



ADULT GUIDE · EVIDENCE BEFORE JUDGEMENT

Build, sequence and check sentences

What this pack helps with

Build meaningful sentences from supplied words and cues, leave spaces, join with and, sequence a short narrative and reread for sense.

Before you begin

An adult reads instructions and models saying a complete sentence aloud before writing. The learner may use adult scribing for oral composition evidence.

Pencil and a spare sheet for one fresh recheck.

How to use evidence

Keep oral composition, copying supplied words and independent writing distinct. Ask the learner to reread for meaning before discussing handwriting.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain models, rubrics and next steps. Colour is optional.

Limits and source

These original short tasks do not establish independent composition, handwriting, spelling, editing or writing across a range. The site phrase “complex clauses” is practised only as coordination with and. DfE Year 1 English programme of study (England; OGL v3.0). Original TheLearnDen sentences, story, cues and prompts. This is not an official assessment.



SAY · WRITE · REREAD · IMPROVE

Build, sequence and check sentences

Name: _____ Date: _____

1. Make the word order clear

Put each set of words in an order that makes sense.

fed / Sam / the / hen.

flew. / The / red / kite

made / Mum / and / I / soup.

Word order must make sense. This task supplies the words; it does not test independent sentence invention.

2. Show the spaces between words

Add spaces to show each word.

thecatnaps

afrogjumps

weplayinthepark

A space separates written words. Letter size and handwriting style are assessed separately.



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3. Join words and phrases

Join each pair with **and**.

cups **and** plates

in the box **and** on the shelf

slow **and** steady

Here **and** joins words or phrases. It does not make each pair a complete sentence.

4. Join two related ideas

Join each related sentence pair with **and**.

Lena opened the gate. The goat trotted out.

I found my boots. I put them on.

The site label “complex clauses” is treated here only as joining two related clauses with **and**. Subordination is not claimed.



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5. Sequence a short story

Write the letters in story order. Then retell it.

A At last, a green shoot appeared.

B Mia put a bean in a pot of soil.

C Each morning, she gave it a little water.

D She placed the pot by a bright window.

Order: _____

A short narrative needs connected order. This one fixed key follows the clearest printed time and reference clues.

6. Separate complete ideas

Split this run-on into three sentences.

The bell rang we packed our bags Dad met us at the gate

The intended three ideas are fixed for this task. Other punctuation choices need a different sentence meaning.



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7. Say, compose and write

Say each complete sentence aloud before writing.

Who? The fox
Does? carries
What or where? a blue bag

Who? My friend and I
Does? build
What or where? a tall tower

The cues support composition. Exact wording may vary, so an adult checks meaning rather than a single key.

8. Reread and check for sense

Use real evidence from your first attempt.

one sentence I reread

what did not make sense at first

the change I made

one space, join or order to practise next

Rereading one corrected sentence does not establish independent editing across writing.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks require the learner's actual oral, written or dictated evidence. Do not total a score.

- 1 Sam fed the hen. / The red kite flew. / Mum and I made soup.**
Sam fed the hen. / The red kite flew. / Mum and I made soup. Write each sentence in an order that makes the printed meaning clear, preserving the capital and full stop.
Look for: Finds who or what the sentence is about. Rereads the completed order aloud. **Next:** Shuffle one fresh four- or five-word sentence.
- 2 the cat naps / a frog jumps / we play in the park**
the cat naps / a frog jumps / we play in the park Insert a space at every word boundary. Capital letters and end marks are not the target on this task.
Look for: Says the sentence slowly to hear each word. Leaves one clear gap between words. **Next:** Adult says a fresh three-word sentence for the learner to finger-space.
- 3 cups and plates / in the box and on the shelf / slow and steady**
cups and plates / in the box and on the shelf / slow and steady Use and once to join each supplied word or phrase pair.
Look for: Keeps both supplied parts. Places and between the joined parts. **Next:** Join two different nouns or phrases orally before writing.
- 4 Lena opened the gate and the goat trotted out. / I found my boots and I put them on.**
Lena opened the gate and the goat trotted out. / I found my boots and I put them on. Join each related clause pair with and, using one capital at the start and one full stop at the end.
Look for: Keeps both complete ideas. Removes the first full stop when joining. **Next:** Say a new two-part sentence with and, then write it.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks require the learner's actual oral, written or dictated evidence. Do not total a score.

5 B / D / C / A

B, D, C, A Order the four supplied sentences as B, D, C, A, following the introduction of Mia and the pot, the repeated watering cue and At last.

Look for: Uses At last and Each morning as sequence clues. Checks that she and the pot have already been introduced. **Next:** Remove the letters and retell the ordered story aloud.

6 The bell rang. / We packed our bags. / Dad met us at the gate.

The bell rang. / We packed our bags. / Dad met us at the gate. Split the run-on into three complete ideas; add a capital and full stop to each.

Look for: Hears where one complete idea ends. Checks each sentence can stand alone here. **Next:** Read the three sentences with a small pause at each full stop.

7 Adult-assessed evidence

Example: The fox carries a blue bag. / My friend and I build a tall tower. Accept a complete sentence for each cue that preserves the supplied meaning. Adult may record the oral version before the learner writes.

Look for: Says a complete idea before writing. Leaves spaces and rereads the written sentence. **Next:** Change one cue and compose a fresh sentence orally.

8 Adult-assessed evidence

Example: reread "The fox carry a bag"; changed carry to carries; next practise spaces in a fresh sentence. Record an actual first attempt and a meaning-preserving change. Adult scribing is allowed.

Look for: Reads the learner's own sentence aloud. Changes the text because of meaning, order or sentence structure rather than neatness alone. **Next:** Return after a short gap and reread one unseen sentence.