

Rainbow

Writing



Rainbow Writing

Rainbow Writing is a concept developed by Bryan Harrison to compliment Ros Wilson's Big Writing.

I have adapted the colours slightly to my own ends - to follow the colours of the rainbow when modifying grey sentences.

I have also added nouns and pronouns and incorporated prepositions into connectives.

Many of the sheets included in this booklet are adaptations of ones I have found on the internet, so I don't claim to have created all of this!

I also give handwriting sheets on topics such as adverbs, adjectives, connectives and similies from 'Morrells Right Start' book 2 (<http://www.morrellshandwriting.co.uk/>)

Over the ten weeks the plan is to cover the work as follows (it helps if you do Rainbow Writing in this order):

1. Story planning - the story ingredients
2. Nouns, pronouns and verbs (also look at words for went/said)
3. Adverbs and adjectives (adverbs are classed as describing words)
4. Prepositions, connectives and wow openers (which can be any of the above)
5. Dependent clauses, the 'two comma trick' and changing the emphasis
6. Grey sentences - making them rainbow (a hands on activity using strips of paper)
7. Punctuation - including speech marks and spelling strategies
8. Planning Big Writing using a storyboard
9. Big Writing - 30/40 mins independent writing then joint marking
10. Review session - child initiated, use Rainbow Challenges

Rainbow Writing

Nouns are used to name a person, animal, place, thing or idea.

Pronouns can replace nouns or other pronouns.

Verbs describe actions.

Adjectives describe nouns or pronouns

Adverbs modify verbs, adjectives or other adverbs.

Prepositions tell us the position of one thing in relation to another.

A connective is a word that links words, phrases, or clauses.

Wow openings set the scene and catch the reader's interest.

A complex sentence contains at least one independent clause and one dependent clause.

Nouns

Nouns are naming words. They can be the names of things, places or people.

- * **Common** nouns are the simple names of things e.g. table, boy.
- * **Proper** nouns are the particular names of people and places. They always start with a capital letter e.g. Thomas, London.
- * **Compound** nouns are when two or more common nouns are put together to form a new noun e.g. car park.
- * **Concrete** nouns are the names of anything that can actually be seen or touched e.g. cabbages, kings, computers, cogs, helicopters, hedgehogs.
- * **Abstract** nouns are nouns which we cannot see or touch. Very often they are emotions e.g. sadness, happiness, sorrow, joy, fear, confusion, but they can also be qualities, thoughts, ideas or feelings.
- * **Collective** nouns are the names given to a group of things e.g. a **bunch** of grapes, a **flock** of sheep.

Pronouns

Pronouns are short words that replace common or proper nouns e.g. he, she, them. They refer to people or objects e.g. Amy ran for the bus, but Amy missed the bus becomes: Amy ran for the bus, but **she** missed it.

- * **Possessive pronouns** tell us who the owner of something is e.g. my, mine, your, yours, his, her, hers, its, our, ours, their, theirs.
- * **Personal pronouns** e.g. I, you, she, he, it, we, they, me, him, her, us, them.
- * **Relative pronouns** e.g. who, whose, whom, which, that.
- * **Interrogative pronouns** e.g. What? Who? Which? Whom? Whose?

Nouns

A **noun** is a **person**, **place** or **thing**.

Jimmy read a **book** in the **park**.

Jimmy is a noun because it is a person's **name**.

Book is a noun because it is a **thing**.

Park is a noun because it is a **place**.

Instructions: Underline the nouns in the sentences below.

1. Andrew is eating a sandwich. (2 nouns)
2. Charlie flew a kite in the park. (3 nouns)
3. The clock was broken. (1 noun)
4. Mr. Jones corrected the test. (2 nouns)
5. Six dogs ran across the street. (2 nouns)
6. Michael is reading an exciting book about plants. (3 nouns)
7. Molly painted a pretty picture. (2 nouns)
8. Claire played the guitar. (2 nouns)
9. James answered the question correctly. (2 nouns)
10. Adam dribbled the football. (2 nouns)
11. Kyle munched on a biscuit. (2 nouns)
12. Heather drove her car to work. (3 nouns)

Instructions: Decide whether each thing below is a person, place or thing.

1. John _____

2. cafe _____

3. flower _____

4. bedroom _____

5. woman _____

6. fireman _____

7. newspaper _____

8. Birmingham _____

9. breakfast _____

10. raindrop _____

11. jar _____

12. Dr. Smith _____

Instructions: Write a sentence about a turtle. Be sure the sentence has 8 or more words in it. Underline the verbs.

Common and Proper Nouns

A **common noun** names a **general** person, place or thing.

Eg. I went to the city.
The man was kind.

A **proper noun** names a **specific** person, place or thing. Always make sure the first letter of a proper noun is a capital.

Eg. I went to London.
Mr. Brown was kind.
My new puppy, Benjy, is playful.

Instructions: Underline the common nouns and write **C** above them. Underline the proper nouns and put **P** above them.

1. The house is on Wordsworth Crescent. (1 common, 1 proper)
2. Karen played with her sister. (1 common, 1 proper)
3. Fran went to friendly's pet shop. (2 proper)
4. The car stopped quickly. (1 common)
5. Chester Road is a busy street. (1 proper, 1 common)
6. Michael and his friend chased the kitten. (1 proper, 2 common)
7. Did you see Kevin at the party? (1 common, 1 proper)
8. Laura looked at the stars through her telescope. (1 proper, 2 common)
9. There were no yellow markers in the box. (2 common)

10. Have you ever eaten a cheeseburger at Burger Planet? (1 common, 1 proper)

11. A young boy found a £5 note on the footpath. (3 common)

12. Mary sat by the fire and toasted a marshmallow. (1 proper, 2 common)

Instructions:

Write the word 'common' next to each common noun. Re-write each proper noun correctly.

