



1 On Your Marks!

Objective

To sequence sentences to form short narratives

Key definition

Sequence is the particular order in which related events, movements, or things follow each other. A sentence sequences words, and a narrative sequences sentences.

2 Get Ready

Prior knowledge

Children should have a solid understanding of the following:

- Being able to describe and narrate orally, using correct sequence as appropriate

Recap on previous grammar, punctuation and spelling knowledge acquired, and touch on areas of uncertainty highlighted in the Diagnostic Check, particularly regarding being able to sequence sentences orally.

Explain that this session will develop children's understanding of how to put sentences in the right order, which will enable them to create a short piece of writing.

Terminology

A sentence is a group of words that expresses a complete idea and includes a verb. A Sentence can be a statement, a question or an exclamation. It always begins with a capital letter and ends with a punctuation mark.

A narrative is a spoken or written account of connected events: a story. Narrative can be fictional or non-fictional.



Purpose and application

Children should have a basic knowledge of constructing simple sentences, both verbally and in writing. The next step for children – after showing an understanding of how to construct one simple sentence – is to look at how to create a number of sentences that follow on from one another logically.

It is important for children to be able to sequence an order of events in order for extended writing to convey meaning. At first, this might be done verbally but can also be done using a series of photographs or pictures, particularly if they find sequencing difficult. Once children have mastered simple sequencing, they should then be able to sequence a number of sentences to ensure that they follow on logically from one to another.

Some children might find sequencing their sentences difficult, and might need continued pictorial support to help them. It is also a good idea to encourage children to construct their sequence verbally first. If their sentences do not follow on logically from one to another, children will need support to read back through what they have written, to make changes where necessary.

3 Get Set

Resources

- The *Putting Sentences Together* diagnostic check PDF
- This *Putting Sentences Together* teaching sequence
- The *Putting Sentences Together* video
- The *Putting Sentences Together* game sequence (see below)
- The *Putting Sentences Together* assessment PDF
- Pictures from a traditional or familiar story
- Strips of paper

Activities

1. Take a traditional or familiar story and give the children sets of pictures from it. Working in smaller groups, the children sequence the pictures from the story. Bring the class back together and discuss what would happen if the pictures didn't go in the correct sequence. Would the story make sense?



Putting Sentences Together

2. Prior to the lesson, write (an outline of) the story used in the activity above on strips of paper. In the wrong order, read through the sentences with the class. Children should work together to sequence the sentences, and ensure that the story is in the correct order. Repeat this, using a different story.

3. Give the children an exciting experience, for example, making sandwiches or going on a walk around the local area. Take photographs of the children to use in the following lesson.

In the following lesson, children work in pairs and order the photos from this experience. They should share their sequences with the class to ensure they are in the correct order.

4. Prior to the lesson, write down a narrative of simple sentences that could match the photos from the experience the children had in preparation for the activity above. Independently, children should sequence these sentences on mini whiteboards and write them out correctly to form a narrative that describes the experience. Show the pictures again only if children are really struggling.

5. Choose three or four pictures that could form a sequence or an event, for example, pictures from a simple recipe. Children should write the sentences to go with each picture, checking their sequence.

Practising with the Bug

<i>Putting Sentences Together</i> Game 1	Sequence four sentences based on familiar contexts.
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4 Go!

Noticing sentence sequences

Encourage children to recognise the importance of their sentences being written in a sequence and making sure that they make sense. Reward them for noticing when they do make sense and also when they don't.

Shared reading

During shared reading, look at the sequencing of stories and the sentences within them. Ask the children to give recounts of the events of stories. Ask, "**What would happen to the story if we changed the order of the sentences in one passage?**"



Putting Sentences Together

Shared writing

During shared writing, model how to construct simple sentences in a sequence so that you are forming a short piece of writing. Encourage the children to compose the sentences alongside the teacher and to look at how one sentence should naturally follow on from the last.

Independent reading and writing

Children should be encouraged to begin to use short sequences of sentences in their own writing. Ensure that they read back through their work to make certain that the sentences are in the correct order and that the sequence makes sense.