

READWELL AI

Master Sentence Frame Bank

A Controlled Language Framework for Adaptive Reading and English
Development

Company Profile Edition | Version 1.0

The Readwell Approach

Readwell AI places high-frequency sentence frames at the centre of early reading development. Rather than measuring difficulty by word count alone, Readwell progressively develops automatic recognition of useful English structures, high-frequency words, phonics, vocabulary and comprehension.

The framework is designed to support alignment with CEFR communicative functions and the Cambridge English young learner pathway. These references indicate curriculum direction and do not imply official equivalence, accreditation or endorsement.

Core Design Principle

- Sentence frames provide the stable language structure.
- Vocabulary changes within the frame to expand meaning without unnecessarily increasing grammatical load.
- Previously mastered frames are recycled in progressively richer contexts.
- AI-generated books are constrained by the learner's current frame mastery, decoding ability and vocabulary.
- Reading, listening, speaking and comprehension activities can reuse the same sentence-frame family.

Readwell Level Progression

Level	CEFR Direction	Primary Focus	Typical Sentence Design
RW1	Pre-A1 foundation	Identification, observation, ability	3-5 words; one dominant frame; very high repetition
RW2	Pre-A1	Action, possession, description	4-6 words; controlled variation
RW3	Strong Pre-A1 / approaching A1	Questions, locations, interaction	5-7 words; question-answer frame pairs
RW4	Pre-A1 to A1 transition	Everyday communication	5-8 words; functional language
RW5	Early A1	Routine, preference, reasons, sequencing	6-10 words; moderate pattern stability
RW6	Connected A1	Past events, comparison, reasons, narrative	Longer connected sentences and natural storytelling

RW1 — Core Pattern Recognition

Frame ID	Function	Master Sentence Frame	Example
RW1-F01	Identification	This is a + noun.	This is a cat.
RW1-F02	Identification	It is a + noun.	It is a dog.
RW1-F03	Observation	I see a + noun.	I see a bird.
RW1-F04	Possession	This is my + noun.	This is my bag.
RW1-F05	Preference	I like + noun.	I like apples.
RW1-F06	Ability	I can + verb.	I can run.
RW1-F07	Description	It is + adjective.	It is big.
RW1-F08	Description	The + noun + is + adjective.	The dog is big.
RW1-F09	Action	I + verb + the + noun.	I kick the ball.
RW1-F10	Identification	Here is a + noun.	Here is a duck.

RW2 — Action, Possession & Description

Frame ID	Function	Master Sentence Frame	Example
RW2-F01	Possession	I have a + noun.	I have a kite.
RW2-F02	Possession	He/She has a + noun.	She has a doll.
RW2-F03	Ability	He/She can + verb.	He can swim.
RW2-F04	Action	The + noun + can + verb.	The bird can fly.
RW2-F05	Current action	I am + verb-ing.	I am running.
RW2-F06	Current action	He/She is + verb-ing.	She is reading.
RW2-F07	Description	This + noun + is + adjective.	This ball is red.
RW2-F08	Preference	I like my + noun.	I like my bike.
RW2-F09	Location	It is on the + noun.	It is on the table.
RW2-F10	Location	It is in the + noun.	It is in the box.
RW2-F11	Observation	I see + number + noun(s).	I see two cats.
RW2-F12	Plural description	The + nouns + are + adjective.	The dogs are big.

RW3 — Questions, Locations & Interaction

Frame ID	Function	Master Sentence Frame	Example
RW3-F01	Question	What is this?	What is this?
RW3-F02	Response	This is a + noun.	This is a frog.
RW3-F03	Location question	Where is the + noun?	Where is the cat?
RW3-F04	Location	The + noun + is in the + noun.	The cat is in the box.
RW3-F05	Location	The + noun + is on the + noun.	The book is on the desk.
RW3-F06	Location	The + noun + is under the + noun.	The ball is under the chair.
RW3-F07	Preference question	Do you like + noun?	Do you like bananas?
RW3-F08	Positive response	Yes, I do.	Yes, I do.
RW3-F09	Negative response	No, I don't.	No, I don't.
RW3-F10	Ability question	Can you + verb?	Can you swim?
RW3-F11	Response	Yes, I can.	Yes, I can.
RW3-F12	Response	No, I can't.	No, I can't.
RW3-F13	Want	I want a + noun.	I want a drink.
RW3-F14	Preference/action	I like to + verb.	I like to draw.
RW3-F15	Social	Let's + verb.	Let's play.
RW3-F16	Description	I have a + adjective + noun.	I have a blue bag.

