



Fun with language structures

CAPS Statement

Writing & Presenting

Writes a story using a frame:

Uses appropriate grammar, spelling, punctuation and spaces between paragraphs.

- Writes at least two paragraphs
- Links paragraphs using connecting words
- Uses new vocabulary and punctuation learnt
- Uses techniques for creative writing, e.g. uses comparisons
- Uses the dictionary to check spelling and meanings of words

Note

Here's your chance to write using many of the things we have learned about in this section e.g. punctuation, alliteration, similes, metaphors and connecting words.

Activity 1

Revise punctuation by using words from the word well to fill in the blanks.

Example

A period is another name for a full stop. It is used for abbreviations and internet addresses.

film	commas	question mark	capital letter
exclamation mark	book	full stop	direct speech

- ① A sentence should start with a _____ and end with a _____, unless it is a question or an exclamation, in which case it will end with a _____ or an _____.
- ② Inverted commas are used to show _____ and are put around the name of a _____, or title of a _____.
- ③ We break up lists and pause in long sentences by using _____.



Activity 2

We use alliteration, similes and metaphors to make writing interesting.
What type are each of these?

Example

Fastest finger first	alliteration
As black as coal	simile
You are a chicken	metaphor

alliteration

simile

metaphor

- ① Which is worse: wet wool or wasted water? _____
- ② Your room is a pigsty! _____
- ③ The ball flew through the air like an arrow. _____
- ④ The children were as good as gold. _____
- ⑤ Fussy Fran ran round the rocks. _____
- ⑥ Books are keys to a whole new world. _____

Activity 3

Remember back to your first day in Grade 1. Write a short story using the framework below. Try to include alliteration, similes and metaphors to make your story more interesting. Remember to use connecting words (such as: then, and, next) to help your ideas flow.

So small, so shy, so _____. I was nervous with butterflies _____.
_____. Trying not to cry, I _____
_____ and then waited _____.

Inside the classroom we _____. Later on, our teacher told us to
all _____, but I was excited, I was
shaking like a _____.

Teacher Tip

Before starting this lesson, revise punctuation, alliteration, similes metaphors.
Remind learners to use their personal dictionaries.

