



British Wool LEARNING



Word Types

Aims and Objectives:

Children will:

- develop vocabulary, writing, spelling and grammar
- expand on their existing understanding of vowels, consonants and plurals
- consider the roles of different word types
- understand how to identify nouns and verbs and to understand their roles in a sentence
- develop their ability to extend sentences using adverbs and adjectives and to learn strategies for spelling and learning words
- begin to understand the different types of sentence, including statements, questions and commands and how to apply them

Introduction:

Although children may be able to accurately read a large number of words, spelling and using them correctly is often much harder to do. Explaining the rules and relationships used when writing and spelling can benefit both teaching and understanding.

Activity One

Vowels

Although some work on vowels may have been covered previously, it can be helpful to use the following work as a revision activity.

Remind the children that all words are made up of letters of the alphabet. Letters are either called vowels (A, E, I, O, U) or consonants (the rest of the alphabet). Learning how consonants and vowels work together to form the sounds of words is important when making sure we spell words correctly. We must also consider that, depending which words they are in, vowels might be pronounced differently.

Recap long and short vowels with the class and remind the children that these affect how we pronounce and spell certain words.

- A short vowel has a short sound when we say it such as apple and egg.
- A long vowel has a long vowel sound at the beginning such as open and here.

The one vowel rule: When there is only one vowel in a short word it is usually a short sounding vowel.

Examples: • Bog • Cat • Big

When there are two vowels in a short word: the first vowel is usually a long sound and the second vowel is often silent.

Examples: • Bike • Lake • Game

Short vowels can sometimes be made into long ones by adding to or changing the end of the word. Children may recognise this as the 'magic E'. Often, words with long sounding vowels will have an E on the end. This changes how we pronounce the word.

Examples might be: • To > Toe • Her > Here • Cap > Cape • Rip > Ripe • On > One

There are exceptions to these rules. Can the children think of any of them?

Sometimes two vowels are found next to each other in the same word. If a word is spelt this way the two vowels usually make one sound together rather than two separate ones. Examples to give the class might be: • Coat • Feet • Beat • Pound

Provide children with the **Vowels Worksheet** included in this document and ask them to fill in the missing vowels. This is a quick spelling exercise which will help you to assess how well the children understand the use of vowels.

Vowels Extension Activity

Which of these words have a long A and which have a short A?

• Sad • Brake • Grape • Cat • Farm • Ham

Which of these words have a long E and which have a short E?

• Sweet • Chest • Egg • Sheep • Net

Which of these words have a long O and which have a short O?

• Top • Wool • Go • Tool • Dog

Can the children think of words with a long or short I or U?

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Activity 2

Word Types

Explain to the children that all sentences are made up of different types of words that each have a specific job to do. Begin by focusing on nouns. Write the word on the board and explain that noun is the word given to things, for example, people, places or objects. Everything they can see is a noun. Give examples, perhaps using the name of one of the class, the location of the school and an object in the room.

The **Word Types** sheet can be handed out or cut into sections to be displayed in the classroom. This will help while you explain the following to the children:

Common Nouns

Common Nouns are words for a person, place or thing and do not require a capital letter at the start such as country, man, planet.

Proper nouns

Proper nouns are the name of a particular person, place or object such as Yorkshire, Harry, Mars.

Pronoun

A pronoun is a word that replaces a noun such as he, it, there, they, she.

Adjective

An adjective is a word used to describe a noun. For example: The calm sheep are grazing in the field. Adjectives go before nouns and don't change with plural nouns.

Ask children to identify where the common nouns, proper nouns, adjectives and pronouns are in the following statement.

Sam the farmer is from Yorkshire. He always makes sure the lively sheep are kept safely in the field by closing the gate.

Now, focus class discussion on the roles of verbs and adverbs. Explain that a verb is another type of word we use in writing and speaking everyday.

Verb

A verb is a doing word. Action words such as wear, drop, grab, make are verbs. Verbs use special rules for telling when something happened - in the past, the present, or the future. Give examples and ask the children to complete the following:

Future - The sheep will eat. Present - The sheep is _____. Past - The sheep has _____.

