**Sentence development**

This grid gives an overview of how to develop teaching sentences and should be read vertically, not horizontally. It is to be used in conjunction with the accompanying “Grammar progression” sheet and overview for each year group.

Most of the columns are laid out with an element of progression in mind. However, the order you decide to teach sentence structure in will depend on the genre being taught. There is no true order of progression for connectives and some of the other columns may need teaching concurrently.

There are several ways to use this sheet. If you are looking to train your staff, they can highlight areas that they need to develop, helping you to focus your training and therefore save yourself time and effort. Alternatively, staff could highlight what has been covered over the year with a specific class to identify what needs to be addressed by the teacher in the year above. The sheet also informs the next steps for children’s writing, so will assist in quality marking.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Choice of****vocabulary** | **Connectives** | **Type of****sentence** | **Sentence****starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
| Use simplevocabulary: *dog, cat, went etc.* | Order ofsequence:*first, secondly, finally, meanwhile, etc.* | To identify andwrite a simplesentence | Start asentencewith thesubject | Determiners, general andspecific: *the, a,* *my, your, an, this,* *that, his, her,**their, some, all,* *lots of, many,* *more, those, these* | To identify averb in asentence | Use thethird person:*he, she, it,**they*  | To write nounphrases | Consistently usefull stops andcapital letters forthe beginningand end ofsentences |
| To choosemorepowerfulnouns,eg, “Alsatian” rather than “dog” | Time connectives: *next, finally,**later, last, then, in**the meantime, a**minute later, etc.* | To expand anddevelop simplesentences byadding:* *an adverbial phrase*
* *a noun phrase*
* *a prepositional phrase*
 | To avoidrepetition,starta sentencewith a personalpronoun: *I, he,**she, they, it,**we* | Nouns* pronoun
* proper noun
* compound
* collective
* abstract
* synonyms
* antonyms
 | To use thesimple regularpast tenseTo know therules for spellingregular past-tense words | Use thefirstperson: *I, we* | Onomatopoeia | Consistently usecapital letters forproper nouns(names ofpeople andplaces) |
| **Choice of****vocabulary** | **Connectives** | **Type of****sentence** | **Sentence****starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
| Addappropriateadjectives togive effect,avoidingmaking thesentence sound laboured | Addition of ideas:*and, also,**furthermore,**in addition,**moreover, then,**as well as* | Write* statements
* questions
* exclamations
* commands

