

Application and Reasoning

Step 1: Sequencing Sentences

National Curriculum Objectives:

English Year 3: Introduction to paragraphs as a way to group related material

Differentiation:

Questions 1, 4 and 7 (Application)

Developing Add another simple sentence to a group of three simple sentences, linked to the same theme, using words mainly from the Year 1 and Year 2 spelling lists.

Expected Add another sentence to a group of three or more sentences, linked to the same theme, using words mainly from the Year 3 spelling lists.

Greater Depth Add another sentence to a group of three or more sentences (including those with multiple clauses), linked to the same theme, using words mainly from the Year 3 spelling lists.

Questions 2, 5 and 8 (Reasoning)

Developing Explain what is wrong with the sequence of three simple sentences which use words mainly from the Year 1 and Year 2 spelling lists.

Expected Explain what is wrong with the sequence of three or more sentences which use words mainly from the Year 3 spelling lists.

Greater Depth Explain what is wrong with the sequence of three or more sentences (including those with multiple clauses) which use words mainly from the Year 3 spelling lists.

Questions 3, 6 and 9 (Application)

Developing Rewrite three simple sentences into a logical sequence, using words mainly from the Year 1 and Year 2 spelling lists.

Expected Rewrite three or more sentences into a logical sequence, using words mainly from the Year 3 spelling lists.

Greater Depth Rewrite three or more sentences (including those with multiple clauses) into a logical sequence, using words mainly from the Year 3 spelling lists.

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

Did you like this resource? Don't forget to [review](#) it on our website.

Sequencing Sentences

1a. Replace the underlined sentence with an alternative sentence that would also make sense.

Alice had money to buy some clothes. She and her mum went to the shops together on the bus. She chose a beautiful dress that Mum loved.



A

Sequencing Sentences

1b. Replace the underlined sentence with an alternative sentence that would also make sense.

The bath was full of water, ready for the children. They climbed in as fast as they could. Then they listened to a story before going to bed.



A

2a. Millie has written some sentences.

As a result, the dogs were not allowed to play on the grass. The flowers in the park had just been planted. They needed watering every day to grow well.

Are the sentences written in a logical order? Explain your answer fully.



R

2b. Eddie has written some sentences.

He was very old but he still drove to our house. Mum was worried that Grandad's eyes were not as good anymore. Most days she went to visit him instead.

Are the sentences written in a logical order? Explain your answer fully.



R

3a. Rewrite the passage below with the sentences in a different order so that it makes sense.

They ran quickly through the park. The children got to their house and pushed through the gate. Mum said that the children were wild and needed to calm down.



A

3b. Rewrite the passage below with the sentences in a different order so that it makes sense.

It was a very busy day. So many people came to look around the school this morning. The children were excited because they had a longer break.



A

Sequencing Sentences

4a. Replace the underlined sentence with an alternative sentence that would also make sense.

Being healthy is important and exercise is a good way to stay healthy. Exercise should make you more short of breath than normal and your heart rate should increase. You should eat lots of fruit and vegetables. It is important to build up to a regular pattern of exercise.



A

Sequencing Sentences

4b. Replace the underlined sentence with an alternative sentence that would also make sense.

Martha was very creative and had a great interest in arts and crafts. She had recently tried needlework for the first time. She was making a cushion using different sized needles and a range of coloured threads. She joined a craft group and spent most Tuesday evenings there.



A

5a. Gracie has written some sentences.

We chose a partner to sit with on the coach. When we arrived, the class was split up into three groups. Yesterday was our school trip to the zoo. Each group started with a different animal. We got back to school later than expected. We met up for lunch and again at home time.

Are the sentences written in a logical order? Explain your answer fully.



R

5b. Tom has written some sentences.

They had a time limit in which they had to score points by aiming at the different targets. The children were playing team games. If they missed, they were sent to a desert island. The rules were not too difficult to follow.

Are the sentences written in a logical order? Explain your answer fully.



R

6a. Rewrite the passage below with the sentences in a different order so that it makes sense.

