



A Writing Root for Billy and the Beast by Nadia Shireen



Literary Theme: Heroes & villains
Alternative Literary Theme(s): Talents & powers (R/1); Heroes & villains (1/2)

Recommended Age: Y1

Text(s): Billy and the Beast by Nadia Shireen

Duration: 3 weeks, 15 sessions

Outcomes: Wanted posters, summary, emails, character descriptions, recipes
Main outcome: Own version 'defeat a monster' narrative

Overview and outcomes: This is a three-week Writing Root using *Billy and the Beast* by Nadia Shireen in which children create their own version of the Billy character and use them to defeat a terrible beast intent upon boiling up animals into a terrible feast. During the sequence, they write a 'day in the life of' in the form of a summary, emails to give advice, recipes and then create their own version of a Billy and the Beast story.

Coverage from National Curriculum 2014: Reading and Writing coverage from Curriculum 2014. Spoken language is covered throughout.

Word Reading

- Apply phonic knowledge and skills as the route to decode words
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings

Writing Transcription (Spelling and Handwriting)

- Common exception words
- Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- Formation of adjectives using suffixes such as -ful, -less (Y2)

Reading Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Understand both the books they can already read accurately and fluently and those they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Making inferences on the basis of what is being said and done
- Predicting what might happen on the basis of what has been read so far



Vocabulary, Grammar & Punctuation

- Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun
- Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- How words can combine to make sentences
- Joining words and joining clauses using and
- Sequencing sentences to form short narratives
- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun I

Writing (Composition)


Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher



Learning Objective	Success Criteria	Whole Class	Resources	Independent Work	Plenary
<p>1) To use capital letters and full stops</p> <p>To ask and write questions</p>	<p>I can use capital letters, full stop, exclamation marks and question marks</p> <p>I can write questions, commands and statements</p>	<p>Arrive to class to discover some footprints (could also be in corridor and outdoor area), a clump of green fur, some things that have been knocked over and some food that has been taken (have food out in class that children have been made aware of the day before - could be fruit for snack).</p> <p>Tell children that there are some eye-witnesses who claim to have seen the monster the day before when all the children were at home. Prepare some questions to ask the eye-witnesses then have them visit the class so that the children can ask their questions. Elicit that there is a monster on the loose that has green fur, long claws, sharp teeth, is very tall and clumsy, appeared hungry and who goes by the name of <i>Terrible Beast</i>. You may want to scribe for the children as they listen to the eye-witness accounts</p>	<p>Footprints</p> <p>Fur clump</p> <p>Eye-witnesses</p> <p>Poster paper and felt tips</p>	<p>Shared writing: Model writing a Wanted Poster:</p> <p><i>Have you seen this monster? He is very tall and has green fur. Do not go near him!</i></p> <p>As you model, tell the children what each sentence type is.</p> <p>Let the children draw a 'photo-fit' picture of what they think the monster looks like based on the eye-witness reports and then write a question, a statement (trying to use different information than the information you used in your model) and a command. Orally rehearse other commands e.g. <i>Call the police</i> or <i>Take care</i>.</p>	<p>Let children check each other's' wanted posters for capital letters, full stops and question marks.</p> <p>Encourage them to add an exclamation mark to their command to make it even more commanding!</p>
<p>2) To use a capital letter and a full stop to punctuate a sentence</p> <p>To use question marks to write questions</p> <p>To make simple inferences</p>	<p>I can write statements</p> <p>I can use question words</p> <p>I can infer</p>	<p>Share the front cover of the text and point out that the title of the book is <i>Billy and the Beast</i>. Talk about the picture showing the three characters - a cat, a child and The Beast.</p> <p>Say what you see: Support the children to devise statements about the cover illustration. Model first:</p> <p><i>There is a child in the story. The cat looks a bit grumpy. The Beast actually looks cheerful.</i></p> <p>Use Talk to the Hand to support use and spelling of question stems.</p>	<p>Talk to the Hand</p>	<p>Let the children work in pairs to devise further statements. Some children could be supported by focusing on the nouns in the illustration such as <i>hair, doughnut, raincoat</i>.</p> <p>Then model writing questions that match the statements:</p> <p><i>There is a child in the story. Could this be Billy?</i> <i>The cat looks a bit grumpy. What do you think the cat character will be like? Why might he be grumpy?</i> <i>The Beast actually looks cheerful. What might The Beast character be like?</i></p> <p>Children write some questions for their statements.</p> <p>An idea for differentiation would be to provide children with a set of statements and a set of questions and have them match the pairs.</p>	<p>Share statements and questions, checking carefully for capital letters and either the full stop or question mark depending on sentence-type.</p> <p>Ensure children understand that a question mark takes the place of a full stop in a question sentence.</p>