Change one typeof sentence to form another, eg*,* a statement to a question | Start asentencewith anadverb thattells you howsomething wasdone − Usuallya “-ly” word,but not always:*eg, “With care…”* | Prepositions | To use thesimple irregularpast tenseTo know thespellings ofirregular past-tense verbs | Use thesecondperson:*you* | Identify and usealliteration | Use questionmarks correctly |
| To developantonyms forcommonverbs such as“said” or “walk” | Space and place:*above, behind,**here, there,**opposite, on the**other side* | To identify andwrite a compoundsentence usinga coordinatingconjunction | Start asentencewith a timeadverb:*earlier, later,**recently, etc.* | Quantifiers:*any, enough, less,**more, most, none of, some, both, each, every, a few, either, several* | Know thesubject-verbagreement for“to be”, “to do”and “to have” (plus the negative) |  | Writeprepositionalphrases | Useexclamationmarks correctly |
| Use nounsappropriate tothe genre(technicallanguage), eg,in a SecondWorld Wartopic, use“BritishExpeditionaryForce”, ratherthan “army” | Contrastingconnectives:*but, in contrast,**however, yet, on**the other hand,**on the contrary* | Use correlativeconjunctions tocreate a sentence | Start asentence withan adverbthat describeshow often:*once, annually,**daily, never* | Adjectives* *non-gradable*
* *gradable*
* *synonyms (eg, brown/tan)*
* *antonyms (eg,black/white)*
* *ending in “-ed”*
* *ending in “-ing”*
* *comparative and superlative*
 | Imperatives |  | To identify similes | To use full stops,capital letters,commas,question marksand exclamationmarks in awritten piece ofwork |
| **Choice of****vocabulary** | **Connectives** | **Type of****sentence** | **Sentence****starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
| Use verbsappropriate tothe genre(technicallanguage), eg,“marched”rather than“walked” | Exemplification:*for instance,**such as,**furthermore,**similarly* | Write sentences usingrepetition foreffect andpersuasion | Start asentencewith aprepositionalphrase: *above, below, underneath* | Verbs* tenses
* synonyms
* antonyms
 | To use thesimple presenttense (subject-verb agreement) |  | To write similes | Apostrophes ofomission |
| Addadverbs togive effect | Results:*as a result, so,**as a consequence,**since, therefore,**for this reason* | Identify andwrite complexsentences usingsubordinateconjunctions | Start asentencewith two “-ly”adverbs | Adverbs tomodify:* a verb
* an adjective
* another adverb
 | Presentcontinuous:*to be + “-ing”* |  | Use similes intheir writing | To use commasin a list |
| Use cohesivedevices foreconomy andpace | To summarise: *eg,**in summary, to**sum up, finally,**in conclusion* | To identify andwrite drop-inclauses (relativeclauses):*which, who,**where and that* | Start asentencewith an “-ing”verb | Know thedifferencebetween anadverb and apreposition | Past perfect:*had + past**participle* |  | Informal andformal speech | Apostrophes ofpossession |
|  |  | To manipulatecomplexsentences toshow that thesubordinateclause canmove aroundthe sentence | Start asentencewith a simile | Prefixes:* creating

antonyms* meanings of prefixes: *eg, “sub” = under or below*
 | Past perfectcontinuous:*had + past**participle +**continuous**“-ing”* |  | To identifypersonification | To use commasto separate afronted adverbialphrase |
| **Choice of****vocabulary** | **Connectives** | **Type of****sentence** | **Sentence****starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
|  |  | To drop in an“-ing” clause | Start asentence withan “-ed” word | Suffixes:* Changing word class: *eg,*

*dark (adj) + ness = darkness**(abstract noun)** Verbs + “-ed”,

“-s” and “-ing” | Present perfect:*have/has + past**participle*Could alsoinclude the “tobe” verb ormodal verb |  | To writepersonification | To use invertedcommasaccurately andappropriately ina text |
|  |  | Use twocoordinatingconjunctions withthree mainclauses | Start asentencewith an “-ed”expandedclause | Build words by adding prefixes and suffixes:*mix – premix − premixed* | Know how touse the futuretense and howto achieve it |  | To usepersonification intheir work | To use commasto separate asubordinateclause from amain clause |
|  |  | Use acoordinating andsubordinateconjunction withtwo main and onesubordinateclause | Start asentence witha subordinateconjunction | Conjunctions* coordinating
* subordinate
* correlative
 | Modal auxiliary:*should,**could, would,**ought* |  | To identifymetaphors in atext | To use commasto separate arelative clause |
|  |  | Edit sentences byeither shorteningor lengthening |  | Homonyms(homophonesand homographs) | Active andpassive |  | To be able to writea metaphor | Ellipses |
|  |  | Active and passiveSentences |  |  | Subjunctivemood verbs |  | To use a metaphorin a piece ofwriting | To know how touse parenthesissuch as brackets,commas, andhyphens to addextra information |
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|  |  | A sentence thatlists threesactions, with thefinal two clausesseparated by aconjunction |  |  |  |  | Rhetoricalquestions | Bullet points |
|  |  |  |  |  |  |  |  | To usesemicolons toseparate a list |
|  |  |  |  |  |  |  |  | To use semicolonsto separate twolinked sentences |
|  |  |  |  |  |  |  |  | To use colons:* before a list
* in definition
* in play scripts
* to divide two sentences of equal weighting
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