Go upstairs to your bedroom. Don't forget to turn the light off when you have finished. Tidy your books, pick up any toys, then put your clothes away. Draw the curtains and put your pyjamas on. Come downstairs for some supper, and maybe you can watch a short programme on television before bed.



A

6b. Rewrite the passage below with the sentences in a different order so that it makes sense.

When you don't know someone, it can be difficult to know what to say. Writing can be a good way to start. Ask them about where they live and how big their family is. Write about yourself and your family, and tell them what you like doing. Writing letters to people in different languages can be lots of fun.



A

Sequencing Sentences

Sequencing Sentences

7a. Replace the underlined sentence with an alternative sentence that would also make sense.

The more regularly you practise the questions, the less difficult they appear to be. This helps you to build up your confidence and ability, whilst also increasing your knowledge. It is important that you show how you arrived at your answers to avoid any confusion. Don't forget to check your work carefully at the end of the test.



A

7b. Replace the underlined sentence with an alternative sentence that would also make sense.

The fitness instructor is very popular as he motivates a lot of people to exercise. If you arrive early enough, you get to choose a good space in the class. As it gets very busy, the group have rules about where you can stand during the class and how far forward you can move.



A

8a. Heidi has written some sentences.

She was celebrating an important birthday this year, so the pressure was on to make it special. I also took her out to a concert followed by a lovely meal afterwards where I gave her a present. Her birthday was in February which she made me promise not to forget this year. I bought her a necklace and a matching bracelet which she loved.

Are the sentences written in a logical order? Explain your answer fully.



R

8b. George has written some sentences.

Straight away, some of the group disappeared but the few that remained were being quite difficult. The police had arrived and were perhaps about to start questioning people. We heard a lot of shouting and strange noises in the street, so we set off, with interest, to see what was happening. Why the fuss started remains a mystery.

Are the sentences written in a logical order? Explain your answer fully.



R

9a. Rewrite the passage below with the sentences in a different order so that it makes sense.

People who live on an island would find living in a city very strange. It would not be natural for them to walk past people without greeting them, or at least smiling, as they know most, if not all, of the people who live on their island. Although islanders also lead a busy life, the bustle of a city would be vastly different to life on an island.



A

9b. Rewrite the passage below with the sentences in a different order so that it makes sense.

It was so cold outside that you could see your own breath. The bus was late arriving and he would have some explaining to do as to why he was so late again. He moved towards the front of the queue to speak to his friend. He hoped that the bus would not be much longer now as he was growing colder and grumpier.



A

Application and Reasoning Sequencing Sentences

Developing

- 1a. Various possible answers, for example: She had received the money for her birthday.
- 2a. No. 'As a result...' should come later because it requires the prior explanation.
- 3a. Accept any order of sentences that makes sense.

Expected

- 4a. Various possible answers, for example: You should aim to exercise at least twice a week.
- 5a. No. Some of the events are out of sequence.
- 6a. Accept any order of sentences that makes sense.

Greater Depth

- 7a. Various possible answers, for example: This will make the exam less frightening and therefore you will be more likely to pass.
- 8a. No, the sentence 'I also took her...' needs to follow the sentence 'I bought.....' because it is giving a further example.
- 9a. Accept any order of sentences that makes sense.

Application and Reasoning Sequencing Sentences

Developing

- 1b. Various possible answers, for example: The children loved splashing around.
- 2b. No. The sentence 'Mum was worried...' needs to go first so that it is clear who 'he' is referring to in the following sentences.
- 3b. Accept any order of sentences that makes sense.

Expected

- 4b. Various possible answers, for example: It was a square cushion with patterns on both sides.
- 5b. No. Some of the events are out of sequence.
- 6b. Accept any order of sentences that makes sense.

Greater Depth

- 7b. Various possible answers, for example: His classes are fun as the music is loud, the lights are dimmed and the people are friendly.
- 8b. No, the sentence that starts the passage needs to be later in order for it to make sense.
- 9b. Accept any order of sentences that makes sense.