Say it, then write it: answers and notes

What your child practised: saying a sentence aloud before writing it, then using capitals, full stops and the past tense (Year 3: composing sentences orally).

Page 1 · Warm up

Ring **o**, **m**, **I** and **i**: **On Monday, Leo and I went swimming.**

Page 2 · Try it together

Answers will vary. Each sentence has a capital, an end mark and makes sense.

Page 2 · A. Write it correctly

My dog loves the park.
We went swimming on **Friday**.
Sam and I played football.

Page 3 · B. Full stop or question mark?

Where is my hat**?** · The cake is in the oven.
Can you help me**?** · Leo kicked the ball over the wall**.**

Page 3 · C. Keep it in the past

1 **went** · 2 **found** · 3 **ate** · 4 **played**

Page 3 · D. The kite picture

Answers will vary, e.g. **"Ava is flying a yellow kite on a hill."**

Challenge: 5 mistakes. "Yesterday we went to the park and I played on the swings." Capital **Y**; **went** not go; capital **I**; **played** not play; a **full stop** at the end. Praise every mistake found.

Watch out for

- **Missing capitals:** at the start of a sentence, for names and days of the week, and for *I* on its own.
- **Missing full stops,** or a full stop on a question. Ask, "Is it asking something?" If so, it needs a question mark.
- **Tense slips,** like "yesterday we go". Saying the sentence aloud first usually catches it: "Does that sound right?"

Going further (5 minutes, no paper)

- **Say it first:** before writing a card or note, say each sentence out loud, then check the capital and full stop.
- **Yesterday game:** say "Today I eat…", and your child changes it to "Yesterday I ate…". Try see, run, swim, make.
- **In the game:** Chapter 5, Read It Back, checks and improves finished writing.