

Simple Noun Phrases

A note to parents: A simple noun phrase is a group of words that includes a noun at its head –the noun is the main word in the phrase and other words give information about it.

a cat

his toy

those shoes

the house

two children

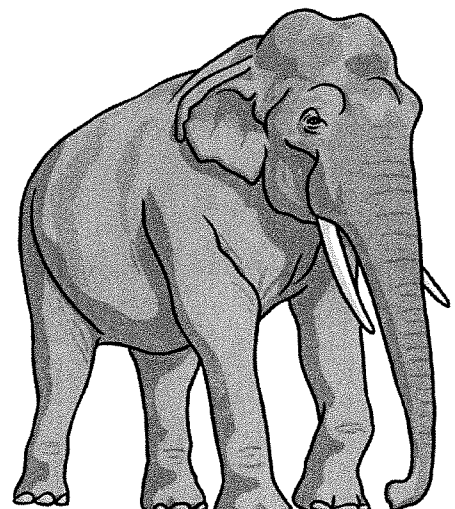
The example simple noun phrases above, all contain a determiner and a noun to make a noun phrase. Most noun phrases contain a determiner. In the sentence below, the noun phrase has been underlined.

Bring your children with you.

For more information on determiners, please see [this](#).

Circle or underline the **simple noun phrases** in each sentence below.

1. The girl played at the park.
2. "My leg hurts!" shouted the boy.
3. That's his bike over there.
4. Three cats sat on the fence.
5. An elephant was walking through the forest.
6. Early in the morning, a parrot landed on the balcony.
7. Whose coat is this?
8. Their house is in Manchester.
9. The car splashed through the puddle.



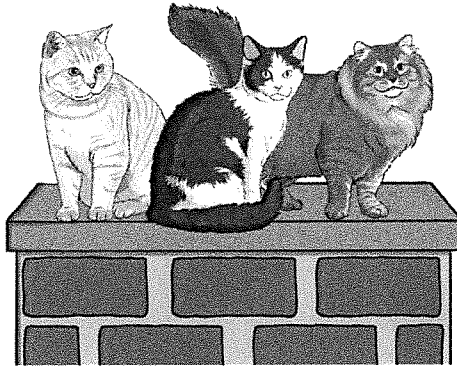
Simple Noun Phrases

A note to parents: Encourage your child to use a range of determiners with the pictures below rather than using 'the', 'a' or 'an' repeatedly. You could use the 'Types of Determiners' display mat to help your child choose a determiner to go with each picture.

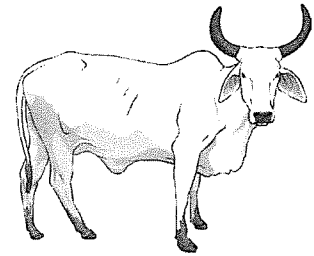
Write a sentence about each picture and underline the **simple noun phrase(s)** in each one.



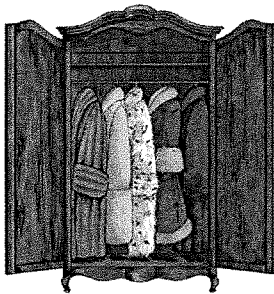
1. _____



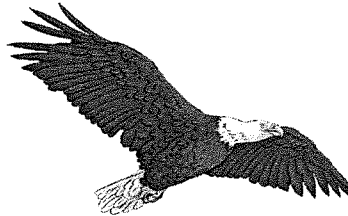
2. _____



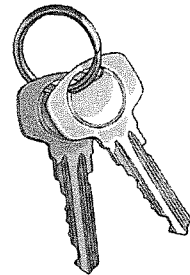
3. _____



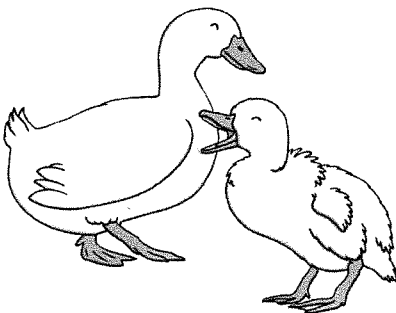
4. _____



5. _____



6. _____

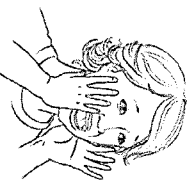


7. _____

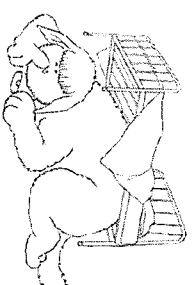


8. _____

Subordinating Conjunction Jigsaws



I SAW A
WABUBI!



