

# KS1 Teacher Guide

## How to Use Shed Sentences

By following this guide, you will see your children's writing flourish. The weekly activities are designed to cover and develop writing objectives progressively, ensuring your students are fully equipped with the sentence-building skills they need to succeed.

Enjoy watching your children's confidence and writing ability grow with Shed Sentences as they build and improve sentences daily.

## Tips for Success

### 1. Consistency is Key

Complete Shed Sentences daily to ensure progression.

### 2. Develop Oracy skills

Spend some time discussing the film clips/pictures to deepen understanding. Encourage the children to read their sentences aloud, particularly for the 'Help' and 'Develop' sections.


### 3. Use the Answer Pack for Modelling

Show children what a Super Shed Sentence looks like and how to improve their own writing.

### 4. Celebrate Progress

Encourage children by identifying any Super Shed Sentences they have used. Provide the opportunity for children to complete the extension activity and apply their skills more independently.

## Teacher Guide to Using Shed Sentences

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|---|--|
| <b>About</b>  | <ul style="list-style-type: none"> <li>Shed Sentences is a 10-minute daily activity designed to improve sentence-writing skills and build progression. It can be used as a starter in Literacy lessons or at a convenient time of day. By committing to this routine daily, you will see notable improvement in your children’s writing abilities.</li> <li>Some weekly sentence builders are based on short film clips from Literacy Shed, while others use a carefully chosen picture. These provide the stimulus for writing. The films don’t need to be repeated daily if time is limited.</li> </ul>  |
| <b>Getting Started</b>  | <ul style="list-style-type: none"> <li>Children will be given the question pack and school staff are to have the answer pack which can also be displayed on the Interactive Whiteboard.</li> <li>Show the children the film clip or picture that corresponds to the week’s sentence builder. Discuss the stimulus briefly. Example questions for both film and picture have also been included in this guide. A film synopsis/picture analysis are also included in the answer pack to help guide discussion.</li> <li>Show the children the Shed Success page at the start of the week. Use it to introduce the new writing skill(s) they’ll be focusing on, along with key vocabulary and common exception words they can include in their sentences. This page serves as their writing toolkit, providing daily support, so it should always be visible and accessible to them.</li> <li>Explain that a Super Shed Sentence is one that applies the skill(s) of the week, includes any new vocabulary or CEWs and makes sense.</li> </ul>   |
| <b>Daily Routine<br/>(10 minutes)</b><br> | <p><b>S = Structure</b><br/>Children will complete sentence fragments by circling the correct missing verbs, practising subject-verb agreement and correct tense usage. Sometimes, more than one answer will be plausible.</p> <p><b>H = Help</b><br/>Children will practise unscrambling jumbled words to form a correct sentence. A possible answer is provided in the answer pack. Sometimes, there may be other options that are also correct.</p> <p><b>E = Edit</b><br/>Children will edit the sentence by inserting the missing punctuation/conjunctions. This doesn’t necessarily need to be in the same order as in the answer pack. More than one answer is sometimes acceptable.</p> <p><b>D = Develop</b><br/>Children will be given a Super Shed Sentence to imitate, allowing them to write their own sentences while being encouraged to use new vocabulary.</p> <p><b>Applying Skills</b><br/>At the end of the five days, children can apply what they have learned to their own sentences. Examples of Super Shed Sentences are included.</p>  |
| <b>Additional Support<br/>Materials</b>   | <p><b>Shed Success Tip Sheet:</b> This support tool is for children and offers:</p> <ul style="list-style-type: none"> <li>➤ <b>New Vocabulary:</b> A list of new words related to the film or picture.</li> <li>➤ <b>Grammar and Punctuation:</b> Explanation of skill(s) and how to apply the skills in context.</li> <li>➤ <b>Common Exception Words (CEW):</b> A selection of year appropriate CEWs to use.</li> </ul> <p><b>Answer Pack:</b> Includes the week’s objectives, model answers and film/picture overviews.</p> <p><b>Progression of Skills Overview:</b> The overview shows how each pack aligns with the skills progression for Years 1–6. It highlights which weekly skill(s) connect with each film or picture, helping you choose the Shed Sentence pack that best supports your class's current writing focus. It also indicates which packs to use for teaching the same objective at different stages of your children’s development.</p> <p><b>Stage Overview:</b> The suggested order introduces new skills for the current stage. However, the packs can be introduced at any time. Overall, there are 36 weeks of sentence builders.</p> |

# KS2 Teacher Guide

## How to Use Shed Sentences


By following this guide, you will see your children's writing flourish. The weekly activities are designed to cover and develop writing objectives progressively, ensuring your children are fully equipped with the sentence-building skills they need to succeed.

Enjoy watching your children's confidence and writing ability grow with Shed Sentences as they build and improve sentences daily.

## Tips for Success

- 1. Consistency is Key**  
Complete Shed Sentences daily to ensure progression.
- 2. Develop Oracy skills**  
Spend some time discussing the film clips/pictures to deepen understanding. Encourage the children to read their sentences aloud, particularly for the 'Help' and 'Develop' sections.
- 3. Use the Answer Pack for Modelling**  
Show children what a Super Shed Sentence looks like and how to improve their own writing.
- 4. Celebrate Progress**  
Encourage children by identifying any Super Shed Sentences they have used. Provide the opportunity for children to complete the extension activity and apply their skills more independently.

