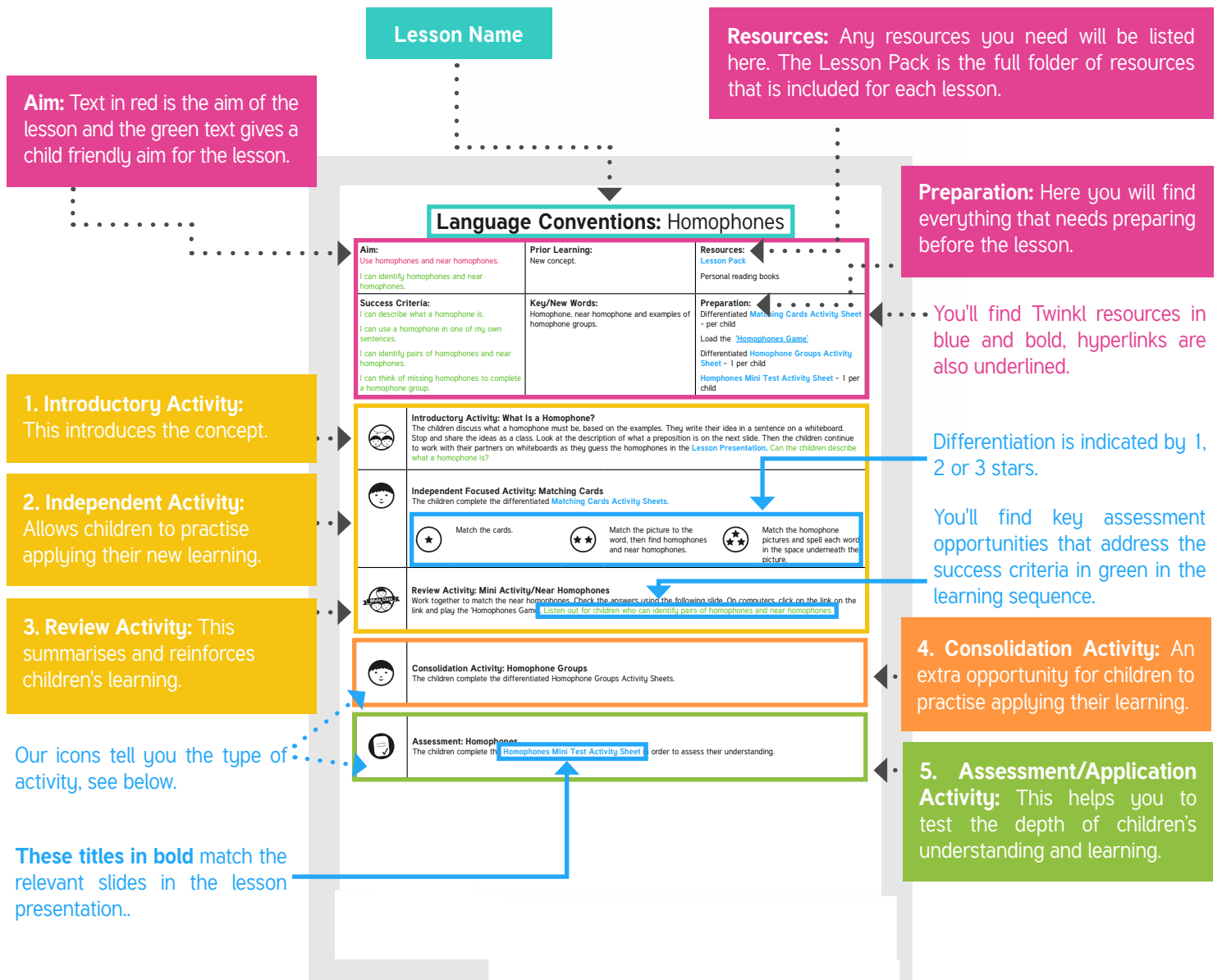


# What Goes into a Language Conventions Plan?

Each lesson pack contains a lesson plan as a pdf document. Text can be copied from the plan to your own lesson planning format. Our Language Conventions lessons are split into five different sections to offer maximum flexibility to suit your needs.



## Language Conventions Plan Icons

	Low	Medium	High
Differentiation			
Assessment			

	Individual		Talk Partners
	Pairs		Teacher Led
	Group Work		Whole Class

# What Goes into a Language Conventions Presentation?

Each lesson pack has a lesson presentation, available as a PowerPoint or interactive whiteboard file. The presentation frames the learning sequence, providing information, posing questions and setting tasks.

