



Say it, write it, check it

What this pack helps with

Turn an idea into a simple written sentence, edit basic punctuation and spacing, then sequence and retell a short original story.

Before you start

The child can say a simple sentence. Match spelling and handwriting demands to what they have been taught. Read instructions aloud; this pack is not a decodable reading scheme.

What you need

A pencil and this pack. Optional counters help separate spoken words. Use one page at a time, with no timer.

Use the pack

Child pages are 2-5; pages 6-7 give models and feedback. Rehearse orally first. Scribing is valid support but is not evidence of independent writing. Keep free writing separate from the three copying/editing tasks.

Print A4 at actual size (100%). Colour is optional. These are short practice sessions, not a standardised test. Free to print and share.

Respond to the child

If writing is tiring, compose one sentence orally and write that. Discuss the idea before correcting spelling. Read the child's actual words back together and choose one useful improvement.

Scope and source

Partial Year 1 practice: simple statements, spaces, sentence capitals, a person's name, full stops and one short narrative. It does not teach all spelling, handwriting, conjunctions, question/exclamation marks, place/day capitals or the pronoun I.

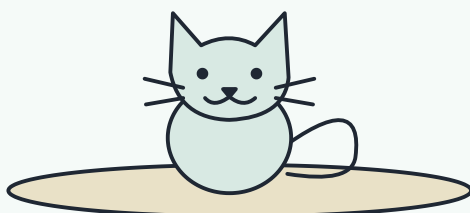
DfE English programme, Year 1 composition and vocabulary/grammar/punctuation (England; OGL v3.0). Original TheLearnDen text and diagrams; not an official assessment.



LEARN TOGETHER

Say a sentence

Name: _____ Date: _____



The cat sits on the mat.

Say it. Leave gaps between words.

Start with a capital. End with a full stop.

1 Say your own sentence about the cat.

Write it, then read it back.

☐ My sentence makes sense.

☐ Capital ☐ Spaces ☐ Full stop



PRACTISE EDITING

Make each sentence ready

Keep the words. Fix capitals,
spaces and full stops.



2 Read it aloud first.

the cat sits

3 Read it aloud first.

the hat is red.

4 Sam is a person's name.

sam has a hat.



SEQUENCE A STORY

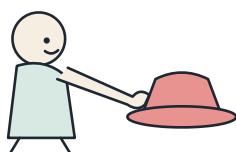
The runaway hat

5 Sam puts on a hat first.

What happens next and last?



A The wind blows the hat off.



B Sam picks up the hat.



C Sam puts on a hat.

Write the letters.

First Next Last

Tell someone why that order works.



COMPOSE AND REREAD

Tell the hat story

6 Say three sentences in order.

Write them in your own words.

Use the pictures on page 4 to help.

Read it back

- ☐ My events make sense in this order.
- ☐ Each sentence starts with a capital.
- ☐ My words have spaces.
- ☐ I used a full stop at each end.

Talk about one thing you did well.



What to look for

Models are examples for free writing; tasks 2-4 have fixed editing keys and task 5 has the intended story order.

1 · Open response The cat sits on the mat.

Any clear sentence consistent with the picture, including a different sensible detail. Scribe an orally composed sentence when needed and note that support.

Look for: The child says a complete idea before writing. The written words are separated, start with a capital and end with a full stop. Meaning matches the picture; spelling support is separate from composition.

Next: If the idea is incomplete, ask who or what the sentence is about and what they are doing. Rehearse that single sentence together.

2 · Fixed key The cat sits.

This is a copying/editing task: keep the words and add the sentence punctuation.

Look for: Capital T at the start. Spaces between the three words. Full stop at the end.

Next: Read the sentence aloud and pause at the end. Point to the first letter and the final stop.

3 · Fixed key The hat is red.

Keep the four words, separate them and use an initial capital.

Look for: Four separate words. Capital T and the existing full stop.

Next: Say the sentence slowly and move one counter for each spoken word; use the gaps as a writing reminder.



ADULT MODELS AND FEEDBACK · 2 OF 2

What to look for

Models are examples for free writing; tasks 2-4 have fixed editing keys and task 5 has the intended story order.

4 · Fixed key Sam has a hat.

Keep the words. Sam is the name of a person and needs a capital S.

Look for: Capital S for Sam, who is also the first word. Spaces and full stop remain.

Next: Find the name together and write Sam once with a capital S. Practise another familiar name separately.

5 · Fixed key C, A, B: Sam puts on the hat; the wind blows it off; Sam picks it up.

For this intended three-event story, accept C, A, B. Ask the child to explain the order; another story is possible only if extra events are added.

Look for: The hat is put on before it blows off. Picking it up follows its falling off.

Next: Act the three events out with an imaginary hat, then arrange the sentence cards again.

6 · Open response Sam puts on a hat. The wind blows it off. Sam picks it up.

Three linked sentences telling the same simple events, using the child's own wording. A child who is not ready may compose orally, dictate or write one sentence; record support rather than treating it as independent three-sentence writing.

Look for: Events follow a sensible order. Rereading confirms the intended meaning. Sentence starts, word spaces and full stops are checked with the child.

Next: Choose just one successful sentence to reread and improve. Rehearse the next sentence before adding more writing.

My practice trail

Optional: colour a circle after trying and discussing a task. This records practice, not a test score.



One next step: _____