



ADULT GUIDE · EVIDENCE BEFORE JUDGEMENT

Capitals, punctuation and dictation

What this pack helps with

Use capital and lower-case letters, the terms vowel and consonant, sentence end marks and adult-led dictation with evidence-led feedback.

Before you begin

An adult reads instructions and keeps the three dictated sentences on the answer page hidden during the learner's first attempt.

Pencil and a spare sheet for one fresh recheck.

How to use evidence

For dictation, say each complete sentence naturally without spelling words or naming punctuation on the first attempt. Record the exact written evidence.

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 examples do not establish alphabet knowledge, general punctuation, spelling or writing attainment. Dictation records transcription from adult speech rather than independent composition. DfE Year 1 English programme of study (England; OGL v3.0). Original TheLearnDen sentences, story, cues and prompts. This is not an official assessment.



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Capitals, punctuation and dictation

Name: _____ Date: _____

1. Letters, vowels and consonants

Join each lower-case letter to its capital. Then sort the six letters.

lower-case a m t

capitals T M A

Letters to sort: a · b · e · m · o · t

Vowels

Consonants

This small classification practises the terms vowel and consonant; it does not establish complete alphabet knowledge.

2. Use capital letters

Rewrite each sentence correctly.

on monday i saw ali.

sara went to leeds with mr khan.

my dog patch waits by the gate.

Capitals mark sentence starts and particular names here. Ordinary common nouns stay lower case.



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3. Finish statements

Rewrite each sentence correctly.

The duck swims

Ava shuts the red box

We eat lunch at noon

These are statements. A question or exclamation needs a different end mark.

4. Choose the end mark

Circle the end mark that fits each sentence.

Where is my hat ☐ . ☐ ? ☐ !

The bus is here ☐ . ☐ ? ☐ !

What a huge pumpkin ☐ . ☐ ? ☐ !

The mark follows the intended sentence type, not how loudly someone reads.



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5. Edit a mini passage

Add sentence boundaries, capitals and end marks.

on friday i went to bath with nina we saw a tall ship where did it sail what a busy harbour

This task edits supplied text. It does not test independent composition or handwriting.

6. Listen and write

Adult: use the hidden answer-page sentences. Child: listen and write.

1

2

3

adult notes: exact words, spaces, capitals and end marks:

The child page hides the dictated sentences. This records transcription from adult speech, not independent composition or a standardised score.



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7. Match purpose and punctuation

Write **statement or command**, **question**, or **exclamation**.

Please close the gate. _____

Did the rabbit hop? _____

What a tiny shell! _____

The supplied labels are bounded to these three examples. Broader sentence-form terminology is not claimed.

8. Choose the next writing step

Use real evidence from your first attempt.

one capital I used and why

one end mark I used and why

one dictated word or space to revisit

one fresh sentence to try next

Do not total a score or infer general writing attainment from these few tasks.



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** **pairs: a/A, m/M, t/T; vowels: a, e, o; consonants: b, m, t**
a/A, m/M, t/T; vowels a, e, o; consonants b, m, t Match each lower-case letter to its capital and classify the six printed letters using the terms vowel and consonant.
Look for: Names letters rather than giving only sounds. Uses the two grammar terms for the printed set. **Next:** Repeat with three new capital/lower-case pairs and a mixed letter set.
- 2** **On Monday I saw Ali. / Sara went to Leeds with Mr Khan. / My dog Patch waits by the gate.**
On Monday I saw Ali. / Sara went to Leeds with Mr Khan. / My dog Patch waits by the gate. Correct sentence starts, the pronoun I, names, a day, a place and the supplied title.
Look for: Explains why each changed word needs a capital. Does not capitalise every noun. **Next:** Find one name, place, day and I in fresh sentences.
- 3** **The duck swims. / Ava shuts the red box. / We eat lunch at noon.**
The duck swims. / Ava shuts the red box. / We eat lunch at noon. Add a full stop at the end of each complete statement.
Look for: Finds where the complete idea ends. Keeps the full stop close to the final word. **Next:** Adult reads a fresh statement; learner shows where the full stop belongs.
- 4** **? / . / !**
? / . / ! Choose the end mark that matches the printed sentence purpose and expression.
Look for: Distinguishes a question from a statement. Reads the exclamation with the intended emphasis.
Next: Sort three fresh spoken sentences by purpose before adding marks.



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 On Friday I went to Bath with Nina. We saw a tall ship. Where did it sail? What a busy harbour!

On Friday I went to Bath with Nina. We saw a tall ship. Where did it sail? What a busy harbour! Add the fixed capitals and sentence boundaries shown in the model. Preserve all words and their order.

Look for: Finds four complete sentences. Uses capitals for Friday, I, Bath and Nina. **Next:** Cover the model and explain each capital and end mark.

6 Adult-assessed evidence

Adult says, without showing: "The fish swims in the pond." "Can I play with Sam?" "What a bright star!" Adult may repeat each whole sentence naturally, but does not spell words or name punctuation during the first attempt. Record what the learner actually writes.

Look for: Writes from spoken language rather than copying. Separates transcription evidence from sentence invention. **Next:** Choose one short fresh sentence containing only taught words and repeat after a gap.

7 statement or command / question / exclamation

statement or command / question / exclamation Name the purpose using the supplied labels and point to the matching end mark.

Look for: Uses sentence meaning as well as punctuation. Does not call every sentence with an exclamation mark "shouting". **Next:** Say one new question and one new exclamation aloud.

8 Adult-assessed evidence

Example: capital M for Monday; question mark because it asks; revisit spacing in "in the"; next dictate "Can I see Sam?" Use actual first-attempt evidence and select one small recheck. Adult scribing is allowed.

Look for: Explains rather than only names a mark. Keeps dictation, punctuation and letter terminology distinct. **Next:** Use a new short sentence after a gap and compare the same feature.