
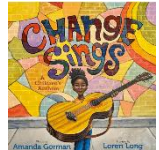

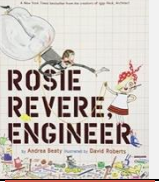

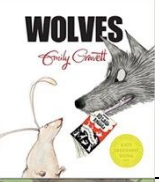
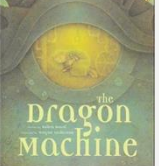
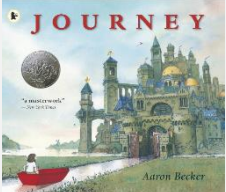
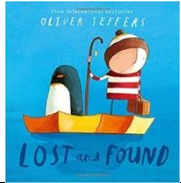
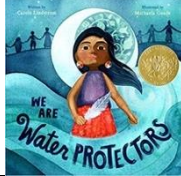
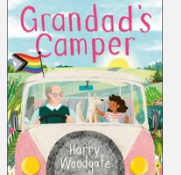




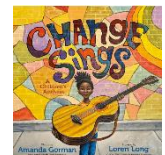

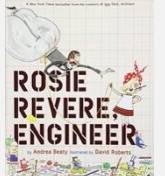
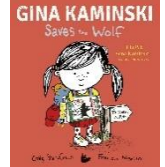
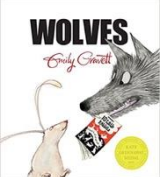
# Small Steps for Sentence Writing – Year B

Y1	Main Written Outcomes	Small steps to teach each term – sentence writing	Writing Stem Book	Authorial Technique
Autumn 1	<p>Children should not be asked to complete complex written tasks such as story writing until the component skills of writing have become fluent and automatic.</p> <p>Children's oral composition and language skill will develop more quickly to the written outcomes.</p>	<ul style="list-style-type: none"> <li>Children have at least one grapheme for all 44 phonemes.</li> <li>Correct letter formation for every letter.</li> <li>Learn to use letter names.</li> <li>Understand that <b>'A sentence is a complete thought with a noun and a verb'</b>.</li> <li>Understand that <b>'A noun is a word for a person, object or a place' (nouns POP)</b>.</li> <li>Understand that <b>'A verb is an action word' (doing)</b>.</li> <li>Know that the first letter of the first word in a sentence is always a capital letter (or uppercase).</li> <li>Know how to write capital letters.</li> <li>Know that a sentence always ends in a full stop.</li> <li>Separate words with spaces.</li> </ul>	 <p><i>Yeti and the Bird</i> Nadia Shireen</p>	Basic sentence writing and captions.
			 <p><i>Change Sings</i> Amanda Gorman and Loren Long</p>	Poem Writing to Entertain - Poetry
Autumn 2	Children will be able to form two to three technically perfect sentences (spelling phonically plausible).	<ul style="list-style-type: none"> <li>Children have a more precise choice of graphemes for their phonemes.</li> <li>Know sentence definitions by heart.</li> <li>Include plural words in dictated sentences and explain when to use 's' or 'es'</li> </ul>	 <p><i>Toys in Space</i> Mini Grey</p>	Letter Writing to Argue - Letter
			 <p><i>Rosie Revere, Engineer</i> Andrea Beaty</p>	Simple instructions. Writing to Explain - Instructions
Spring 1	Children will be able to form two to three technically perfect sentences (spelling phonically plausible).	<ul style="list-style-type: none"> <li>Use 'and' to form compound sentences from two simple sentences.</li> <li>Introduce terminology <b>'An adjective is a describing word that adds information to a noun'</b>.</li> <li>Use prefix 'un-' to change the meaning of adjectives and verbs.</li> </ul>	 <p><i>Gina Kaminski Saves the Wolf</i> Craig Barr-Green</p>	Retell the story with a beginning, middle and end. Writing to Entertain - Stories
			 <p><i>Wolves</i> Emily Gravett</p>	Collect and write 3 wolf facts using adjectives. Question and answer. Writing to Inform - Reports
Spring 2	Children will be able to form three to four technically perfect sentences (spelling phonically plausible).	<ul style="list-style-type: none"> <li>Write exclamation sentences using exclamation marks.</li> <li>Include verbs ending in -ing with no spelling changes in dictated sentences (going, doing, flying).</li> <li>Include verbs ending in -ed with no spelling changes in dictated sentences (slowed, helped, thanked).</li> </ul>	 <p><i>The Dragon Machine</i> Helen Ward</p>	Exclamation Sentences Writing to Entertain - Stories