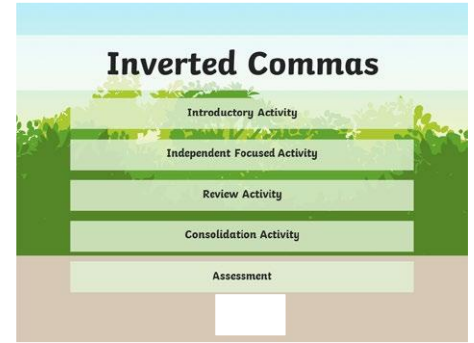
Each presentation has the same 3 slides at the beginning;



**Slide One:** PlanIt title slide with the subject and the unit title. The footer of the slide will match the lesson plan.



**Slide Two:** Child-friendly title slide. You might choose to start your lesson with this slide.



**Slide Three:** Contents slide that links directly to each section of the presentation.

Slide titles in the lesson presentation correspond with the bold titles in the learning sequence in the lesson plan.

You'll find the corresponding icon in the top right-hand corner. There is a key to the icons at the bottom of the page.

Every presentation will start and finish with the success criteria slide to help facilitate the children's assessment.

## Lesson Presentation Icons



Individual



Group Work



Talk Partners



Pairs



Whole Class



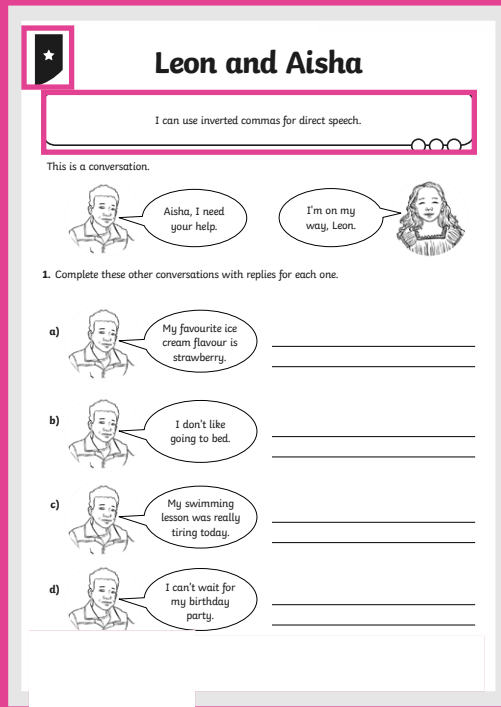
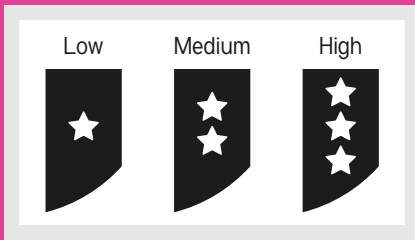
Assessment

# Our Activity Sheets

Our activity sheets are provided in .pdf format and .doc format.

Differentiation is indicated by the star system.

## Activity Sheet Icons



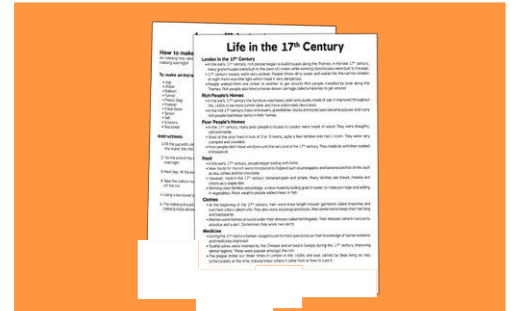
... The lesson aim is already typed in this box. An editable blank version is also provided. The three circles are for optional self or teacher assessment.

E.g. traffic light colours or shading 1, 2 or 3.

... The footer will let you know which unit and lesson the activity sheet is from.

