

LIFE/work balance

# CLASSROOM *Secrets*

## #LIFEworkbalance

We have started a #LIFEworkbalance campaign and we need your help to complete our LIFE/work balance survey.

We hope to publish the results soon, so please give 15 minutes of your time to help us get a true picture of school life.

Want to be a part of this campaign? Take the [survey](#) on our website and share it with your colleagues!

## Year 1 – Summer Block 1 – Questions – Recognising and Using Questions

### 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: (1G5.3) [Introduction to question marks to demarcate sentences](#)

English Year 1: (1G5.3) [Beginning to punctuate sentences using a question mark](#)

[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 – Summer Block 1 – Questions – Recognising and Using Questions

### Notes and Guidance:

- Now that children have looked at question openers and punctuation, this step will develop their familiarity with questions to help them better recognise what makes a question so that they can write more of their own.
- In this step, children will recognise when to use a question mark within their own writing, as well as beginning to write their own questions.
- Children will explore the link between questions and statements by changing statements into questions.

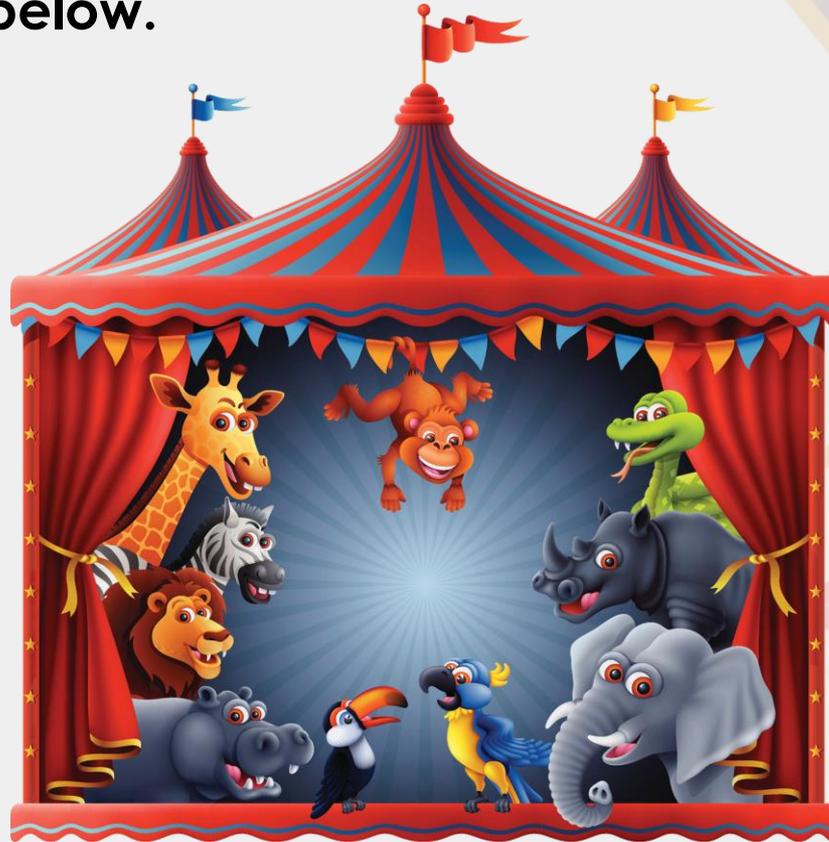
### Focused Questions

- How do you know that these sentences are questions?
- Identify the questions in the sentences below.
- Has a question mark been used correctly in these sentences?
- Change the statements into questions.

# Step 3: Recognising and Using Questions

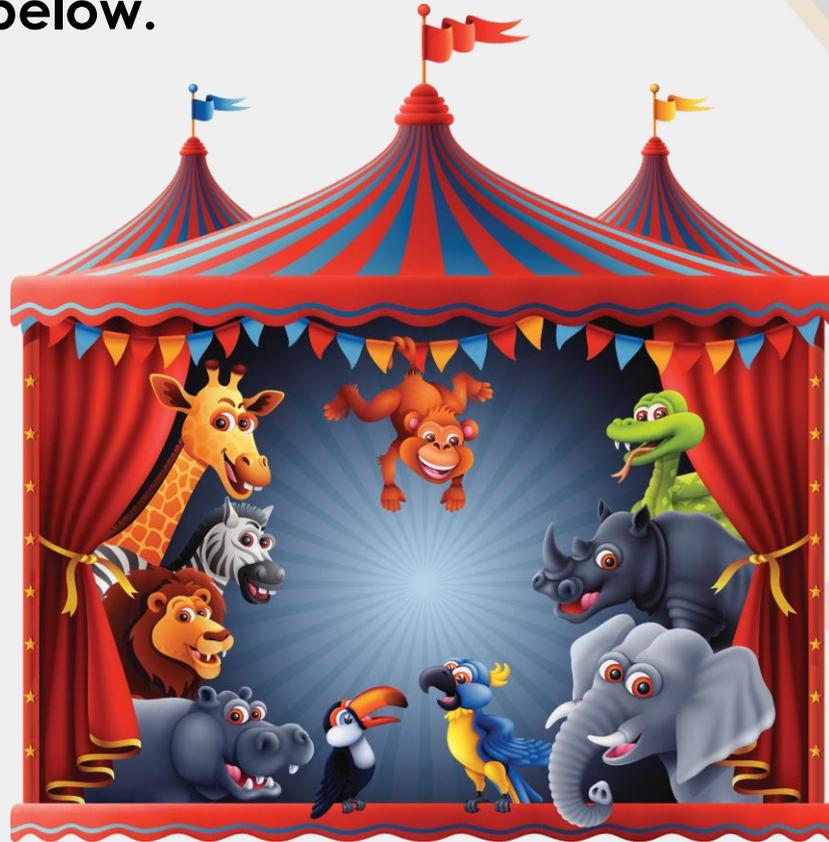
## Introduction

Think of two questions you can ask, that your partner can answer, using the picture below.



## Introduction

Think of two questions you can ask, that your partner can answer, using the picture below.



**Various possible answers, for example:**  
**What colour is the snake?**  
**How many animals are in the picture?**

## Varied Fluency 1

Read the sentences below. Underline the question.

I have a red jumper.

Where are my new beads?

## Varied Fluency 1

Read the sentences below. Underline the question.

I have a red jumper.

Where are my new beads?

## Varied Fluency 2

**Circle the word that might tell you the sentence below is a question.**

**How high can you jump?**

## Varied Fluency 2

Circle the word that might tell you the sentence below is a question.

**How** high can you jump?

## Varied Fluency 3

Add punctuation to complete the sentence.

What time did you get up \_\_\_\_

### Varied Fluency 3

Add punctuation to complete the sentence.

What time did you get up ?

Varied Fluency 4

Match the question to the correct answer.

When can you come out to play?

I can play after tea.

I can jump.

## Varied Fluency 4

Match the question to the correct answer.

When can you come  
out to play?

I can play  
after tea.

I can jump.

Varied Fluency 5

True or false. Milly's sentence makes sense.

You fall over how did?

Varied Fluency 5

True or false. Milly's sentence makes sense.

**You fall over how did?**

**False, the correct question would be, how did you fall over?**

## Application 1

Sam and Tara are talking. Fill in the speech bubble with Sam's question.



**Sam**

How...

I am six years old.



**Tara**

## Application 1

Sam and Tara are talking. Fill in the speech bubble with Sam's question.



**Sam**

**How old are you?**

**I am six years old.**



**Tara**

## Application 2

**Change the statement into a question.  
Use the sentence stem to help you.**

**You fell over.**

**When did \_\_\_\_\_**

**Don't forget your punctuation.**

## Application 2

Change the statement into a question.  
Use the sentence stem to help you.

**You fell over.**

**When did you fell over?**

**Don't forget your punctuation.**

Reasoning 1

Which punctuation will finish the sentence below? Convince me.

.

?

What cake did you make \_\_\_\_

## Reasoning 1

Which punctuation will finish the sentence below? Convince me.

.

?

What cake did you make ?

A question mark because...

## Reasoning 1

Which punctuation will finish the sentence below? Convince me.

.

?

What cake did you make ?

**A question mark because the sentence is a question that needs an answer.**