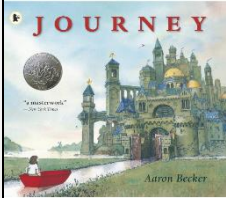
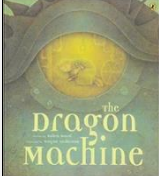
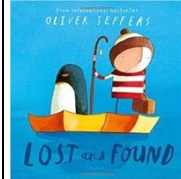
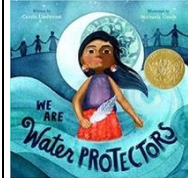
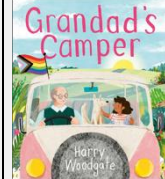

## Small Steps for Sentence Writing – Year B

			 <p><i>Journey</i> Aaron Becker</p>	Retell a part of the story using the past progressive tense. Writing to Entertain - Stories
Summer 1	Children will be able to form four to five technically perfect sentences (spelling phonically plausible).	<ul style="list-style-type: none"> <li>• Write questions using question marks.</li> <li>• Include adjectives ending in '-er' and '-est' with no spelling changes (<i>fast, slow, quick, small</i>).</li> </ul>	 <p><i>Lost and Found</i> Oliver Jeffers</p>	Letter about the Antarctic. Writing to Inform.
			 <p><i>We Are Water Protectors</i> Carole Lindstrom</p>	Poster to advertise an environmental issue. Writing to Persuade.
Summer 2	Children will be able to form five technically perfect sentences (spelling phonically plausible) and link these into a basic narrative.	<ul style="list-style-type: none"> <li>• Consolidate all the skills and knowledge and begin to sequence sentences into short narratives.</li> <li>• Know that a simple sentence has a noun and a verb.</li> <li>• Use capital letters and full stops.</li> <li>• Use 'and' to join some sentences to make compound sentences.</li> </ul>	 <p><i>Grandad's Camper</i> Harry Woodgate</p>	Wish you were here postcards. Writing to Inform
			 <p><i>Lizzy and the Cloud</i> The Fan Brothers</p>	Instructions for caring for a cloud Writing to Explain - Instructions

## Small Steps for Sentence Writing – Year B

Y2	Main Written Outcomes		Small steps to teach each term – sentence writing	Writing Stem Book	Authorial Technique
Autumn 1	Fiction	Own Version of Story	<ul style="list-style-type: none"> <li>• Spend the first few weeks recapping the main Y1 sentence writing small steps.</li> <li>• A simple sentence has a noun, a verb, a capital letter at the start and a full stop at the end.</li> <li>• We can extend simple sentences by expanding nouns into <b>noun phrases</b>.</li> <li>• A noun phrase is a group of words that work together as a well-described noun.</li> <li>• Stories are often written in the past tense which shows it has already happened.</li> </ul>	 <i>Yeti and the Bird</i> Nadia Shireen	Own Version of Story Writing to Entertain - Fiction
	Poetry	Poem		 <i>Change Sings</i> Amanda Gorman and Loren Long	Poem Writing to Entertain - Poetry
Autumn 2	Non-fiction	Letter in Role	<ul style="list-style-type: none"> <li>• A compound sentence is two simple sentences joined by a co-ordinating conjunction, such as 'and', 'but' or 'so'.</li> <li>• Introduce terminology '<b>A compound sentence is two simple sentences joined by a co-ordinating conjunction</b>'</li> <li>• A sentence can do four different jobs.</li> <li>• A <b>statement</b> sentence tells you something that is a fact.</li> <li>• A <b>question</b> sentence asks something that requires an answer.</li> <li>• An <b>exclamation</b> sentence expresses a strong emotion.</li> <li>• A <b>command</b> sentence tells you what to do and begins with a bossy (imperative) verb.</li> </ul>	 <i>Toys in Space</i> Mini Grey	Letter Writing to Argue - Letter
	Non-fiction	Simple Instructions		 <i>Rosie Revere, Engineer</i> Andrea Beaty	Instructions. Writing to Explain - Instructions
Spring 1	Fiction	Retell the Story	<ul style="list-style-type: none"> <li>• A clause is a part of a sentence: it is a group of words which always includes a verb.</li> <li>• Introduce terminology '<b>A clause is a part of a sentence that always has a verb</b>'</li> <li>• A complex sentence has a main clause and a subordinate clause.</li> <li>• Introduce terminology '<b>A complex sentence has a main clause and a subordinating clause</b>'</li> <li>• Most complex sentences have a subordinating conjunction, such as 'when', 'if', 'because' or 'that'.</li> <li>• Stories and recounts can be written in the <b>first person</b> (I, me, my) when the writer pretends to be the character or in the third person when the writer tells the story about someone else.</li> </ul>	 <i>Gina Kaminski Saves the Wolf</i> Craig Barr-Green	Retell the story with a beginning, middle and end. Writing to Entertain - Stories
	Non-fiction	Fact File		 <i>Wolves</i> Emily Gravett	Collect and write wolf facts using adjectives. Question and answer. Writing to Inform - Reports

