

LIFE/work balance



#LIFEworkbalance

We have started a #LIFEworkbalance campaign and we need your help to complete our LIFE/work balance survey.

We hope to publish the results soon, so please give 15 minutes of your time to help us get a true picture of school life.

Want to be a part of this campaign? Take the [survey](#) on our website and share it with your colleagues!

Year 5 – Spring Block 2 – Expanded Noun Phrases – Writing Concise Noun Phrases

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Application and Reasoning resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

English Year 5: (5G3.2) [Using expanded noun phrases to convey complicated information concisely](#)

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

Did you like this resource? Don't forget to [review](#) it on our website.

Year 5 – Spring Block 2 – Expanded Noun Phrases – Writing Concise Noun Phrases

Notes and Guidance:

- Now that children can create more concise noun phrases, they can begin to write their own.
- Children should avoid the use of unnecessary adjectives, for example '*the cold, freezing snow*'. Both 'cold' and 'freezing' describe the temperature of the snow so it would be more concise to choose one of them. The temperature of snow is generally known, so more concise still would be to use adjectives describing another feature of the snow.
- During this step, children should be encouraged to explore choices of adjectives and differing lengths of noun phrases. For example: *The glittery snow coated the mountains on the horizon.*

Focused Questions

- Write a concise noun phrase about this noun.
- Replace these adjectives to make this noun phrase more concise.

Step 3: Writing Concise Noun Phrases

Introduction

Use adjectives to describe something in the picture below.



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Use adjectives to describe something in the picture below.



Various answers, for example: crumbling clock, murky water, frightened polar bears, cracked ice, glimmering sun, foggy sky.

Varied Fluency 1

Circle the adjectives which would give the most useful information about the noun below.

whale

large

curious

huge

happy

friendly

long

Varied Fluency 1

Circle the adjectives which would give the most useful information about the noun below.

whale

large

curious

huge

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Varied Fluency 2

Underline the most useful adjective in the sentence below.

**I have mashed, orange carrots
on my dinner plate.**

Varied Fluency 2

Underline the most useful adjective in the sentence below.

I have mashed, orange carrots
on my dinner plate.

Varied Fluency 3

Choose the most useful adjective to complete the sentence.

big

victorious

loud

The lion's _____ roar was
heard around the zoo.

Varied Fluency 3

Choose the most useful adjective to complete the sentence.

big

victorious

loud

The lion's **victorious** roar was
heard around the zoo.

Varied Fluency 4

How many adjectives in the sentence below give useful information?

At lunchtime, Alice drank some clear, fizzy water from her multicoloured, hard glass.

Varied Fluency 4

How many adjectives in the sentence below give useful information?

At lunchtime, Alice drank some clear, **fizzy** water from her **multicoloured**, hard glass.

2: fizzy, multicoloured

Application 1

Rewrite the sentence below changing the adjectives to be more useful and concise.

The slow slug slid along the green leaf.

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Rewrite the sentence below changing the adjectives to be more useful and concise.

The slow slug slid along the green leaf.

Various possible answers, for example:

The **hungry** slug slid along the **crunchy** leaf.

Application 2

Write a sentence using a concise noun phrase to describe the picture.



Application 2

Write a sentence using a concise noun phrase to describe the picture.



Various answers, for example:

The excited, playful boy is jumping in the sea.

The cautious, alert lifeguard is watching the swimmers.

The happy, relaxed man is sunbathing on the beach.

Reasoning 1

Two children are writing sentences.



Oscar

The curious, grey mouse
nibbled on the cheese.



Sharla

The little, grey mouse
nibbled on the cheese.

Whose sentence is more concise? Convince me.

Reasoning 1

Two children are writing sentences.



Oscar

The curious, grey mouse
nibbled on the cheese.



Sharla

The little, grey mouse
nibbled on the cheese.

Whose sentence is more concise? Convince me.

Oscar's sentence is more concise because...

Reasoning 1

Two children are writing sentences.



Oscar

The curious, grey mouse nibbled on the cheese.



Sharla

The little, grey mouse nibbled on the cheese.

Whose sentence is more concise? Convince me.

Oscar's sentence is more concise because he has described the mouse's personality (curious) and colour (grey). Sharla has described its colour (grey) and size (little) but all mice are little so this information is not useful.