

This week we will write our stories that will teach people about the importance of recycling.

Start your writing with opening and build-up of your stories. You will need a pencil, lined paper and your plan which you created last week. You can choose the 1 star, 2 star or 3 star success criteria to look at when writing to ensure you have everything needed for a successful opening and build up. I have also given you a spelling list, sentence starter mat and phonic sound mats to help.

When you have finished your opening and build up check your story plan for the first problem and the event that happens just after that first problem. You can choose the 1 star, 2 star or 3 star success criteria to look at when writing to ensure you have everything you need in this part of your story.

When you have finished the second part of the story check your plan to help you write the final problem, resolution and ending to your story. You can choose the 1 star, 2 star or 3 star success criteria to look at when writing to ensure you have everything you need for this part of your story.

Notes for your adults at home: Your child has learnt lots of skills during their time in Year 2 to help them write a story. Try to encourage your child to write their story in three parts rather than in one sitting. Make sure you discuss your child's ideas before they start writing. Ensure your child rereads their writing frequently especially when they are ready to move to the next part of their story.

Beginning of the story: We would support the children at this point in school to start their opening and build up but then encourage them to write a few sentences independently. When they have finished their opening and build up we would go through the success criteria and check they had what they needed. We would then pick out a couple of key parts of their opening and build up they could improve for example we might read it back with them to check it made sense or we would go through and check for key spellings.

Middle of the story: We would support the children at this point in school to start their problem but then encourage them to write a few sentences independently. When they have finished their first problem and the events that happen just after their first problem we would go through the success criteria and check they had what they needed. We would then pick out a couple of key parts of their problem they could improve for example we might read it back with them to check it made sense or we would go through and check for key spellings.

End of the story: We would support the children at this point in school to finish their stories but then encourage them to write a few sentences independently. When they have finished their story we would go through the success criteria and check they had what they needed. We would then pick out a couple of key parts of their resolution and ending they could improve for example we might read it back with them to check it made sense or we would go through and check for key spellings.

I have also given you an example of a story that you can read to your child. This will support their writing; help with ideas and vocabulary choice.

One warm, sunny day an empty water bottle fell to the ground in the middle of a beautiful forest. The plastic water bottle was called Walter. Walter was lying on the soft green grass at the side of the path. From the ground Walter could see towering trees, crisp leaves dancing in the wind and birds soaring in the sky. Many people walked past Walter but nobody picked him up to put him in the bin.

Suddenly Walter felt a shadow pass over him and then came a great big CRUNCH! "What has happened?" Walter wondered as he screwed up his face in pain. He had been stepped on! When he looked to the side Walter noticed a man on the ground. The man had tripped over Walter. The man's face looked very cross. As soon as he saw Walter he stood up and kicked Walter high in the air. Walter flew over the bush and landed on something spikey." Ouch!" cried Walter. Then Walter heard an angry voice. "Get off my back" shouted a very grumpy hedgehog. Walter tried his best to get off hedgehog's back but he just couldn't move. The hedgehog began to shake his body which sent Walter flying again.

Before long Walter found himself lying on the ground by a gravel path. He soon felt a tickle inside of him and he felt 8 tiny legs running inside him. It must be a SPIDER! It was STUCK! Walter was afraid of spiders. He trembled with fear. Fortunately a creative, little girl was strolling past with her family and noticed Walter. She picked him up and saw he had a spider trapped inside him. "How could I help this little spider and what could I do with this plastic bottle?" the girl wondered. At last the girl had two light bulb moments. First she decided to free the spider by tapping gently on the side of the bottle and tipping it up-side down. The spider was free but then Walter heard..."Plastic bottles don't belong in the forest." Next the little girl decided to turn the water bottle into a plant pot for her new flowers. Now Walter was beautifully decorated with paint, glitter and sparkles. He sat happily on the window sill away from the forest and all the animals living there.

Success criteria for an opening and build up

1 star	2 star	3 star
<ul style="list-style-type: none"> • Introduce a main character • Introduce a setting (a place) • Introduce when the story takes place (Early one morning... One day...) • Adjectives (words that describe a noun such as large, beautiful, tiny) 	<ul style="list-style-type: none"> • Introduce a main character • Introduce a setting (a place) • Introduce when the story takes place (Early one morning... One day...) • Include an event that happens just before the first problem. • Past tense verbs • Adjectives (words that describe a noun such as huge, beautiful, dull) • Conjunctions (...when..., ...that..., ...if...) 	<ul style="list-style-type: none"> • Introduce a main character • Introduce a setting • Introduce when the story takes place • Include an event/s that happens just before the first problem. • Past tense verbs • Powerful adjectives (words that describe a noun such as awful, disgusting, dull) • Conjunctions (...unless..., ...while..., ...as soon as...) • Commas to show a list

Year 1 and Year 2 common spelling list

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	

Sentence starters

Time	Order	Where	To add information	Comparisons
One day	At first	In the middle of the...	Again	However
One morning	First	Under the bridge...	Also	Yet
One evening	Second	Over the bridge...	Another	Despite
After that	Third	In the distance...	Along with...	Still
After a while	Then	Far away...	For example...	Unlike
Before long	Last	In a far off land...	As well as	Even though
Afterwards	Finally	Inside of...		Although
As soon as	Next	At the end of...		Rather than
At last		On top of the...		
A moment later		Next to the...		
In the meantime		Nearby...		
Later on		Opposite the...		
Meanwhile				
Soon				
During				
Now				
Next week				
All of a sudden				



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*even

Success criteria

1 star	2 star	3 star
<ul style="list-style-type: none"> • Include a problem • Include a character's feelings • Past tense verbs • Conjunctions (...and..., ...but..., ...because...) • Include a question where required. 	<ul style="list-style-type: none"> • Include a problem • Include a character's feelings • Describe the events that happen after the problem. (Mini resolution or build up to the next problem) • Past tense verbs • Conjunctions (...when..., ...that..., ...if...) • Include a question where required. 	<ul style="list-style-type: none"> • Include a problem • Show a character's feelings through their actions (an example is given at the bottom of the page) • Describe the events that happen after the problem. • Past tense verbs • Conjunctions (...unless..., ...while..., ...as soon as...) • Include a possessive apostrophe (The hedgehog's spines were stuck)

Describing a character's feelings through their actions

If a character was sad instead of writing 'He was sad.' you could write 'A tiny tear rolled down his cheek.'
This will leave the reader with more information about the character's emotions.

Success criteria for a final problem, resolution and ending

1 star	2 star	3 star
<ul style="list-style-type: none"> • Include a resolution (How is the problem solved?) • Include a story ending (Does it teach the reader something?) • Past tense verbs • Conjunctions (...and..., ...but..., ...because...) 	<ul style="list-style-type: none"> • Include a final problem that links to your resolution. • Include a resolution (How is the problem solved?) • Include a story ending (Does it teach the reader something?) • Past tense verbs • Conjunctions (...when..., ...that..., ...if...) • Use different sentence starters to link ideas together (use the sentence starter mat from Tuesday's Literacy session to help you) 	<ul style="list-style-type: none"> • Include a final problem that links to your resolution. • Include a resolution (How is the problem solved?) • Include a story ending (Does it teach the reader something?) • Past tense verbs • Conjunctions (...unless..., ...while..., ...as soon as...) • Include at least one of these words which contain suffixes: <ul style="list-style-type: none"> • happiness • kindness • agreement • environment • helpful • excitement • painful