Answers: Sense or muddle?

What your child practised: telling whether a group of words makes sense, choosing a sensible ending and fixing muddled word order (Year 1 English: how words combine to make sentences).

Page 1 · Warm up

The ball is round. ✓
round ball is the ✗

Page 2 · Try it together

Answers will vary, such as **The bear can jump.**

Page 2 · A. Sense or muddle

1 ✓ · 2 ✗ · 3 ✓ · 4 ✗ · 5 ✓
The muddles: **The tea is hot. I can see a bus.**

Page 3 · B. Endings

The dog **wags its tail.**
I sleep in **my bed.**
We had **fish for tea.**

Page 3 · C. Fix the muddle

1. **The cat likes milk.**
2. **The sky is blue.**

Challenge: No, it isn't finished: it doesn't tell us anything about the bin. Any sensible ending is right, such as **The bin is full.** or **The bin is green.**

Watch out for

- **Ticking a muddle because it has the right words.** All the words of a sentence can be there and it still doesn't make sense. Read it aloud.
- **Choosing "the." or "is." as an ending** because it is short. Read the whole thing: "I sleep in is." Does that make sense?
- **Thinking a full stop makes a sentence.** A full stop ends a sentence, but the words still have to make sense.

Going further (5 minutes, no paper)

- **Silly or sensible?** Say sentences at tea time ("The plate ate my peas.") for your child to judge.
- **Finish it:** say a start, like "My shoes are…", and your child finishes it so it makes sense.
- **In the game:** Chapter 4, Small and big letters, moves on to capital letters.