

# Sentences

This strand provides mainly cumulative, decodable words in sequenced sentences along with a few writing lines and a drawing space. The resource can be used flexibly to rehearse the **blending** of letter/s-sound correspondences which have been introduced to **supplement** and extend word level activities. **Writing** activities can include copy-writing (thinking about directionality, position of letters on the writing line, size of letters and spacing of words), converting print to joined writing, writing a couple of sentences based on the text or to extend the text as 'What happened next?'. When appropriate, the provided sentences can be used for **dictations** - or for the learner to read one sentence at a time, '**hold the sentence**' in his or her head, and then **re-write** the sentence. This method can be undertaken independently and leads to more competent writing over time.

## Points to consider:

- Wait until learners can **blend well** before using this resource.
- The teacher needs to teach the sound /th/ and the grapheme 'th' **BEFORE** using the material in this strand. This enables the early use of very helpful words such as: 'the', 'this', 'then' and 'that' - plus many other words which include the grapheme 'th' - long before this letter/s-sound correspondence is introduced via the **SOUNDS BOOK ACTIVITY SHEETS** at the end of unit 4.
- Occasionally, useful common words and graphemes are introduced in the **SENTENCES** strand **earlier** than in the **Phonics International** 'order' in the interests of providing more **meaningful** text. The teacher can **support** the learner, where necessary, with more challenging words - but many learners will be able to manage the longer words and trickier parts in the sentences independently.
- It is helpful to ask learners to '**say the sounds**' of the graphemes at the top of each sheet first and then to undertake '**grapheme searches**' in the words before reading the sentences. This is where the learner underlines any digraphs and trigraphs that he or she recognises in the words before decoding the sentences fluently.
- Point out the use of **punctuation** in the sentences and discuss how this makes text easier to read and understand - and also indicates the manner in which we 'read' the sentences particularly when we **read aloud**.
- Encourage the learner to read the sentences more than once to build up fluency and word recognition - and then to think of a couple of similar sentences for writing down. Discuss any **new vocabulary** and any **ideas** introduced in the sentences.

Name

Sentences

s a t i p n

I the A

I tip a tin.

An ant sips at the tin.

I tip the tin and the ant sips.

Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.

Sentences 1.1

Name

Sentences

s a t i p n c

the The A

A cat taps a pan.

The cat tips the pan.

The cat sits in the pan.

Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.

Sentences 1.2

Name

Sentences

s a t i p n c k th the The

This is a kit.

The ant nips in it.

The ant is in the kit.

Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.

Sentences 1.3

Name

Sentences

s a t i p n c k -ck

the

Pack the cans in the sack.

Pick a pan and pack it.

Stick the kit in the sack.

Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.

Sentences 1.4

Name

Sentences

s a t i p n c k -ck e

N th

This cat is Nick's pet.

Nick sits and pats the cat.

Then the cat pats Nick's neck.

Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.

Sentences 1.5

Name

Sentences

s a t i p n c k -ck e h N

Nick has hens in a pen.

Nick's hat is in the hens' pen.

The hens peck at Nick's hat.

Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.

Sentences 1.6

Name

Sentences

s a t i p n c k -ck e h r

Nick raps and taps.

Pippa spins and kicks.

Nick and Pippa trip ... *crack* !

Read the sentences. Copy the sentences or write a new sentence. Illustrate one or more sentences. Can be used for dictation.

Sentences 1.7