1. alice smith _____

2. carpenter _____

3. dog _____

4. max _____

5. book _____

6. kidderminster library _____

7. jupiter _____

8. planet _____

9. restaurant _____

10. burger king _____

Pronouns

Remember! A pronoun can replace either a **proper noun** or a **common noun**.

Instructions: Can you fill in the missing pronoun?

1. Robert sat on _____ chair. _____ was a small chair.
2. Mary picked up the pen and passed _____ to her friend.
3. James fell over. _____ scratched _____ knee.
4. Sarah and Michelle don't like Manchester United, _____ support Liverpool.
5. I picked up the pencils and gave _____ to Christopher.

Instructions: Try to write out these sentences again and see if you can use pronouns to make the sentence sound better.

1. Philip played with Philip's ball in Philip's garden.
-

2. Anna and Natalie enjoy watching Anna and Natalie's video.
-

3. Billy's favourite subjects are maths and science. Billy is good at maths and science.
-

4. The dragon stood on the car and squashed the car.
-

Noun Review

Instructions: Write 'noun' next to the words that are nouns. Write 'not a noun' next to the words that are not nouns.

- | | |
|------------------|--------------------|
| 1. big _____ | 6. sit _____ |
| 2. bird _____ | 7. snowflake _____ |
| 3. cookie _____ | 8. sing _____ |
| 4. monster _____ | 9. milk _____ |
| 5. chair _____ | 10. wiggle _____ |

Instructions: Write 'singular' next to the singular nouns that refer to one person, place or thing. Write 'plural' next to the nouns that refer to more than one person, place or thing.

- | | |
|---------------------|-----------------|
| 11. computers _____ | 16. man _____ |
| 12. men _____ | 17. cow _____ |
| 13. hand _____ | 18. mice _____ |
| 14. fingers _____ | 19. feet _____ |
| 15. women _____ | 20. woman _____ |

Instructions: Underline the nouns in the sentences below.

1. The boy washed his hands with soap.
2. Samantha was thinking about her little, brown dog.
- 3.. Jen picked up her pencil and drew a picture on the yellow paper.
4. Adam ate two giant cookies after school.
5. Monica cleaned her entire bedroom from ceiling to floor.
6. Michael was outside playing catch with the football.
7. The window on the side of the house was open.
8. Nicole hears the rain falling on the road.
9. Can Max play with the kitten?
10. The old goose honked and walked around.

Proper nouns, Common Nouns and Pronouns

Wordsearch

F	R	A	N	C	E	B	D	H	Y	J	L	S	A	E	I	C
R	T	U	G	H	S	Q	R	G	C	B	J	O	P	J	L	H
I	D	J	D	A	W	S	C	D	N	A	L	G	N	E	L	R
K	H	E	R	I	M	D	V	A	S	F	G	A	A	S	F	I
M	F	O	K	R	O	R	U	L	E	R	N	S	Q	W	D	S
H	H	T	A	R	K	F	B	F	D	M	N	T	H	E	Y	T
R	L	I	X	Y	H	G	N	F	D	E	A	P	F	D	S	O
T	I	T	C	U	T	A	B	L	E	Y	C	H	P	A	S	P
R	V	L	B	I	H	U	M	O	G	U	D	B	I	N	A	H
F	E	H	S	O	E	I	N	N	F	I	F	M	O	L	W	E
H	R	O	Y	L	M	O	O	D	G	O	Y	T	U	P	T	R
I	P	A	K	K	A	O	P	O	Q	A	O	Q	F	I	H	H
M	O	D	Z	H	S	L	I	N	I	L	U	T	W	H	A	J
E	O	N	T	U	E	S	D	A	Y	G	D	D	B	T	T	E
V	L	M	A	E	L	E	P	H	A	N	T	P	F	A	B	R
E	O	F	X	R	C	G	T	Q	Y	S	R	O	A	N	L	T
R	Y	Y	Q	G	P	H	F	E	T	E	A	I	N	N	U	L
T	U	H	E	H	H	I	M	W	R	W	I	U	I	A	V	Y
O	S	T	T	J	A	T	D	S	E	S	N	K	W	Q	C	X
N	W	T	K	C	A	R	S	D	W	S	Q	P	S	F	Z	C

See if you can find these words. What others can you find?

Proper nouns	Common nouns	Pronouns
France	Chair	Him
Anna	Table	You
England	Football	It
Christopher	Elephant	We
London	Train	They
Tuesday	Car	That
Everton	Ruler	She
		Us
		Her
		Me
		Them

Verbs

A verb tells us what someone is doing or what is happening e.g. Emma is **digging** in the garden. Verbs bring nouns to life. Verbs are the key part of any sentence. A group of words **cannot** make a sentence unless it has at least one verb.