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<p>3) To read and write words with the suffix -ed</p> <p>To sequence sentences to form short narratives</p>	<p>I can use verbs that end in the suffix -ed</p> <p>I can sequence sentences to form short narratives</p>	<p>Share the text, <i>Billy and the Beast</i> up to 'It was a perfectly lovely day' (page 4).</p> <p>Role-play the actions (verbs) on page 3 that Billy and Fatcat carried out. They: <i>stomped and crunched and splashed and jumped</i>.</p> <p>Tell the children that the action-words <i>stomped, crunched, splashed and jumped</i> are all verbs. The -ed ending is called a suffix which means that they have been fixed to the end of each verb to make them in the past tense.</p> <p>Provide the children with the suffix fixers (attached to the end of the sequence) and let them explore each of the words. After modelling folding one over to leave just the root verb, let the children find all the other root verbs.</p>	<p>Suffix fixers</p>	<p>Ask the children to think about which suffix fixer words go with page 4 (the grey page): <i>walked</i> (Billy and the Beast); <i>scooted</i> (the fox); <i>played</i> (the mice) and <i>listened</i> (to music - the adorable little bunny rabbits).</p> <p>Shared writing: Now model writing the beginning of <i>A Perfectly Lovely Day in the Life of Billy and Fatcat</i>, written in the present tense:</p> <p><i>A perfect day for us is when we stomp, crunch, splash and jump through the wood. The hedgehog likes to read his book...</i></p> <p>Challenge the children to use each of the suffix fixer words in their root form. Make it a teaching point that some verbs such as 'read' don't have a suffix when in the past tense.</p>	<p>Orally model turning one of the children's 'perfect day' pieces into the past tense e.g.</p> <p><i>A perfect day for us was when we stomped, crunched, splashed and jumped through the wood.</i></p> <p>Experiment with the other suffix fixer words.</p>
<p>4) To describe characters using adjectives</p> <p>To explore adjectives with -ful and -less suffixes</p>	<p>I can choose appropriate words to describe a character</p> <p>I can read and spell adjectives with the suffixes -ful and -less</p>	<p>Re-read the text from the beginning up to page 5. <i>How did Billy help Fatcat?</i> Read on to the page where all of the animals have gone (page 6). <i>What do the children think has happened to them?</i> Then read up to where Billy and Fatcat come face to face with The Terrible Beast (page 10 - red page). Discuss Billy's reaction (both what she says and what we can infer from the illustration) and support the children to infer that Billy doesn't seem frightened by the beast. <i>How could we describe Billy's character?</i></p> <p>Spinning suffixes: Explore the effect of suffixes by placing the root verb on a piece of card and adding suffixes on another piece of card attached with a split pin. When the card is turned, it makes a new word that is an opposite or near opposite:</p> <div style="text-align: center;">  </div>	<p>Spinning Suffixes</p> <p>Character splat</p>	<p>Let the children use the appropriate suffix spinner words - and other descriptive language - to complete a 'Character Splat' for Billy thinking about all they know of her so far. Have a large splat on the working wall so that this can be added to later on.</p> <p>The children may need this to be modelled if they've not yet worked with a character splat.</p> <p>Idea for differentiation: For higher attaining children, work with them to also infer the feelings of the other characters in the story, eg Fatcat or The Terrible Beast. Children can then use the opposite words, e.g. changing -ful to -less etc.</p>	<p>Let the children watch the clip of Nadia Shireen reading the book up to the same point you read, here on YouTube*</p> <p>Ask the children what they think might happen next.</p>



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<p>5) To predict what might happen</p> <p>To explore adjectives with -ful and -less suffixes</p> <p>To use a question mark when needed</p>	<p>I can make predictions</p> <p>I can read and spell adjectives with the suffixes -ful and -less</p> <p>I can write a question</p>	<p>Provide the children with a copy of the page that starts 'And sure enough, they saw...' but don't read the preceding page. <i>Why do the children think that 'None of them (the animals) look especially happy to be there?'</i></p> <p>Ask the children to discuss in pairs the illustrations on this page – the animals, the 'packaging'. Talk about the fact that the hedgehog is on a cake-stand; the bunnies are ready to 'boil in a bag...' <i>What might this mean? What could the Beast be planning?</i></p> <p>Now share the preceding page, ending 'And I need all sorts of unusual ingredients.'. Re-read the 'And sure enough, they saw...' page and then on to the next page.</p>	<p>Spinning Suffixes</p>	<p>Billy needs urgent advice! We need to send her an email so it reaches her quickly.</p> <p>Using the suffixed adjectives from session 4 and their character splats, children write an email of advice to Billy and Fatcat. Model first, placing a focus on the effect of each suffix -ful and -less:</p> <p><i>Dear Billy and Fatcat,</i></p> <p><i>We think you need help. Billy – your hair is very useful. What is in there that might be helpful? Fatcat – don't be fearful or helpless...</i></p>	<p>Let children check each other's writing for correct spelling of the suffixed words, with common errors being spelling the -ful suffix with a double 'l' and the -less suffix with only one 's'.</p>
<p>6) To write multi-clause sentences</p> <p>To use capital letters and full stops</p>	<p>I can use conjunctions and, but, so and because</p> <p>I can edit for capital letters and full stops</p>	<p>Read the story to the end.</p> <p>Connecting clauses with conjunctions:</p> <p>Tell the children that unfortunately you had a bit of an accident with today's resources and dropped them on the floor so that they are now all muddled up. Can they help sort by matching each sentence in green to one in red? Encourage children to think about ideas that go together:</p> <p>e.g.</p> <p><i>Billy and Fatcat couldn't see the animals. The animals had been taken by the Terrible Beast.</i></p> <p><i>The Terrible Beast was going to cook the animals into a Terrible Soup. Billy saved the animals.</i></p>	<p>Connecting Clauses with Conjunctions</p>	<p>Share responses then orally model putting the two sentences together using a conjunction - either and, but, so or because</p> <p>Let the children use conjunction cards to orally rehearse joining the clauses together to make one sentence</p> <p>e.g.:</p> <p><i>Billy and Fatcat couldn't see the animals. because The animals had been taken by the Terrible Beast.</i></p> <p>Once done, tell the children that as they have made one sentence by joining clauses, there can only be one full stop. Capital letters only stay if it's for a name or at the start of each new sentence. Model editing.</p> <p>Children work through the clauses they paired to record as sentences and then edit punctuation.</p>	<p>Share some responses and then, using these, model how to replace nouns with pronouns as needed to avoid repetition e.g.</p> <p><i>Billy and Fatcat couldn't see the animals because they had been taken by the Terrible Beast.</i></p>