Use your super sentence writing skills to create a complex (multi-clause) sentence using different subordinating conjunctions. Read the main clause on the puzzle pieces, add an appropriate subordinating conjunction and then add your own subordinate clause. The first one is done for you as an example.

1. The cold wind blew violently _____ after _____ the tornado hit the village. _____
2. The relaxed man snored on his sofa _____
3. Florence jumped high into the air _____
4. I hate Sundays _____

Subordinating Conjunction Jigsaws

5. Mollie was inspired by her favourite dancer _____

6. The sky suddenly turned black _____

7. The arrogant man sneered _____

8. The forgetful wizard stirred his potion _____

9. I'd prefer to go tomorrow night _____

10. It is very important to exercise _____

Subordinating Conjunction Jigsaws

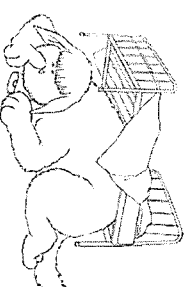
Challenge: Now write three complete complex sentences of your own that follow the same pattern (main clause + subordinate clause).

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Subordinating Conjunction Jigsaws



I SAW A
WABUBI!



Use your super sentence writing skills to create a complex (multi-clause) sentence using different subordinating conjunctions. Read the main clause on the puzzle pieces, add an appropriate subordinating conjunction and then add your own subordinate clause. The first one is done for you as an example.

1.

Because _____ his mum had packed him up soggy sprout sandwiches, _____

_____ the unhappy boy left his lunch.
2.

_____ the whoopee cushion made a very loud noise.
3.

_____ the valuable painting was stolen.
4.

_____ I was eager to get to school today.

Subordinating Conjunction Jigsaws

5. _____
_____ David won the top prize.
6. _____
_____ Roald Dahl is one of the world's most popular children's authors.
7. _____
_____ the boy felt terribly embarrassed.
8. _____
_____ dolphins communicate using sonar clicks.
9. _____
_____ I greedily ate all of the cake.
10. _____
_____ the children played hide-and-seek.

Subordinating Conjunction Jigsaws

Challenge: Now write three complete complex sentences of your own that follow the same pattern (subordinate clause + main clause).

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Uplevelling Sentences: Family

Replace the adjectives or modifying nouns to create a better version of this expanded noun phrase:

The **nice** girl held her **little** brother's **cold** hand.



Now, think of a better suited fronted adverbial to describe when this event happened and try to replace the adjectives or modifying nouns, choosing different words from before:

One sunny morning, the **nice** girl held her **little** brother's **cold** hand.

After that, improve the sentence below, by adding an embedded relative clause beginning with *who*, to give more information about the girl:

One sunny morning, the **nice** girl, **who had a kind smile**, held her **little** brother's **cold** hand.

Finally, add a subordinate clause beginning with a subordinating conjunction which gives extra information about the reason that she held his hand:

One sunny morning, the **nice** girl, **who had a kind smile**, held her **little** brother's **cold** hand **because he was scared**.

Uplevelling Sentences: Family

1. Begin your sentence with a fronted adverbial.

E.g. **One sunny morning,**

2. Use modifying nouns and adjectives to create expanded noun phrases.

E.g. **One sunny morning,** the **nice** girl held her **little** brother's **cold** hand.

3. Add an embedded relative clause beginning with who, which, that or whose.

E.g. **One sunny morning,** the **nice** girl, **who had a kind smile,** held her **little** brother's **cold** hand.

4. Add a subordinating conjunction to give extra detail about the situation.

E.g. **One sunny morning,** the **nice** girl, **who had a kind smile,** held her **little** brother's **cold** hand **because he was scared.**



Use these steps to improve the sentences below:

The girl held her brother's hand.

They smiled for a photograph together.

The pair walked along the road.

Uplevelling Sentences: Family

1. Begin your sentence with a fronted adverbial.
2. Use modifying nouns and adjectives to create expanded noun phrases.
3. Add an embedded relative clause beginning with who, which, that or whose.
4. Add a subordinating conjunction to give extra detail about the situation.



Use these steps to improve the sentences below:

The girl held her brother's hand.

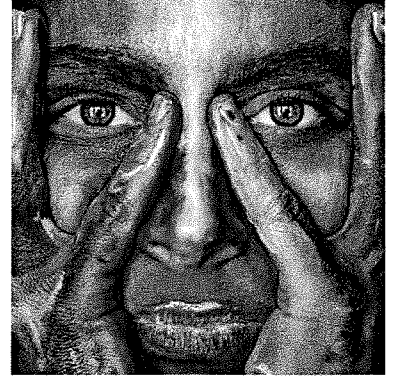
They smiled for a photograph together.

