Name _____ Date _____

Say it, check it

Say your sentence out loud before you write it, and check that it makes sense.

1 Learn



Say your sentence aloud first: your ears will spot gaps! It needs **who or what** it is about, a **doing word** (verb), and a finished idea.



Makes sense. All aboard!



Something is missing. What did the dog do?

How to do it: say it, count it, write it, check it.

1. Say it
"Leo kicked the ball over the fence."

2. Count it
One finger for each word: **7 words**.

3. Write it
Capital letter, spaces, full stop.

4. Check it
Who? **Leo**. Doing word? **kicked**.

Flip's tip: does it stop halfway, like "When we got to the beach."? Ask "What happened?" and add it.

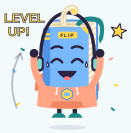
Warm up: say each one aloud. Tick the ones that make sense.

- [ ] The cat sat on the mat.
- [ ] Ran to the shop.
- [ ] Sam ate his lunch.
- [ ] The bus at the stop.

Grown-ups: let your child say each warm-up sentence aloud: a missing word usually sounds wrong.

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2 Try it together a child and a grown-up, about 10 minutes



Sentence fingers

You need: this sheet, a pencil, and three everyday things from around your home, such as a spoon, a sock and a toy.

1. Pick one thing. Take turns to **say a sentence** about it, like "The sock is hiding under the bed."
2. Say the sentence again slowly and **count the words** on your fingers.
3. Ask each other: **who or what** is it about? What is the **doing word**?
4. The child **writes** the sentence, then reads it back. Did the words written match the words counted?

Thing	My sentence	Words I said	Words I wrote

Grown-ups: go first so your child hears a full sentence. Then try saying one with a word missing ("The sock under the bed.") and see if they can spot it. If the counts don't match, read the written sentence aloud together to find the missing or extra word.

3 Practise

A. These are not full sentences yet. What is missing: **who** it is about, or the **doing word**? Ring one.

1. The dog in a puddle.
Missing: (who) (doing word)

2. Splashed in the puddle.
Missing: (who) (doing word)

3. Ava a sandcastle on the beach.
Missing: (who) (doing word)

4. Climbed up the tall tree.
Missing: (who) (doing word)

Now say each one again with a word added, so it makes sense.

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B. Choose a word from the box to finish each sentence. Use each one once.

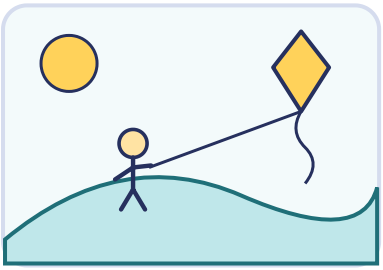
Ben	barked	The baker	fell

1. The dog _____ at the postman.
2. _____ baked a big loaf.
3. _____ rode his bike to school.
4. Leaves _____ from the trees.

C. Each idea stops halfway. Finish it so the sentence makes sense.

1. When we got to the beach, _____
2. After the bell rang, _____
3. If it rains tomorrow, _____

D. Say a sentence about the picture. Count the words, then write it.



_____

_____

_____

Number of words: ☐

Challenge

Leo wrote: **When we got to the beach.** He says it is a sentence because it has a capital letter and a full stop. Is he right? Why?

_____

_____

I can... Tick when you can.

- ☐ say my sentence out loud before I write it
- ☐ check my sentence says who or what it is about and has a doing word
- ☐ read my sentence back to check it makes sense