

Chapter 2

Adjectives and prepositions

Introduction

This chapter revisits two word classes that children will have previously encountered, extending their understanding and use of adjectives and prepositions to extend their vocabulary and develop their sentence writing, leading to more descriptive and flowing writing via a range of tasks.

Adjectives are explained as words that modify nouns or complement verbs, and adjectival phrases are introduced. Prepositions are developed as words that link nouns to convey information on place and time. For further practice, please see the 'Adjectives and prepositions' section of the Year 5 workbook.

Poster notes

Adjectives (page 33)

This poster contains drawings of three invented creatures. Use it to develop vocabulary, via thesaurus use if desired, as well as providing prompts for writing, poetry and oral word games.

Prepositions (page 34)

This poster provides a selection of common prepositions. Display it in the classroom and use as a reference or prompt for writing tasks.

In this chapter

Adjectives page 35	Revisit and consolidate understanding of adjectives.
Using adjectives page 39	Extend the use of adjectives in writing.
Prepositions page 43	Understand the function of and identify prepositions.
Using prepositions page 47	Use prepositions in writing.
Developing adjectives and prepositions page 51	Select adjectives carefully to improve writing, and develop the use and range of prepositions.

Vocabulary

Children should already know:

adjective, preposition, phrase

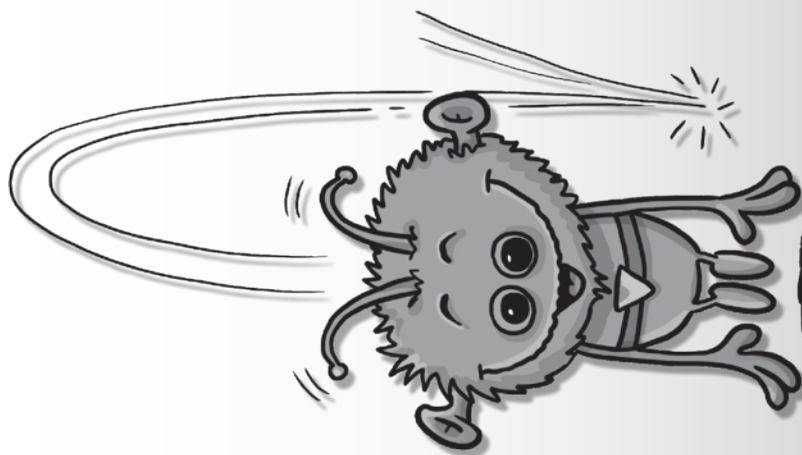
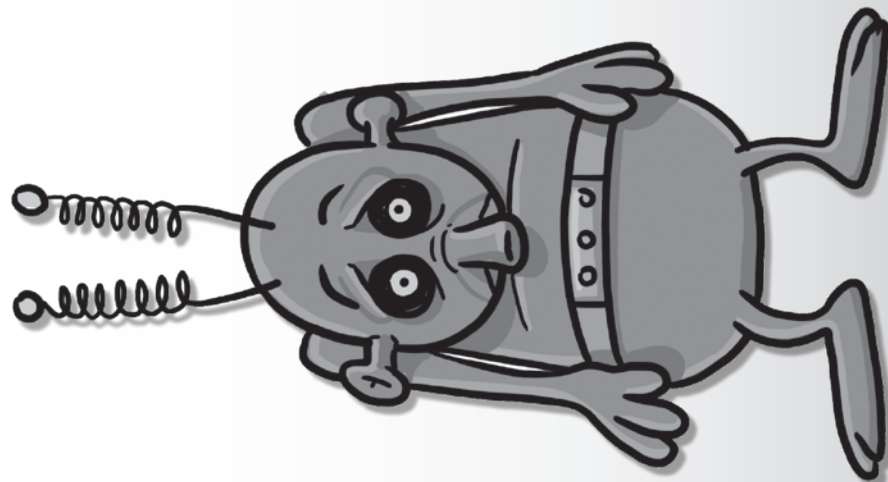
In Year 5 children need to know:

adjectival phrase

Adjectives and prepositions

ADJECTIVES

What words can you use to describe these creatures?



Adjectives

Objective

Revisit and consolidate understanding of adjectives.

Background knowledge

An adjective is a word that modifies a noun. Among other things, it can describe the shape, size or appearance of a noun. Adjectives can also be used after a verb as its complement.

More than one adjective can be used at a time, although adjectives never modify other adjectives.

For example:

A square box.

The box is big. (Here the adjective is a complement.)

A scruffy, blue box.

Activities

● Photocopiable page 36 'Find the adjectives in...'

Use this activity as a starting point for finding adjectives in a range of texts. Ask the children to use the adjectives in their own sentences.

● Photocopiable page 37 'Choose your adjective'

As a way of revising the use of adjectives, this activity asks the children to link adjectives to nouns. They can experiment with various combinations, producing unusual and interesting results. Ask children to consider which combinations strike them as unacceptable (and why). How many of the adjectives sit comfortably before the nouns and can be used in a coherent sentence?

To extend this activity consider adjectives as complements to verbs, such as *The night was cold.*

● Photocopiable page 38 'Adjective links'

This activity encourages children to look at the variety of adjectives that can be linked to a particular context. The easiest way for the children to carry it out is to start with one adjective, link it to a noun and then find other words that can be substituted for their initial adjective. This can be extended with the use of a thesaurus to help build vocabulary.

