Building sentences: answers and notes

What your child practised: putting words in an order that makes sense, starting with the word that has the capital letter and ending with a full stop (Year 1 English: how words combine to make sentences).

Page 1 · Warm up

Ring **Mia** (Mia can swim.)
Ring **The** (The bag is big.)

Page 2 · Try it together

My dog likes to dig. Your child's own sentence will vary.

Page 2 · A. In order

1. **I like jam.**
2. **The fox is red.**
3. **Ella has a kite.**

Page 3 · B. Number the words

1. Two **1**, ducks **2**, swim **3**
2. My **1**, tea **2**, is **3**, hot **4**
3. We **1**, play **2**, in **3**, the **4**, park **5**

Page 3 · C. Your own sentences

Answers will vary, such as **I can see a big dog.** or **I can see a bus.** Check: capital I at the start, words that make sense, spaces, and a full stop.

Challenge: No. It has a capital letter and a full stop, but the words are muddled, so it doesn't make sense. In order: **We went to the park.**

Watch out for

- **Copying the cards in the order they are printed.** Ask your child to find the capital-letter word first, then build from there.
- **Leaving out the full stop** when writing the sentence out. Point to the full-stop card: it goes on the end.
- **"Ella a kite has":** every word is there but the order is wrong. Read it back exactly as written and let them hear it.

Going further (5 minutes, no paper)

- **Add a word:** start with "I see". Take turns adding one word: "I see a… I see a red… I see a red bus."
- **Muddle and fix:** say a sentence with two words swapped. Your child says it the right way.
- **In the game:** Chapter 3, Does it make sense?, has your child decide which trains make sense and which are muddled.