## Small Steps for Sentence Writing – Year B

Spring 2	Fiction	Story Retelling	<ul style="list-style-type: none"> <li>We can add information to a verb using when-adverbs and how-adverbs.</li> <li>A when-adverb tells you when the verb is happening, such as 'next', 'then', 'after', 'before'.</li> <li>A how-adverb tells you the way the verb is happening, such as 'suddenly', 'slowly', 'luckily', 'sadly'.</li> <li>There are two types of past tense verb.</li> <li>Simple past tense verbs end in '-ed'.</li> <li><b>Past progressive</b> verbs use 'was' and end in '-ing' (such as 'was jumping').</li> <li><i>Adjectives can be changed into adverbs using the suffix -ly</i></li> </ul>	 <p><i>Journey</i> Aaron Becker</p>	Retell a part of the story using the past progressive tense. Writing to Entertain - Stories
	Non-fiction	Setting Description		 <p><i>The Dragon Machine</i> Helen Ward</p>	Writing exclamation sentences. Writing to Entertain - Stories
Summer 1	Non-fiction	Letter to the penguin.	<ul style="list-style-type: none"> <li>Writers use the past progressive verb form to make their readers feel like they are there in the story.</li> <li>We use commas to separate a list of words which makes it easier to read.</li> <li><i>Adjectives can be formed by adding the suffixes -ful and -less</i></li> <li><i>Nouns can be formed by adding the suffixes -ness and -er</i></li> <li><i>Adjectives can be changed using the suffixes -er and -est</i></li> </ul>	 <p><i>Lost and Found</i> Oliver Jeffers</p>	Letter about the Antarctic. Writing to Inform.
	Non-fiction	Poster to advertise an environmental issue?		 <p><i>We Are Water Protectors</i> Carole Lindstrom</p>	Poster to advertise an environmental issue. Writing to Persuade.
Summer 2	Fiction	Postcards – Wish You Were Here	<ul style="list-style-type: none"> <li>Apostrophes are used to show who a noun belongs to.</li> <li>Apostrophes are used to show a <b>contracted</b> (shortened) version of a word, such as 'can't' or 'won't'.</li> <li>When we write in the present tense, we can use the <b>simple present</b> (he jumps) or the <b>present progressive</b> (he is jumping). The present progressive makes it clearer that something is happening right now.</li> </ul>	 <p><i>Grandad's Camper</i> Harry Woodgate</p>	Wish you were here postcards. Writing to Inform
	Non-fiction	Instructions for caring for a cloud		 <p><i>Lizzy and the Cloud</i> The Fan Brothers</p>	Instructions for caring for a cloud Writing to Explain - Instructions