RW4 — Everyday Communication

Frame ID	Function	Master Sentence Frame	Example
RW4-F01	Existence	There is a + noun + location.	There is a cat outside.
RW4-F02	Plural existence	There are + number + nouns.	There are three ducks.
RW4-F03	Current action Q	What are you doing?	What are you doing?
RW4-F04	Current action A	I am + verb-ing + object.	I am reading a book.
RW4-F05	Third-person action	He/She is + verb-ing + object.	She is eating an apple.
RW4-F06	Description Q	What colour is the + noun?	What colour is the car?
RW4-F07	Description A	The + noun + is + colour.	The car is blue.
RW4-F08	Quantity Q	How many + nouns + are there?	How many cats are there?
RW4-F09	Quantity A	There are + number + nouns.	There are four cats.
RW4-F10	Possession Q	Whose + noun + is this?	Whose bag is this?
RW4-F11	Possession A	It is my/his/her + noun.	It is her bag.
RW4-F12	Request	Can I have + noun, please?	Can I have water, please?
RW4-F13	Desire	I want to + verb.	I want to play.
RW4-F14	Sequence	First, we + verb + object.	First, we wash the apples.

RW4-F15	Connection	I see a + noun + and a + noun.	I see a cat and a dog.
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RW5 — A1 Sentence Building

Frame ID	Function	Master Sentence Frame	Example
RW5-F01	Routine	I + verb + every day.	I read every day.
RW5-F02	Routine	I + verb + in the morning.	I eat in the morning.
RW5-F03	Third-person routine	He/She + verb-s + every day.	She walks every day.
RW5-F04	Routine question	Do you + verb + every day?	Do you read every day?
RW5-F05	Time	I + verb + at + time.	I eat at seven.
RW5-F06	Preference	My favourite + noun + is + noun.	My favourite animal is a dog.
RW5-F07	Reason	I like + noun + because it is + adjective.	I like the dog because it is funny.
RW5-F08	Contrast	I like + X + but not + Y.	I like apples but not bananas.
RW5-F09	Coordination	The + noun + verbs + and + verbs.	The dog runs and jumps.
RW5-F10	Sequence	First __, then __.	First we eat, then we play.
RW5-F11	Question	What do you + verb?	What do you eat?
RW5-F12	Answer	I + verb + noun.	I eat rice.
RW5-F13	Frequency	I always/often/sometimes + verb.	I sometimes ride my bike.
RW5-F14	Preference Q	Which + noun + do you like?	Which animal do you like?
RW5-F15	Reason Q	Why do you like + noun?	Why do you like cats?
RW5-F16	Reason A	Because it is + adjective.	Because it is cute.

RW6 — Connected A1 English

Frame ID	Function	Master Sentence Frame	Example
RW6-F01	Past	I went to + place.	I went to the park.
RW6-F02	Past	I saw a + noun.	I saw a monkey.
RW6-F03	Past	We + past verb + object.	We played a game.
RW6-F04	Past question	What did you + verb?	What did you see?
RW6-F05	Future intention	I am going to + verb.	I am going to swim.
RW6-F06	Comparison	The + noun + is bigger than + noun.	The lion is bigger than the cat.
RW6-F07	Reason	I + verb + because + clause.	I ran because I was late.
RW6-F08	Contrast	Clause + but + clause.	I ran fast, but I missed the bus.
RW6-F09	Time	When + clause, + clause.	When it rains, we stay inside.
RW6-F10	Narrative	Then, + subject + verb...	Then, the boy opened the box.
RW6-F11	Feeling	I feel + adjective + because...	I feel happy because we won.
RW6-F12	Opinion	I think + clause.	I think this book is funny.

