LPDS
Lancashire Professional Development Service

Sample

The Primary Sentence Toolkit

Lancashire County Council

LANCASHIRE PROFESSIONAL DEVELOPMENT SERVICE

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The Primary Sentence Toolkit - Contents

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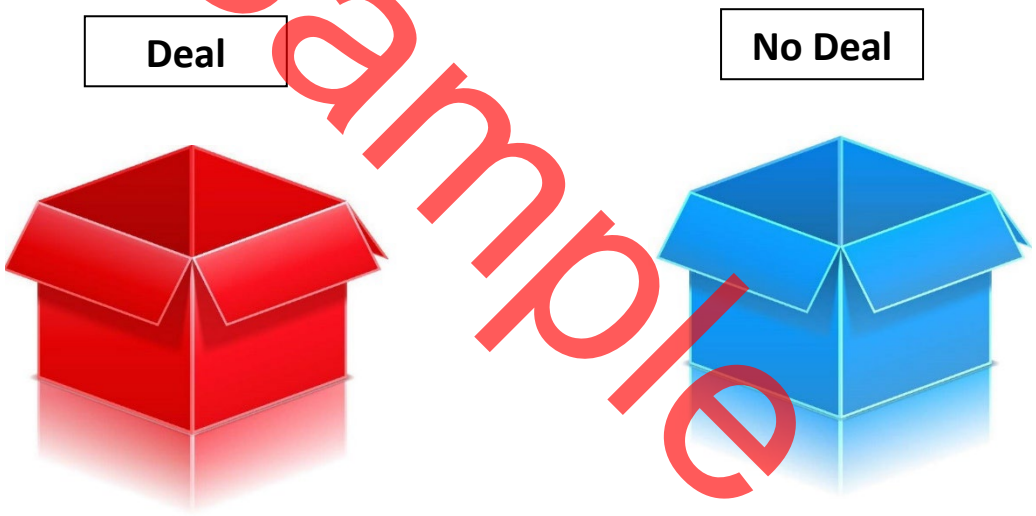
Deal or No Deal?

Prepare some strips of cards, some displaying sentences and others displaying non-sentences (i.e. not making sense). Read each example aloud in order that the children can focus initially just on what they *hear*. *Does it sound right? Does it make sense?*

We're going on a bear hunt.	✓
We can't go it.	✗
Henry wanted a new.	✗
The duck did not have floppy ears or a waggy tail.	✓

Sort the cards into 'sentences' (deal) and 'not sentences' (no deal) in different coloured boxes.



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Repeat, allowing the children to read aloud each sentence strip. Ensure that the focus is still on whether the sentence *sounds* right. Reading aloud is key!
This can be used in Key Stage 2 by linking the sentences and 'non-sentences' to a focus text.

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Scrambled!

Orally form or extract a sentence from a focus text. **Repeat the sentence orally several times**.
E.g. *We can't go over it.* (We're Going on a Bear Hunt).
Now write the sentence onto a strip of card and chop the sentence up into individual words. (Alternatively use sticky notes). Scramble the words. Can the child reassemble the original sentence?

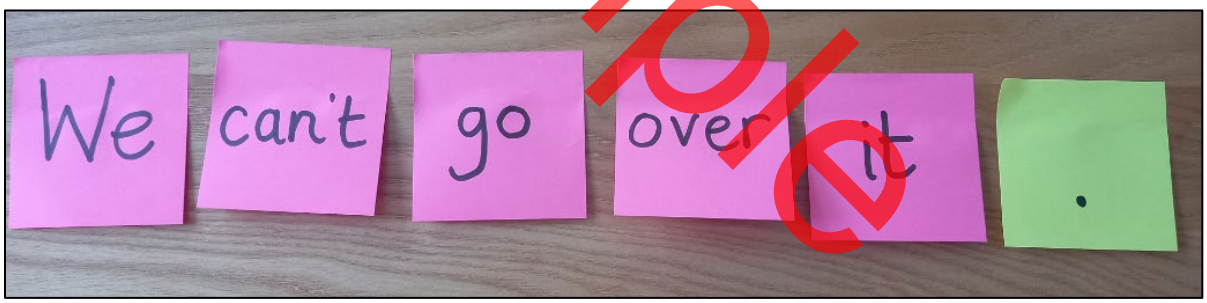
Re-read the sentence several times to check it makes sense and the words are in the correct order. To practise handwriting skills, the child can copy the words from the pieces of card or sticky notes to write the sentence.

To practise segmenting and spelling, review the sentence as displayed on the individual word cards or sticky notes. Now ask the child to close their eyes and remove one of the words. Can the child work out which word is missing? Can they write the original sentence, including the missing word?

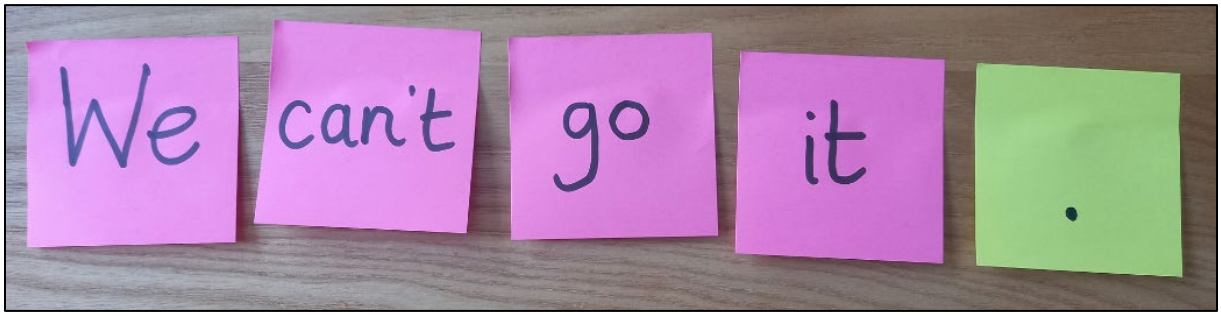
Reveal the missing word to see if the child is correct. Have they spelt the missing word correctly?

Scrambled sentence:

Re-ordered sentence:



Missing word challenge:



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I-Model Example

Create complex sentences by adding a relative clause using a relative pronoun: who, which, **where**, whose, when, that.

Immerse	The boys sprinted back to the field where they had originally glimpsed the strange lights. E.T. scrambled towards the clearing where the spaceship was last seen. Oliver was taken to the marketplace where he was taught to pickpocket. Nancy went to the marketplace where Oliver was last seen. Fagin stayed in the den where he counted his money.
Imitate	The boys sprinted back to the field where … E.T. scrambled towards the clearing where … Oliver was taken to the marketplace where … Nancy went to the marketplace where … Fagin stayed in the den where …
Innovate	The children assembled in the school hall where … The teachers stood on the playground where … The parents moved towards the school field where … The parents were directed to the Y5 classroom where … The talented actor entered the theatre where …
Invent	… where … … where … … where … … where …
Improve	The children all loved the theme park where. Mrs brown stormed to the staff room where ate biscuits Where all the races were happening. Oliver was taken to the marketplace where he went.

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