



Sentence Builder: Capitals, Spaces & Full Stops

LEARNING GOAL

Create clear simple sentences with a capital letter, spaces between words and end punctuation.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Create clear simple sentences with a capital letter, spaces between words and end punctuation.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Sentence

Use it in your own sentence or explanation.

Capital

Use it in your own sentence or explanation.

Space

Use it in your own sentence or explanation.

Full Stop

Use it in your own sentence or explanation.

Question Mark

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to sentence conventions.

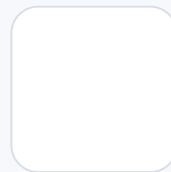
1

A sentence carries a complete idea.

2

Start with a capital, leave spaces, finish with suitable punctuation.

SHOW IT ANOTHER WAY



Say it, point to it, build it, read it, explain it.

Adult: model the first item. Child: explain what you notice or how you know.

1 Fix: the dog is wet

2 Fix: my friend can jump

3 Reorder: park / We / the / visit

4 Write one telling sentence and one question.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Fix: the dog is wet

2 Fix: my friend can jump

3 Reorder: park / We / the / visit

4 Write one telling sentence and one question.

5 Edit: where is my red hat.

SHOW YOUR THINKING

Use the idea in a new way

ENGLISH & LITERACY

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Reorder: park / We / the / visit

2 Write one telling sentence and one question.

3 Edit: where is my red hat.

4 Explain why spaces matter when we read.

5 Fix: the dog is wet

SHOW YOUR THINKING

Talk 1 Edit: where is my red hat.

Talk 2 Explain why spaces matter when we read.

Talk 3 What strategy, clue or observation helped you most with sentence conventions?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Cut a sentence into word cards. Mix the cards and rebuild the sentence, checking the capital and punctuation.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Draw a scene, then write two complete sentences about it.

Use this space to draw, label, plan or draft.

Independent challenge

ENGLISH & LITERACY

Try without help first. Then explain or check your work with a grown-up.

1 Edit: where is my red hat.

2 Explain why spaces matter when we read.

3 Create one new example that would help another Grade 1 learner practise sentence conventions.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Where is my red hat?
- Spaces show where one word ends and the next begins.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.