

Contents

Introduction	5–6
--------------------	-----

Grammar Activities

Is that your name?.....	Proper nouns and common nouns.....	7
Tell me more.....	Adjectives that describe nouns.....	8
Which one?.....	Adjectives of order.....	9
As clever as that	Nouns and adjectives in similes	10
To do it together	Verbs – root forms.....	11
Now or later?	Verb tenses	12
Who will do it?	Active and passive verbs.....	13
Describe it to me.....	Adverbs of manner.....	14
When was that?	Adverbs of time.....	15
Where shall we go?	Adverbs of place	16
Constructing theories	Connectives/ conjunctions – single words.....	17
All link up	Connectives/ conjunctions – two or more words.....	18
Opposite ideas	Prefixes to change meaning.....	19
This way or that way?	Suffixes to change meaning.....	20
Different forms	Suffixes to change tense or type of word	21
Who’s it?	Pronouns – to replace nouns.....	22
His or hers?	Pronouns – singular or plural and possessive.....	23
Combining words	Compound adjectives – using hyphens	24
Where are you now?	Prepositions – relative positions.....	25
Say it carefully	Word order – for meaning.....	26
Be my partner	Clauses that work alone but may be joined.....	27
Lift us out	Subordinate clauses.....	28
Excuse me.....	Degrees of formality – strangers, requests, complaints, occasions and events	29
Quite correct.....	Degrees of formality – school, books and essays.....	30
Familiarity	Degrees of formality – home, family and friends	31
Could you tell me?	Asking and answering questions	32
Do as I say	Giving orders and commands	33
Break it down.....	Using paragraphs	34

Punctuation Activities

Taller than some	Full stops and capital letters to make sentences	35
May I ask you?.....	Using question marks	36
How amazing!	Using exclamation marks	37
Find the links	Commas to divide clauses.....	38
Wait a moment.....	Commas to create pauses for reading aloud.....	39
Keep us apart.....	Commas to separate items within a list.....	40
Ready to speak?.....	Commas in complex sentences and speeches.....	41
That one’s mine	Apostrophes to indicate possession.....	42
What’s missing?.....	Apostrophes to indicate missing letters or words	43
And then	Using an ellipsis.....	44

What did he say?	Inverted commas in speech and dialogue.....	45
Is that true?.....	Inverted commas used for effect	46
Make a report.....	Inverted commas used in exact reporting.....	47
What happened next?	Dashes	48
And also	Brackets to enclose extra information.....	49
And by the way	Brackets to add an aside	50
I'll tell you more	Brackets to give further explanation.....	51
On the other hand	Semi-colons to separate or balance contradictions	52
I don't think so.....	Semi-colons to separate or balance preferences or opinions	53
Is there a reason?	Semi-colons to separate or balance explanations or comparisons.....	54
A whole group	Colons before lists.....	55
Your turn	Colons before speeches or instructions	56

Spelling Activities

Begin to rhyme	Initial letters and rhymes.....	57
Make a pattern.....	Common spelling patterns	58
Spells of wizardry	'Magic e' words.....	59
Already happened	Adding 'ed' to regular words to make the past tense	60
Scare him off	Adding 'ed' to words ending in 'e'	61
Double time.....	Adding 'ed' and doubling consonants	62
Do it now	Adding 'ing' to regular verbs in the present tense	63
Swap with me	Adding 'ing' to words ending in 'e'	64
It takes two.....	Adding 'ing' and doubling consonants.....	65
More of us.....	Regular plurals – adding 's' or 'es'.....	66
Yes, I'm coming	Irregular plurals – words ending in 'y'	67
Change the letter	Irregular plurals – words ending in 'f'	68
Leave me alone	Irregular plurals – words that stay the same	69
Mix up.....	Unusual plurals.....	70
End it now	Word endings – that sound the same and are often confused	71
How does it end?.....	Word endings – that can be hard to remember	72
Quietly does it	Silent letters as initials.....	73
Not a sound.....	Silent letters within words.....	74
Hide inside	Spelling longer words – by finding smaller words inside them.....	75
Put us together.....	Spelling longer words – by joining words together	76
What do you hear?	Homophones	77
Which way round?.....	Words containing 'ie' or 'ei'.....	78
Catch the beats.....	Syllables.....	79

Index of learning objectives	80–81
------------------------------------	-------

Introduction

Confident understanding and use of the English language, in speaking and listening, reading and writing, is important for success and achievement. Vital skills in basic literacy, including spelling, punctuation and grammar, must be developed and reinforced by teachers working with pupils in Key Stage 2, so that they can move from primary to secondary education with the ability to express themselves clearly and accept new challenges in all subjects and areas of learning.