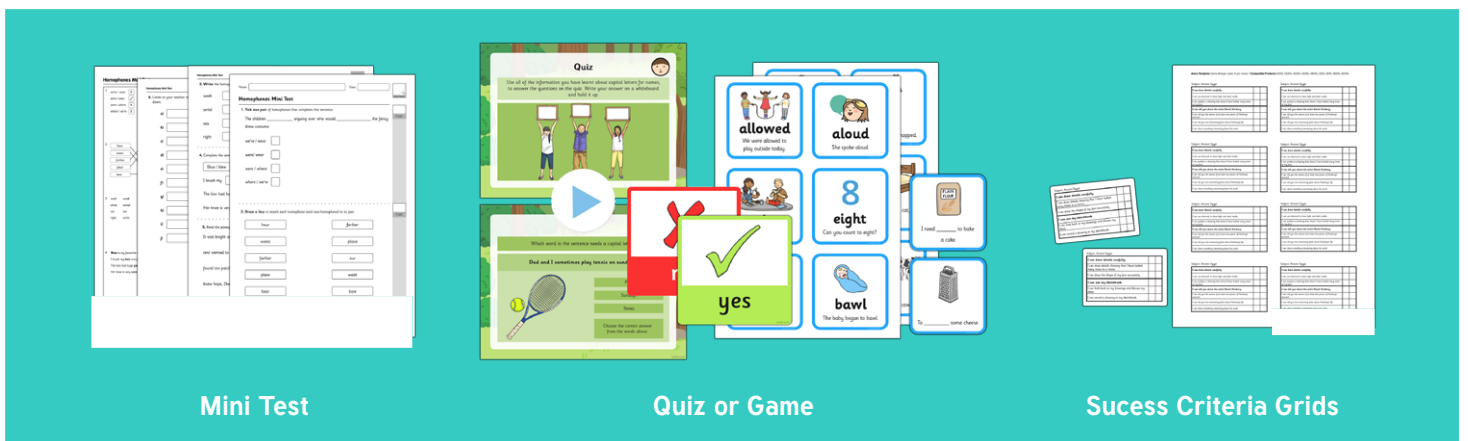
# What is Language Conventions Adult Guidance?

Adult guidance provides teachers with background knowledge and information to assist with the lesson. The type of guidance in the pack will depend on the lesson content.



# Language Conventions Assessment

In addition to the lesson plan, presentation and activity sheets, all Planit Language Conventions lesson packs will contain success criteria grids for easy assessment. The **Application and Assessment Activity** provides either a test, quiz or game. Application activities add an opportunity for children to demonstrate their newly acquired Language Conventions skills.



# Meet the Teacher Team behind PlanIt

**Helen**

With a commitment to valuing the visual arts within the primary classroom and beyond, Helen strives to bring innovation and creativity across the curriculum, particularly in English and history.



**Steve**

With 15 years' primary teaching experience, Steve has enjoyed roles in Senior Leadership, assessment and mentoring. Specialising in English and computing, He is also an author and school governor.



**Vicky**

Vicky is an experienced teacher who has been subject leader for English, geography, Gifted and Talented and Assessment. She likes to inspire children through active projects which require creative thinking.



**Liz**

Liz has 20 years' experience teaching 5-11 year olds in a variety of settings. She loves inspiring children to be enthusiastic about new languages.



**Jo**

With 13 years' experience teaching 4 to 11 year olds, Jo believes passionately in the inclusion of all children within education using creative and hands-on approaches.



**Hannah**

Hannah is an experienced primary teacher of 14 years. She loves finding creative and challenging ways to inspire children's learning and has a particular interest in English.



**Gemma**

With 13 years' experience as a primary teacher, Gemma has led science, design and technology and Healthy Schools. She has a passion for igniting learning through a hands-on approach.



**Alastair**

Alastair has taught in a variety of schools from Barnsley to Bangkok and held responsibility for English, maths and Gifted and Talented. He enjoys thinking of new ideas for learning experiences.