- * **Doing words** describe actions e.g. The boy **kicked** the ball.
- * **Being words** are also verbs e.g. The boy **is** muddy.
- * **Present tense** verbs are happening now e.g. Now I am **swimming** in the pool.
- * **Past tense** verbs happened in the past e.g. Yesterday I **swam** in the sea.
- * **Future tense** verbs tell us what will happen in the future e.g. Tomorrow I will **swim** in the river.
- * **Subject and verb agreement** means that the subject (the main person or thing) and the verb in each sentence must agree e.g. The children **is** singing should be: The children **are** singing.
- * **Auxillary** verbs are sometimes used to help a verb make sense e.g. Spike **was** washing the car.
- * **Active** verbs are when the subject of the sentence does the action e.g. The thief **stole** the jewels.
- * **Passive** verbs are when the subject of the sentence has the action done to it e.g. The jewels **were stolen** by the thief.

Coffee Pot

You need to think of a verb (an 'ing' word). The other person playing the game will ask you questions to try to work out what your verb is. They must say "coffee pot" instead of the verb. Here are some questions you could ask:

When / Where / Why / How do you coffee pot?

Can you coffee pot someone / something / somewhere?

Do you often coffee pot?

Did you coffee pot yesterday?

Are you coffee potting now?

Are you going to coffee pot this weekend?

Have you coffee potted this year?

Do you like coffee potting?

Do you coffee pot with your hands?

If I saw you coffee potting, would you be embarrassed?



The object of the game is not to guess the meaning of the word "coffee pot" straight away. When you think you know the meaning of the word "coffee pot", you could ask further questions which make the meaning of the word "coffee pot" clear or which amuse the person who is answering the questions.





Verbs



N	Q	J	X	W	E	F	T	L	I	H	D
U	Z	H	R	C	W	A	L	K	S	S	N
R	R	I	I	L	P	E	E	L	S	I	E
L	T	L	X	O	D	V	S	H	H	L	P
E	O	L	I	S	T	E	N	B	K	G	O
P	N	K	J	E	T	S	D	L	R	N	J
D	V	Z	U	E	D	A	A	F	Y	E	A
R	R	S	M	N	G	T	E	T	N	Y	V
L	E	I	P	X	C	P	P	Q	F	T	B
H	H	A	N	Q	L	L	N	Y	Z	M	N
H	F	S	D	K	A	E	V	O	L	U	B
H	F	D	Y	Y	P	Q	W	Q	F	Z	J



Remember! These are not the 'ing' version of verbs. E.g. Playing becomes play.

Adjectives and Adverbs

An adjective is a describing word. It tells us more about a noun e.g. a **loud** noise, a **rough** sea.

Sometimes **adjectives** can be used as other parts of speech. Zoo and jelly, for instance, are better known as **nouns**, but occasionally we can use nouns as adjectives. Also, we can make certain **verbs** into adjectives: cats that lie down and watch out can become **lying** and **watchful** cats.

Adjectives help to put **sparkle** into writing. Choose them carefully, to make them vary and to make sure that you say exactly what you mean. Certain adjectives, such as **nice**, **great**, **lovely** or **cute** can be used too often, and so make writing rather dull and vague.

Adjectives can often be made into adverbs.

Adverbs tell us more about verbs. Many adverbs tell us **how** something happened but some tell us **when** or **where** something is happening. It adds to a verb. Many adverbs end in -ly e.g. The children are laughing **happily**.

Adverbs can answer the questions When? Where? How? How often? and so on.

Adverbs may also add to adjectives or other adverbs:
very beautiful, **amazingly** handsome or **unspeakably**, **revoltingly** ugly.

* **Comparative** adjectives and adverbs are used when we compare two or more nouns. They are in a form which expresses **more** e.g. Emma is **strong** but Amy is **stronger**. Shorter adjectives and adverbs usually make comparatives by adding **-er**. Longer adjectives and adverbs more often make comparisons using **more**.

* **Superlative** adjectives and adverbs are used when we compare three or more nouns. They are in a form which expresses **most** e.g. Shireen is the **strongest**. Shorter adjectives and adverbs usually make superlatives by adding **-est**. Longer adjectives and adverbs more often make superlatives by using **most**.

Adjectives

Instructions: Choose one of these words to describe each of the things below.

bright	fresh	chubby	wooden
china	juicy	heavy	sharp

1. a _____ parcel.
2. a _____ egg.
3. a _____ star.
4. a _____ teapot.
5. a _____ knife.
6. a _____ baby.
7. a _____ orange.
8. a _____ stool.

