Say it, check it: answers and notes

Practised: saying a sentence aloud before writing it, and checking it has who or what it is about, a verb (doing word) and a finished idea.

Page 1 · Warm up

Tick **The cat sat on the mat.** and **Sam ate his lunch.** The others need a who ("Ran") or a doing word ("The bus").

Page 2 · Try it together

Answers will vary. Check the words written match the words counted.

Page 3 · B. Words from the box

1. **barked** · 2. **The baker** · 3. **Ben** · 4. **fell**

Page 3 · D. The picture

For example: "A child is flying a kite on a hill." (**9 words**)

Page 2 · A. What is missing?

1. **doing word** (The dog *jumped* in…)
2. **who** (*Leo* splashed in…)
3. **doing word** (Ava *built* a…)
4. **who** (*The cat* climbed…)

Any sensible word is right.

Page 3 · C. Finish the idea

For example: …we built a sandcastle. · …we went out to play. · …we will take umbrellas. Check each ending says what happened.

Challenge: No. A capital letter and a full stop aren't enough: the idea must be finished. "When we got to the beach" leaves you asking "what happened?" For example: **When we got to the beach, we ran into the sea.**

Watch out for

- **No doing word:** "The dog in a puddle." Ask "What did the dog *do*?"
- **No who:** "Splashed in the puddle." Ask "Who splashed?"
- **An unfinished idea:** "When we got to the beach." Ask "And then what happened?"

Going further (5 minutes, no paper)

- **Teatime sentences:** take turns to say a sentence about your day and count its words on your fingers.
- **Spot the gap:** say a sentence with a word left out on purpose; your child names what's missing.
- **In the game:** Chapter 2, Words in the right order, puts words in order so each sentence makes sense.