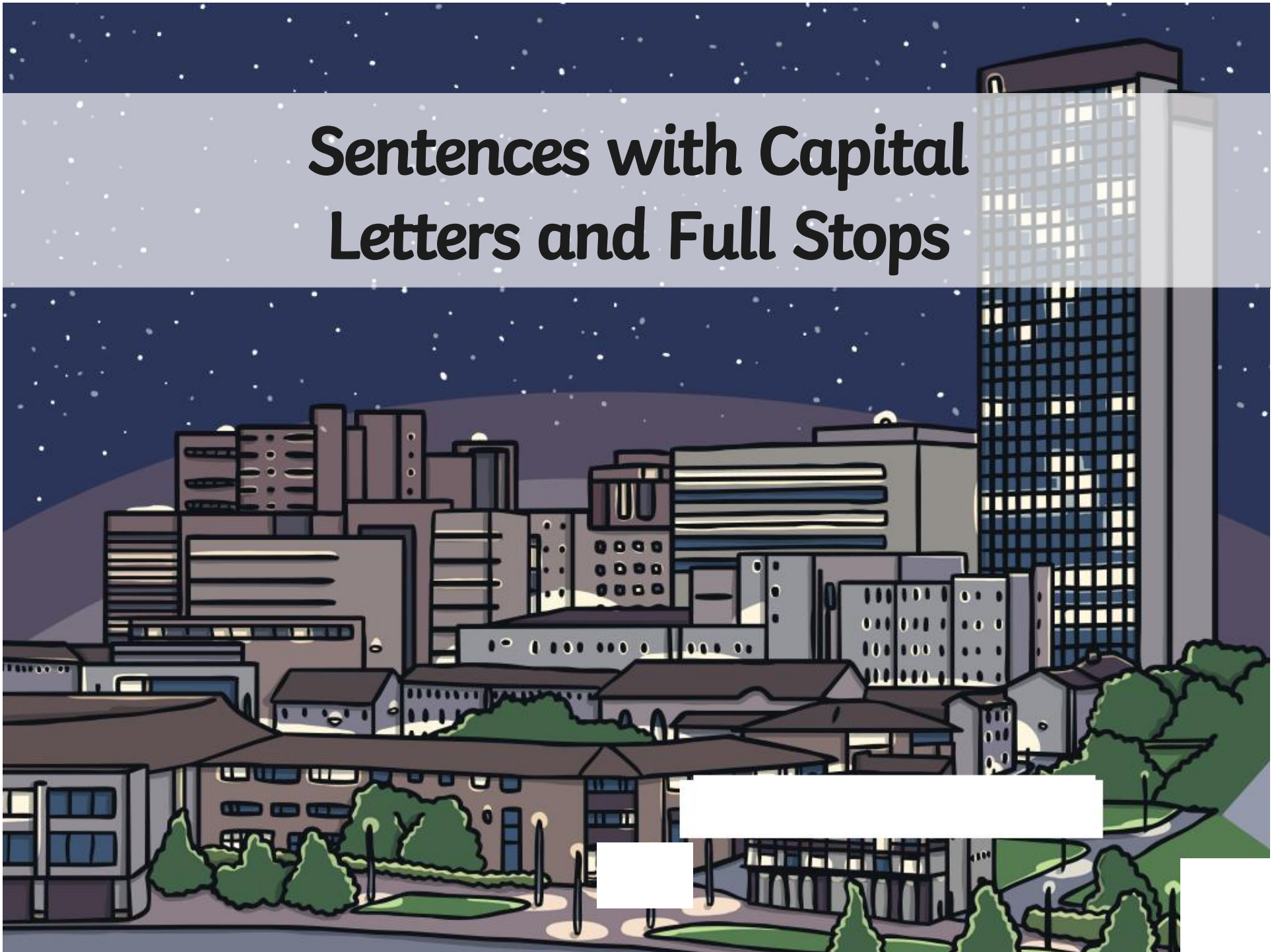




# Language Conventions

## Sentences with Capital Letters and Full Stops

# Sentences with Capital Letters and Full Stops



A stylized illustration of a city at night. The sky is dark blue with white stars. In the foreground, there are green trees and a sidewalk with streetlights. In the background, there are several buildings, including a prominent tall skyscraper with many lit windows. The overall style is cartoonish and colorful.

# Sentences with Capital Letters and Full Stops

**Introductory Activity**

**Independent Focused Activity**

**Review Activity**

**Consolidation Activity**

**Assessment**

# Aim

- I can write a sentence with a capital letter and full stop.

# Success Criteria

- I can start a sentence with a capital letter.
- I can end a sentence with a full stop.
- I can work out where a sentence should start and end.



# Introductory Activity



# Sentences



A sentence is a group of words which are connected to each other and it makes sense by itself.



Talk to your partner

**What do you need to remember when writing a sentence?**



# Sentences



## What you need to remember when writing a sentence:

- The **letters** need to be the same size.
- The **letters** need to be written the right way round.
- The **letters** should sit on the line.
- There should be a finger space between each **word**.
- A **sentence** should start with a **capital letter**.
- Special names should start with **capital letters**.
- A **sentence** should end with a **full stop**.
- A **sentence** should always make sense.



**Super Girl and Super Boy are good friends.**

# Sentences – Spot the Mistake



Use your **Super Sentence Fan**.

What is wrong with this sentence?

The sentence needs a **capital letter**.

this is Super Girl.

This is Super Girl.



# Sentences – Spot the Mistake



Use your **Super Sentence Fan**.

What is wrong with this sentence?

The sentence needs a **full stop**.

This is Super Boy  
This is Super Boy.



# Sentences – Spot the Mistake



Use your **Super Sentence Fan**.

What is wrong with this sentence?

The sentence needs to make sense.

Ice Girl cool is.

Ice Girl is cool.



# Sentences – Spot the Mistake



Use your **Super Sentence Fan**.

What is wrong with this sentence?

The sentence needs finger spaces between the words.

ZoomBoycanfly.

Zoom Boy can fly.



# Sentences – Spot the Mistake



Use your **Super Sentence Fan**.

What is wrong with this sentence?

