

# Sentence Substitution



## Phonics learning opportunities

To practise reading words in sentences.  
To practise blending skills.

## Organisation

Whole class, small group or 1:1.  
Once children are familiar with the game, they could play it independently.

## Teaching ideas

Click on a starting sentence. Ask children to read the sentence (vary how you do this - sometimes ask them to read in their heads, sometimes to a partner, sometimes all together out loud - or any combination of these).

Repeat the sentence together and ensure that all children understand what it means. If any words have proved tricky to read then model soundtalking the word and blending it together to determine what it says.

Ask children to discuss with a partner. Can they find a word in the sentence that they could swap with one of the words at the bottom of the screen? Take suggestions and click and drag the words to swap them around. Read the sentence again (see above) and decide as a group whether or not it makes sense. Ask all children to show this with either thumbs up or thumbs down. If the sentence does not make sense - encourage children to try to explain why it does not make sense.

You could ask children to write altered versions of the sentence on whiteboards (working in pairs may be most successful). Then children can swap whiteboards and underline the word that has been changed and check that the sentence still makes sense.

## Shaking things ups

Write the words from one sentence (and the alternative words) on large cards and give one card to each child. Say "Go!" and give the children 20 seconds to order themselves to create a sentence that makes sense. Read the sentence. Check it makes sense and discuss where capital letters and full stops would need to go. Say "Go!" again and let the children make a new sentence. With some classes this activity may descend into mayhem and arguments. If so, try putting one child 'in charge' of each sentence rearrangement and ask them to tell the other children where to stand.

Have the words from sentences (and the alternative words) on small cards. Keep these in envelopes or tubs (one per sentence) Encourage the children to grab a tub and make as many different sentences as they can. They may wish to record each sentence on paper. This can be a useful activity for children who need to be kept occupied for a short amount of time (early finishers, coming into class part way through a session, guided reading etc). You could build in some challenge by keeping a score chart showing which children have made the greatest number of sentences, that make sense, from any one tub.