

Application and Reasoning

Step 1: Recognising a Sentence

National Curriculum Objectives:

English Year 1: (1G3.3) [Joining words and joining clauses using 'and'](#)

English Year 1:(1G3.1) [How words can combine to make sentences](#)

Terminology for pupils:

- English Year 1: (1G6) [word](#)
- English Year 1: (1G3.1) [sentence](#)

Differentiation:

Questions 1, 4 and 7 (Application)

Developing Build a single clause sentence which make sense. Using CVC and CCVC/CVCC words.

Expected Build a single clause sentence which make sense. Using common exception words and words that follow Year 1 spelling rules.

Greater Depth Build a single clause sentence which make sense. Includes compound nouns and sentences with more than one verb or noun.

Questions 2, 5 and 8 (Application)

Developing Complete a single clause sentence so it makes sense. Using CVC and CCVC/CVCC words.

Expected Complete a single clause sentence so it makes sense. Using common exception words and words that follow Year 1 spelling rules.

Greater Depth Complete a single clause sentence so it makes sense. Includes compound nouns and sentences with more than one verb or noun.

Questions 3, 6 and 9 (Reasoning)

Developing Recognising single clause sentences and explaining if it makes sense. Using CVC and CCVC/CVCC words.

Expected Recognising single clause sentences and explaining if it makes sense. Using common exception words and words that follow Year 1 spelling rules.

Greater Depth Recognising single clause sentences and explaining if it makes sense. Includes compound nouns and sentences with more than one verb or noun.

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

Did you like this resource? Don't forget to [review](#) it on our website.

Recognising a Sentence

1a. Build a sentence using the words in the word bank. There should be one word left over.

duck the
chip swims



A

Recognising a Sentence

1b. Build a sentence using the words in the word bank. There should be one word left over.

fox bag
runs a



A

2a. Complete the sentence using a word in the word bank.

The dog _____ .



bus

naps



A

2b. Complete the sentence using a word in the word bank.

My clock _____ .



stops

sock



A

3a. Jack has written a sentence.

Ten socks.



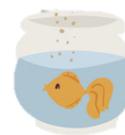
Does his sentence make sense?
Convince me.



R

3b. Jill has written a sentence.

The fish.



Does her sentence make sense?
Convince me.



R

Recognising a Sentence

4a. Build a sentence using the words in the word bank. There should be one word left over.

the sit
loves the
rabbit carrots



A

Recognising a Sentence

4b. Build a sentence using the words in the word bank. There should be one word left over.

leave each
turn birds
the winter



A

5a. Complete the sentence using a word in the word bank.

The girl sees a _____ .



June

blow

crab



A

5b. Complete the sentence using a word in the word bank.

The man _____ the frog.



rock

night

catches



A

6a. Matilda has written a sentence.

The hunter to the shed.



Does her sentence make sense?
Convince me.



R

6b. Charlie has written a sentence.

The jumps over the bridge.



Does his sentence make sense?
Convince me.



R

Recognising a Sentence

7a. Build a sentence using the words in the word bank. There should be one word left over.

some night get
we the popcorn
for tree film



A

Recognising a Sentence

7b. Build a sentence using the words in the word bank. There should be one word left over.

on nose my
shop butterfly summer
a in sits



A

8a. Complete the sentence using a word in the word bank.

The girl has lipstick on her _____ .

got	tree
teeth	house



A

8b. Complete the sentence using a word in the word bank.

The sunflower is as tall as the _____ .

under	smell
stop	Christmas tree



A

9a. Lucy has written a sentence.

She asks a headband in her handbag.

Does her sentence make sense?
Convince me.



R

9b. Ronnie has written a sentence.

The boys roll a snowball to make a hotdog.

Does his sentence make sense?
Convince me.



R

Application and Reasoning Recognising a Sentence

Developing

- 1a. **The duck swims.**
2a. **naps**
3a. **No, it is not a complete sentence because there is no verb. Various answers, for example: Ten socks smell.**

Expected

- 4a. **The rabbit loves the carrots.**
5a. **crab**
6a. **No, it is not a complete sentence because there is no verb. Various answers, for example: The hunter runs to the shed.**

Greater Depth

- 7a. **We get some popcorn for the film night.**
8a. **teeth**
9a. **No, it is not a complete sentence because there are nouns and verbs but the verb does not make sense. Various answers, for example: She puts a headband in her handbag.**

Application and Reasoning Recognising a Sentence

Developing

- 1b. **A fox runs.**
2b. **stops**
3b. **No, it is not a complete sentence because there is no verb. Various answers, for example: The fish swim.**

Expected

- 4b. **The birds leave each winter.**
5b. **catches**
6b. **No, it is not a complete sentence because a correct noun has not been used. Various possible answers, for example: The car jumps over the bridge.**

Greater Depth

- 7b. **A butterfly sits on my nose in summer.**
8b. **Christmas tree**
9b. **No, it is not a complete sentence because there are nouns and verbs but the noun does not make sense. Various answers, for example: The boys roll a snowball to make a snowman.**