

# YEAR 1



By the end of Year 1 most children should know...

- How words can combine to make sentences;
- How to join words and clauses using and;
- How to sequence sentences to form short narratives;
- How to separate words with spaces;
- How to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- How to use capital letters for names and for the personal pronoun *I*
- What nouns, verbs and adjectives are.

**Words for pupils:** *letters, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.*



**Reconstruct...**

Write a sentence together. Print your writing out in big lettering *including the full stop*. Cut into individual words, *including the full stop*. Help the children to reproduce the sentence, by ordering the cards in front of them. As you do more of these, collect them together and save for future use.

**Expand...**

You can build up and develop sentences by asking questions.

Child: "It's my birthday today."

Adult: "How old are you?"

Child: "I am five."

Adult: "It is your fifth birthday today." ... and so on...





### Transforming sentences:

Oral, then written changing of the words in well-known sentences...

Jack and Jill went up the hill. ... *can become*... Fred and Kath went down the path.

Or... Humpty Dumpty sat on a wall; Humpty Dumpty had a great fall.

Humpty Dumpty ran on the road; Humpty Dumpty trod on a toad!

Try some of these online activities to support your child's learning...

Using conjunctions:

[http://www.bbc.co.uk/bitesize/ks1/literacy/joining\\_words/play/](http://www.bbc.co.uk/bitesize/ks1/literacy/joining_words/play/)


Composing sentences:

[http://www.bbc.co.uk/schools/starship/english/games/penguins\\_on\\_ice/big\\_no\\_sound/full2.shtml](http://www.bbc.co.uk/schools/starship/english/games/penguins_on_ice/big_no_sound/full2.shtml)



# 5\* SENTENCE

Can you write a 5\* sentence? You must include the success criteria. Have a go!

Success Criteria		
What I need to include	What I think I have included	What my parents think I have included
Full Stop •		
Capital Letter ABCDE		
Conjunction <i>and</i>		
Adjective <i>scary</i>		
Finger Spaces 		

# Year 2

By the end of Year 2 most children should understand...

- What nouns, verbs, adjectives and adverbs are.
- Subordinating conjunctions – using... when, if, that, because,.
- Coordinating conjunctions – using... or, and , but ;
- How to expand noun phrases for description and specification; (e.g. the blue butterfly, plain flour, the man in the Moon. )
- How to use a range of sentence types such as a statement, question, exclamation or command.
- How to make the correct choice of present tense and past tense by choosing the appropriate verbs. ; (e.g. she is drumming; he was shouting. ).
- The use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list;
- The use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (e.g. the girl's name. )

**Words for pupils:** *noun, noun phrase, statement, question, exclamation, command, conjunction, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.*

## Perfect punctuation

Write a short piece of text with full stops in the wrong place. Read it through together. Does it sound right? Alter it by reading through and listening to hear when the sentence is complete. Correct accordingly.

## Punctuation spotter

Print off a piece of text from a book, magazine or the internet. Go through this, highlighting all of the capital letters and full stops. Make a chart to record, "When do we use capital letters?" Do the same with question marks, exclamation marks or verbs and adjectives.



## Sentence frames – nouns, verbs, adjectives, adverbs

Use this to help develop your understanding of more complex sentences.

Determiner	Adjective	Noun	Verb	Adverb
The	black	rat	ate	quickly.
An	old	duck	swam	sadly.
Some	golden	rings	shone	brightly.
A		car		

### Finish the sentence:

Give your child some sentence stems and conjunctions

e.g. *The dog ran over the road... when, because, so, etc.*

Children compose appropriate endings. Discuss. Are the endings interchangeable? Does the meaning change according to the conjunction being used?

### Stretchy sentences:

To make them longer you need to add more information.

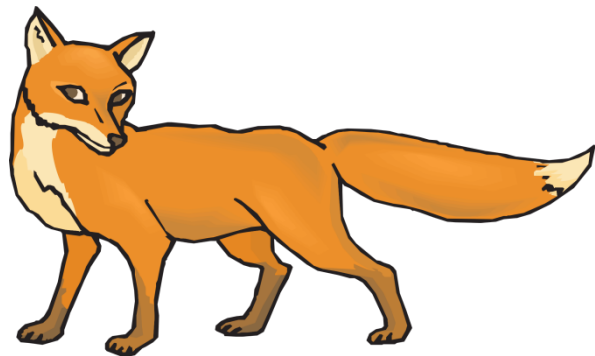
e.g. The boy went to the park.

The **happy, young** boy went to **play with his friends at** the **huge, exciting** park.  
or...

The **tall, brown-haired** boy **was fed up so he** went to the park **to play with his friends**.

Try these:

- 1) The fox had a tail.
- 2) The sea was calm.
- 3) We went on the roundabout.
- 4) The hedgehog has spikes.
- 5) I had an ice-cream.
- 6) An owl was flying.





Conjunctions

because      as      when      so      but  
if              or



Super Squirrel decided it was time for action because \_\_\_\_\_.

Super Squirrel decided it was time for action when \_\_\_\_\_.

Super Squirrel decided it was time for action so \_\_\_\_\_.

Try some of these online activities to support your child's learning...

Using the correct verb form:

[http://www.bbc.co.uk/schools/starship/english/games/blast the rocket/big sound/full.shtml](http://www.bbc.co.uk/schools/starship/english/games/blast_the_rocket/big_sound/full.shtml)