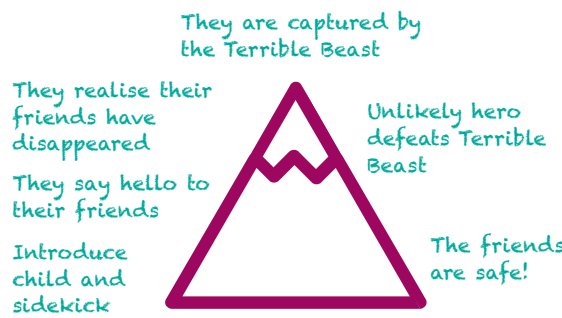


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<p>7) To sequence ideas in a narrative</p> <p>To draw upon the language and grammar of what they have read</p>	<p>I can retell a story</p>	<p>Using a yellow raincoat (if possible, or a red hairband even), and some props as listed in resources, create a 'forest' in which the children can take turns to role-play the story of <i>Billy and the Beast</i>. Support them to echo the repetition of walking through and saying 'hello' then walking back the same way and instead of saying 'hello', realising that each animal has disappeared.</p> <p>Have some children narrate the role-play and support them to draw upon the vocabulary and grammar used in the story e.g. <i>She rummaged in her hair. Everything went dark. Things were looking bleak for Fox. And then the adorable little bunny rabbits slammed down the lid with impressive force... They all watched the terrible beast bounce down the hill never to be seen again.</i> Ensure children understand the words, 'bleak' and 'rummaged'</p>	<p>If possible, a yellow child-sized raincoat</p> <p>Doughnut, scooter or fox tail, mouse ears, ball, book for hedgehog, radio, rabbit ears, monster mask</p> <p>Story sequence strips</p>	<p>Provide pairs of children with the story sequence strips that are provided with this sequence. Let the children sort these into the order in which the events occur in the story and then take turns to retell the story, drawing upon the language orally rehearsed in the role-play.</p>	<p>Story circle: seated in a circle in their pairs, let the children retell one sentence at a time, moving around the circle. Support children to draw upon the vocabulary and grammar used in the story.</p>
<p>8) To write multi-clause sentences</p> <p>To use capital letters and full stops</p>	<p>I can use conjunctions and, but, or and because</p> <p>I can edit for capital letters and full stops</p>	<p>After showing children the back cover, tell them that you agree Billy is a hero. She may not have had a costume, a cape or the ability to fly but she still saved her friends and defeated the monster.</p> <p><i>What was her 'superpower'?</i> Elicit that it was her 'big hair' and because it was so big, she was able to hide all sorts of useful things in it. Some children in class may have 'big hair' and some may have other physical attributes that could be used as the 'superpower' for their Billy character. Let children decide what they would hide in the hair (or how they'd use other another attribute) of their Billy character and have a range of useful objects to support this.</p> <p>The super hair game: Play in groups of 5-6.</p> <p><i>In my super hair I will hide... a pack of felt tips...</i></p> <p>Children repeat previous items before adding their own.</p>	<p>Everyday objects that could be hidden in hair (or elsewhere) to defeat a ferocious and terrible beast</p>	<p>Staying in their groups, shared-write noun labels for the 5-6 chosen items. These will be the items each child in that group will use to defeat the monster character.</p> <p>Using the noun labels, children write a statement for each item using the frame:</p> <p><i>I will hide a/some because....</i></p> <p>Model first, placing sound-buttons on <i>hide</i> and telling children that <i>some</i> and <i>because</i> are tricky words.</p> <p>Finally, add a title: <i>Things a hero can hide in their hair</i></p>	<p>Talk about other superhero characters in stories that the children know of. The discussion could be extended to talking about people who help us, including the emergency services and could also fit nicely within a PSHE topic.</p>



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<p>9) To write simple noun phrases</p> <p>to use adjectives with the suffixes -ful and -less</p>	<p>I can write noun phrases</p> <p>I can spell words with the suffixes -ful and -less</p>	<p>Lucky dip descriptions: Model, using an enlarged version, creating simple noun phrases using lucky dip descriptions where adjectives need to be matched to nouns:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">helpful</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">friend</div> </div> <p>Repeat, e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">curly</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">hair</div> </div>	<p>Lucky dip descriptions</p>	<p>Let the children use the lucky dip descriptions cards to generate some noun phrases of their own, ensuring that the pairings make sense. Children use these to create a character description for their own Billy character.</p> <p>Idea for differentiation: Extend to pairing adjectives with a comma e.g. <i>big, curly hair</i> - some oral rehearsal may be needed to determine the order of adjectives. At this age, best to work with what sounds right rather than getting overly technical.</p>	<p>Explain to children what is meant by 'sidekick' and that heroes often have a sidekick and their name is sometimes comical.</p> <p>How could the children use the author's Fatcat idea (where the cat is chubby because he is always eating) to create a new sidekick? Ideas include:</p> <p><i>Tubbydog Podgefish Chubmouse</i></p>
<p>10) To use the term singular and plural</p> <p>To know the rules for adding -s and -es</p>	<p>I can identify when I need more than one of an item (plural)</p> <p>I can add suffixes to regular words</p>	<p>Look at The Beast's recipe for terrible soup. <i>What if he was having guests and needed to double everything?</i></p> <p>Model adapting the recipe to double everything and edit the ingredients so that they are plural e.g. <i>2 chopped onions</i></p> <p>Make a teaching point of mice being the same when plural and deliberately re-write the fox ingredient as: <i>The bushy tails of 2 foxes</i> so that you can model using -es as a plural.</p> <p><i>What did he actually end up putting in because of Billy's quick-thinking?</i></p> <p>Go back and look at what each animal was swapped with. You may wish to have a real grater etc here.</p>	<p>Real objects to give children story-making ideas</p>	<p>Children write the recipe that The Beast actually made but using doubles e.g.</p> <p><i>2 chopped onions 2 grated pinecones 2 sparkly feather dusters</i></p> <p>What else could he add to his recipe?</p>	<p>What's the rule? Write the pluralised words onto strips of card and sort into two sets: ends with -s and ends with -es. What do the children notice?</p>