Further ideas

● **Adjectives in pictures:** Looking at pictures, whether photos from magazines or paintings in a gallery, children identify items and think of the adjective they would use to describe them, forming sentences and challenging peers to identify items from their statements. This could be extended to using adjectives as complements, for example *She is confident.*

● **Selling properties:** Children can produce their own estate-agent leaflet or holiday brochure. They could try describing their own house or make a leaflet for the sale of the school. They could produce a promotional paragraph describing the locality, for example.

● **An adjective beginning with...:** To play this game, the children will need ten cards with ten different letters written on them. Shuffle the cards and place them in a pile, face down. Then say: *Think of an adjective that describes...*, inserting a noun. It could be a place, a famous person, a television programme, an event in school – any appropriate noun. Having said this, add *beginning with* and turn over the first card to show its letter. The children then have to come up with an adjective beginning with the letter on the card as quickly as they can.

Digital content

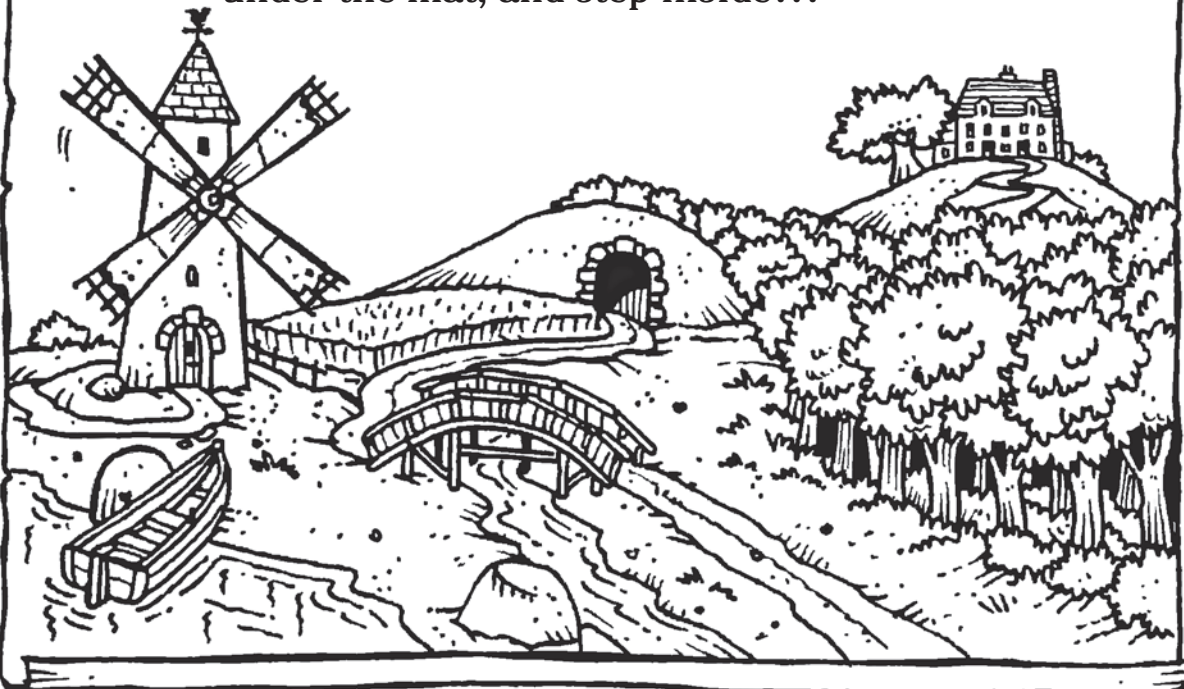
On the digital component you will find:

- Printable versions of all three photocopiable pages.
- Answers to 'Find the adjectives in...'
- Interactive version of 'Find the adjectives in...'

Prepositions**Find the prepositions**

- Can you find the prepositions in these directions? Circle them.

Travel by boat up the river towards the windmill. Stop beside the windmill and walk behind it. Walk across the field into the wood. Carefully pass through the wood until you see the arch. Before going through the archway check you are not being followed. Go under the arch and through the tunnel. You will come out by the old oak tree. After reaching the oak tree walk down the hill and over the stream. Near the stream you will see a house on a hill. Go to the door, the key is under the mat, and step inside...



Prepositions

Preposition spaces

■ Look at the newspaper articles below. Prepositions have been removed from the texts. Can you think of a word that would fit each of the spaces? Remember, prepositions can be one or two words or more.

Hands _____ the water

_____ weeks _____ preparation, Martina Hands, a teacher _____ Balstone Junior, is ready _____ a challenging ordeal. Martina plans to sail _____ the English Channel _____ a home-made raft. The raft is made _____ recycled materials and has been trialled _____ all types of water, _____ the Channel. This Saturday, raft and Channel meet for the first time, battling _____ themselves

to see who will win. Martina is confident the raft will hold _____ wind and rain. She will be protected _____ a tarpaulin but says she will still wrap up well.

Martina has always been a keen sailor. _____ teaching she was _____ the navy. She said "I've been _____ difficult journeys and am looking forward _____ this one. But I hope I'm not _____ school for too long."

Boxing match

Fruit seller, Carl Hall, is furious _____ council plans to stop his long-standing practice of stacking fruit boxes _____ his shop. Council officials say his boxes are obstructing the pavement, where they are arranged. "I am furious," said Carl. "I have displayed goods _____ the canopy _____ my shop _____ years and _____ this I have never had any complaints." Pointing to the pavement he

says "There is plenty of room _____ boxes and the road. I can't see what all the fuss is _____."

Council spokesperson said "Mr Hall has ample room to display goods _____ his shop window. We don't want a fuss _____ a couple of boxes." But Carl plans to appeal _____ the council's decision.