

# KS1 Priority Therapy: Y2 Reading

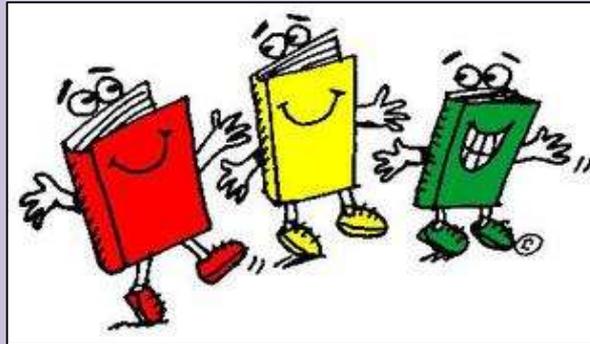
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R2k. Can recognise adjectives, adverbs and similes.



= teacher notes

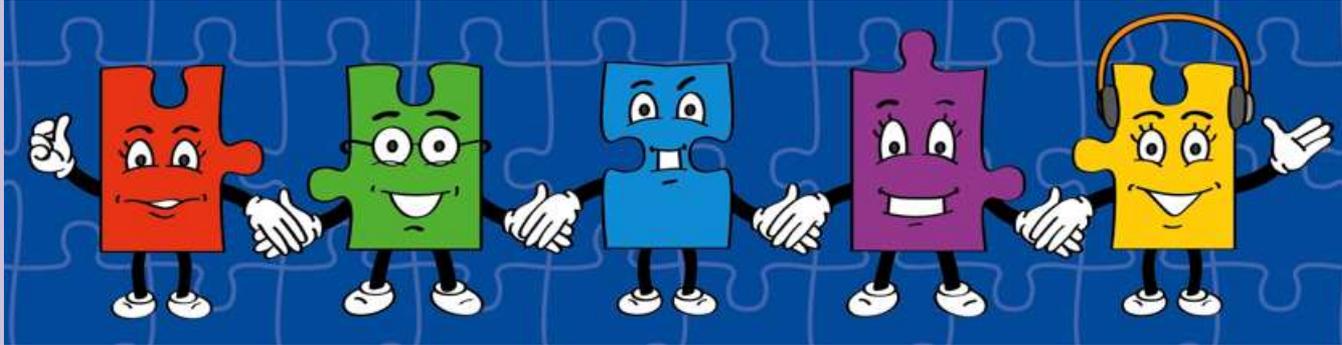


# Teacher information

This resource should be used to support Key Marginal pupils for whom you have completed a PLC. It is designed to be delivered as a teaching activity to a small group or individual in order to fill a gap in their understanding.

Use of this resource should form part of normal, day-to-day teaching, as you would do with a guided teaching group. This teaching resource is based on the National Curriculum expectations for Key Stage 1, with a focus on the laser-sharp statements from the PiXL PLC.

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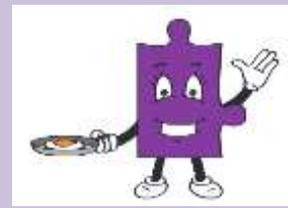


Our Primary Edge attributes help us to become better learners and today is no exception. Before you start this activity, here are some ideas for how you will need your Izzy Initiative skills today:

- Take responsibility for your learning
- Make suggestions
- Attempt, trial and develop ideas