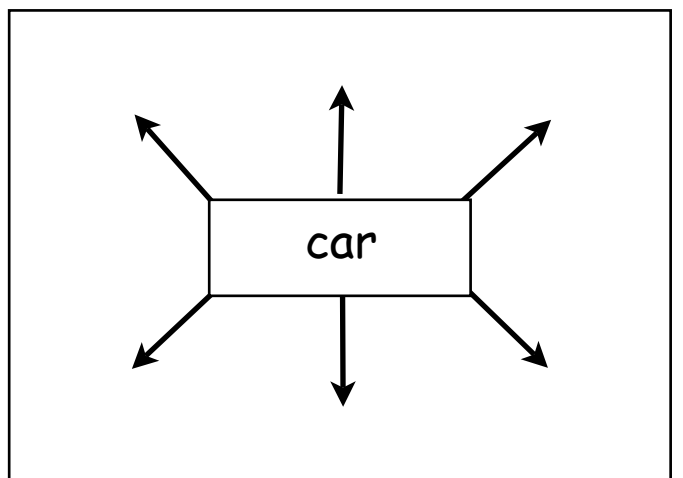
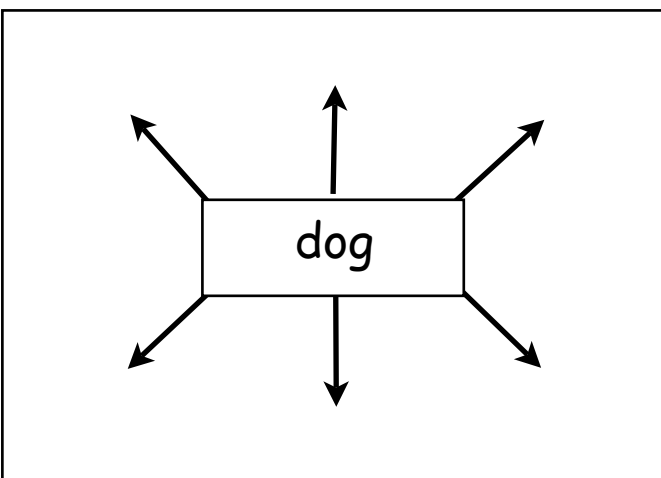
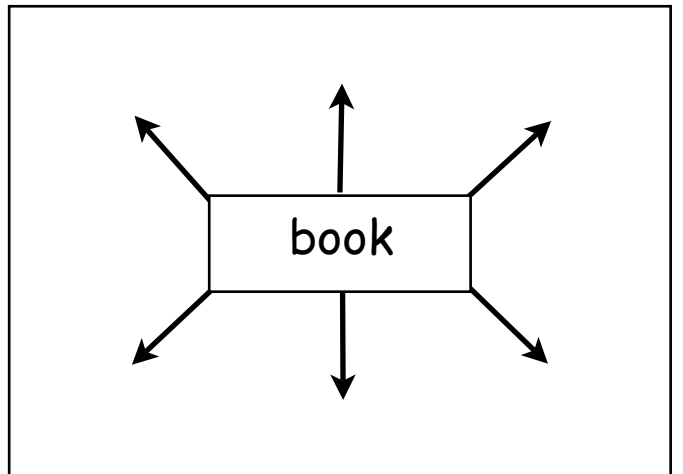
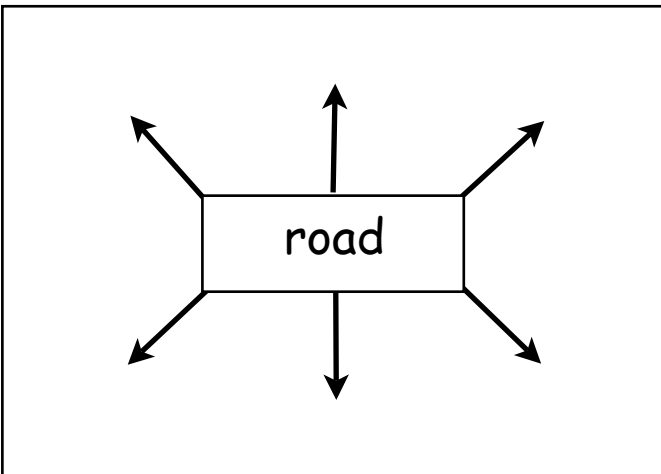
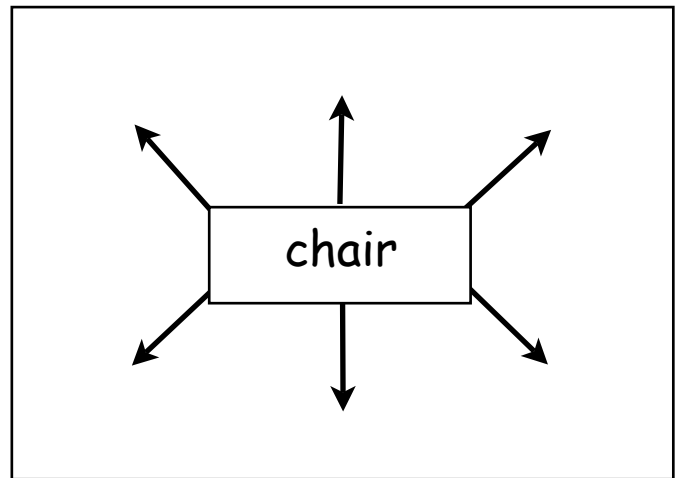
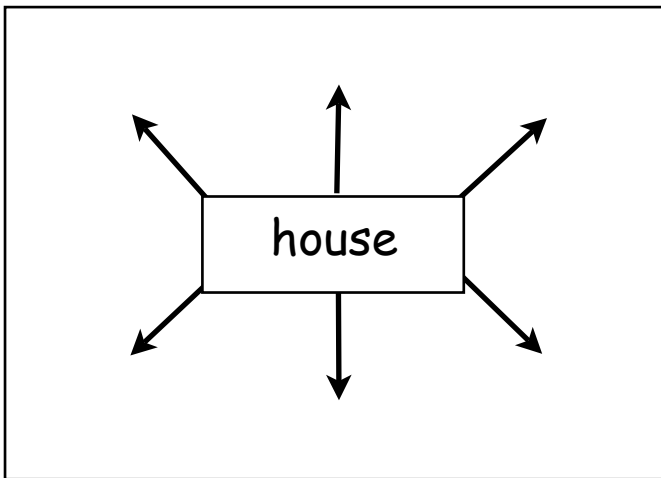
Instructions: Now choose a word for each of these phrases.

fine	rich	clean	stale
new	ripe	tidy	quiet

1. A boy who has just had a bath is _____ .
2. A pear which is just ready for eating is _____ .
3. A man who has a lot of money is _____ .
4. A child who makes no noise is _____ .
5. A day when there is no rain is _____ .
6. A dress which has never been worn is _____ .
7. A bun which was baked a week ago is _____ .
8. A room in which nothing is out of place is _____ .