The couple walked along the road.

Uplevelling Sentences: Living in Technicolour

Replace the adjectives or modifying nouns to create a better version of this expanded noun phrase:

The **young** lady is covered in **red** paint.



Now, think of a better suited fronted adverbial to describe why the lady is covered in paint and try to replace the adjectives or modifying nouns, choosing different words from before:

Since she loves art, the **young** lady is covered in **red** paint.

(Fronted adverbials: since, because, as)

After that, add an embedded relative clause beginning with 'who' to give more information about the lady:

Since she loves art, the **young** lady **who giggles a lot**, is covered in **red** paint.

Finally, add a subordinate clause beginning with a subordinating conjunction which gives extra information about why the lady is covered in paint.

Since she loves art, the **young** lady **who giggles a lot**, is covered in **red** paint **so that she can raise money for charity**.

Uplevelling Sentences: Living in Technicolour

1. Begin your sentence with a fronted adverbial.

E.g. **Since she loves art,**

2. Use modifying nouns and adjectives to create expanded noun phrases.

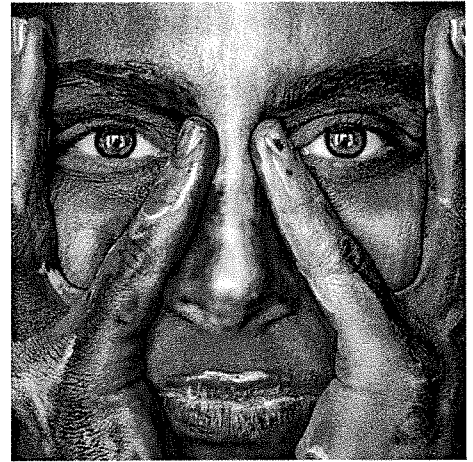
E.g. **Since she loves art,** the **young** lady is covered in **red** paint.

3. Add an embedded relative clause beginning with who, which, that or whose.

E.g. **Since she loves art,** the **young** lady **who giggles a lot,** is covered in **red** paint.

4. Add a subordinating conjunction to give extra detail about the situation.

E.g. **Since she loves art,** the **young** lady **who giggles a lot,** is covered in **red** paint **so that she can raise money for charity.**



Use these steps to improve the sentences below:

The lady is covered in paint.

She has been to a festival.

Soap and water would not clean the paint off her skin.

Uplevelling Sentences: Living in Technicolour

1. Begin your sentence with a fronted adverbial.
2. Use modifying nouns and adjectives to create expanded noun phrases.
3. Add an embedded relative clause beginning with who, which, that or whose.
4. Add a subordinating conjunction to give extra detail about the situation.



Use these steps to improve the sentences below:

The lady is covered in paint.

She has been to a festival.

Soap and water would not clean the paint off her skin.

Replace the adjectives or modifying nouns to create a better version of this expanded noun phrase:

The **spotty** leopard stalked its **slow** prey.



Now, think of a better suited fronted adverbial to describe how the leopard moved:

Slowly, the **spotty** leopard stalked its **slow** prey.

After that, improve the sentence below, by adding an embedded relative clause beginning with 'who' to give more information about the leopard:

Slowly, the **spotty** leopard, **who loved to play games**, stalked its **slow** prey.

Finally, add a subordinate clause beginning with a subordinating conjunction which gives extra information about why the leopard was hunting.

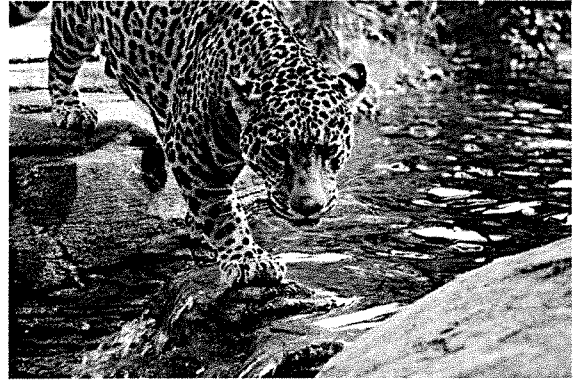
Slowly, the **spotty** leopard, **who loved to play games**, stalked its **slow** prey **because he was hungry**.