The Readwell Golden Frames

A compact group of high-frequency structures should be recycled across topics and levels until recognition becomes automatic and communicatively useful.

1. This is a ____.
2. It is ____.

3. I see a ____.
4. I have a ____.
5. I like ____.
6. I can ____.
7. The ____ is ____.
8. He/She can ____.
9. He/She is ____ing.
10. Where is the ____?
11. It is in/on/under the ____.
12. Do you like ____?
13. Yes, I do. / No, I don't.
14. Can you ____?
15. Yes, I can. / No, I can't.
16. I want ____.
17. There is a ____.
18. There are ____ ____.
19. What are you doing?
20. I am ____ing ____.
21. What do you ____?
22. I ____ every day.
23. I like ____ because ____.
24. First ____, then ____.
25. I went to ____.

Spiral Frame Development

Readwell does not discard a sentence frame after it is mastered. The structure is recycled and expanded as the learner advances.

Stage	Example: CAN Family
RW1	I can swim.
RW2	The duck can swim.
RW3	Can you swim? / Yes, I can.
RW4	I can swim in the pool.
RW5	I can swim, but I cannot dive.
RW6	The learner meets the same concept inside richer, connected language.

Core Frame Families

CAN Family

I can ____ → He can ____ → Can you ____? → Yes, I can. → No, I can't. → I can ____ but I can't ____.

LIKE Family

I like ____ → I like to ____ → Do you like ____? → What do you like? → I like ____ because ____ → I like ____, but I don't like ____.

LOCATION Family

It is in the ____ → It is on the ____ → It is under the ____ → Where is the ____? → The ____ is next to the ____ → There is a ____ behind the ____.

AI Generation Rules

Readwell Level	Recommended Frame Mix
RW1	1 target frame + 0-1 previously mastered frames
RW2	1 target frame + 1-2 mastered frames
RW3	1-2 target frames + 2-3 mastered frames
RW4	2 target frames + recycled mastered frames
RW5+	Multiple compatible frames forming increasingly natural language

Design intent: At the earliest levels, AI creativity is deliberately constrained. Controlled repetition takes priority over linguistic variety.

Frame Mastery Score

Score	Mastery Stage
0	Not introduced
1	Introduced
2	Recognises with support
3	Reads independently
4	Reads automatically
5	Understands and uses

Readwell Adaptive Learning Architecture

CEFR communicative function



Readwell Frame Family



Master Sentence Frame



High-frequency words



Phonics / decodable vocabulary



Topic vocabulary



AI-generated sentence



AI-generated story or book



Assessment



Frame Mastery Score



Next AI-generated book

Database Structure for the Readwell AI Engine

Each approved frame can be stored as structured data to directly control adaptive content generation.

Suggested Field	Purpose
Frame_ID	Unique sentence-frame identifier
RW_Level	Readwell reading level
CEFR	Indicative CEFR direction
Cambridge_Pathway	Indicative young learner pathway
Frame_Family	Related grammatical/communicative family
Function	Communicative purpose
Sentence_Frame	Controlled master structure
Allowed_Vocabulary	Permitted vocabulary range
Prerequisite_Frame	Frames expected before introduction
Example	Model sentence
Repetition_Rate	Required pattern stability
Mastery_Criteria	Rules for progression

Company Profile Summary

Readwell AI transforms leveled reading into an adaptive language-learning system. Its Master Sentence Frame Bank provides a controlled progression from highly predictable early-reader patterns toward connected, communicative English. By combining sentence-frame mastery, high-frequency vocabulary, phonics,

comprehension and AI-driven adaptation, Readwell can generate reading material that responds to what each learner has already mastered and what they are ready to learn next.

Readwell AI - Sentence Frames. Reading Fluency. Adaptive Progression.