

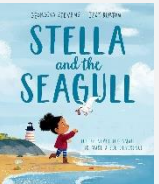








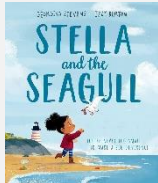



Small Steps for Sentence Writing – Year A

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"> Children have at least one grapheme for all 47 phonemes in Set 1 and 2. Understand that 'A noun is a word for a person, object or a place' (nouns POP). (Who?) Understand that 'A verb is an action word' (What doing?). Using the present tense. Understand that 'A sentence is a complete thought with a noun and a verb'. Know that the first letter of the first word in a sentence is always a capital letter (or uppercase). Know that a sentence always ends in a full stop. Separate words with spaces. 	 <p><i>Astro Girl</i> Ken Wilson-Max</p>	Basic sentence writing and captions.
			 <p><i>The Comet</i> Joe Todd-Stanton</p>	2-3 sentences about the story.
Autumn 2	<p>Children will be able to form two to three technically perfect sentences (spelling phonically plausible).</p>	<ul style="list-style-type: none"> Children have a more precise choice of graphemes for their phonemes. Know how to write capital letters. Use capital letters to start sentences. Use a capital letter for I. Include plural words in dictated sentences and explain when to use 's' or 'es' (Who?). 	 <p><i>Stella and the Seagull</i> Georgina Stevens</p>	2-3 sentences about keeping the beach clean.
			 <p><i>The Snowman</i> Raymond Briggs</p>	First person sentences inspired by the Snowman
Spring 1	<p>Children will be able to form two to three technically perfect sentences (spelling phonically plausible).</p>	<ul style="list-style-type: none"> Correct letter formation for every letter. Use 'and' to form compound sentences from two simple sentences. Use a full stop in more than one sentence. Write questions using question marks. 	 <p><i>The Great Fire of London</i> Emma Adams</p>	Writing a simple letter. Writing to Persuade.
			 <p><i>Naughty Bus</i> Jan and Jerry Oke</p>	Simple own version of the story. Writing to Entertain - Stories
Spring 2	<p>Children will be able to form three to four technically perfect sentences (spelling phonically plausible).</p>	<ul style="list-style-type: none"> Write exclamation sentences using exclamation marks. Include verbs ending in -ing with no spelling changes in dictated sentences (going, doing, flying). Using the past tense. Include verbs ending in -ed with no spelling changes in dictated sentences (slowed, helped, thanked). Using the past tense. Use a capital letter for proper nouns. 	 <p><i>Ocean Meets Sky</i> Eric Fan and Terry Fan</p>	Setting description stories. Writing to Entertain - Stories




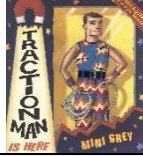

Small Steps for Sentence Writing – Year A

			 <p>A Walk in London Salvatore Rubbino</p>	<p>Diary entry – past tense. Writing to inform – Recount.</p>
<p>Summer 1</p>	<p>Children will be able to form four to five technically perfect sentences (spelling phonically plausible).</p>	<ul style="list-style-type: none"> • Introduce terminology ‘An adjective is a describing word that adds information to a noun’. • Use prefix ‘un-’ to change the meaning of adjectives and verbs. • Include adjectives ending in ‘-er’ and ‘-est’ with no spelling changes (fast, slow, quick, small). 	 <p>Little People, Big Dreams: Florence Nightingale Maria Isabel Sanchez Vegara</p>	<p>Florence Nightingale Biographical sentences Writing to Inform</p>
			 <p>Traction Man Mini Grey</p>	<p>Character Description. Writing to Entertain.</p>
<p>Summer 2</p>	<p>Children will be able to form five technically perfect sentences (spelling phonically plausible) and link these into a basic narrative.</p>	<ul style="list-style-type: none"> • Begin to sequence sentences into short narratives. • Consolidate all the skills and knowledge taught in year 1 focusing on gaps in understanding. 	 <p>We're Going on a Lion Hunt David Axtell</p>	<p>Retell the story with Beginning, Middle and End. Writing to Entertain.</p>
			 <p>Leo and the Octopus Isabelle Marinoy</p>	<p>Instructions for caring for an octopus. Writing to Explain - Instructions</p>

