

Dyslexia Simple Sentences



Sentence Detectives – Week 1

Key Words

capital letter, full stop, makes sense, read back, finger space

Key Questions

- What makes a good sentence?
- Why is that a good sentence?
- How can that sentence be improved?

Resources

- **Dyslexia Simple Sentences Teacher Guide**
- **Sentence Assessment Sheet**
- **Sentence Checklist**
- **Sentence Activity**
- Detective hats and magnifying glasses (optional)
- A small ball or object that can be passed between pupils

Aim

To know some of the features that make up a 'good' sentence.

Success Criteria

I can begin to discuss some key features of a 'good' sentence.

Assessment for Learning

At the beginning of the lesson, tell the pupils you want to get to know them better and ask them to write about themselves on the **Sentence Assessment Sheet**. Collect the assessment in before proceeding with the rest of the lesson.

Introduction

Tell the pupils that they are going to be sentence detectives. You could provide them with detective hats and magnifying glasses if you wish.

The Teaching Input

Go through the **Sentence Checklist** with them. Ask the pupils what makes a 'good' sentence. Discuss features, including full stops, capital letters, finger spaces and how to check whether their sentence makes sense.

Activity

Ask the pupils to work in pairs and use the **Sentence Checklist** to sort the sentences from the **Sentence Activity** into super sentences and silly sentences. Encourage them to correct and rewrite the sentences on a whiteboard or piece of paper and then explain the reasons behind their changes.

Plenary

Roll the ball to each pupil in turn, asking them to tell you something that makes a good sentence before rolling it back.

Resources in pack for lesson:

