

# Application and Reasoning

## Step 1: Recognising a Sentence

### National Curriculum Objectives:

English Year 1: (1G3.3) [Joining words and joining clauses using 'and'](#)

English Year 1:(1G3.1) [How words can combine to make sentences](#)

Terminology for pupils:

- English Year 1: (1G6) [word](#)
- English Year 1: (1G3.1) [sentence](#)

### Differentiation:

Questions 1, 4 and 7 (Application)

**Developing** Build a single clause sentence which make sense. Using CVC and CCVC/CVCC words.

**Expected** Build a single clause sentence which make sense. Using common exception words and words that follow Year 1 spelling rules.

**Greater Depth** Build a single clause sentence which make sense. Includes compound nouns and sentences with more than one verb or noun.

Questions 2, 5 and 8 (Application)

**Developing** Complete a single clause sentence so it makes sense. Using CVC and CCVC/CVCC words.

**Expected** Complete a single clause sentence so it makes sense. Using common exception words and words that follow Year 1 spelling rules.

**Greater Depth** Complete a single clause sentence so it makes sense. Includes compound nouns and sentences with more than one verb or noun.

Questions 3, 6 and 9 (Reasoning)

**Developing** Recognising single clause sentences and explaining if it makes sense. Using CVC and CCVC/CVCC words.

**Expected** Recognising single clause sentences and explaining if it makes sense. Using common exception words and words that follow Year 1 spelling rules.

**Greater Depth** Recognising single clause sentences and explaining if it makes sense. Includes compound nouns and sentences with more than one verb or noun.

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

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## Recognising a Sentence

1a. Build a sentence using the words in the word bank. There should be one word left over.

duck                      the  
chip                        swims



A

## Recognising a Sentence

1b. Build a sentence using the words in the word bank. There should be one word left over.

fox                        bag  
runs                        a



A

2a. Complete the sentence using a word in the word bank.



The dog \_\_\_\_\_ .

bus

naps



A

2b. Complete the sentence using a word in the word bank.



My clock \_\_\_\_\_ .

stops

sock



A

3a. Jack has written a sentence.

Ten socks.



Does his sentence make sense?  
Convince me.



R

3b. Jill has written a sentence.

The fish.



Does her sentence make sense?  
Convince me.



R

## Recognising a Sentence

4a. Build a sentence using the words in the word bank. There should be one word left over.

the                      sit  
loves                    the  
rabbit                    carrots



A

## Recognising a Sentence

4b. Build a sentence using the words in the word bank. There should be one word left over.

leave                    each  
turn                      birds  
the                        winter



A

5a. Complete the sentence using a word in the word bank.

The girl sees a \_\_\_\_\_ .



June

blow

crab



A

5b. Complete the sentence using a word in the word bank.

The man \_\_\_\_\_ the frog.



rock

night

catches



A

6a. Matilda has written a sentence.

The hunter to the shed.



Does her sentence make sense?  
Convince me.



R

6b. Charlie has written a sentence.

The jumps over the bridge.



Does his sentence make sense?  
Convince me.



R

## Recognising a Sentence

7a. Build a sentence using the words in the word bank. There should be one word left over.

some      night      get  
we      the      popcorn  
for      tree      film



A

## Recognising a Sentence

7b. Build a sentence using the words in the word bank. There should be one word left over.

on      nose      my  
shop      butterfly      summer  
a      in      sits



A

8a. Complete the sentence using a word in the word bank.

The girl has lipstick on her \_\_\_\_\_ .

got	tree
teeth	house



A

8b. Complete the sentence using a word in the word bank.

The sunflower is as tall as the \_\_\_\_\_ .

under	smell
stop	Christmas tree



A

9a. Lucy has written a sentence.

**She asks a headband in her handbag.**

Does her sentence make sense?  
Convince me.



R

9b. Ronnie has written a sentence.

**The boys roll a snowball to make a hotdog.**

Does his sentence make sense?  
Convince me.



R

## Application and Reasoning Recognising a Sentence

### Developing

- 1a. **The duck swims.**  
2a. **naps**  
3a. **No, it is not a complete sentence because there is no verb. Various answers, for example: Ten socks smell.**

### Expected

- 4a. **The rabbit loves the carrots.**  
5a. **crab**  
6a. **No, it is not a complete sentence because there is no verb. Various answers, for example: The hunter runs to the shed.**

### Greater Depth

- 7a. **We get some popcorn for the film night.**  
8a. **teeth**  
9a. **No, it is not a complete sentence because there are nouns and verbs but the verb does not make sense. Various answers, for example: She puts a headband in her handbag.**

## Application and Reasoning Recognising a Sentence

### Developing

- 1b. **A fox runs.**  
2b. **stops**  
3b. **No, it is not a complete sentence because there is no verb. Various answers, for example: The fish swim.**

### Expected

- 4b. **The birds leave each winter.**  
5b. **catches**  
6b. **No, it is not a complete sentence because a correct noun has not been used. Various possible answers, for example: The car jumps over the bridge.**

### Greater Depth

- 7b. **A butterfly sits on my nose in summer.**  
8b. **Christmas tree**  
9b. **No, it is not a complete sentence because there are nouns and verbs but the noun does not make sense. Various answers, for example: The boys roll a snowball to make a snowman.**