1. Begin your sentence with a fronted adverbial.
E.g. **Slowly**,

2. Use modifying nouns and adjectives to create expanded noun phrases.
E.g. **Slowly**, the **spotty** leopard stalked its **slow** prey

3. Add an embedded relative clause beginning with who, which, that or whose.
E.g. **Slowly**, the **spotty** leopard, **who loved to play games**, stalked its **slow** prey.

4. Add a subordinating conjunction to give extra detail about the situation.
E.g. **Slowly**, the **spotty** leopard, **who loved to play games**, stalked its **slow** prey **because he was hungry**.



Use these steps to improve the sentences below:

The leopard stalked its prey.

It had trekked through the jungle for hours.

The water from the river cooled its paws.

1. Begin your sentence with a fronted adverbial.
2. Use modifying nouns and adjectives to create expanded noun phrases.
3. Add an embedded relative clause beginning with who, which, that or whose.
4. Add a subordinating conjunction to give extra detail about the situation.



Use these steps to improve the sentences below:

The leopard stalked its prey.

It had trekked through the jungle for hours.

The water from the river cooled its paws.

Uplevelling Sentences: Time Flies

Replace the adjectives or modifying nouns to create a better version of this expanded noun phrase:

The **young** lady waited by the **big** clock.



Now, think of a better suited fronted adverbial to describe when this event happened:

Yesterday evening, the **young** lady waited by the **big** clock.

After that, improve the sentence below, by adding an embedded relative clause beginning with 'who' to give more information about the lady:

Yesterday evening, the **young** lady **who was on her way home**, waited by the **big** clock.

Finally, add a subordinate clause beginning with a subordinating conjunction which gives extra information about the clock:

Yesterday evening, the **young** lady **who was on her way home**, waited by the **big** clock **because her dad was coming to pick her up**.

Uplevelling Sentences: Time Flies

1. Begin your sentence with a fronted adverbial.

E.g. **Yesterday evening,**

2. Use modifying nouns and adjectives to create expanded noun phrases.

E.g. **Yesterday evening,** the **young** lady waited by the **big** clock.

3. Add an embedded relative clause beginning with who to give extra information about the lady.

E.g. **Yesterday evening,** the **young** lady **who was on her way home,** waited by the **big** clock.

4. Add a subordinating conjunction to give extra detail about the situation.

E.g. **Yesterday evening,** the **young** lady **who was on her way home,** waited by the **big** clock **because her dad was coming to pick her up.**



Use these steps to improve the sentences below:

The lady waited by the clock.

The time seemed to stand still.

The passengers stepped off the plane.

Uplevelling Sentences: Time Flies

1. Begin your sentence with a fronted adverbial.
2. Use modifying nouns and adjectives to create expanded noun phrases.
3. Add an embedded relative clause beginning with who to give extra information about the lady.
4. Add a subordinating conjunction to give extra detail about the situation.



Use these steps to improve the sentences below:

The lady waited by the clock.

The time seemed to stand still.

The passengers stepped off the plane.

Replace the adjectives or modifying nouns to create a better version of this expanded noun phrase:

The **small** turtle is moving towards the **blue** sea.



Now, think of a better suited fronted adverbial to describe how the turtle moves: _____

Slowly, the **small** turtle moved towards the **blue** sea.

After that, improve the sentence below, by adding an embedded relative clause beginning with 'who' to give more information about the turtle:

Slowly, the **small** turtle, **who had just hatched from its egg**, moved towards the **blue** sea.

Finally, add a subordinate clause beginning with a subordinating conjunction which gives extra information about why the turtle is making its journey.

Slowly, the **small** turtle, **who had just hatched from its egg**, moved towards the **blue** sea **because he wanted to go for a swim**.

1. Begin your sentence with a fronted adverbial.

E.g. **Slowly**,

2. Use modifying nouns and adjectives to create expanded noun phrases.

E.g. **Slowly**, the **small** turtle moved towards the **blue** sea.

3. Add an embedded relative clause beginning with who, which, that or whose.

E.g. **Slowly**, the **small** turtle, **who had just hatched from its egg**, moved towards the **blue** sea.

4. Add a subordinating conjunction to give extra detail about the situation.

E.g. **Slowly**, the **small** turtle, **who had just hatched from its egg**, moved towards the **blue** sea **because he wanted to go for a swim**.



Use these steps to improve the sentences below:

The turtle is moving towards the sea.

She has been on a journey across the beach.

She needs to lay her eggs.

Using fronted adverbials, modifying nouns and adjectives, embedded relative clauses and subordinating conjunctions

1. Begin your sentence with a fronted adverbial.
2. Use modifying nouns and adjectives to create expanded noun phrases.
3. Add an embedded relative clause beginning with who, which, that or whose.
4. Add a subordinating conjunction to give extra detail about the situation.