Adverb

An adverb is a word that describes a verb. For example: The dog ran quickly.

Conjunction

A word that joins two sentences. For example: but, and, although, however.

Preposition

A word that is used to tell us where or when something is in relation to something else. For example: Before the farmer eats his breakfast he feeds the animals in the field.

Ask children to identify where any verbs, adverbs, conjunctions and prepositions are in the following statement.

The farmer feeds the animals in the field before he eats his breakfast.

Provide each child, or pairs of children, with the **Sheep Sorting** sheets. Explain that farmer Verb and farmer Noun have managed to get their flocks of sheep mixed up and they need sorting back into the right fields. Children can cut out the sheep from the second of the two sheets and place them in the correct fields shown on the first. Dictionaries could be used to find the meanings of any words children do not know the meaning of and an online dictionary, such as www.oxforddictionaries.com, will help the children to find out which words are verbs, nouns, adjectives etc. Children should also be made aware of which of the words are plural and singular. Once the children have sorted the sheep they can create a short story, article or poem using the verbs and nouns written on the sheep. They should include adjectives, prepositions, conjunctions and adverbs to make the verbs and nouns into sentences.

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Explain to the children that making specific word choices can help to make language much more interesting. It can also help us to be more persuasive and convincing when we need to be. Discuss the situations in which children think we might need to be persuasive or convincing. Adverts to promote products, appeals for charitable donations and politicians asking for votes could be offered as examples. "It is a nice day," could sound even better if we consider the words we use more carefully. "It is a wonderful, warm day and we are playing in the park." Provide the children with the **Choosing Words** worksheet in this document and ask them to think about how they might improve the sentences provided. There is space below each sentence for the children to write their own version. This activity could be done in pairs but they must consider the word types they have learnt.

Activity 3

Making plurals

Children may be familiar with the idea of plurals but this activity will help to revise and expand on previous learning. A simple way to begin the lesson is by holding up an object that the children easily recognise e.g. ruler, pencil etc. What is the object called and what should we call two of them? If there is one of something it is called a singular and if there is more than one we call it a plural so pencils is the plural of pencil. Write the following rule on the board for the children to see. **Singular:** one **Plural:** more than one.

Remind them briefly that nouns are the names of things; people, places or objects. Ask them to look around the room and for them to put up their hands to offer a noun and to say the singular and plural of that noun.

There are important rules that we should remember when turning a singular into a plural. Often, adding an S at the end of a word, as we did with pencil/pencils, is all we need to do to turn a word into a plural. Most nouns are made into plurals this way. Some nouns however, are made into plurals by adding ES to the end rather than just an S. If a noun ends in CH, S, SH, X, O or Z we add an ES to the end to make a plural. Write the following words on the board and ask the children how we make these words into plurals: • Match • Potato • Box • Glass

Can the class think of any others words that require ES adding to the end to make them plural?

Most nouns ending in F or FE change to VES when they become plural. As above, ask the children to make the following into plurals: • Half • Shelf • Leaf • Wolf

If a word ends in a vowel followed by a Y an S is simply added to the end to form the plural as before. An example of this could be written on the board. Toy becomes Toys because O is a vowel. For words ending in a consonant and then Y, we must change Y to I and add ES. Give the example of story. Story ends in a Y but the letter before the Y is not a vowel so we must replace the Y with an I and add ES. Story becomes stories.

Provide the children with the **Plurals** worksheet and ask them to complete it by writing the plural next to the singular provided. To incorporate the more difficult rules (below) ask children to draw a ring around the words that do not change when they become plurals.

Extension activity

If you feel the children coped well with this exercise they may be ready to think about some more difficult rules.

- Irregular plurals - a woman/some women, a man/men, child/children, person/people, tooth/teeth, foot/feet.
- No change - there are some words that are the same in the plural as in the singular. The following examples could be provided: sheep, salmon, fish.
- No singular - Some nouns only have a plural form. The following examples could be given: tweezers, trousers, scissors.