Adjectives

Instructions: Complete these word wheels with suitable adjectives.



Adverbs

An adverb adds to the verb. It usually tells us how a verb takes place.

Instructions: Underline the adverb in these sentences. Remember to look for what is being done (the verb) and then look for **how** it is being done.

1. The red car travelled speedily along the narrow road.
2. Julie walked slowly to school along the path.
3. The player shot quickly into the empty goal.
4. The crowd laughed loudly at the comic's jokes.
5. The princess cried quietly when she was lost.
6. "Will you be quiet!" shouted the teacher angrily.
7. The homework was finished quickly by the wise pupil.
8. Because it was raining heavily, they had to stay in.

Sometimes adverbs tell us where or when a verb takes place.

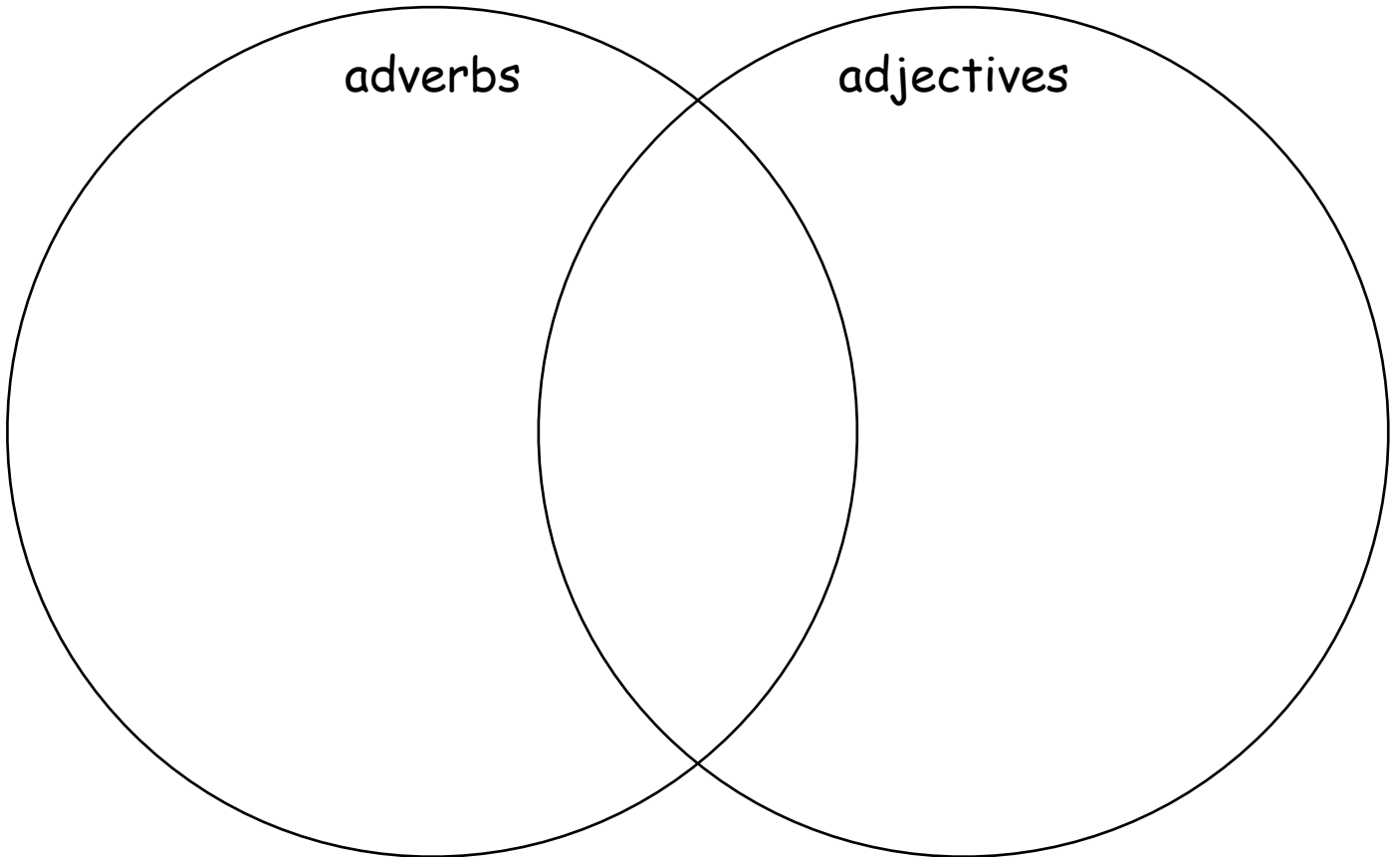
Eg. I will be coming out tomorrow. - when
Please put the cars there. - where

Instructions: Underline the adverb in these sentences.

1. "Can you put your homework here?" asked the teacher.
2. The homework must be handed in by tomorrow.
3. You might be able to play out later if you are lucky.

Adverbs and Adjectives

Instructions: Sort the words below into the Venn Diagram.



Remember! Adjectives describe things (nouns). Adverbs describe how something is being done (verbs).