Learning literacy through drama

Literacy skills are relevant to every interaction in a person's life and need not only be learned at a desk, but may be explored and developed through drama. Dramatic activities are visual, auditory and kinaesthetic and suit all types of learner. Too often, the more practical methods of teaching are reserved for those pupils who need extra support, or are hard to engage or challenging to work with, but, just because a pupil is able to learn skills from a book, that doesn't mean that it is the best or only way for him to learn. Opportunities to experience literacy and absorb ideas, skills and understanding through speech, movement and social interactions benefit all pupils and encourage them to feel, understand and remember on a deeper level, so that they may retain and draw on their stored knowledge whenever they need it in the future.

In groups and as individuals

Teachers' knowledge and understanding of individual pupils, and of their levels of ability and preferred learning methods, will enable them to use the activities in this book appropriately to offer useful and productive learning experiences for them all. Pupils may access the activities in their own ways and at their own levels, allowing a whole class to learn together despite a wide range of abilities. Mixed year group classes may

particularly benefit from this approach. Smaller groups may also be taught separately to allow greater reinforcement of certain skills or more stimulation and challenge for particular pupils as appropriate.

Through games and activities

Pupils will learn more and retain their knowledge and understanding more easily if they are encouraged to use their imaginations to develop concepts and ideas in their own ways and to make activities relevant to themselves, their lives and their interests. The clearly explained ideas and suggested extensions in this book will provide inspiration and save time for busy teachers. The games and activities offer enough opportunities for healthy competition between individuals and groups and for pupils to challenge themselves, but emphasize working together so that everybody may learn, making the learning of literacy through drama constructive – and fun – for all pupils.

Preparing for learning

It is ideal to have access to a hall or another large clear room for most of the activities, but it is also possible to work in a classroom or smaller group area, simply by moving furniture back and rearranging the space. When the weather is good enough, many of the games may also be played outside in a playground or garden.

Many of the activities suggest making letters, words or parts of words on cards. Any type of card or paper may be used and, when necessary, the words may be attached to a wall with sticky tape, pins or Blu-tack. Stickers are sometimes suggested, but paper and sticky tape could be substituted if preferred. Teachers may choose to type and print their words, photocopy them, laminate them or provide them in a variety of colours, but, unless there is time and money to spare, there is no real

need to do more than write clearly with a black marker pen. The quality and enthusiasm of the teaching is much more important to the pupils' learning than the quality of the props.

Often, it is valuable to involve the pupils in an activity right from the beginning, by inviting them to help to make the letters and words that they need. A well-organized, busy classroom can create more resources more quickly than a teacher sitting alone. It also produces more interested pupils, who are motivated to learn and absorb the concepts being explored.

Some of the activities require some preparation using resources readily available in a school, such as story and poetry books or dictionaries. Devoting a literacy session to these in the classroom during the preceding day or week will enable pupils to fully understand and develop the drama activity. Other games need no preparation at all and can be used when time is short or to provide a stimulating break for pupils between more sedentary activities. As a teacher uses this book and becomes familiar with it, he or she will be easily able to select appropriate and useful activities for different times.

Teachers may find it useful to keep a notebook in which they jot down any concepts that their classes are struggling to remember and any

words that they particularly want to include in their pupils' learning. They may then use this information when choosing activities or planning lists of words to make.

It will be obvious that some of the activities are grouped together to explore, develop and extend one general topic, such as different types of word endings, or commas, or plurals. However, all of the activities are self-contained and may be used in any order and any number of times, with groups of any size or ability.

Developing and retaining knowledge

It is through regular exposure to words – looking at them, handling them, searching for them, moving them around, putting them together, pulling them apart, saying them aloud, discussing them, problem solving with them, miming and acting them, guessing them, changing them and playing games with them – that pupils will learn to read and write them, understand and remember them and use them confidently. Within a stimulating but relaxed environment containing drama, chatting and laughter, they will develop a rich vocabulary and a love of words that makes using language a pleasure.