The sentence needs a **capital letter** and a **full stop**.

the breath of fire is hot  
The breath of fire is hot.





# Sentences – Spot the Mistake



Use your **Super Sentence Fan**.

What is wrong with this sentence?

The letters need to be the same size.

Spyman hAS suPer x-ray viSion.

Spyman has super x-ray vision.



# Independent Focused Activity



# Writing Super Sentences



You are going to work on your own to complete the **Writing Super Sentences Activity Sheet**.

Use your **Super Sentence Fan** to help you.



## Writing Super Sentences

I can use a capital letter at the start of a sentence.  
I can use a full stop at the end of a sentence.



1. Insert the capital letters and full stops to complete the sentences.

a) \_\_\_\_\_izard Lou has a green skateboard \_\_\_\_\_

b) \_\_\_\_\_uperheroes can fly up into the air \_\_\_\_\_



2. Use the words and pictures to help you to write your own super sentences, each with a capital letter and full stop.

a)



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b)



\_\_\_\_\_  
\_\_\_\_\_

# Review Activity



# Superhero Sentences



Read the sentence your teacher has given you.

**Can you find a partner in the room who has a sentence about the same superhero as you?**

When you find your partner, write out the sentences on your whiteboard using a **capital letter** and **full stop**.

**Can you think of another sentence, to write more about your superhero?**



# Consolidation Activity



# Starting and Ending Sentences



## What is wrong here?

terrific girl was the best superhero in  
the world she could run faster than  
a cheetah her magic mind power  
helped her to see who was in danger  
she was amazing



**There are no capital letters or full stops!**

**This makes the text very tricky to read.**

**Can you work out where the capital letters and full stops should be?**

# Starting and Ending Sentences



Terrific **G**irl was the best superhero in the world. **S**he could run faster than a cheetah. **H**er magic mind power helped her to see who was in danger. **S**he was amazing.



**Well done!**

Did you spot where all the **capital letters** and **full stops** needed to be?



# Starting and Ending Sentences



You are going to work on your own to add **capital letters** and **full stops** to the sentences on your **Superhero Description Activity Sheet**.



## Superhero Description

I can work out where a sentence should start and end.

1. Write the description about Ice Girl, putting capital letters and full stops in the right place.

ice girl was the best superhero in the world she had special powers to control the weather her boots were bright blue ice girl always helped people in trouble



Ice Girl

Challenge:

2. Write your own sentence to describe Ice Girl using capital letters and full stops correctly.

# Assessment

# Improve the Sentence



Listen to your teacher read some sentences.



Write the sentences on your whiteboard and fill in the missing word. Remember to use a **capital letter** and **full stop**.

# Improve the Sentence



Listen to your teacher read some sentences.

a cat got stuck in the \_\_\_\_\_

super Boy rescued the \_\_\_\_\_ cat

everybody said he was a \_\_\_\_\_ hero

# Writing Super Sentences



Use all of the information you have learnt and practised about writing sentences with **capital letters** and **full stops**.

Work on your own to complete the **Application Activity**.



## My Superhero

I can start a sentence with a capital letter.  
I can end a sentence with a full stop.

Draw a picture of your favourite superhero. Write some super sentences to describe them.  
Remember to use capital letters and full stops.

My superhero is called \_\_\_\_\_

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# Aim

- I can write a sentence with a capital letter and full stop.

# Success Criteria

- I can start a sentence with a capital letter.
- I can end a sentence with a full stop.
- I can work out where a sentence should start and end.



Language Conventions | Sentences with Capital Letters and Full Spots

<b>I can write a sentence with a capital letter and full stop.</b>		
I can start a sentence with a capital letter.		
I can end a sentence with a full stop.		
I can work out where a sentence should start and end.		

Language Conventions | Sentences with Capital Letters and Full Spots

<b>I can write a sentence with a capital letter and full stop.</b>		
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I can end a sentence with a full stop.		
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I can start a sentence with a capital letter.		
I can end a sentence with a full stop.		
I can work out where a sentence should start and end.		





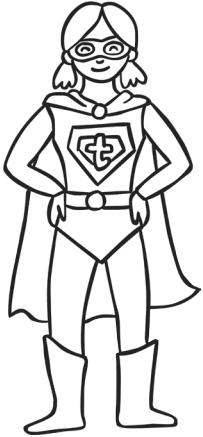
# Superhero Description

I can work out where a sentence should start and end.