Happy

Good

Slowly

Quickly

Happily

Badly

Better

Faster

Faintly

Fast

Light

New

Well

Sometimes

Dark

The Adjective Wordsearch

This interesting and wacky wordsearch is full of useful and amazing adjectives. Can you find any other words that are not in the list below.

a	b	o	f	u	s	q	u	e	a	k	y	w	c	r
n	f	r	a	l	i	p	z	a	t	j	s	a	g	u
s	r	a	o	s	h	r	i	l	l	x	l	c	e	s
u	e	r	y	k	p	i	c	r	a	z	y	k	u	t
o	s	e	d	r	e	k	w	d	a	o	m	y	h	y
r	h	y	a	s	t	n	j	e	x	l	v	i	s	a
e	o	h	z	o	b	e	a	u	t	i	f	u	l	t
g	s	r	z	f	c	e	n	o	h	h	q	u	r	e
n	e	w	l	t	r	s	n	e	i	c	u	a	h	r
a	q	u	i	e	t	e	a	t	c	r	t	g	y	r
d	t	v	n	d	c	c	s	r	k	o	u	e	e	i
w	e	a	g	l	o	o	m	y	f	o	x	p	e	b
s	h	r	l	n	e	o	z	j	r	k	e	u	u	l
l	m	u	e	l	p	l	i	i	f	e	y	k	l	e
a	d	u	g	l	y	a	r	e	d	d	o	m	b	b

crazy
wacky
broken
ugly
rusty
wet
tall

beautiful
spiral
rough
crooked
shrill
blue
thick

dazzling
sharp
terrible
dull
dangerous
quiet
huge

bent
gloomy
sly
squeaky
deep
fresh
rare

Connectives and Conjunctions

Connectives and conjunctions are joining words. They may be used to join two sentences e.g. I went home. I had my tea becomes: I went home **and** had my tea.

* Connectives are used to join two clauses together e.g. I like the weekend **because** I can stay up late.

* Conjunctions are joiners - words that join parts of sentences together e.g. and, or, but, if, when, before, either..., or, since, because, until, although, unless, while, after.

Prepositions

A preposition tells us the **position** of one thing in relation to another e.g. Sam hid **behind** the tree.

Prepositions tell us where something is in relation to something else.

Where is the missing pencil?

Is it **in** the living room, **on** the floor, **by** the television, **over** there, **under** the newspaper, **with** the other pencils, **in front** of you, **behind** you, **up on** the shelf, **out of** reach, **down** there, **through** the hall or is it **right beside** you?

Prepositions

Prepositions show us the relation of one thing (noun) to another.

Instructions: Can you put the correct preposition into these sentences. Be careful, some of them could go in more than one place!

1. The mouse crept _____ the cheese.



2. The girl read the book _____ her mother.



3. The man rode his bike _____ the hill.

4. The man ran _____ the stairs.



5. The boy walked _____ the tree.



6. The boy ran _____ the bus stop.

7. The car drove _____ the roundabout.



8. The train travelled _____ the track.

9. The plane flew _____ the clouds.



with	past	up	down	around
towards	above	to	along	

Connectives

Connectives are joining words. They link phrases and clauses together.

Instructions: Use these connectives to write a short story with a partner. Write a line of the story each and end on a connective so your partner can carry it on.

But however nevertheless on the other hand instead
in contrast looking at it another way although for instance
the main reasons against some people do not believe disagree
the evidence for this suggests whereas as long as

And besides anyway after all many people believe that
this is an important issue because one reason is furthermore
also moreover in addition a further point claim that...

So for example in other words for instance first of all
finally in conclusion after much thought I believe that
the main reason for this in the end we decided

Because therefore so consequently as a result thanks to this
because of this this causes when the reason that this results in

Begin your story with the line:

Once there was a farmer who...

Sentence Openers

Words ending in -ly and -ing are powerful openers. These words are often also verbs or adverbs. You could also use connectives as openers.

Using similes or metaphors are good ways to start sentences e.g. Like a lion, he faced battle.

You could also use feelings e.g. Lonely, she walked the corridors.

* **Level 1** openers include the, my and I.

* **Level 2** openers include first, then, next, so, last, but, another thing, the last time, soon, at last, if, another time, because, after and all the level 1 openers.

* **Level 3** openers include another thing, after a while, although, afterwards, before, eventually, sometimes, often and all the level 1 and 2 openers.

* **Level 4** openers include never, always, besides, even though, before the/the, meanwhile, before very long, however, in addition, despite, an important thing, we always, if/then, I felt as, although I had, I discovered, having decided, I actually, despite, due to, as time went and all the level 1, 2 and 3 openers. Level 4 also involves the use of adjectives e.g. The golden sun and The grumpy old man.

* **Level 5** openers include all the level 1, 2, 3 and 4 openers, the word having and using complex sentence structures appropriately. You also need to vary your sentence length and word order to keep the reader interested.

Wow Openers

These are some different ways that you could start sentences.

1. an 'ly' word

Carefully, he stepped over all the broken glass.

2. an 'ing' word

Looking behind her, she softly closed the door.

3. an 'ed' word

Exhausted, he was glad the race was finally over.

4. a connective

Although he was afraid, he jumped right in.

5. set the scene

At the end of the lane he suddenly stopped.

6. drop-in a clause

Simon, **who was only ten**, had seen it straight away.

7. Personification

The clouds smiled at her as she skipped along the road.