**Command words:**  
Volunteer Create  
Research Develop  
Set up Suggest  
Enter

# Developing Initiative Skills



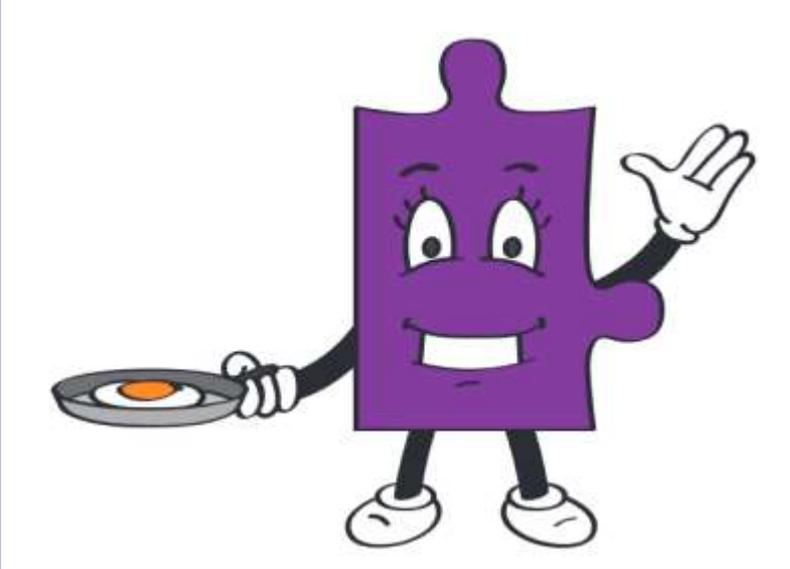
★ Use these activities to help children develop their initiative skills before you begin the therapy.

1. Give pupils two buckets or hoops and a pile of beanbags. Explain that you aren't going to give them any instructions, but that they have to work out what the learning is. Allow them to explore for a couple of minutes. Then reveal a Learning Intention: To improve your throwing accuracy. How does this change the activity they were going to do with the equipment? What can they do that will help them develop this skill?

2. Show pupils a badly drawn picture of a face. Explain that they need to help you to improve this by making positive suggestions. Give pupils some sentence frames for doing this e.g. 'Why don't you try..?' or 'Have you thought about...?'. Ask them to come up with one suggestion each and gradually improve the picture together. Explain that you might not agree with all of the suggestions but that this is part of the trial and development process.

3. Give pupils a set of small blocks. Ask them to build the tallest tower they can. Give them a few minutes to try. Ask pupils what else they might need that could help them. Take suggestions and allow them to collect other equipment that might help i.e. build it on a table, on top of a larger box, larger bricks etc. Explain that this is called 'trial and improvement' and discuss how this can be used in their day-to-day learning.

# What I will be looking for today



You will have lots of chances to demonstrate your initiative skills today. Here's what I'll be looking for:

- Looking for clues independently before asking for help
- Making suggestions about how to complete the tasks effectively
- Challenging yourself!

# What is an adjective?

An adjective gives more detail or meaning to the noun. Sometimes they are called describing words as they describe characteristics about the noun such as colour, size or feel. They are mainly found before the noun.

A quick reminder: a noun is a **person**, **place** or **thing**. For example: **London**, **table**, **queen** and **sky** are all nouns.

# Finding adjectives

To spot the adjectives in a sentence underline the nouns. Then look at the word before and ask if it describes (gives more detail to) the noun. If it does, it is an adjective.

Across the horizon the  
jagged rocks cast  
ghostly shadows.

We know that **the** is not describing or adding extra information to horizon so it is not an adjective.

**Jagged** does describe the rocks so it is an adjective.

Ghostly does describe the shadows so it is an adjective.

# Finding adjectives

Read this sentence and find the adjectives.

Once upon a time there  
lived an evil stepmother  
and a beautiful princess.

# Finding adjectives

Did you find them both?

Once upon a time there  
lived an **evil** stepmother  
and a **beautiful** princess.

# Finding adjectives

Sometimes more than one adjective describes the noun so take care to look out for those.

In a soggy, dangerous and dark forest, a grumpy wolf lurked about.

Underline the nouns in this sentence.

What detail can you find out about them?

# Finding adjectives

Did you find all the adjectives?

In a **soggy, dangerous**  
and **dark** forest, a  
**grumpy** wolf lurked  
about.

# Finding adjectives

Although adjectives spend most of their time before a noun, they can sometimes be after it.

That puppy is **cute**.

Underline the nouns in this sentence.

Can you find any other details about the puppy?  
Does it describe the puppy?  
Then it is an adjective.

# Finding adjectives

Now find all the adjectives in these sentences.

The black, crooked house stood on top of the majestic mountain. It looked like it would fall over if even a light breeze blew past it. The round front door opened and out stepped an ogre. He looked very mean.

