

Y3 W3a. Can use full stops accurately to demarcate sentences.

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Example 2017

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## Teachers' Notes

A simple sentence consists of one clause (including a verb or verb phrase).

Each sentence has a subject (what the sentence is about) and a predicate (what is said about the subject).

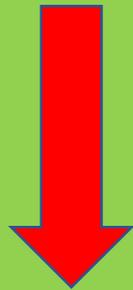
To successfully demarcate sentences, pupils need to be able to identify the subject and where the group of words, which provide the information about it, ends.

The therapy begins with modelling the above, followed by opportunities to apply the skill themselves.

# What is a sentence?

- A sentence is a group of words giving a complete thought.
- A sentence must contain a **subject** and a **verb**.
- The **subject** is what the sentence is about.
- The **verb** tells us what the subject is doing.

The **cheetah** **sprinted** across the field.



the subject



the verb



# Identifying the subject and the verb

Yesterday, Queen Elizabeth visited our school.

## Step One

Ask yourself – what or who is the sentence about?

In this case, it is about '**Queen Elizabeth**' so this is the

**SUBJECT.**

## Step Two

Ask yourself – what did the subject DO?

In our sentence, Queen Elizabeth **visited** so this is the

**VERB.**

# Can you identify subjects and verbs?

## Discussion

What is the SUBJECT in these sentences?

What is the VERB?

How do you know?

**The girl scored a brilliant goal.**

**The elephant raised his trunk.**

**Sadly, the sledge crashed into a tree.**

**Out of nowhere, a helicopter appeared in the sky.**

**Suddenly, a crack opened in the ground.**

# How did you get on?

The **girl** scored a brilliant goal.

The **elephant** raised his trunk.

Sadly, the **sledge** crashed into a tree.

Out of nowhere, a **helicopter** appeared in the sky.

Suddenly, a **crack** opened in the ground

# Using the full stop.



## Discussion

What is the full stop for?

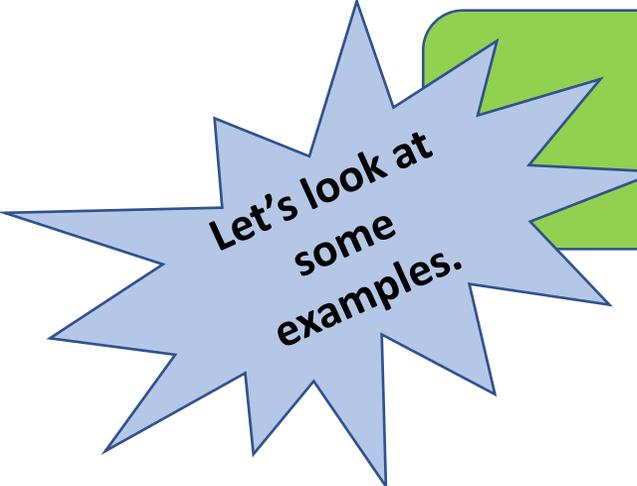
A full stop is placed at the end of a sentence.

How do we know where to place the full stop?

It usually goes at the end of a complete thought that looks and sounds right.

Another way of deciding where to place it is if we think there is nothing more to say about that SUBJECT.

# Deciding where to place the full stop.



Let's look at  
some  
examples.

On Sunday, James visited the zoo the  
chimpanzees were hilarious to watch

## Discussion

How many sentences  
are there which need  
full stops?

Let's start with the first sentence.

The **SUBJECT** is James.

What did he do? He visited the zoo – so 'visited' is the  
**VERB.**

If we carry on reading, there is a new **SUBJECT** (the  
chimpanzees) so we know that this must be a separate  
sentence.

SO ... our full stop will go after the word 'zoo'.

# Deciding where to place the full stop.

**On Sunday, James visited the zoo. the chimpanzees were hilarious to watch**

So, here is what our two sentences WITH FULL STOPS look like.

Now we have decided where the first full stop goes, it is easy to place the second one.

Repeat the steps:

- 1) Identify the subject.
- 2) Identify the verb.

Where does the meaning about that subject end, before moving onto ANOTHER subject?

Don't forget the CAPITAL LETTER after the full stop.

**On Sunday, James visited the zoo. **T**he chimpanzees were hilarious to watch.**

Your turn! Decide where the full stops should go in the following groups of words:

The garden looked beautiful red roses were growing everywhere

The spider ran across the floor its legs were hairy

The firework flew up into the dark sky when it opened it looked like a sparkling umbrella

How did you do?

The **garden** looked beautiful. Red **roses** were growing everywhere.

The **spider** ran across the floor. Its **legs** were hairy.

The **firework** flew up into the dark sky. When **it** opened, **it** looked like a sparkling umbrella.

# Spot the mistake!

Read the following sentences and **DISCUSS** with your partner what is wrong with the full stops. Write down the correct version.

Nicole sprinted across the finish. line sports day was her favourite day.

At the airport, people queued. to get their suitcases they were becoming fed-up

The Romans invaded Britain. they built large forts. to protect them.