Activity 4

The online interactive game

The online activity found at britishwoollearning.com/interactive/whichoneisright can be used to support any aspect of the work covered in these notes or can be used as fun way to revise the topic. Children can answer questions by selecting from Plurals, Vowels or Nouns and Verbs. They will be given 8 multiple choice questions on that theme. Children should pick an answer by clicking on it and will be given 3 points if they answer correctly first time. The questions are generated randomly so the same game can be used more than once. These questions can also be answered as a class or in groups using the whiteboard. The word types game could be used as a quiz for the whole class to play. Just separate the class into teams and have a score keeper to make a note of the scores achieved by each team. If children find the verb questions difficult they could use the **Word Types** sheet included in this document for reference while they play.



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Vowels Worksheet

Fill in the missing letters

1. Is it **a** or **i**?

It is not poss _ ble to prom _ se.

2. Is it **ee** or **ea**?

- It was so cold I could see my br _ _ th in the air.
- Little lambs grow up to be sh _ _ p.
- The honey on my breakfast was made by b _ _ s.

3. Add the letter **E** to the end of some of these words so the sentence makes sense.

Pet knew it was tim for tea but he was quit happy outside flying his new kit !

4. Write a list of 5 words with short vowels.

_____	_____
_____	_____

5. Write a list of 5 words with long vowels.

_____	_____
_____	_____



Word Types

Common Nouns

Names for things; **person**, **place** or **object**.



Sheep

Proper Nouns

The name of a specific **person**, **place** or **object** (they always start with a capital letter).



Great Britain

Pronouns

A word that replaces a noun such as, **he**, **it**, **there**, **they**, **she**.



She

Adjective

A word used to describe a noun.



Noisy sheep

Verb

A verb is a doing or action word such as **went**, **run**, **fall** and **make**.



Rush around

Adverb

A word that describes a verb.



Quickly eating

Conjunction

A word that joins two sentences.



Preposition

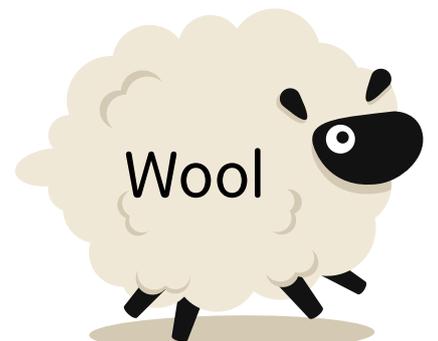
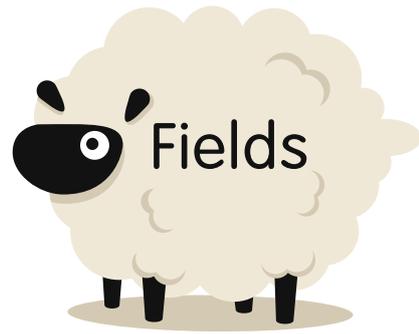
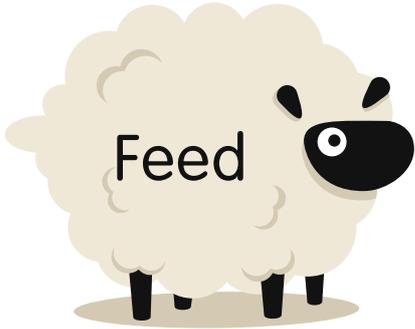


A word that is used to tell us where or when something is in relation to something else.



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Sorting Sheep





Sorting Sheep - fields

Farmer Verb's field

Farmer Noun's field



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Choosing Words

How could you make these sentences better?

1. It is a nice day.

2. Please could you help me with my homework?

3. The field is muddy.

4. The man was kind.

5. I like my new wool jumper.



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Plurals Worksheet

Look carefully at the letters in each word before you make it a plural.
Is there a consonant before the Y or is it a vowel?

Toy

Donkey

Baby

Jelly

Journey

Family

Fairy

Pony

Story

Some nouns keep the same spelling for singular and plural forms.
Draw a ring around the words that stay the same.

Deer

Sheep

Animal

Fish

Lamb

Salmon

Tree

Time

Farmyard