

Year 1 – Spring Block 1 – Conjunctions – Recognising a Sentence

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Application and Reasoning resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

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

[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.

Year 1 – Spring Block 1 – Conjunctions – Recognising a Sentence

Notes and Guidance

- Children may already know that a sentence is a group of words that make sense when put together. They may know that a sentence is a complete idea on its own.
- From Autumn Block 3, children should already know that a sentence may include more than one noun and that these must be linked by the verb, for example *The boy stroked the dog*. Both *boy* and *dog* are nouns and they are linked together by the verb *stroked*.
- In this step, children will recognise that a sentence is a group of words put together to say something complete and that a sentence must always make sense. If it does not make sense, then it is not a sentence.
- Children should recognise that sentences can be short or long.
- Children should be able to recognise whether a group of words is a sentence or not by being able to identify if the group of words makes sense or not.

Focused Questions

- Which of the two groups of words is a sentence?
- Write a sentence using words from the word bank.
- Which words don't belong in the sentence? e.g. the dog cat barks.

Step 1: Recognising a Sentence

Introduction

Sort the words into the table.

drag

sister

bank

run

pen

drop

Nouns	Verbs

Introduction

Sort the words into the table.

drag

sister

bank

run

pen

drop

Nouns	Verbs
sister	drop
pen	drag
bank	run

Varied Fluency 1

Circle the verb in the words below.

crab

drop

boat

green

Varied Fluency 1

Circle the verb in the words below.

crab

drop

boat

green

Varied Fluency 2

Underline the word that doesn't belong in this sentence.

The child has coach a chair.

Varied Fluency 2

Underline the word that doesn't belong in this sentence.

The child has coach a chair.

Varied Fluency 3

Tick the set of words which go together to make a sentence.

bell the
school boy
grabs the

bell the
school boy
eats the

Varied Fluency 3

Tick the set of words which go together to make a sentence.

bell the
school boy
grabs the



The boy grabs the school bell.

bell the
school boy
eats the



The boy eats the school bell.

Varied Fluency 4

Tick the sentence that makes the most sense.

Ben grabs to win the sack race.

Ben wants to win the sack race.

Varied Fluency 4

Tick the sentence that makes the most sense.

Ben grabs to win the sack race.

Ben wants to win the sack race.

Application 1

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

on

car

the

do

snow

falls

Application 1

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

on✓

car✓

the✓

do

snow✓

falls✓

Snow falls on the car.

Application 2

Complete the sentence using a word in the word bank.

The boys put the _____ on the stool.

jumper

sit

bed

Application 2

Complete the sentence using a word in the word bank.

The boys put the jumper on the stool.

jumper

sit

bed

Reasoning 1

Freddie has written a sentence.

The bear gets the burst.

Does his sentence make sense?

Convince me.

Reasoning 1

Freddie has written a sentence.

The bear gets the burst.

Does his sentence make sense?

Convince me.

No, it is not a complete sentence because...

Reasoning 1

Freddie has written a sentence.

The bear **gets** the **burst**.

Does his sentence make sense?

Convince me.

No, it is not a complete sentence because there are two verbs (got and burst) when there needs be two nouns. Various answers, for example: The bear gets the food.