Sentence Openers Dice Game

Roll a dice and find the corresponding sentence opener. On a given topic, write a sentence using that type of opener. Repeat until you have a paragraph or short story.

1. Use a connective

While Tom waited, the bus arrived.

2. Use a verb

Waiting for the others, Megan stared up at the sky.

3. Use an adverb

Cautiously, she removed the bandage.

4. Use a simile or a metaphor

Like a fish, she dived in or **A streamlined fish**, she dived in.

5. Use a noun and an adjective

Silver cobwebs spanned the corridor.

6. Use a feeling

Lonely, he skulked home.



Complex Sentences

Many **complex sentences** are made up of a **main clause** and a **subordinate clause** (a less important clause). Sometimes these are called the **independent** and **dependent** clauses. The subordinate or dependent clause may not make sense on its own.

* In: Alice found a key which opened the door, **Alice found a key** would be the main clause because it makes sense on its own and **which opened the door** would be the subordinate clause because it depends on the other clause to make sense.

Clauses and Phrases

* A **clause** is a **group of words** which can be used as a **whole sentence** or as **part of a sentence**. A clause must contain a **verb** and have a **subject** e.g. in **Edward fought** a scary dragon, Edward is the subject and fought is the verb.

* A **phrase** does **not** contain a **verb**. A phrase **does not make sense** on its own. So in the sentence: Shireen slipped over in a muddy puddle: **Shireen slipped over** is the clause and **in a muddy puddle** is the phrase.

Embedded Clauses

We use something called the 'two comma trick' to drop information into an embedded clause.

* In: Jo, crying bitterly, ran down the stairs, crying bitterly is the embedded clause. It is the subordinate or dependent part of the sentence and does not make sense on its own. We know it is the embedded part of the sentence because it has two commas around it to show what has been dropped in.

Subordinate Clauses

Subordinate clauses are used to add more information to a sentence. They do not make sense on their own and need a main clause for them to create a complex sentence.

This is our example sentence:

Jo ran down the stairs crying bitterly.

How could I change the order to emphasise how hard she is crying?

Crying bitterly, Jo ran down the stairs.

The commas show us where the clauses are. Can you tell which is the main clause and which is the subordinate clause?

How could I change the sentence to emphasise that she is running hard to get away?

Running down the stairs, Jo cried bitterly.

Which is the main clause and which is the subordinate?

How could I change the sentence to drop information in the middle?

Jo, crying bitterly, ran down the stairs.

Can you see that the information we want to drop in is surrounded by commas? We call this the 'two comma trick' and we use it with embedded clauses.

Changing the emphasis

Instructions: Can you change the emphasis of these sentences? The first one is done for you. Underline the dependent clause.

The man gazed out into the distant horizon to watch the sun set in the inky night sky.

Gazing out to the distant horizon, the man watched the sun set in the inky night sky.

Watching the sun set in the inky night sky, the man gazed out into the distant horizon.

The girl stared longingly at the adorable puppy and wished she could take it home.

Staring _____

Wishing _____

The fireworks fizzed and popped as they lit up the inky night sky.

I sat on the park bench and thought of all that had happened that afternoon.

My mother whispered to me to be quiet as we crept into the baby's bedroom.

Uncle Mick sweated profusely as he rested in the sun lounger.

Embedded Clauses

Try embedding a clause to drop in further information. Use the words **who, which** and **that**.

Put commas around the embedded clause to keep it separate from the rest of the sentence.

E.g. The cat, **that had never been wanted**, prowled.

 The man, **who was delighted**, sat down.

 The girls, **who dreamed of greatness**, began to move.

We use the 'two comma trick' to drop in this information. The commas show us what information has been added.

The information in the drop in clause is the dependent or subordinate part of the sentence. It needs the rest of the sentence to make sense.

Does it make sense on its own?

The cat prowled.

Yes - Independent

That had never been wanted.

No - Dependent

Instructions: Underline the embedded clauses and complete the two comma trick in these sentences.

a) Stacey who was almost 10 was excited about her birthday.

b) The cat which had been lying in the sun jumped up when it saw the mouse.

c) The ladder that was leaning against the house was broken.

Can you write 4 of your own using **who, which, that** and an 'ing' verb?

Construction of a Complex Sentence

A complex sentence is made up of a main clause and one or more subordinate clauses. A main clause makes sense on its own. A subordinate clause does not make sense without the main clause.

E.g. The man, in the smart suit, was reading a newspaper.

Does it make sense on its own?	The man was reading a newspaper.	Yes - Independent
	In a smart suit.	No - Dependent

Instructions: Underline the subordinate clause in each sentence. Rewrite the sentence, changing the emphasis from the original.

a) When I get home from school, I always do my homework before watching TV,

b) The school production was cancelled, due to low ticket sales.

c) Sam, my older brother, loves listening to music.

d) Since I'm just leaving, you can take my seat.

e) The cat, whilst trying to escape the dog, ran up the tree and had to be rescued.

f) When the bell went, everyone lined up.

g) Because I want to be in the school football team, I play every week.

Rainbow Writing Challenge 1

Use Rainbow Writing to put colour into this grey sentence and end up with a six-colour sentence.

The boy was walking down the path.

1. Can you change the **verb**?

2. Can you drop in **adjectives and adverbs**?

3. Can you drop in **connective words or phrases**?

4. Can you add a **power opener**?

5. Can you drop in **additional information or clauses**?

Rainbow Writing Challenge 2

Use Rainbow Writing to put colour into this grey sentence and end up with a six-colour sentence.