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<p>11) To spell words containing the split-vowel digraphs</p> <p>To write commands</p>	<p>I can use split vowel digraphs to spell words with long vowel sounds</p> <p>I can write commands</p>	<p><i>It would be useful if, prior to this session, some reading for research had been conducted into recipes so that children have some experience of the language involved.</i></p> <p>Have the objects used yesterday and other objects that could be in the Billy character's hair. You may also want to have some stuffed animals or small-world creatures as this session is very much about story-making where the children will start to think about the creatures in their own version. Link to science or geography topic if relevant.</p> <p>Play a circle-game where one child is in the middle being The Terrible Beast:</p> <p>Ah ha ha! I'm going to make terrible soup and I'm going to grate some pickled vole.</p> <p>Suggested words containing split vowel digraphs: <i>make, grate, pine, cone, mice</i></p>	<p>Objects</p> <p>Stuffed animals</p> <p>Small-world objects</p>	<p>Model writing down some of the role-play (which will have served as oral rehearsal):</p> <p>To make terrible soup you will need: 2 pickled voles</p> <p>Apply sound-buttons as needed.</p> <p>Reminding children about the plurals explored in session 6, let them continue to write their own list of ingredients.</p> <p>Then model the next stage which is to write the method:</p> <p>First grate some of the pickled voles.</p> <p>Children to write own beastly recipe, choosing the type of dish: stew, casserole, soup, pie, curry, hotpot, stir-fry, paella etc</p>	<p>Collate recipes into an instant Book of Beastly Recipes by asking children to bring out their recipe as you call each letter of the alphabet out. Hole-punch and then tie with string or ribbon.</p>
<p>12) To plan a story</p>	<p>I can use a story mountain</p>	<p>Explain to the children that they are going to write their own story based on <i>Billy and the Beast</i> about a child with big hair (or other attribute) who defeats a terrible beast by tricking the beast with everyday objects. Model planning using a story mountain:</p> <div style="text-align: center;">  <p>The diagram is a purple triangle with a smaller purple triangle inside it, forming a mountain shape. The stages are written in purple text around the mountain:</p> <ul style="list-style-type: none"> Top peak: They are captured by the Terrible Beast Left slope: They realise their friends have disappeared Bottom left: They say hello to their friends Bottom right: The friends are safe! Right slope: Unlikely hero defeats Terrible Beast </div> <p>Introduce child and sidekick</p>	<p>Story-mountain templates with the 6 main, generic events already written on</p>	<p>Children to plan own story. They need to think about details such as:</p> <p><i>Who the child is (session 9)</i> <i>Who (animal) the sidekick is</i> <i>How they move through the forest (session 3)</i> <i>The animals that they say hello to (session 11)</i> <i>What their own monster looks like</i> <i>What the monster is cooking (session 11)</i> <i>How the child character becomes a hero and the things that they find in their hair to save the animals (session 8)</i></p> <p>You may want to do this activity in small focus-groups over the course of a day or two.</p>	<p>Let children work with a partner, each having a turn at using their story mountain to orally rehearse their story.</p>



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<p>13)+ To sequence sentences to form short narratives</p> <p>To write simple noun phrases</p> <p>To write the beginning and middle of a story</p>	<p>I can write in sentences</p> <p>I can write noun phrases</p> <p>I can use a story plan</p>	<p>Modelled writing: Model introducing and describing your Billy character + sidekick using ideas from session 9. Draw upon learning about the suffixes -ed to model what they did as they walked, then the section where they say hello to the animals (chosen in session 11). Remind the children about capital letters (including for proper nouns) and full stops.</p> <p><i>Marty and The Monster</i> Marty and Tubbydog were stomping through the woods. They listened to the birds, played in the grass and walked along the path. They said hello to the stoat, hello to the badger and hello to the little fluffy owl chicks. Suddenly there was a growl! But it was just Tubbydog's rumbling tummy. Marty rummaged in her hair and found a nice biscuit. Tubbydog was Marty's faithful and fearless friend.</p>	<p>Suffix fixers used in session 3</p>	<p>Children write the first section of their story. This could be done in small groups if necessary.</p> <p>Once this is done, model your version of the middle of the story, where the Billy and sidekick characters realise that their friends have disappeared before being captured themselves:</p> <p><i>They walked back and said hello to the hedgehog...oh! Where was he? Where was the badger? And where were the little fluffy owl chicks? They scratched their heads. Just then, it went dark...</i></p> <p>Children write their mid-sections.</p>	<p>Use the suffix fixer cards to check spelling of the -ed words.</p> <p>Ensure that children have capitalised names.</p>
<p>14) To sequence sentences to form short narratives</p> <p>I can write the end of a story</p>	<p>I can write in sentences</p> <p>I can use a story plan</p>	<p>Now model writing the 5th and 6th sections of your version of the story. Focus on the part where the Terrible Beast is cooking (session 11 – refer to the Book of Beastly Recipes) and how your Billy character becomes a hero by rummaging in his/her hair and using items to trick the Beast:</p> <p><i>Marty was extremely cross! Then she saw the Dreadful Monster. He was cooking a Dreadful Dinner and all of her friends were for the pot! Ah ha ha! I'm going to make a dreadful dinner and I'm going to sprinkle some sliced stoat. Marty could not let this happen! She rummaged in her hair and found..</i></p>		<p>Children write sections 5 and 6 of their stories, stopping just before the part where the 3 adorable little creatures help capture the monster. Work in pairs to support one another with composition and editing.</p>	<p>Now shared- write the part where 3 adorable little creatures help capture the monster. Support the children to generate ideas about how their Terrible Beast will be captured/ 'disposed' of! Allow the children some time to finish their stories.</p>




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15) To use capital letters for names and at the start of a sentence	<p>I can edit my writing for capital letters</p> <p>I can reread my writing in a clear voice</p>	Teacher model how to edit for capital letters and full stops. Make links to handwriting to make sure children know how to form the right capitals in the right place. This can be done by having a model already written using just lowercase and having the capital letters on post-it notes that the children choose to overlay over the text.		Let children edit using a different colour pen to show where the capital letters and full stops are and also for any missing words. When they are finished, ask children to read each other's work using the pairs from yesterday to check that it makes sense and take it in turns to read listen, clapping where there is a capital letter and putting their hand up if there could be an extra word added in.	<p>Children to read their completed stories to a partner, listening out to check that story language has been used.</p> <p>Edit further as needed.</p>




Mixed Age Planning Suggestions (to be used alongside main Writing Root sessions)



If teaching a mixed-age class, these additional planning suggestions will support coverage of appropriate National Curriculum objectives. Teachers may wish to use suggested models and resources, however further personalisation of children's independent work may be necessary.

Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 1</p> <p>YR) To write simple phrases and sentences that can be read by others</p> <p>Y2) To use exclamation sentences to create a wanted poster</p>	<p>Give children a format for a wanted poster and allow them to draw a picture of their monster and label it with a word, caption or sentence to describe the monster.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Wanted!</p> <p>Monster on the loose...</p> </div>	<p>Set up the role play area as a Police Station with wanted posters on display to help to catch the monster. Give children access to notepads and pencils to take witness statements and record suspicious events.</p>	<p>Children to create a wanted poster using the three sentence types from the main Writing Root, but also introduce children to exclamation sentences and prompt them to include one in their poster. Tell them that it must begin with a how or a what and include a verb, e.g.</p> <p><i>How terrible he must be!</i></p> <p><i>What an awful monster this is!</i></p>
<p>Session 2</p> <p>YR) To express their ideas and feelings about their experiences using full sentences making use of conjunctions, with modelling and support from their teacher</p> <p>Y2) To use the conjunction because to create an inference/prediction statement</p>	<p>Ideally working with an adult, show children the front cover of the book and ask them to 'say what they see'. Give them sentence starters and encourage them to use 'and' to join ideas, e.g.</p> <p><i>The girl looks... The cat seems... The monster is...</i></p> <p>Adult to scribe the sentences onto a sentence strip and cut it into words/punctuation. Children to reorder and copy out their sentence.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>The girl looks happy and she is smiling .</p> </div>		<p>Add a 'because' to each of the statements devised, e.g.</p> <p><i>because there is a child in the story,</i> <i>because the cat looks a bit grumpy,</i> <i>because the Beast actually looks cheerful.</i></p> <p>Children to create the main clause to attach to each of these sentences to create an inference statement, e.g.</p> <p><i>I think this is Billy because there is a child in the story.</i></p>
<p>Session 3</p> <p>YR) To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses with modelling and support from their teacher</p> <p>Y2) To use the progressive tense consistently and to add the suffix -ing when there is a change to the root word</p>	<p>Ideally working with an adult, children to describe their perfect day using the verbs from the whole class activity. Adult to scribe these ideas on the flipchart, adding punctuation and modelling segmenting of words where appropriate, and then reading them back.</p>		<p>Introduce children to the progressive tense and show them a suffix fixer card with the root verb and -ing that can be added on, e.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>walk</p> <p>ing</p> </div> <div style="text-align: center;"> <p>run</p> <p>ing</p> </div> </div> <p>What is the rule for doubling the consonant?</p> <p>Children to write their perfect day.</p> <p><i>A perfect day for us is stomping, running, splashing, skipping and jumping through the woods.</i></p>



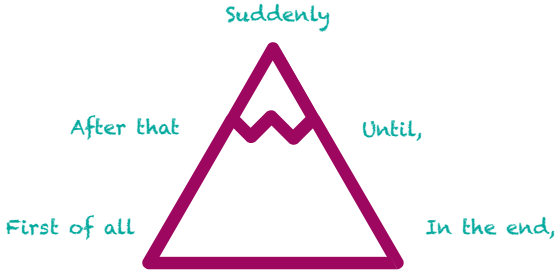


Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 4</p> <p>YR) To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Y2) To use the suffix -ness to create nouns to describe characters</p>	<p>On the Dot or Not Give children some adjectives and ask them to place the words onto the dot if they describe Billy and leave them outside the dot if they do not. Prompt children to justify their responses using 'because' by asking them 'why'?</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="border: 2px solid purple; border-radius: 50%; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;">helpful</div> <div style="border: 2px solid purple; padding: 5px;">grumpy</div> </div>	<p>Create a Helpline Call Centre with a computer, a phone and a headset (if possible) so that children can take calls and give advice to Billy and her friends who might be in trouble and need help. Provide some notepaper so that children can also take notes whilst on the phone, as well as writing letters of advice.</p>	<p>Children to complete a character splat using -ful and -less words, but as a challenge, ask them to experiment with adding a further suffix -ness onto each word. What does this do to the word?</p> <p>helpfulness usefulness fearfulness</p> <p>What other words could we add -ness onto?</p> <p>Children to add additional words onto their character splats.</p>
<p>Session 5</p> <p>YR) To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Y2) To use the suffixes -ness, -ment and -ful to write an email</p>	<p>Working with an adult, children to produce a shared email to Billy and Fatcat to offer advice. Children to be given the opportunity to discuss their ideas and share sentences orally after modelling from the adult. Be sure to reframe sentences where errors are made, e.g. missing prepositions or incorrect tense. An example of a sentence might be:</p> <p><i>Try using a doughnut to stop the monster.</i></p>		<p>Children to use the words generated in the previous session to write an email to Billy and Fatcat, asking them to include some -ness words if they have written some, e.g.</p> <p><i>We think you need help. Billy - your hair is very useful. What is in there that might be helpful? Fatcat - don't feel hopelessness!</i></p>
<p>Session 6</p> <p>YR) To express their ideas and feelings about their experiences using full sentences, making use of conjunctions, with modelling and support from their teacher</p> <p>Y2) To use a range of conjunctions to extend sentences</p>	<p>Read the first parts of each sentence to the children and ask them to complete it, prompting them to use either <i>and</i>, <i>but</i> or <i>because</i>.</p> <p><i>Billy and Fatcat couldn't see the animals because...</i></p> <p>e.g.</p> <p><i>...because they were taken.</i></p>		<p>Children to attempt to join the sentences using the conjunctions <i>when</i>, <i>if</i>, <i>that</i> and <i>because</i>.</p> <p><i>The Terrible Beast was going to cook the animals into a Terrible Soup when Billy saved the animals.</i></p> <p>Discuss which sentences made sense and which didn't work. Are there any other conjunctions we could use?</p>