Use these steps to improve the sentences below:

The turtle is moving towards the sea.

She has been on a journey across the beach.

She needs to lay her eggs.

Titanic Expanded Noun Phrases

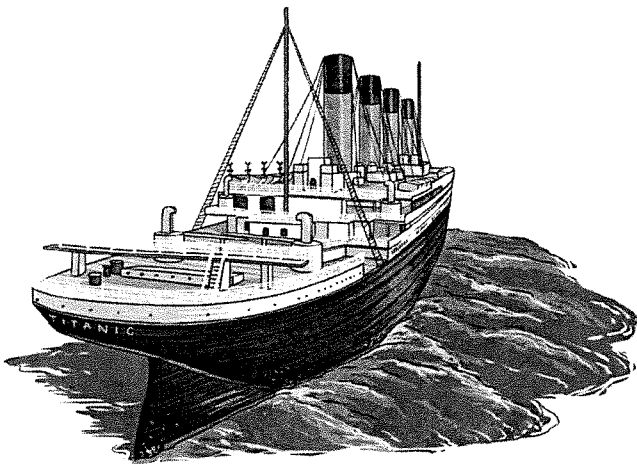
A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The tall man with the wooden walking stick walked slowly across the road.

Read the newspaper extract below. It has lots of **simple noun phrases** in it and is a very boring article. Please improve the article by **expanding the noun phrases**. Use the adjectives next to the picture to help you to improve the text.



unsinkable

deadly

cold

mighty

hardworking

terrified

confused

frightened

monstrous

vast

mountainous

experienced

On that night, the Titanic hit an iceberg that was floating through the North Atlantic. Ignoring several warnings about icebergs, the captain ordered his crew to sail at full speed which caused several sections of the ship to come apart upon impact. At first, passengers did not realise what a situation they were in. But gradually, water began filling the decks of the ship which could not be ignored. Many passengers placed their life jackets on and headed towards the ship's deck. Faces looked around in shock whilst some passengers began to get into the lifeboats...

Rewrite the newspaper extract with expanded noun phrases. Remember, use the adjectives by the picture to help you create your own expanded noun phrases. For example: 'faces' could be changed to 'terrified faces'.

Lined writing area consisting of 25 horizontal lines.



Expanded Noun Phrases

A note to parents: An **expanded noun phrase** gives more detail or information about a noun in a simple noun phrase. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

In the example above, the expanded noun phrase is 'the dark, mysterious forest', the words 'dark' and 'mysterious' have been used to expand the noun phrase. They make writing more interesting as they help the reader to build an image in their mind.

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence.

1. The brightly-coloured parrot flew through the canopy.
2. After his lunch, Harold ate a sweet, delicious chocolate brownie.
3. Under the waves, the stripy fish swam quickly through the reef.
4. In a forest clearing, a dark, mysterious jaguar sauntered by the water.
5. "Pass me the blue shoes please," Mum asked Sophia.
6. As John sat at the bus stop, he saw three, large black cars go past.
7. "These strawberry yoghurts are out of date!" complained the customer in the shop.
8. "Whose is this writing pencil?" asked the teacher as she held it in the air.
9. When he reached the top, the climber stared at the vast, breath-taking view.
10. Happy and elated, the winning team held their trophy in the air.

Expanded Noun Phrases 2

A note to parents: Another way to create an expanded noun phrase is to add a prepositional phrase to add further information about the noun and to enable the writing to be more efficient. For example, where it takes two sentences to say:

The man was sat on the bench. He was wearing a red hat.

We can write this more succinctly by expanding the noun phrase with:

The man **with the red hat** sat on the bench.

For further information on prepositional phrases, please see [this](#).

Read the following sentences. Underline or circle the **expanded noun phrase** in each sentence that has been expanded with a prepositional phrase.

1. Under the waves, the fish with the jagged fins swam swiftly through the reef.
2. The cat under the bush was drenched and shivering.
3. From the cave, a dragon with deadly claws came crashing out.
4. At the stables, Aisha chose to ride the horse with a black mane.
5. Charlie reached for the chocolates on the top shelf.
6. The wizard in the purple robe waved his magic wand and they all disappeared.
7. Jason had always known that the house adjacent to the park was occupied by witches.
8. "Please pass me the keys from the top drawer," Dad said to Brian.
9. Make sure you water the plant on the windowsill whilst we are gone.