The girl saw a mop on the floor.

1. Can you change the **verb**?

2. Can you drop in **adjectives and adverbs**?

3. Can you drop in **connective words or phrases**?

4. Can you add a **power opener**?

5. Can you drop in **additional information or clauses**?

Rainbow Writing Challenge 3

Use Rainbow Writing to put colour into this grey sentence and end up with a six-colour sentence.

The boy looked up.

1. Can you change the **verb**?

2. Can you drop in **adjectives and adverbs**?

3. Can you drop in **connective words or phrases**?

4. Can you add a **power opener**?

5. Can you drop in **additional information or clauses**?

Rainbow Writing Challenge 4

Use Rainbow Writing to put colour into this grey sentence and end up with a six-colour sentence.

The jungle was hot.

1. Can you change the **verb**?

2. Can you drop in **adjectives and adverbs**?

3. Can you drop in **connective words or phrases**?

4. Can you add a **power opener**?

5. Can you drop in **additional information or clauses**?

Rainbow Writing Challenge 5

Use Rainbow Writing to put colour into this grey sentence and end up with a six-colour sentence.

The trees were tall.

1. Can you change the **verb**?

2. Can you drop in **adjectives and adverbs**?

3. Can you drop in **connective words or phrases**?

4. Can you add a **power opener**?

5. Can you drop in **additional information or clauses**?

Rainbow Writing Challenge 6

Use Rainbow Writing to put colour into this grey sentence and end up with a six-colour sentence.

She heard a noise.

1. Can you change the **verb**?

2. Can you drop in **adjectives and adverbs**?

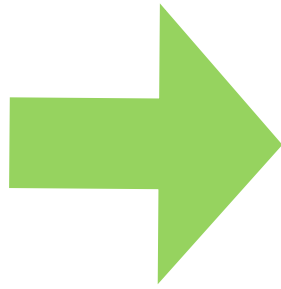
3. Can you drop in **connective words or phrases**?

4. Can you add a **power opener**?

5. Can you drop in **additional information or clauses**?



1. Character



2. Setting



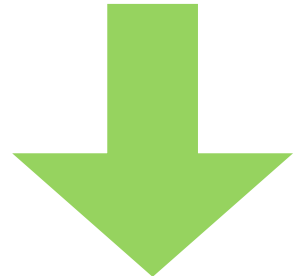
Ingredients for a



3. Kick Off



8. Reactions



4. Feelings

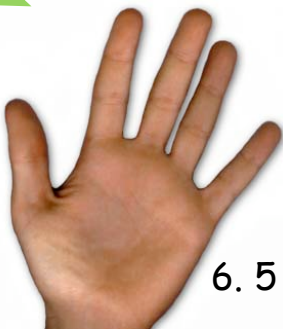


7. All Tied Up

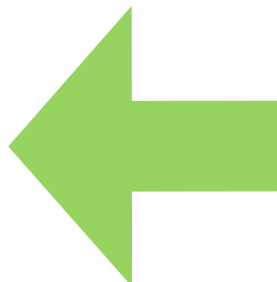
story



5. Plan



6. 5 Steps



Rainbow Writing

S. Bladen 2010

Spot It!

Can you spot the following in a piece of writing? For each one earn a point. Collect sets for bonus points but watch out for red warnings; you may lose points!

Spot It! PUNCTUATION

- Exclamation mark !
 - Question mark ?
 - Comma in a list ,
 - BEWARE:** If you have used more than 3 items in a list, lose a point.
 - Comma separating a clause ,
 - Apostrophe '
 - Brackets ()
 - Dash -
 - Ellipses ...
 - Colon :
 - Semi-colon ;
 - ★ 10 point bonus
- PUNCTUATION TOTAL

Spot It! SENTENCE STRUCTURE

- Subordinate clause at the beginning.
- Subordinate clause at the end.
- Embedded clause.
- Semi-colon separating 2 main clauses.
- A simple sentence.
- Rhetorical question.
- ★ 10 point bonus

BEWARE: Have you use a comma splice? Lose a point for each time you have.

SENTENCE STRUCTURE TOTAL

Spot It! DIALOGUE

- Interrupted speech
- reporting clause at the end
- reporting clause at the beginning
- no reporting clause
- action
- reporting clause using 'said'
- ★ 10 point bonus

BEWARE: Have you forgotten new line, new speaker? Lose a point for each time you have.

DIALOGUE TOTAL

Spot It! SENTENCE OPENERS

- Using a connective
- Using a verb - an 'ing' clause
- Using an adverb - an 'ed'
- Using an adverb - a 'ly' clause
- Using a simile or a metaphor
- Using a noun or an adjective
- Using a feeling
- ★ 10 point bonus

BEWARE: Have you repeated a sentence opener three times? Lose a point for each time you have.

SENTENCE OPENERS TOTAL

Spot It! CONNECTIVES

	1 POINT	2 POINTS	3 POINTS
concession		yet although still while	despite in spite
time and order	then next first later when suddenly	meanw hile eventually while as gradually after	w ithin
additonal information		also for example which as well besides	furthermore additionally moreover plus
cause and effect	because so if	therefore as a result	consequently since hence thus
comparison and contrast	but because	although however even though	unles yet similarly whereas despite equally contrary to

All other connectives are worth 2 points

CONNECTIVES TOTAL