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<p>Session 7</p> <p>YR) To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Y2) To retell the key events from a story using adverbs to for sequencing</p>	<p>Give children access to small world toys and ask them to retell the story in small groups using the props. If possible, photograph the children and help them sequence their images as a record.</p>	<p>Set up a Billy and the Beast retell station in the role-play area by providing children with props from the story, e.g. a yellow raincoat, toy doughnuts, a red hairband etc. Children to retell the story or create their own Billy adventures. You could also have some key sentences and phrases from the story on display, e.g.</p>	<p>Children to use the story sequence strips to write a retelling of the story. Give children access to adverb prompts to support them to write the story sequentially, e.g.</p> <div style="display: flex; flex-wrap: wrap; justify-content: center; gap: 10px;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">first</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">after</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">then</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">next</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">so</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">finally</div> </div>
<p>Session 8</p> <p>YR) To spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Y2) To use the conjunctions <i>because, as</i> and <i>so</i> to join ideas</p>	<p>Have a tray with 5-6 CVC objects that could be hidden as super objects inside your hair or somewhere else, e.g. a <i>peg</i>, a <i>cup</i>, <i>jam</i>, a <i>tin</i> and a <i>mop</i>.</p> <p>Play The Tray Game/Kim's Game for children to segment the words for objects that are missing and suggest how Billy or a hero could use it, e.g.</p> <p><i>The m-o-p is missing. Billy could use the mop to scare off the monster!</i></p>	<p><i>She rummaged in her hair.</i></p> <p><i>Everything went dark.</i></p> <p><i>Things were looking bleak for Fox.</i></p> 	<p>Children to attempt to join the sentences using the conjunctions <i>because, as, so, to</i> describe where they might hide their objects and why.</p> <p><i>I will hide some... in my... because...</i></p>
<p>Session 9</p> <p>YR) To read words consistent with their phonic knowledge by sound-blending</p> <p>Y2) To create noun phrases using a pair of adjectives and a comma</p>	<p>Have two bags of words (one for adjectives and one for nouns) and ask children to choose a word from each bag, decode/blend them and use them to describe things about their character, e.g.</p> <div style="display: flex; flex-wrap: wrap; justify-content: center; gap: 10px;"> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">big</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">hat</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">red</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">bag</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">sad</div> <div style="background-color: #800040; color: white; padding: 5px; border-radius: 5px;">cat</div> </div> <p>Children to put these into sentences, e.g. <i>My character has a big hat and a sad cat.</i></p> <p>If time, children could attempt to write up their sentences.</p>		<p>Children to choose a pair of adjectives from the lucky dip descriptions, or to think of their own words. Children to place the adjectives from each group together, separating them with a comma to make a noun phrase, e.g.</p> <p><i>Large, fierce teeth</i></p> <p>Children to create a character description for a monster character for their stories, using conjunctions to add additional information.</p>



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 10</p> <p>YR) To spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Y2) To create noun phrases using pairs of adjectives or an adverb</p>	<p>Have a feely bag containing some ingredients. Ask children to pick an object from the bag and segment the word to the others in the group who have to guess what it is, e.g.</p> <p><i>In my bag, I have a b-u-g. (bug)</i> <i>In my bag, I have a j-a-m. (jam)</i></p> <p>Model writing these up as a set of ingredients, e.g. <i>You will need:</i></p> <p><i>1 bug</i> <i>1 jam</i></p>		<p>Children to write the ingredients for the recipe, but adding additional detail in the form of noun phrases created with a pair of adjectives or adding an -ly adverb, e.g.</p> <p><i>2 large, chopped onions</i> <i>2 finely grated pinecones</i> <i>2 sparkly, pink feather dusters</i></p>
<p>Session 11</p> <p>YR) To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Y2) To create instruction sentences using exciting verbs</p>	<p>Have a big mixing bowl (or bucket) and ask children to add each item to the bowl. Model creating a sentence for what's happening, e.g.</p> <p><i>Stir in the jam.</i> <i>Mix in the bug.</i></p>	<p>Create a cooking station in the role-play area so that children can make their own disgusting soups. Have a chalkboard easel available so that children can record their ideas.</p>	<p>Refer back to the verbs collected in session 3 and explain that children should be attempting to use exciting verbs in their recipes. Collect and record some examples of verbs, e.g.</p> <p><i>mix, stir, sprinkle, stew, mince, carve</i></p> <p>Children to write their set of instructions for making terrible soup, using the verbs collected.</p>
<p>Session 12</p> <p>YR) To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Y2) To plan a story using adverb(ial)s for sequencing</p>	<p>As a group, children to plan the story out using a blank story mountain. Choose a character together and decide what will happen, e.g. what will the monster look like and what will they cook?</p>		<p>Children to plan their stories using the story mountain. Children to also add sequencing adverbs and some simple adverbials to their plan to support sequencing and to add to their stories.</p> <div style="text-align: center;">  </div>



Session/Learning Objective	Additional Reception Suggestions	Continuous Provision (Reception)	Additional Year 2 Suggestions
<p>Session 13, 14 & 15</p> <p>YR) To write simple phrases and sentences that can be read by others</p> <p>Y2) To write a story in sequence using adverbs and a range of sentence types and lengths</p>	<p>Over the next three sessions, with support where possible and appropriate, children to write the beginning, middle and ending part of their stories, using the shared plan. Some children may benefit from key vocabulary and scaffolds (e.g. sentence openers). Ensure to model before children write each part.</p> <p>Children could publish their writing straight onto small booklets or create a YR book.</p>	<p>Set up the role-play area with various props that children could use to create their own versions of the story. Give children pens, paper and book-making equipment to write out their stories.</p>	<p>Over the course of three sessions, children to use their plan to write their story, including adverb(ial)s at the beginning of each new section. Ensure children draw upon the skills taught over the sequence, e.g. noun phrases, conjunctions, suffixes and different sentence forms.</p> <p>Ensure children have time to edit for accuracy and improvement and publish, e.g. by making simple books.</p>



Glossary

Role on the Wall – Activity where children are provided with an outline of a character. Within the outline they add words and phrases to describe how that character might be feeling or what they might be thinking. Outside the outline, they add words and phrases to describe other people's perceptions of that character.

Talk to the Hand – Children use 6 question stems (who, what, when, where, why and how) to ask questions about a story, setting or character.

Zone of Relevance – A strategy for activating dormant vocabulary by providing children with a range of adventurous/ambitious vocabulary that they order and arrange on a 'target' depending on their relevance to a setting, atmosphere, character or theme.

Shades of Meaning – Children choose a 'base' word and, using a colour chart (with different shades of the same colour) and then identify different words with the same meaning, matching their strength to the intensity of colour. This is best done collaboratively, giving children an opportunity to put words in sentences.

Book Talk – 'Book-talk' is about the ability to talk about books, developing the confidence to offer ideas and then reshape them in the light of other contributions. It helps children to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards.

Likes, Dislikes, Puzzles and Connections – Children work collaboratively to shape ideas about a text, expressing opinions about aspects they enjoyed and also disliked, as well as asking questions about things that may have puzzled them and making links to other texts, films, theatre productions, school visits or any other valid experience they have had. Encourage children to justify their responses with reasons.

Grammar Splat – Use the text to identify a specific word class, write them on a post-it and stick them to the grammar splat to form a word bank based upon the author's vocabulary choices.