1. Write the description about Terrific Girl, putting capital letters and full stops in the right place.

terrific girl was the best superhero in the world she could run faster than a cheetah her magic mind power helped her to see who was in danger she was amazing



**Terrific Girl**

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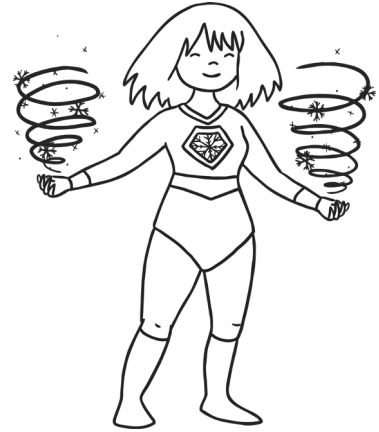
# Superhero Description

I can work out where a sentence should start and end.



1. Write the description about Ice Girl, putting capital letters and full stops in the right place.

ice girl was the best superhero in the world she had special powers to control the weather her boots were bright blue ice girl always helped people in trouble



**Ice Girl**

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Challenge:

2. Write your own sentence to describe Ice Girl using capital letters and full stops correctly.

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1. Write the description about Terrific Girl, putting capital letters and full stops in the right place.

*Terrific **G**irl was the best superhero in the world. **S**he could run faster than a cheetah. **H**er magic mind power helped her to see who was in danger. **S**he was amazing.*



1. Write the description about Ice Girl, putting capital letters and full stops in the right place.

*Ice **G**irl was the best superhero in the world. **S**he had special powers to control the weather. **H**er boots were bright blue. **I**ce **G**irl always helped people in trouble.*

2. Write your own sentence to describe Ice Girl using capital letters and full stops correctly.

Children's own sentences should start with a capital letter and end with a full stop.

Also check for finger spaces, correct word order, consistent letter size and correct orientation throughout.



# Writing Super Sentences

I can use a capital letter at the start of a sentence.

I can use a full stop at the end of a sentence.

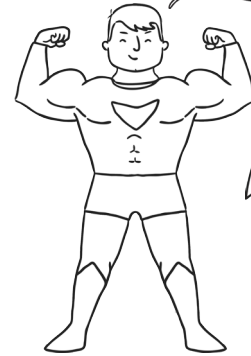
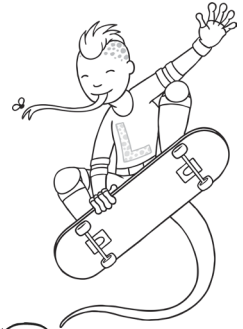


1. Insert the capital letters and full stops to complete the sentences.

a) \_\_\_\_\_izard Lad has a green skateboard \_\_\_\_\_

b) \_\_\_\_\_reenman is a strong superhero \_\_\_\_\_

c) \_\_\_\_\_uperheroes can fly up into the air \_\_\_\_\_



2. Use the words and picture to help you to write your own super sentence.

fast

superhero

run

this

can



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# Writing Super Sentences

I can use a capital letter at the start of a sentence.

I can use a full stop at the end of a sentence.



1. Insert the capital letters and full stops to complete the sentences.

a) \_\_\_\_\_ izard Lad has a green skateboard \_\_\_\_\_

b) \_\_\_\_\_ uperheroes can fly up into the air \_\_\_\_\_



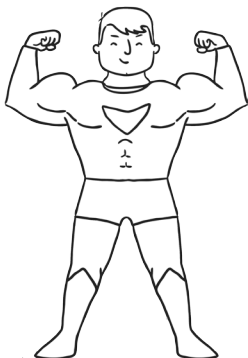
2. Use the words and pictures to help you to write your own super sentences, each with a capital letter and full stop.

a) fast this superhero can run



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) greenman strong superhero is a



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Writing Super Sentences

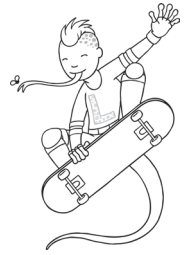
I can use a capital letter at the start of a sentence.

I can use a full stop at the end of a sentence.



1. Insert the capital letters and full stops to complete the sentences.

\_\_\_\_\_izard Lad has a green skateboard \_\_\_\_\_



2. Use the words and pictures to help you to write your own super sentences, each with a capital letter and full stop.

a)

fast

this

superhero

can

run



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b)

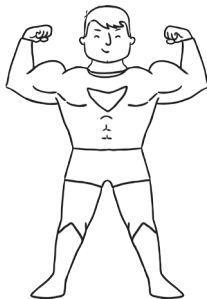
greenman

strong

superhero

is

a



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Now write your own superhero sentence with a capital letter and full stop.

\_\_\_\_\_  
\_\_\_\_\_



1. Insert the capital letters and full stops to complete the sentences.

- a) **B**atman has black boots .
- b) **G**reenman is a strong superhero .
- c) **S**uperheroes can fly up into the air .