Under the Sea Expanded Noun Phrases

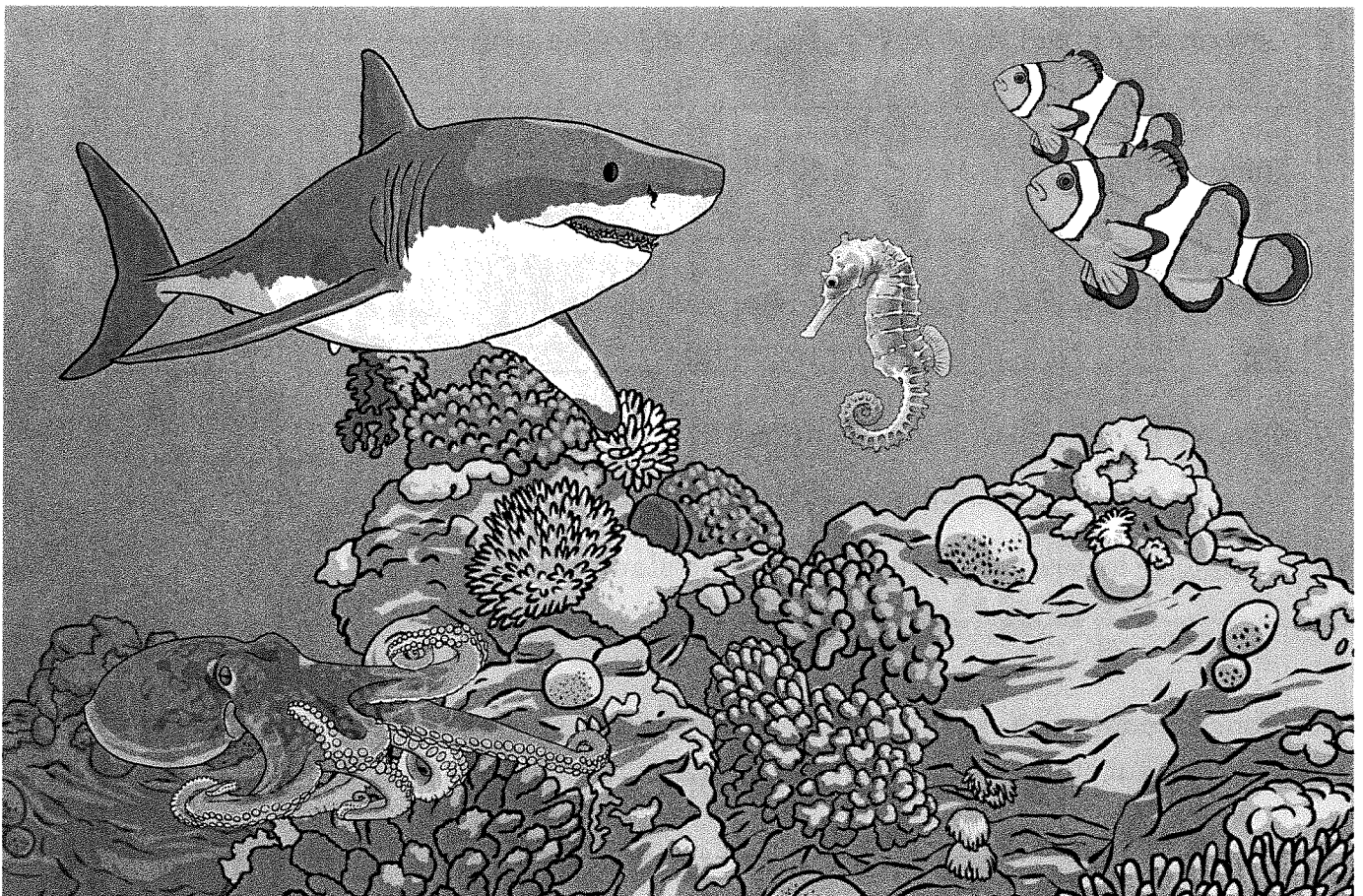
A note to parents: An expanded noun phrase gives more detail or information about a noun. This is usually done by adding adjectives to describe the noun in the noun phrase, for example:

She walked through the dark, mysterious forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man **with the wooden walking stick** walked slowly across the road.

Look at the picture of the underwater scene below. Dori has been writing some sentences about the picture. Can you improve her sentences by expanding the underlined **simple noun phrase** in each sentence by adding an adjective(s) or prepositional phrase? The first one has been done for you.



