

Title: Year 2 – To use expanded noun phrases to describe and specify.

Idea	Differentiation
<p>Build a sentence physically round the room. Start off with a very simple subject-verb sentence (e.g. The monster ran. then identify the noun in the sentence and add an adjective on a mini whiteboard (<i>The hairy monster ran.</i>) then a complement phrase (<i>The hairy monster ran out of the door.</i>) From here, the children can make the sentence as elaborate as they like by adding clauses.</p>	<p>Give SEN the original short sentence cards so there is less opportunity for confusion. Encourage HAP to add detail using adverbial phrases (e.g. <i>The hairy monster with a big nose...</i>) or compound adjectives, reminding them to use the hyphen (e.g. <i>The hairy-nosed monster...</i>)</p>
<p>Give out a set of pictures (better still, the objects themselves) showing variations on a theme (e.g. a handful of different pens or a box of cuddly toys) which also have many similarities. The children have to identify each one precisely in as many ways as possible by describing to their partner. (e.g. <i>Can I please have the <u>purple felt-tip pen with the chewed lid</u> and the <u>nearly-rubbed-off lettering?</u></i>)</p>	<p>Suggest to HAP listeners that they can be as 'awkward' as they want, making the speaker give further details: <i>Oh, but both these pens are purple and they've both got chewed lids. Which do you mean?</i></p>
<p>Decide on a characteristic that the whole class shares (e.g. <i>We've all got hair.</i>) then ask the children to find ways of describing that noun so they can make smaller and smaller groups. Can they define themselves down to individuals by describing that single feature?</p>	<p>Brainstorm some themes (e.g. hair length, texture, colour, form, etc.) to the whiteboard to encourage ideas for reluctant speakers.</p>
<p>Use our Ordering adjectives PowerPoint (1). Choose a noun and build it into a noun phrase with at least three adjectives (e.g. a ball – bouncy/red/big) Which order sounds best for these words? Pick another object and repeat the task. Build up a set of expanded noun phrases so you can investigate the types of adjectives and their order. The standard order is: qualitative; colour; classifying (e.g. <i>It's a big, red, bouncy ball.</i> or <i>It's an expensive, silver, glitter ball.</i>)</p>	<p>Give LAP writers sets of adjectives and nouns to start them off using Noun Adjective Sets (2). Depending on ability, they could select 3 adjectives for a noun from a large set, then order them, or to make it even easier, separate each 'noun+3 adjectives' set for them first.</p>

