Where full stops go: answers and notes

What your child practised: finding where one idea ends, putting a full stop there and starting the next sentence with a capital letter (Year 1 English: demarcating sentences).

Page 1 · Warm up

Mia has a pet fish. · The baby is asleep.

Page 2 · Try it together

Answers will vary. Check for two full stops and a capital at the start of each sentence.

Page 2 · A. Two sentences

1. I have a dog. **H**e is big.
2. We had a picnic. **I**t was fun.
3. Sam has a kite. **I**t is green.

Page 2 · B. Write it again

I have a dog. He is big.

Page 3 · C. How many?

1. **3** sentences
2. **2** sentences
3. **4** sentences

Page 3 · D. Your sentences

Answers will vary, such as **I like pasta. It is yummy.**

Challenge: No. "and pears" is not a whole idea on its own, so there should be no full stop after apples. It should be: **I like apples and pears.**

Watch out for

- **Only one full stop, at the very end** of two ideas. Ask, "How many ideas are there?" Each idea needs its own full stop.
- **Forgetting the capital letter after the full stop** (We had a picnic. it was fun.). A new sentence always starts with a capital.
- **A full stop at the end of each line** of writing instead of at the end of each idea. Full stops go where the idea ends.

Going further (5 minutes, no paper)

- **Two things:** ask your child to tell you two things about their day, as two sentences, with a pause between.
- **Count the sentences:** read a page of a picture book and count the sentences together.
- **In the game:** Chapter 10, Sentence detective, checks sentences for capital letters and full stops.