## Teacher Guide to Using Shed Sentences

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|---|---|
| <b>About</b>  | <ul style="list-style-type: none"> <li>Shed Sentences is a 10-minute daily activity designed to improve sentence-writing skills and build progression. It can be used as a starter in Literacy lessons or at a convenient time of day. By committing to this routine daily, you will see notable improvement in your children’s writing abilities.</li> <li>Some weekly sentence builders are based on short film clips from Literacy Shed, while others use a carefully chosen picture. These provide the stimulus for writing. The films don’t need to be repeated daily if time is limited.</li> </ul>   |
| <b>Getting Started</b>  | <ul style="list-style-type: none"> <li>Children will be given the question pack and school staff are to have the answer pack which can also be displayed on the Interactive Whiteboard.</li> <li>Show the children the film clip or picture that corresponds to the week’s sentence builder. Discuss the stimulus briefly. Example questions for both film and picture have also been included in this guide. A film synopsis/picture analysis are also included in the answer pack to help guide discussion.</li> <li>Show the children the Shed Success page at the start of the week. Use it to introduce the new writing skill(s) they’ll be focusing on, along with key vocabulary and common exception words they can include in their sentences. This page serves as their writing toolkit, providing daily support, so it should always be visible and accessible to them.</li> <li>Explain that a Super Shed Sentence is one that applies the skill(s) of the week, includes any new vocabulary or CEWs and makes sense.</li> </ul>  |
| <b>Daily Routine<br/>(10 minutes)</b><br> | <p><b>S = Structure</b><br/>Children will complete sentence fragments by circling the correct missing words. This will often be practising subject-verb agreement and correct tense usage. Sometimes, more than one answer is plausible.</p> <p><b>H = Help</b><br/>Children will practise the skill by helping to expand sentences or fill in missing words/phrases/clauses.</p> <p><b>E = Edit</b><br/>1. Children will edit all required capital letters (start of sentence and any pronouns), and the punctuation mark needed at the end of the sentence.<br/>2. Children will then identify <u>other</u> missing punctuation/conjunctions <u>within</u> the sentence. This doesn’t necessarily need to be in the same order as in the answer pack. Sometimes, more than one answer is acceptable.</p> <p><b>D = Develop</b><br/>Children will receive a Super Shed Sentence to imitate, helping them become more independent in writing their own sentences while incorporating new vocabulary.</p> <p><b>Applying Skills</b><br/>At the end of the week, children can independently apply the skill(s) and new vocabulary/CEWs to their own sentences. Examples of Super Shed Sentences are included for support.</p> |
| <b>Additional Support Materials</b>   | <p><b>Shed Success Tip Sheet:</b> This support tool is for children and offers:</p> <ul style="list-style-type: none"> <li>➤ <b>New Vocabulary:</b> A list of new words related to the film or picture.</li> <li>➤ <b>Grammar and Punctuation:</b> Explanation of skill(s) and how to apply the skills in context.</li> <li>➤ <b>Common Exception Words (CEW):</b> A selection of year appropriate CEWs to use.</li> </ul> <p><b>Answer Pack:</b> Includes the week’s objectives, model answers and film/picture overviews.</p> <p><b>Progression of Skills Overview:</b> The overview shows how each pack aligns with the skills progression for Years 1–6. It highlights which weekly skill(s) connects with each film or picture, helping you choose the Shed Sentence pack that best supports your class’s current writing focus. It also indicates which packs to use for teaching the same objective at different stages of your children’s development.</p> <p><b>Stage Overview:</b> The suggested scheme starts with six weeks of consolidation, reinforcing previous skills, before progressing to new skills for the current stage. Overall, there are 36 weeks of sentence builders.</p>                        |

## FAQs

### When should this be implemented in the school day?

Shed Sentences can be used at the start of Literacy lessons or in a ten-minute session where suitable. For the best results, it should be implemented daily and consistently. The new film/picture and Shed Success toolkit can be introduced whenever there is a good opportunity for discussion, and then the pack can be completed as a regular part of your daily timetable.

### Does it need to be done with the whole class?

Shed Sentences is designed to be completed with the whole class, but depending on your classroom needs, it is also possible for the packs to be completed in small groups or on a 1:1 basis.

### How do I access the films and pictures?

The films can be accessed through Literacy Shed, with a hyperlink provided at the bottom of the front cover of the film question and answer packs. The pictures used as the stimulus for Shed Sentences packs are available in a separate PowerPoint, allowing you to easily display the image. This guide also includes example questions for both the film and the picture. However, an open discussion is sufficient.

### What is a Super Shed Sentence?

A Super Shed Sentence is a well-constructed sentence that demonstrates the skill(s) being taught, using the new vocabulary linked to the stimulus, and with effective grammar and punctuation.