2. Use the words and picture to help you to write your own super sentence.

*This superhero can run fast.*

Also check for finger spaces, correct word order, consistent letter size and correct orientation.



1. Insert the capital letters and full stops to complete the sentences.

- a) **B**atman has black boots .
- b) **S**uperheroes can fly up into the air .

2. Use the words and picture to help you to write your own super sentence.

a) *This superhero can run fast.*

b) *Greenman is a strong superhero.*

Also check for finger spaces, correct word order, consistent letter size and correct orientation.



1. Insert the capital letters and full stops to complete the sentences.

**B**atman has black boots .

2. Use the words and picture to help you to write your own super sentence.

a) *This superhero can run fast.*

b) *Greenman is a strong superhero.*

Also check for finger spaces, correct word order, consistent letter size and correct orientation.

3. Now write your own superhero sentence with a capital letter and full stop.

Children's own sentences should start with a capital letter and end with a full stop.

Also check for finger spaces, correct word order, consistent letter size and correct orientation throughout.

# My Superhero

I can start a sentence with a capital letter.

I can end a sentence with a full stop.



Draw a picture of your favourite superhero. Write some super sentences to describe them. Remember to use capital letters and full stops.

My superhero is called \_\_\_\_\_

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# Writing Super Sentences using Capital Letters and Full Stops

A super sentence should start with a **capital letter** and end with a **full stop**.



A cartoon illustration of Doctor Evilfella, a character with a large, dark, pointed hat and a mischievous expression, laughing heartily. He is standing in a cityscape with buildings and a blue sky with clouds. A speech bubble points to the letter 'D' in the sentence below.

**D**octor Evilfella laughed an evil laugh.

## Capital Letters

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

You also need to make sure that:

The letters are the same size.

The letters are written the right way round.

The letters sit on the line.

There is a finger space

between each word.

The sentence makes sense.

# Writing Super Sentences using Capital Letters and Full Stops

A super sentence should start with a **capital letter** and end with a **full stop**.



## Capital Letters

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

You also need to make sure that:

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There is a finger space

between each word.

The sentence makes sense.

# Writing Super Sentences using Capital Letters and Full Stops

A super sentence should start with a **capital letter** and end with a **full stop**.



## Capital Letters

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

Regent Studies | [www.regentstudies.com](http://www.regentstudies.com)

You also need to make sure that:

The letters are the same size.

The letters are written the right way round.

The letters sit on the line.

There is a finger space

between each word.

The sentence makes sense.

# Language Conventions: Sentences with Capital Letters and Full Stops

## Australian Curriculum

This lesson plan could be used to support the teaching and learning of the following content descriptions from the Australian Curriculum.

### Foundation Language: Language for Expressing and Developing Ideas

Recognise that sentences are key units for expressing ideas (AC9EFLA05)

### Foundation Language: Language for Expressing and Developing Ideas

Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end (AC9EFLA09)

### Year 1 Language: Language for Expressing and Developing Ideas

Understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns (AC9E1LA10)





### Year 1 Literacy: Creating Text

Create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words (AC9E1LY06)

<p><b>Aim:</b> I can write a sentence with a capital letter and full stop.</p>	<p><b>Resources:</b></p> <p>Whiteboards Pens</p>
<p><b>Success Criteria:</b> I can start a sentence with a capital letter. I can end a sentence with a full stop. I can work out where a sentence should start and end.</p>	<p><b>Preparation:</b></p> <p style="text-align: right;">- one per child</p>
<p><b>Key/New Words:</b> Word, sentence, punctuation, capital letter, full stop.</p>	<p>Differentiated perchild - one</p> <p>Cut out - one set per class</p> <p>Differentiated child one per</p> <p style="text-align: right;">- one per child as required</p>

**Prior Learning:** It would be helpful if children have practised combining or ordering words to make sentences and can use finger spaces between words. They should know how to form uppercase letters.