# Finding adjectives

Did you find them all?

The **black, crooked** house stood on top of the **majestic** mountain. It looked like it would fall over if even a **light** breeze blew past it. The **round front** door opened and out stepped an ogre. He looked very **mean**.

# What is a simile?

Adjectives make our writing more interesting as they add detail and help us visualise a picture with words.

Another descriptive technique used to help the reader visualise the words is using a simile.

A simile compares two things using the words **like** and **as**.

The fireworks were **as colourful as a rainbow**.

The fireworks are being compared to a rainbow.

# Finding similes

When looking for a simile in a text, look for the words **as** and **like**. If they are being used to compare two things, you have found the simile.

The black, crooked house stood on top of the majestic mountain like a witch's hat. The round front door opened as quietly as a mouse and out stepped an ogre.

The house is being compared to a witch's hat.

The sound of the door opening is being compared to how quietly a mouse moves.

# Finding similes

When looking for a simile in a text, look for the words **as** and **like**. If they are being used to compare two things, you have found the simile. Now try and find them on your own.

Pirates were swinging on the sails like monkeys. At first it seemed like fun but then a huge wave knocked them off. They were as angry as a charging rhino.

# Finding similes

Did you find them?

**Pirates** were swinging on the sails **like monkeys**. At first it seemed like fun but then a huge wave knocked them off. They were **as angry as a charging rhino**.

# What is an adverb?

Just like adjectives describe a noun, an adverb adds detail to the verb. It describes how the action is being done.

The wolf howled **sadly** at the moon.

The wolf is howling. Can you spot any word which describes how he is howling? Yes, that's right. He is howling sadly.

# Finding adverbs

To find the adverb we first need to underline the verb.

Then look for a word nearby that describes how the action is being performed.

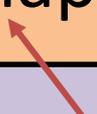
Another clue is that adverbs often end with the suffix **ly**.

The kangaroo jumped across the grass happily.

verb



how the action is being performed



# Finding adverbs

Now try and find the adverbs in these sentences.

Little Red Riding Hood  
skipped carefully down  
the garden path.

The fierce dinosaur  
strolled slowly into the  
dark cave.

# Finding adverbs

Did you find them?

Little Red Riding Hood  
skipped **carefully** down  
the garden path.

The fierce dinosaur  
strolled **slowly** into the  
dark cave.

# Finding adjectives, similes and adverbs

**Now read this paragraph. Can you find all the adjectives, adverbs and similes.**

I put the smooth as silk shell carefully back where I had found it, nestled in the silky golden sand. I could still hear the sounds of the sea gently lapping the shore. I followed the noise and it took me back to my little old boat, which was still tied to the tree. I gingerly untied it and used all my strength to paddle home. I was as happy as a laughing hyena to see my Mum again as I could not wait to tell her about my awesome adventure. She did not know that I had been to an exciting island. I wonder if I will ever go back there?



# Teacher information

## Show Me Tasks

Once the therapy has been delivered you can use Show Me Tasks to demonstrate that the skill is now secure. They are not intended to be completed all at once and ideally should be done in intervals of a few days after the therapy has been delivered. The challenge in the tasks is progressive.

For these tasks, you will need to give children writing materials to demonstrate their understanding.

## Show Me Tasks

**R2k. Can recognise adjectives, adverbs and similes.**

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Underline the nouns in these sentences, then put a box around the **adjectives**.

The icy rain crashed against the old, wooden door.

Tall and proud, the ancient tree was finally chopped down by the greedy woodcutters.

Underline the verbs in these sentences, then put a box around the **adverbs**.

The baby slept soundly while the people chatted noisily around her.

Carefully and quietly, the robber quickly climbed over the wall.

Underline the similes, adjectives and adverbs in this text.

As silent as a whisper, the cunning fox crept carefully up to the fence. Suddenly, the clouds drifted away from in front of the moon and its light shone on the scene like a torch. Angrily clucking, the frightened hens awoke the sleepy farmer, who quickly scared the hungry fox away.