>Along with...</td>
<td>Still</td>
</tr>
<tr>
<td>After a while</td>
<td>Then</td>
<td>Far away...</td>
<td>For example...</td>
<td>Unlike</td>
</tr>
<tr>
<td>Before long</td>
<td>Last</td>
<td>In a far off land...</td>
<td>As well as</td>
<td>Even though</td>
</tr>
<tr>
<td>Afterwards</td>
<td>Finally</td>
<td>Inside of...</td>
<td></td>
<td>Although</td>
</tr>
<tr>
<td>As soon as</td>
<td></td>
<td>At the end of...</td>
<td></td>
<td>Rather than</td>
</tr>
<tr>
<td>At last</td>
<td></td>
<td>On top of the...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A moment later</td>
<td></td>
<td>Next to the...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the meantime</td>
<td></td>
<td>Nearby...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Later on</td>
<td></td>
<td>Opposite the...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY 3 – SENTENCE OPENERS PICTURE STIMULUS

- grass
- river
- mud
- forest
- snowstorm
- cave
- beach
- house
Choose one of the words from the word mat and write as many words as you can associated with the word in one minute. Repeat with other words of your choosing.