1. The shark swam below the waves.
The shark swam below the crashing waves.

2. The shark swam below the crashing waves.

3. In the distance, an octopus meandered through the reef looking for prey.

4. The colours on the octopus's body undulated in the shimmering water.

5. On the bottom of the ocean, the seaweed gently drifted in the warm currents.

6. Covering the ocean floor, lots of coral glittered in the sun's rays.

7. Unaware of the shark, two clownfish drifted by.

8. Unaware of the shark, two clownfish drifted by.

9. Dappled light broke through the surface of the sea.

10. A seahorse hovered above the reef catching plankton as it passed.

Well done for adding an expanded noun phrase to each sentence above. Now write some of your own sentences about the picture which include expanded noun phrases.

1. _____

2. _____

3. _____

Using Conjunctions to Extend Sentences

Task 1

For each of these sentences, match up an extra information sentence to extend the main clause. You will need to choose a conjunction from the word bank below to begin your new clause. Make sure you use a conjunction and a clause which make sense! Be careful to check your sentence punctuation when you write the new sentence. Look at this example:

e.g. Mum is coming to pick me up tonight _____. [dentist]

*Mum is coming to pick me up tonight **because I'm going to the dentist.***

I'm not wearing a coat		my mum offered to help me.
There won't be any playground toys left		the weather is very cold.
Maria is still working		we were watching a film.
The pavements are really slippery		she has finished the main task.
We ate lots of popcorn		it's too hot today.
I couldn't finish my homework		we don't look after them.

Word Bank

although

while

because

if

when

Task 2

Can you re-order the sentences you have made on another sheet, beginning with the conjunction? Look at this example:

Mum is coming to pick me up tonight **because I'm going to the dentist.**

Because I'm going to the dentist, Mum is coming to pick me up tonight.

Using Conjunctions to Extend Sentences

For each of these sentences, make up an extra information clause to add, based on the hint in the brackets []. You will need to choose a conjunction from the word bank below to begin your new clause in the spaces. Try to use a different conjunction for each sentence. Think carefully - the clauses will also need punctuating correctly! Look at this example:

e.g. Mum is coming to pick me up tonight _____. [dentist]

*Mum is coming to pick me up tonight **because** I'm going to the dentist.*

1. I never finish my homework _____ [tried hard]
2. You'll be late for school _____ [eat breakfast]
3. My brother has lost all his baby teeth _____ [big gaps]
4. Our teacher has had these cool glasses _____ [first day]
5. SatNav systems are supposed to help drivers _____ [lost]
6. _____ James wasn't wearing his new coat. [bad weather]
7. _____ there will be no playtime for anyone in the class! [own up]
8. _____ Qaseem has very dark hair. [Jafar = quite light]
9. _____ a letter goes out to remind parents about sun cream and hats. [hot weather]
10. _____ we have macaroni cheese on Wednesdays. [no one likes]

Word Bank

unless	while	because	when	if
although	despite	since	whereas	as long as

Extension Challenge

Try this sentence without a hint - use your imagination!

_____ I haven't got a passport.

Using Conjunctions to Extend Sentences

For each of these sentences, make up an extra information clause to add in. You will need to choose a conjunction from the word bank below to begin your new clause in the spaces. Try to use a different conjunction for each sentence. Think carefully - the clauses will also need punctuating correctly! Look at this example:

e.g. Mum is coming to pick me up tonight _____.

Mum is coming to pick me up tonight **because** I'm going to the dentist.

1. I never finish my homework _____
2. You'll be late for school _____
3. My brother has lost all his baby teeth _____
4. Our teacher has had these cool glasses _____
5. SatNav systems are supposed to help drivers _____
6. _____ James wasn't wearing his new coat.
7. _____ there will be no playtime for anyone in the class!
8. _____ Qaseem has very dark hair.
9. _____ a letter goes out to remind parents about sun cream and hats.
10. _____ we have macaroni cheese on Wednesdays.

Word Bank

unless	while	because	when	if
although	despite	since	whereas	provided that

Extension Challenge

Can you add **two** extra clauses to the original sentence, using **two** different conjunctions, like this example?

Mum is coming to pick me up tonight **because** I'm going to the dentist, **despite** the fact I only went a month ago!