### What if a child finishes before others?

In the Develop section, a child can provide more than one example. They should also review their work to make sure they've written a Super Shed Sentence. An applying skills page is available for children to apply their skills, which can be used if a child needs more independent work. Children should also be encouraged to incorporate previously learned objectives into their writing, reinforcing earlier lessons. It is also worth reminding children that the focus of Shed Sentences is on accuracy and creating the best sentences, not on finishing the task quickly.

### Can this be assigned as homework?

For maximum benefit, Shed Sentences is designed to be used in school and led by the expertise of school staff. To see the greatest progress in sentence-level writing, it is best to complete in class. However, if desired, the activities can be completed at home once children are familiar with the format. Keep in mind, though, that the quality may not meet expectations, and the effectiveness of Shed Sentences could be reduced.

### Where do the objectives come from?

Most of the objectives are taken from the English National Curriculum Programmes of Study and Appendix 2: Vocabulary, Grammar, and Punctuation. This is a statutory document in England that provides an overview of the specific features to be included in KS1 and KS2 writing. While this document is only statutory in England, it serves as a valuable starting point for sentence-level writing. Shed Sentences will support all children, regardless of location, in developing effective writing skills.

### Can support staff lead this?

Yes, support staff can lead the activities, especially if provided with this clear guidance.

## FAQs

### How can I support different abilities within the class?

The packs are designed for all children to access as a whole class. The Shed Success page acts as a toolkit for children to always reference. Some children may need reminders to use it regularly or extra support in understanding it.

For children who require more support, the Help section in the answer booklet provides a model answer that the children can imitate to create their own sentence. The Shed Success page can also be used in pre-teaching to help children who need more support feel more confident when the new pack is introduced to the whole class. Higher-level writers can be encouraged to use the new vocabulary and challenge themselves further. They can also use the Applying Skills extension pages to write more independently.

The whole-school progression map shows different stages aligned to the same objective. If a child is working significantly below the year group expectations and cannot access the whole class pack, even with support, you can provide a different pack at a lower stage that still covers the same objective. This would require support from another adult, as it will be based on a different picture or film. Additionally, some children may need objectives from earlier stages, and they can access packs tailored to their specific needs.

### Do the packs need to be printed?

Shed Sentences is designed for each child to have their own question pack. Therefore, the question packs should be printed so that each child has their own copy to work on throughout the week. It's also possible for Shed Sentences to be completed digitally; however, this would be best on 1:1 devices.

### How do I mark this?

Shed Sentences is designed to make marking as easy as possible for teachers. By displaying the answer pack on the Interactive Whiteboard, teachers can give children the opportunity to self-mark the Structure and Edit sections, as the answers are clearly correct or incorrect.

For the Help and Develop sections, more oracy through reading aloud is required. One suggested approach is that children read their sentence to a friend, listen to theirs, then read their friend's sentence to someone else, repeating the process to expose themselves to more examples from classmates. Children should be reminded to be active readers, paying attention to grammar and punctuation to ensure the sentence is cohesive, has the correct subject-verb agreement, and applies the weekly skill(s). Other helpful assessment tools include displaying sentences on a visualiser and allowing the staff in class to move around the class to monitor children's sentences as they write. As the week progresses, consistent practise of the same skill(s) should lead to noticeable improvement.

Misconceptions or grammatical errors can be identified through oral feedback from peers and/or staff and addressed. If marking by hand, focus on the key objectives, checking for correct application of the skill(s) taught.

### Top Tips

- Watch the film or discuss the picture at the end of the school day, keeping it separate from the Shed Sentence pack work. This gives children time to reflect at home, potentially sparking new writing ideas, and allows them to fully enjoy the experience and become inspired. Additionally, by scheduling the film or picture discussion at the end of the day, it can be revisited throughout the week if desired.
- Pre-teach the Shed Success sheet to children who need extra support. This helps them build confidence with the skill and new vocabulary expected for the week. By doing so, it supports closing the writing gap and reduces any widening disparities between their writing and that of their peers.

## Examples of Effective Questioning- Picture



### Stage 6 — Pedals in the Clouds — Picture

What does the man's cape flying in the wind tell you about the movement in the picture?

What does the man's posture tell you about the journey he is on?

What time of day is it? Where might he be going?

What role does the cityscape play in the overall atmosphere of the image?

Why do you think the man is shown as a silhouette against the sun?

What might the title 'Pedals in the Clouds' tell us about the story or theme of the picture?

## Examples of Effective Questioning — Film



### Stage 1 — Bubbles — Film

**Play the film 'Bubbles'**

**Pause the film just after she picks up the bubbles at 14 seconds.**

Ask how is she feeling?

How does she feel when she finds the bubbles?

**Pause the film after she pulls down her hood and looks at the bubbles.**

How is she feeling now?

What do you think she might say to herself?

What colours can you see in this scene?

What mood do these colours make you feel?

**Watch the film until the end.**

How do you think the new little girl feels when she finds the bubbles?

How does this make the original little girl feel?

Where do you think the second little girl goes on her bubble?

If you could go anywhere on your bubble where would you go and why?

How many ways can we think of to describe the girl moving on the bubble?