Bare-bones – Identify the main elements of the narrative and use boxes to sequence them in order.

Talking Partners – Usually in whole-class teaching, each child has a partner, with whom they feel comfortable and with whom they share ideas, opinions and planning, before feeding back to the class.

Independent Writing – Remind pupils of the specific writing focus before they write. Some pupils may need support. Prior to writing, refer to models of quality examples, including those developed in class. Refer to prompts on working wall. Display examples of pupil work during plenaries or further class sessions to support editing process.

Teacher-in-Role – Teacher takes on a role from the text.

Writing-in-Role – Whilst in role, model writing as a character from the story.

Shared Writing (may refer to):

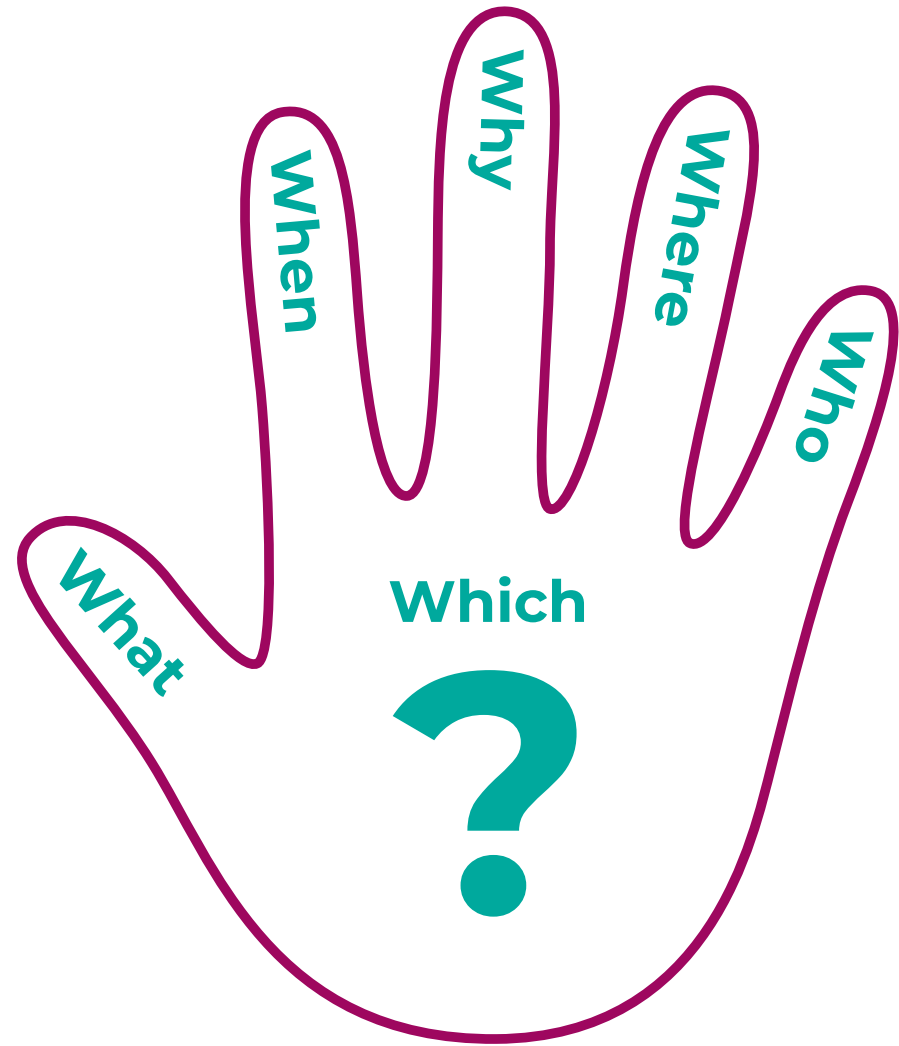
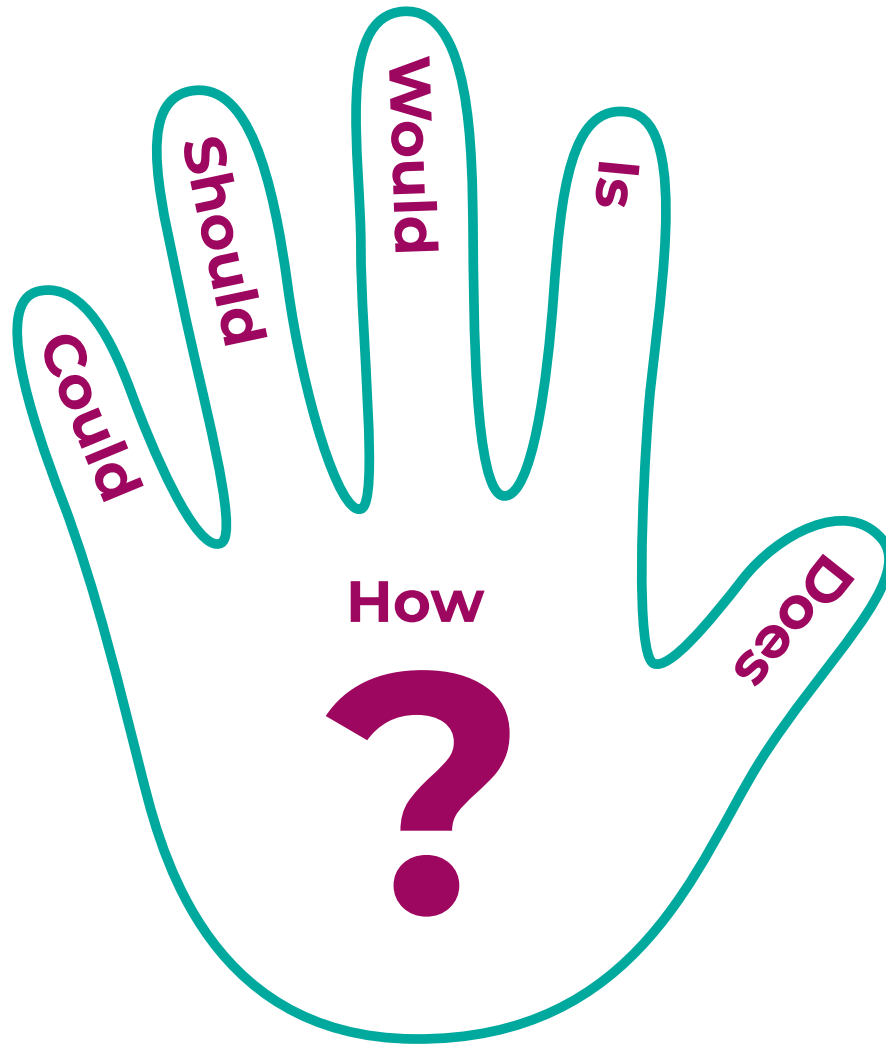
Modelled Writing – Demonstrate by explaining aloud, talking as a writer, focusing upon the objective, include: new and difficult aspects of writing; transforming a plan into writing; rehearsing, evaluating, rereading, referring to checklists, scaffolds & models.

