

Writing Better Sentences – Booster Pack 1

A child's reading level may be better than their writing level. Writing uses both knowledge of sounds and words, as well as the physical action of writing.

How to Use This Pack

This pack has been created to help your child improve their sentence writing skills. The words used within this pack include those that can be sounded out phonetically, words that the child will need to learn by sight and high frequency words (most commonly used words).

Activities within the pack will help your child read words, use them within simple sentences and how to extend sentences to make them more interesting.

Activities 1-6: Recognising sounds and rhyming strings

Activities 7 - 9: Reading words and writing simple sentences

Activities 10: Extending sentences to make them more interesting

Activity 6

Rhyming strings: Rhyming words have the same sound in them at the end the word.

1. Read the words. You will need 5 colours, one for each rhyming string.
 Colour the words that rhyme (end in the same sound) in the same colour.
 Add your own word for each rhyming string.

hat	fat	right	stain	make	
wall	ball	sat	fake	tight	
snake	rake	drain	call	bat	
rain	brain	brake	light	stall	
night	fight	tall	cat	chain	

2. Read and then copy the sentence. Underline the rhyming words.

The fat cat sat on the flat hat and the mat.

3. Write 4 sentences, one for each rhyming string. (wall, snake, rain, night)
 How many rhyming words can you get into one sentence? Underline the rhyming words.

Activity 10

Silly Sentences: Who, What, Where, When

Who	old lady	caterpillar	bird	dinosaur	fairy
What	picked a flower	sat on a tree	ate a bug	flew in the air	went shopping
Where	garden	town	mountain	castle	school
When	morning	night	last week	before breakfast	after watching TV

1. Read and copy this sentence.

The old lady sat on a tree in town after watching TV.

2. Write your own silly sentences. Write **who** the sentence is about, **what** they are doing, **where** they were and **when** they did it. Start a new line for each sentence.

Answers

Activity 1 - The 'o'sound

<u>Short 'o' sound</u>	mop	<u>Long 'o' sound</u>	ghost
c <u>o</u> t	g <u>o</u> t	p <u>o</u> tty	st <u>o</u> p
b <u>o</u> dy	g <u>o</u> t	r <u>o</u> d	m <u>o</u> p
t <u>o</u> ld	h <u>o</u> ld	o <u>nl</u> y	po <u>st</u>
m <u>o</u> le	s <u>o</u> ld	gh <u>o</u> st	m <u>o</u> st

Activity 2 - The 'g'sound

<u>Hard 'g' sound</u>	goat	<u>Soft 'g' sound</u>	genie
g <u>o</u> lden	g <u>o</u> rilla	ang <u>ry</u>	g <u>e</u> m
g <u>y</u> m	g <u>e</u> rbil	dan <u>g</u> er	stran <u>g</u> er
l <u>ar</u> ge	h <u>u</u> ge	g <u>i</u> ant	
s <u>ing</u>	g <u>as</u>	gr <u>ea</u> t	gr <u>ee</u> n
gr <u>ain</u>			

Activity 3 - The 'c'sound

<u>Hard 'c' sound</u>	cake	<u>Soft 'c' sound</u>	pencil
c <u>a</u> ve	c <u>o</u> in	c <u>o</u> at	c <u>o</u> py
c <u>a</u> lendar	d <u>o</u> ctor	face	ic <u>y</u>
el <u>e</u> ctric		o <u>n</u> ce	ch <u>a</u> nge
		ric <u>e</u>	pol <u>i</u> ce
		c <u>e</u> real	n <u>i</u> ce
		exc <u>i</u> te	

Activity 4 - The 'ea'sound

<u>Long 'ea' sound</u>	leaf	<u>Short 'ea' sound</u>	feather
me <u>a</u> t	se <u>a</u> t	fe <u>a</u> st	ea <u>s</u> t
thr <u>e</u> ad	we <u>a</u> ther	me <u>a</u> sure	
te <u>a</u> r	pl <u>e</u> ase	cl <u>e</u> an	
h <u>e</u> ar	me <u>a</u> n	h <u>e</u> ad	
		inst <u>e</u> ad	sp <u>r</u> ead
		h <u>e</u> avy	

Activity 5 - The 'ow'sound

<u>Long 'ow' sound</u>	rainbow	<u>Short 'ow' sound</u>	owl
bl <u>ow</u>	sl <u>ow</u>	sn <u>ow</u>	gr <u>ow</u>
cow	fl <u>ow</u> er	t <u>ow</u> er	
b <u>ow</u> l	fl <u>ow</u>	cl <u>ow</u> n	
thr <u>ow</u>		t <u>ow</u> el	

Activity 6 - Rhyming Strings

hat	fat	right	stain	make
wall	ball	sat	fake	tight
snake	rake	drain	call	bat
rain	brain	brake	light	stall
night	fight	tall	cat	chain

The fat cat sat on the flat hat and the mat.