Super Sentences: Big Starts and Little Stops

Teacher		**Class**	Year 1
Subject	English	**Topic**	Capital letters and full stops
Date		**Room**	
Lesson length	60 minutes	**Country**	United Kingdom

Pupils learn to start sentences big and finish them neatly. They sort telling, asking and shouting voices and write tidy sentences.

Curriculum links

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark [1][2]
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' [1][2]

Learning objectives

- Students will start each sentence with a capital letter, including I.
- Students will end telling sentences with a full stop.
- Students will choose a question mark for asks and exclamation for shouts.

Success criteria

- I can start my sentence with a big capital letter.
- I can put a full stop at the end of telling.
- I can pick ? for asking and ! for shouting.

What students already know

Ask class to say one thing they can do. Listen for sentences without a clear end. Ask: Where did your talking stop?

Key words

capital letter	big tall shape written at the start of a thought [3][4]
full stop	tiny dot at the finish that shows the thought is done [3]
question mark	curly shape at the finish that shows an ask [1][2]
exclamation mark	tall shape at the finish that shows a shout or big feeling [1][2]
sentence	set of words said or written as one whole thought [2]

Materials

- three large punctuation cards . ? !
- picture prompts for telling, asking and shouting
- projector for slides and video
- mini whiteboards, pens and wipers
- Worksheet page 5 printed for pairs
- pencils and crayons

Before the lesson

- print Worksheet page 5, one copy between two pupils
- make three large punctuation cards . ? ! and choose picture prompts
- load Slides 1-5, 7-10, 12 and test Video clip 5 (0:00-2:16) on Slide 8
- set whiteboards and pens on tables with space to stand and clap

Lesson outline

0–10 min **Starter** 10 min · Whole class

To hook pupils with voices and recall that sentences need a stop.

YOU DO

1. Welcome class and use the hook voice three ways: say I like red apples. flat, Can you see the dog? high, What a big splash! excited.
2. Show Slide 1 Super Sentences! Big start. Little stop. Lead chant: tall for big, pinch fingers for dot.
3. Show Slide 2 Think, pair, share How do you stop a sentence? Give 30 seconds pair talk.
4. Collect ideas and link voices to tell, ask or shout groups.

STUDENTS DO

1. Copy tall, question and cheer voices and actions.
2. Tell a partner: How do you stop a sentence?
3. Share one idea with the class.

Say: Listen to my voice. Am I telling you something, asking you something, or shouting with excitement? Every time we speak or write, our words start big and stop with a little mark.

Ask: How do you stop a sentence? (With a little dot / full stop at the end.) · Was I telling, asking or shouting when I said Can you see the dog? (Asking, voice goes up at the end.)

Check understanding: Hands up for tell, ask or shout on each voice. If unsure, model again with big face clues and repeat each sentence twice.

Support: Repeat each sentence twice with slow, exaggerated voice and face, and let pupils copy the action only. **Stretch:** Pupils whisper to partner whether the voice was telling, asking or shouting and why.

Use: Slides 1–2

10–25 min **Teaching** 15 min · Whole class

To model starting big and choosing the right end mark.

YOU DO

1. Show Slide 3 Stop here! The cat naps. Point to big T at the start and dot at the end, capital letters go at the start of a sentence and full stops go at the end [3][4].
2. Show Slide 4 Make it tidy Start with BIG letter · End with dot . · Ask with ? Shout with ! Model the three voices for I like red apples. Can you see the dog? What a big splash!
3. Show Slide 7 Did you know? I is always BIG! · Even in the middle, I stays big. Fix i to I, because we use a capital letter for the personal pronoun I [1][2].
4. Play Video clip 5 (0:00–2:16) on Slide 8 Watch again Clap for ? · Cheer for ! then vote on Slide 5 Pick a stopper Which end mark do you like best?

STUDENTS DO

1. Point high for the big start and low dot for the finish on each sentence.
2. Clap for ? and cheer for ! with the video, then vote for favourite stopper.
3. Read back I like red apples. Can you see the dog? What a big splash! in voices.

Say: Watch me make it tidy. I start with a big tall shape. I leave clear gaps between my words. Then I stop. A telling thought gets a dot, an asking thought gets ?, a shouting thought gets !

Worked example: the dog runs -> The dog runs. Step 1: find first word the. Step 2: grow t to big T. Step 3: keep spaces between words [2]. Step 4: put dot at the end to show the complete statement ends [12]. Read it back and stop on the dot.

Ask: Where does the big shape go and where does the dot go? (Big shape first, dot last.) · Which end mark for Can you see the dog? (? because we are asking.) · Why is I always big? (I about me is always a big capital.)

Check understanding: Hold up . ? ! cards for each sentence. If many miss, reteach with same two sentences and exaggerated voices.

Support: Use voice and face clues in an exaggerated way and repeat each sentence twice. **Stretch:** Pupils think of their own asking or shouting sentence to say aloud in the right voice.

Use: Slides 3–5, Slides 7–8, Video clip 5 (0:00–2:16)

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25–50 min **Main activity** 25 min · Pairs

To practise building tidy sentences and picking the right end mark.

YOU DO

1. Show Slide 9 Your task Read: the dog runs · Write: The dog runs. · Try: i can hop Model saying aloud before writing and rereading to check meaning is clear [1].
2. Give each pair . ? ! cards and picture prompts. Say the three sentences again; pairs sort into tell, ask or shout and hold up the end mark.
3. Hand out Worksheet page 5 Swap it: Rewrite each line with a big start and right end. Model first line on whiteboard with spaces between words [2].
4. Move round, fix i to I, check big start and end mark, and prompt rereading.

STUDENTS DO

1. Sort I like red apples. Can you see the dog? What a big splash! holding up . ? ! and saying tell, ask or shout.
2. Fix messy sentences on whiteboards starting from the dog runs and i can hop.
3. Complete Worksheet page 5 rewriting each line with a big start and right end.

Say: First sort with your cards. Is it telling, asking or shouting? Then write it tidy. Say it first, write it with a big start and gaps, then stop it with the right mark. Read it back and point.

Worked example: i can hop -> I can hop. Step 1: say it aloud. Step 2: grow small i to big I [11][13]. Step 3: write can with small letters and gaps. Step 4: this is telling so add dot. Reread and touch big I and dot.

Ask: What must you check at the front and back? (Big first shape and dot, ? or ! at the end.) · What a big splash! Why ! not . ? (It is shouting with excitement, so !)

Check understanding: Pairs read one sentence aloud pointing to capital and end mark. Collect whiteboards; if errors, show correct version and copy again.

Support: Give only three words to order with capital already circled, use voice twice, and trace dotted letters for Get and Love if needed [13]. **Stretch:** Pupils write one extra telling sentence and one question or exclamation using ? or ! [1][2].

Use: Slide 9, Worksheet page 5

50–60 min **Plenary** 10 min · Whole class

To check pupils can spot tidy capitals and end marks.

YOU DO

1. Show Slide 10 Key words capital letter · big start shape · full stop · little end dot · sentence · whole idea. Chant and action each one.
2. Show Slide 12 True or false? The dog runs. is tidy. · Big T and dot. · the cat naps. is tidy. · Needs big T. · I can hop is tidy. · Needs dot.
3. Take votes true or false, fix the wobbly ones together on the board.
4. Link back to tell, ask or shout and praise rereading.

STUDENTS DO

1. Say key words with tall and dot actions.
2. Vote true or false and explain what is missing.
3. Read fixed sentences aloud and stop on the end mark.

Say: Let us be sentence doctors. Does it start big? Does it stop right? If it is tidy we cheer. If it is wobbly we fix the front and the back together.

Worked example: the cat naps. -> not tidy. Step 1: t is little, needs big T [3]. Step 2: dot is there, good. Fixed: The cat naps. I can hop -> not tidy. Needs dot at the end. Fixed: I can hop.

Ask: Why is The dog runs. tidy? (Big T at start and dot at end.) · What is wrong with the cat naps.? (Needs big T at the start.) · What is wrong with I can hop with no dot? (Needs a dot to show it is finished.)

Check understanding: Thumbs up if The dog runs. is tidy and thumbs down for the others. If split, rewrite live and point to front and back.

Support: Point to the first shape then the last mark and ask: big? dot? one at a time. **Stretch:** Pupils explain which mark they would use if it was asking or shouting.

Use: Slides 10, 12

Common mistakes

Mistake	How to spot it	How to fix it
Little first letter, such as the dog runs.	First word starts low on whiteboard or worksheet.	Grow it tall. Capital letters go at the start of a sentence [3][4]. Cover and copy The.
No end mark or wrong mark, such as I can hop with no dot.	Sentence trails off when read aloud with no stop.	Read to the end and stamp the stop. Full stops go at the end of a sentence [3]. Ask: telling, asking or shouting?
Little i for me in the middle.	Writes i can hop or my friend and i.	Rub and make big I. The personal pronoun I is always a capital [1][5]. Keep an I card to copy.

Support

- Repeat sentences twice with big voice and face clues, and work on only two or three words at a time.
- Give capitals already circled or dotted to trace, with numbered word cards to order.

Stretch

- Ask pupils to say and write their own asking sentence with ? and shouting sentence with !.
- Challenge pupils to write two tidy sentences about their picture and read back pointing to each big start and stop.

For the LSE or teaching assistant

Stay with target pairs in main task. Prompt say it first, then write. Point to front for big start, then to back for . ? !. Keep . ? ! cards in view.

Check for understanding

Question	Answer
Write it tidy: the sun is hot	The sun is hot.
Which mark for: can you see the dog	? - Can you see the dog?
Fix it: i can hop	I can hop.

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