

Title: UKS2 – Use passive verbs to affect the presentation of information in a sentence

Idea	Differentiation
<p>Use our passive voice PowerPoint (1) to investigate the grammar point.</p>	
<p>Try our fun PowerPoint quiz (11) on identifying active/passive verbs in a sentence. Use it as a whole-class activity and give each child an active/passive card (2) to use in a ‘show me’ challenge.</p>	<p>In a guided writing session, work with LAPs to identify the verb in each sentence. Does the sentence tell them who/what did the verb? When it’s a passive sentence, help them to spot the auxiliary verb ‘be’ and past participle of the main verb [e.g. <i>The ball was thrown by Jack. or Has this jar been opened already?</i>] HAPs could work independently on this on-screen quiz, using evidence (i.e. they can identify the form of the verb) from the sentence to explain to a partner how they know the answer.</p>
<p>The passive voice is a common feature of many non-fiction genres, but often not specifically addressed. Once you have made it a teaching point in a unit on e.g. ‘Explanations’ and included it on your writing checklist(12), it can be revisited with grammar when you focus on formal language in ‘Discussion’, ‘Persuasion’, etc.</p>	
<p>Play ‘Who did it?’ detective game. Children have to match up the passive event with a clause identifying a plausible ‘actor’ or other adverbial phrase for the main verb.</p>	<p>Use a reduced number of passive events for LAPs (3) and have all the event/actor options visible so they can experiment with pairs of clauses. HAPs (4) Have ‘by...’ clauses or adverbial phrases to match. Encourage them to expand the sentences by giving extra detail (as elaborate as they can!) to justify their choices (e.g. <i>The [paper] crown was worn ... by the black cat [when it was given the ‘best groomed’ prize at the pet show].</i>)</p>
<p>To make the passive voice, you add the past participle of the main verb to the auxiliary verb ‘be’. However, children often use the simple past form instead. Mix up the infinitive, simple past and past participle forms of a range of verbs, share them out around the class/group and tell the children to find the family of verbs (5).</p>	<p>For LAPs, stick to regular verbs and the most common irregular verbs. When HAPs have found the families, challenge them to brainstorm some sentences around each set. They past participle ones need not all be passive sentences, so long as they’re using it appropriately.</p>
<p>Give pairs/groups of children our active/passive sorting game.</p>	<p>AAPs/HAPs (6) need to use their listening skills rather than reading for this – they picture the sentence as a partner reads it out and then decide if it’s active or passive. SEN/LAPs (7) can look at the (simpler) sentences with highlighted verbs and read them aloud before revealing whether each is active/passive.</p>

As an independent writing activity, use our active/passive worksheets. Children must identify the verbs and convert the sentence to the opposite form.



LAP (8) – past/present tense are kept separate, the ‘actor’ of the verb is identified and the sentences are mainly simple.

AAP (9) – past/present and mixed up. Children are also challenged to convert from active to passive voice.

HAP (10) – sentences do not identify the actor of the verb, so when they convert to active, children have to work out who might have done it.