Small Steps for Sentence Writing – Year A

Y2	Main Written Outcomes		Small steps to teach each term – sentence writing	Writing Stem Book	Authorial Technique
Autumn 1	Fiction	Retelling of Story	<ul style="list-style-type: none"> • Spend the first few weeks recapping the main Y1 sentence writing small steps. • A simple sentence has a noun, a verb, a capital letter at the start and a full stop at the end. • We can extend simple sentences by expanding nouns into noun phrases. • When we write in the present tense, we can use the simple present (he jumps) or the present progressive (he is jumping). The present progressive makes it clearer that something is happening right now. 	 <p><i>Astro Girl</i> Ken Wilson-Max</p>	Retelling of Story Writing to Entertain - Fiction
	Fiction	Writing in role.		 <p><i>The Comet</i> Joe Todd-Stanton</p>	Write using present tenses. Writing to Entertain - Fiction
Autumn 2	Non-fiction	Instructions	<ul style="list-style-type: none"> • Stories are often written in the past tense which shows it has already happened. • A compound sentence is two simple sentences joined by a co-ordinating conjunction, such as 'and', 'but' or 'so'. • A sentence can do four different jobs: • A statement sentence tells you something that is a fact. • A question sentence asks something that requires an answer. • An exclamation sentence expresses a strong emotion. • A command sentence tells you what to do and begins with a bossy (imperative) verb. 	 <p><i>Stella and the Seagull</i> Georgina Stevens</p>	Instructions for a beach clean party. Writing to Inform – Non-Fiction
	Fiction	Own Version of Story		 <p><i>The Snowman</i> Raymond Briggs</p>	Own version of the story Writing to Entertain - Fiction
Spring 1	Non-fiction	Letter	<ul style="list-style-type: none"> • We use commas to separate a list of words which makes it easier to read. • <i>Adjectives can be formed by adding the suffixes -ful and -less</i> • <i>Nouns can be formed by adding the suffixes -ness and -er</i> • <i>Adjectives can be changed using the suffixes -er and -est</i> • 	 <p><i>The Great Fire of London</i> Emma Adams</p>	Writing a letter. Writing to Persuade.
	Non-fiction	Own Version of Story		 <p><i>Naughty Bus</i> Jan and Jerry Oke</p>	Own version of the story. Writing to Entertain - Stories

Small Steps for Sentence Writing – Year A

Spring 2	Fiction	Setting Description	<ul style="list-style-type: none"> We can add information to a verb using when-adverbs and how-adverbs. A when-adverb tells you when the verb is happening, such as 'next', 'then', 'after', 'before'. A how-adverb tells you the way the verb is happening, such as 'suddenly', 'slowly', 'luckily', 'sadly'. 		<i>Ocean Meets Sky</i> Eric Fan and Terry Fan	Setting description. Writing to Entertain – Stories.
	Non-fiction	Diary Writing in Role	<ul style="list-style-type: none"> Adjectives can be changed into adverbs using the suffix -ly There are two types of past tense verb. Simple past tense verbs end in '-ed'. Past progressive verbs use 'was' and end in '-ing' (such as 'was jumping'). Stories and recounts can be written in the first person (I, me, my) when the writer pretends to be the character. 		A Walk in London Salvatore Rubbino	Diary entry – past tense. Writing to inform – Recount.
Summer 1	Non-Fiction	Fact File	<ul style="list-style-type: none"> A clause is a part of a sentence: it is a group of words which always includes a verb. A complex sentence has a main clause and a subordinate clause. Most complex sentences have a subordinating conjunction, such as 'when', 'if', 'because' or 'that'. <p>Stories and recounts can be written in the third person when the writer tells the story about someone else.</p>		<i>Little People, Big Dreams: Florence Nightingale</i> Maria Isabel Sanchez Vegara	Florence Nightingale Biography Writing to Inform
	Fiction	Own Version of Story			<i>Traction Man</i> Mini Grey	Character Description. Writing to Entertain.
Summer 2	Fiction	Own Version of Story	<ul style="list-style-type: none"> Apostrophes are used to show who a noun belongs to. Apostrophes are used to show a contracted (shortened) version of a word, such as 'can't' or 'won't'. Consolidate all the skills and knowledge taught in year 2 focusing on gaps in understanding. 		<i>We're Going on a Lion Hunt</i> David Axtell	Retell the story with Beginning, Middle and End. Writing to Entertain.
	Non-fiction	Octopus Instructions			<i>Leo and the Octopus</i> Isabelle Marinoy	Instructions for caring for an octopus. Writing to Explain - Instructions