Sentence Starters

Pick a starter, then finish the sentence in your own words

LessonHQ
lessonhq.co.uk

Name _____ Date _____ Topic _____

To say what happened

First, ...

Next, ...

After that, ...

In the end, ...

To describe

It looks like ...

It feels ...

It sounds like ...

My favourite part is ...

To explain

This happens because ...

This means that ...

So, ...

The reason is ...

To give my opinion

I think ...

I like ... because ...

I do not agree because ...

In my opinion, ...

To compare

... is the same as ...

... is different from ...

Both ...

But ...

To end my writing

Finally, ...

To sum up, ...

Now I know that ...

I learned that ...

For the adult: cut the boxes out as cards, stick the ones a pupil needs on their desk, or enlarge one box to A3 for the wall. Model each starter aloud before asking for it in writing.

First, Next, Then, Finally

A writing frame for recounts, instructions and stories

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Name _____ Date _____ Topic _____

First

Draw it

What happened first? Who was there?

Next

Draw it

What happened next?

Then

Draw it

What happened after that?

Finally

Draw it

How did it end? How did it feel?

For the adult: let the pupil draw each box first and tell you the sentence aloud before writing. Cut the strips apart to sequence, or keep only two boxes for a shorter task.

Paragraph Planner

One main idea, details that support it, and a sentence to finish

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Name | Date | Topic

1. My main idea (topic sentence)

What is this paragraph about?

2. A detail or example

For example, ... / One reason is ...

3. Another detail or example

Also, ... / Another reason is ...

4. My closing sentence

So, ... / This shows that ...

For the adult: for older pupils rename the boxes to match the structure your class uses for analytical paragraphs. Fill box 1 together first if starting is the barrier.

Sentence Builder

Who? What doing? What? Where? Build a sentence one part at a time

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Name _____ Date _____ Topic _____

Who?	What doing?	What?	Where?
Example The girl My friend The dog	*Example* is eating kicked ran	*Example* a sandwich the ball	*Example* in the park in the garden to the shop
My words	*My words*	*My words*	*My words*
My words	*My words*	*My words*	*My words*

My sentence

For the adult: the colour of each column stays the same every time you use it, so the pupil learns what each part of a sentence does. Start with Who and What doing, then add What and Where.

My Word Bank

Topic words with a picture, plus words that join ideas

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Name _____ Topic _____

Topic words

Picture	*Picture*	*Picture*	*Picture*
Picture	*Picture*	*Picture*	*Picture*
Picture	*Picture*	*Picture*	*Picture*

Time words

first then next
after that later
meanwhile finally

Joining words

and but so
because when if
or also then

For the adult: add 4 to 8 key words before the lesson with a photo, symbol or drawing for each. Keep the bank next to the pupil during writing and point to it rather than spelling words aloud.

Check My Writing

Read it back, then tick each box

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Name _____ Date _____ Topic _____

I have...	✓
used a capital letter at the start of each sentence	
put a full stop (or ? or !) at the end	
left finger spaces between my words	
used a word from my word bank	
used a joining word (and, but, because)	
read my writing out loud to check it makes sense	

Plan a story

Beginning

Who? Where?

Middle

What goes wrong?

End

How is it fixed?

For the adult: choose only the checklist rows the pupil is working on now (two or three is plenty), and delete the rest so the sheet stays achievable.