Vikings Expanded Noun Phrases

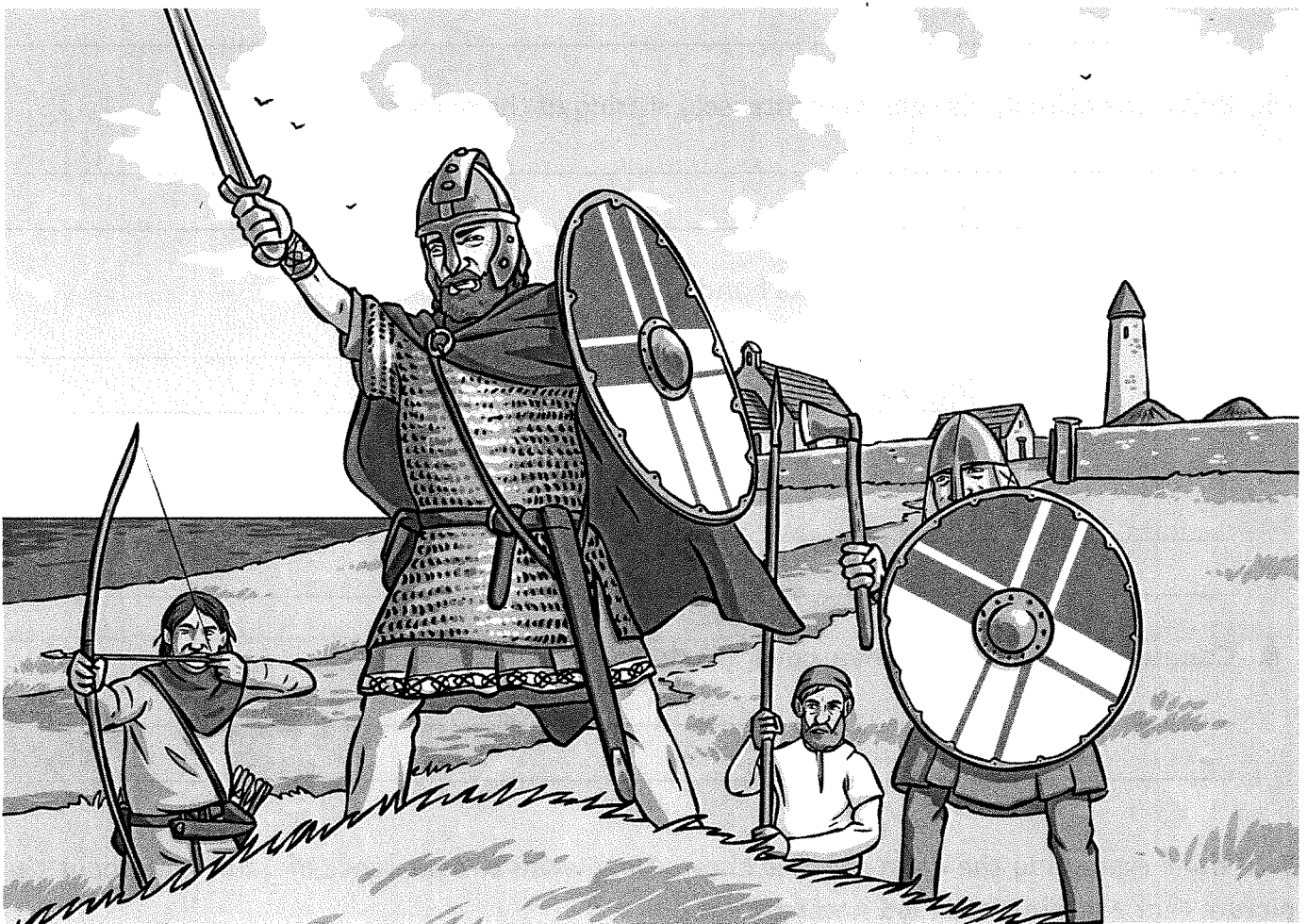
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She walked through the dark, mysterious forest.

Or by adding a prepositional phrase to add further information about the noun, such as:

The man **with the wooden walking stick** walked slowly across the road.

Below the picture, you will see some sentences describing this Viking scene. Underline a **simple noun phrase** in each sentence and then rewrite each sentence with an **expanded noun phrase**. The first has been done for you.



1. In the distance, the sound of waves could be heard crashing against the shore.
In the distance, the gentle sound of waves could be heard crashing against the shore.

2. The Viking raised his sword in the air whilst marching forward.

3. The tower stood in the background, watching as the Vikings marched on.

4. In his hand, he held a shield which was used for protection.

5. Below the helmet, his eyes were intensely staring at the monastery.

6. Ragnar held his shield aloft in one hand and an axe in the other.

7. Behind the warriors, Eldrid held a spear ready to throw at the enemy.

8. Canute wore chainmail armour over his tunic.

Well done expanding the noun phrases above. Now write two sentence of your own about the picture that contain **expanded noun phrases**.

1.

2.