## Learning Sequence

	<p><b>Introductory Activity: Sentences:</b> Discuss what a sentence is with the children and where they might see a sentence. Ask them to discuss what they think is needed to write a good sentence. Share ideas. Use the checklist on the to clarify key points. Address any misconceptions. Using a Super Sentence Fan, children play the Spot the Mistake Game on the holding up the correct section of their fan to show what is missing from each sentence.</p>
	<p><b>Independent Focused Activity: Writing Super Sentences</b> Children complete the differentiated</p> <p style="color: green;">Check children can insert the capital letters and full stops in the correct places.</p>
	<p><b>Review Activity: Superhero Sentences</b> Give each child a Ask them to find their partner, then write the sentences on their whiteboards, adding full stops and capital letters. Can they work together to write a third sentence of their own? Ask children to share their sentences as a whole class and feedback how well they have done. (Alternatively whiteboards can be swapped with another pair and peer assessed.)</p> <p style="color: green;">Look for children who are able to write their own sentences while still remembering to use a capital letter and full stop.</p>
	<p><b>Consolidation Activity: Starting and Ending Sentences</b> Read the text from the Ask children what is wrong (no punctuation/capital letters and full stops). Discuss how they could improve the text. Where should the capital letters and full stops be? How do they help? Children then complete the differentiated</p> <p style="color: green;">Can children still identify where to use capital letters and full stops when there are multiple sentences?</p>



**Assessment: Improve the Sentences** Work with small groups of children. Read the sentences from the (depending on the ability of the group you may or may not prefer to display the sentences). Ask the children to write them on their whiteboards, filling in the missing word and adding a capital letter and full stop.

**Can children consistently remember the capital letters and full stops?**

The children complete the \_\_\_\_\_ as required.

she can make things  
change colour



her house is on  
a rainbow



he can run as fast  
as the wind



his shoes have  
boost buttons



he flies through the air  
on his skateboard



his tail swooshes  
in the air



she can use bees to  
attack her enemies



she can hear danger  
from far away



she can freeze people



her hands are  
made of ice



he can bite through  
metal



his goggles help him see  
in the dark





she rescues people from  
danger



her mask is a  
good disguise



he is the strongest man  
ever



his muscles help him to  
lift things



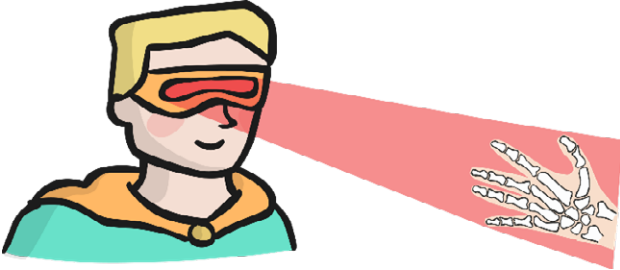
he can make fire shoot  
from his hands



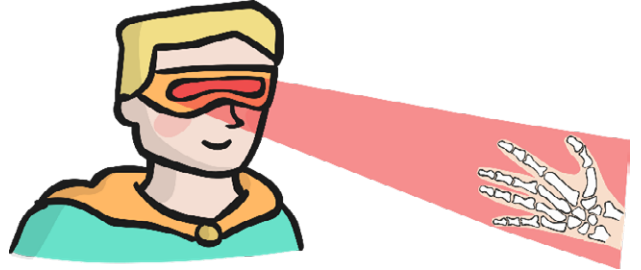
his hair is like a torch



he can see  
through things



x-ray vision is his  
special power



she can breathe  
underwater



her webbed feet help  
her swim quickly



her hair is long  
and green



she has special  
slime power



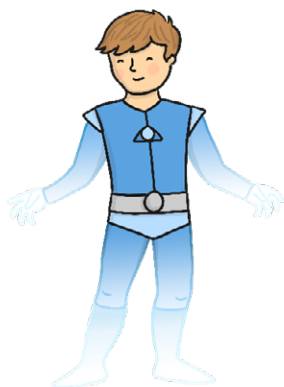
she fights all the  
evil baddies



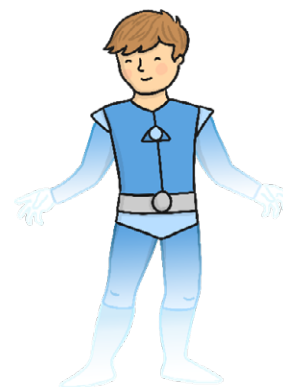
her boots help her to  
run at super speed



he can disappear  
at any time



he creeps up on  
the baddies

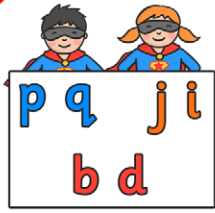


she flies at  
superfast speed



she can leap and  
spin in the air

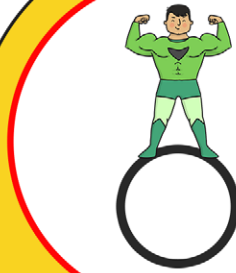




I write  
my letters the  
**right way.**

same size.

All my letters  
are the



I use **full stops**  
at the end  
of every  
sentence.



My sentences  
**make sense**  
when I  
read them.

sentence.

I use **capital**  
**letters** at the  
start of every



I put a **finger**  
**space** between  
each word.