Teacher as Scribe – Pupils participate with the teacher as editor and scribe. Keep focus clearly on the learning objective. Encourage pupils to rehearse sentences and reconsider children's suggestions when necessary. Maintain pace.

Supported Writing – Practise trying out words, sentences or paragraphs on whiteboards or sentence strips. Use a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts etc.



Talk to the hand



Suffix fixers

stomp **ed**

walk **ed**

crunch **ed**

scoot **ed**

splash **ed**

play **ed**

jump **ed**

listen **ed**



Spinning suffixes

help

ssə| • ful

fear

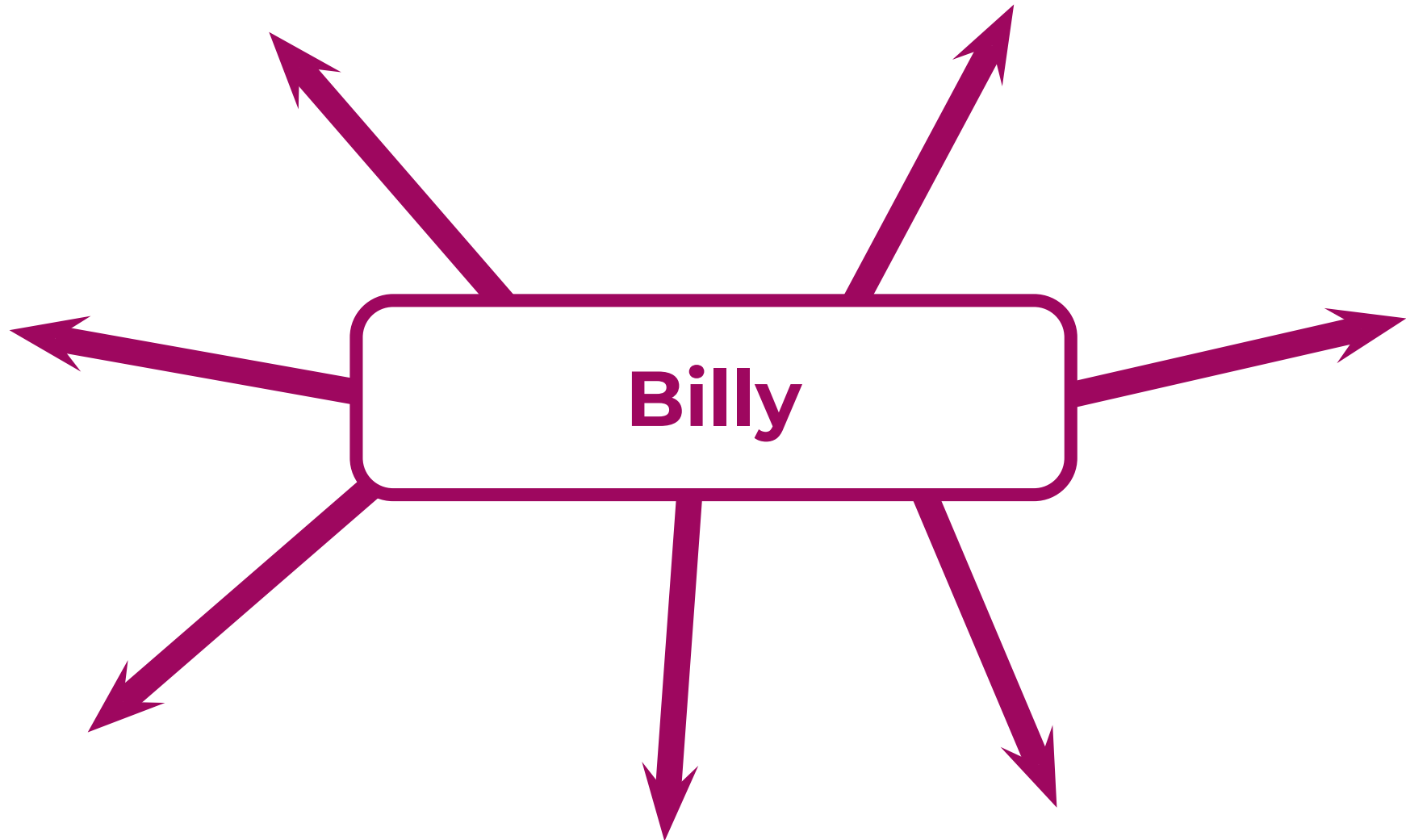
ssə| • ful

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Character splat



Connecting clauses with conjunctions

Billy and Fatcat couldn't see the animals.

The animals had been taken by the Terrible Beast.

Fatcat's tummy let out a terrible rumble.

Billy rummaged in her hair and found a doughnut.

Billy and Fatcat were friends.

Together they stomped, splashed and crunched through the forest.

The Terrible Beast was going to cook the animals into a Terrible Soup.

Billy saved the animals.

and

but

so

because



Story sequence strips

Billy and Fatcat stomped, crunched, splashed and jumped through the forest.

There was a terrible rumble, but it was only Fatcat's tummy and Billy gave him a doughnut.

They said 'hello' to all the animals.

The animals disappeared!

The Terrible Beast captured Billy and Fatcat.

The Terrible Beast was going to make a terrible soup, using the animals as ingredients.

Billy fooled the monster using objects that she rummaged around in her hair for.



Lucky dip descriptions

curly

big

helpful

useful

faithful

orange

hair

sidekick

objects

locks

girl

friend

