**Word games**

**Add adjectives and adverbs**

Say or write a simple sentence e.g. The giant squashed the tower. Children add and change adjectives e.g. big giant, huge giant, scared, shy, fierce, and adverbs e.g.: angrily, quickly, excitedly, loudly, silently to make it a longer and more exciting story sentence = The enormous, angry giant aggressively squashed the tall, brick tower.

**Reorder adverbs in sentences**

Choose an adverb and try it in different places in the sentence e.g. Tom walked into the room slowly. Tom slowly walked into the room. Tom walked slowly into the room. Slowly, Tom walked into the room.

**Replace repeated adjectives**

Write a sentence with a repeated adjective e.g. the big tiger opened its big mouth to eat its big piece of food and I saw his big teeth. Children have to change and replace all the adjectives ‘big’ e.g. huge, massive, gigantic, large.

**Name the noun**

Find the nouns in the sentence and replace them with more exciting and detailed nouns. E.g. The man walked into the shop = Frank walked into Tesco.

**Making sentences**

Give a word and children make a sentence with it. E.g. poodle. My Mum has a white poodle. Then put up 2 words, a noun and a verb e.g. poodle, whisper. Words that don’t normally go together can make it more interesting e.g. the poodle whispered an important message to the postman. To make it even harder use 3 words e.g. jelly, shark, sneeze. The hammerhead shark sneezed and shot out a jelly!

**Finishing sentences**

Write or say a sentence starter for children to finish. E.g The sad queen sat down then… The sneaky cat jumped out of the window because… All the flowers started whispering to each other after…

If you end the sentence with a connective it helps to make it more interesting and prompts ideas e.g. after, as soon as, because, before, when, then, or, but, however,

**Sentence imitation**

Say or write a sentence and children rewrite it imitating the underlying structure. E.g. carefully she opened the door = slowly he pulled the handle, quickly he picked up the mango, politely he said please.

**Sentence changer**

Say a sentence and children change it to a different form either statement, command, question or exclamation e.g. The dog sat on the floor. Change statement to a question, Did the dog sit on the floor? Or exclamation, Oh no the dog has sat on the wet floor! Command, Quick come now and sit on the floor.

**Personification**

Sprinkle magic dust to turn things into life and give them human characteristics. Write a list of objects e.g. clock, window, carpet, table, chair. And a list of verbs – actions that humans take e.g. laugh, giggle, grin, sneeze, dream, walk. Then marry the 2 lists together e.g. the clock laughed as it struck 12 o’clock, the windows grinned at the carpet as the table dreamt of walking in the park.

**Improving spelling**

Write 2 or 3 ways of spelling a word and children spot the correct one.

Make a mnemonic for tricky words.

Speed write a word as many times as you can in 30 seconds.

**Rhyme it**

Say a word and children think of rhyming words then put them into a funny sentence.

**Past, present and future**

Say a sentence and children put it into the other tenses e.g. walk = walked, walking, eat = eating, ate.