

LEARNING OBJECTIVE

To secure the use of simple sentences in their own writing and to write in full sentences.

CURRICULUM LINKS

NLS: Year 2, Term 2; Year 3, Term 1

The subject sack

What you need

A board and writing materials; a Subject Sack – a bag containing a wide variety of items, the more diverse the better (anything from sweets to a picture of the Queen!), ensuring that there are enough items for one each and several to use as examples; pens.

What to do

- Clarify the children's knowledge of what constitutes a sentence. Explain the rules for forming a simple sentence:
 1. It has one clause: a clause is something which expresses an event or a situation.
 2. A clause has a subject and a verb.
 3. The subject is the person or thing in the clause.
 4. The verb is the action that is carried out.
- Write a couple of examples on the board, such as *The lion roared* or *A giraffe is a very tall animal*. Underline the subject and verb in each sentence.
- Show the children the Subject Sack. Explain that inside there are lots of items which could be the subject in a sentence.
- Ask for a volunteer to pick something out. Confirm that this is the subject of the sentence and write it on the board.
- Ask the volunteer to give you a simple sentence with the item as the subject. For example, *The Queen is an important lady*. Write this on the board and ask them to identify the verb in their sentence – *is*. Underline both the subject and the verb.
- Let another volunteer choose a subject and then use it to create a simple sentence. Write this on the board, underlining the subject and verb.
- Once the class understand the meaning of a simple sentence, allow them to pick one subject each from the sack. They can then create their own sentence in their books. Tell them to ensure they use a capital letter, full stop (or question mark or exclamation mark) and to underline the subject in red and the verb in blue.
- When they have done this, they should swap subjects with a neighbour and create another sentence in the same way.

Differentiation

Less able children can work in a group with an adult scribing their suggestions and guiding them when identifying the subject and verb. More able children may also identify other parts of speech, as appropriate to their ability.

