

Today, we are going to be reminding ourselves of how to use I.S.P.A.C.E in order to improve our sentences.

What does I.S.P.A.C.E stand for and when do we use it?

We use these openers at the start of our sentences. They are fronted adverbials, as they tell us more about the verb and they are at the front of the sentence.

**I** **ing** - Smiling sweetly, she turned and walked away.

**S** **simile** - Like the chocolates in the box, she vanished quickly.

**P** **preposition** - On top of the hill, the wolf stood and watched.

**A** **adverb** - Hurriedly, he snatched the ticket.

**C** **conjunction** - When he found his bone, the dog settled at the bottom of the stairs.

**E** **ed** - Pleased with what he had done, he stood back and admired his work.

<https://www.youtube.com/watch?v=pCpJXDy0tb8>

**I****ing** - Smiling sweetly, she turned and walked away.

You can use an 'ing' clause when two things are happening at the same time, one action happens during another or when one action happens before another.

Shouting, she ran away from the truck.

Playing football, David hurt his leg.

Having found a place to eat, we needed somewhere else to sleep.

**S****simile** - Like the chocolates in the box, she vanished quickly.

You can use a simile to add a description to your writing by comparing one thing to another thing.

As white as a ghost, Peter came downstairs.

As quiet as a mouse, Sally tiptoed across the floor.

**A**

**adverb** - Hurriedly, he snatched the ticket.

You can use an adverb to add detail to a verb in the main clause.

Quietly, she crept in through the door.

Slowly, he reached for the unfamiliar object.

**P**

**preposition** - On top of the hill, the wolf stood and watched.

You can add a preposition to say when or where something happened, in relation to something else.

Below the table, Jim was tapping his legs frantically.

Before dinner, Lucy decided she would go for a walk.

**C****conjunction**

- When he found his bone, the dog settled at the bottom of the stairs.

Use a connective or subordinating conjunction to add extra information into the sentence.

When we arrive at school, make sure you don't forget your bag.

Although I don't think you meant to hurt him, your brother is currently outside crying.

**E****ed**

- Pleased with what he had done, he stood back and admired his work.

You can use an 'ed clause' to modify a noun in the main clause.

Painted bright pink, the boat was unmissable.

Exhausted, Joe collapsed in a heap on the floor.

How could we improve this sentence by adding in an I.S.P.A.C.E opener?

Sue ran across the field.

How could we improve this sentence by adding in an I.S.P.A.C.E opener?

The boy jumped for joy.

WALT use I.S.P.A.C.E openers to improve our sentences

Your task today is to improve the following sentences, but adding in I.S.P.A.C.E openers.

Try and challenge yourself to use one of each type of opener.

1. The creature waited.
2. Kerry relaxed on the beach.
3. The swings were empty.
4. The huskies pulled the sledge.
5. The car screeched to a halt.
6. The diver took a deep breath.

Ext: Can you come up with your own descriptive sentences, using a fronted adverbial? What other interesting punctuation can you use?