**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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Choice of**  **vocabulary** | **Connectives** | **Type of**  **sentence** | **Sentence**  **starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
| Use simple  vocabulary: *dog, cat, went etc.* | Order of  sequence:  *first, secondly, finally, meanwhile, etc.* | To identify and  write a simple  sentence | Start a  sentence  with the  subject | Determiners, general and  specific: *the, a,*  *my, your, an, this,*  *that, his, her,*  *their, some, all,*  *lots of, many,*  *more, those, these* | To identify a  verb in a  sentence | Use the  third person:  *he, she, it,*  *they* | To write noun  phrases | Consistently use  full stops and  capital letters for  the beginning  and end of  sentences |
| To choose  more  powerful  nouns,  eg, “Alsatian” rather than “dog” | Time connectives: *next, finally,*  *later, last, then, in*  *the meantime, a*  *minute later, etc.* | To expand and  develop simple  sentences by  adding:   * *an adverbial phrase* * *a noun phrase* * *a prepositional phrase* | To avoid  repetition,  start  a sentence  with a  personal  pronoun: *I, he,*  *she, they, it,*  *we* | Nouns   * pronoun * proper noun * compound * collective * abstract * synonyms * antonyms | To use the  simple regular  past tense  To know the  rules for spelling  regular past  -tense words | Use the  first  person:  *I, we* | Onomatopoeia | Consistently use  capital letters for  proper nouns  (names of  people and  places) |
| **Choice of**  **vocabulary** | **Connectives** | **Type of**  **sentence** | **Sentence**  **starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
| Add  appropriate  adjectives to  give effect,  avoiding  making the  sentence sound laboured | Addition of ideas:  *and, also,*  *furthermore,*  *in addition,*  *moreover, then,*  *as well as* | Write   * statements * questions * exclamations * commands   Change one type  of sentence to form another, eg*,* a statement to a question | Start a  sentence  with an  adverb that  tells you how  something was  done − Usually  a “-ly” word,  but not always:  *eg, “With care…”* | Prepositions | To use the  simple irregular  past tense  To know the  spellings of  irregular past  -tense verbs | Use the  second  person:  *you* | Identify and use  alliteration | Use question  marks correctly |
| To develop  antonyms for  common  verbs such as  “said” or “walk” | Space and place:  *above, behind,*  *here, there,*  *opposite, on the*  *other side* | To identify and  write a compound  sentence using  a coordinating  conjunction | Start a  sentence  with a time  adverb:  *earlier, later,*  *recently, etc.* | Quantifiers:  *any, enough, less,*  *more, most, none of, some, both, each, every, a few, either, several* | Know the  subject-verb  agreement for  “to be”, “to do”  and “to have” (plus the negative) |  | Write  prepositional  phrases | Use  exclamation  marks correctly |
| Use nouns  appropriate to  the genre  (technical  language), eg,  in a Second  World War  topic, use  “British  Expeditionary  Force”, rather  than “army” | Contrasting  connectives:  *but, in contrast,*  *however, yet, on*  *the other hand,*  *on the contrary* | Use correlative  conjunctions to  create a sentence | Start a  sentence with  an adverb  that describes  how 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 marks  and exclamation  marks in a  written piece of  work |
| **Choice of**  **vocabulary** | **Connectives** | **Type of**  **sentence** | **Sentence**  **starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
| Use verbs  appropriate to  the genre  (technical  language), eg,  “marched”  rather than  “walked” | Exemplification:  *for instance,*  *such as,*  *furthermore,*  *similarly* | Write sentences using  repetition for  effect and  persuasion | Start a  sentence  with a  prepositional  phrase: *above, below, underneath* | Verbs   * tenses * synonyms * antonyms | To use the  simple present  tense (subject-  verb agreement) |  | To write similes | Apostrophes of  omission |
| Add  adverbs to  give effect | Results:  *as a result, so,*  *as a consequence,*  *since, therefore,*  *for this reason* | Identify and  write complex  sentences using  subordinate  conjunctions | Start a  sentence  with two “-ly”  adverbs | Adverbs to  modify:   * a verb * an adjective * another adverb | Present  continuous:  *to be + “-ing”* |  | Use similes in  their writing | To use commas  in a list |
| Use cohesive  devices for  economy and  pace | To summarise: *eg,*  *in summary, to*  *sum up, finally,*  *in conclusion* | To identify and  write drop-in  clauses (relative  clauses):  *which, who,*  *where and that* | Start a  sentence  with an “-ing”  verb | Know the  difference  between an  adverb and a  preposition | Past perfect:  *had + past*  *participle* |  | Informal and  formal speech | Apostrophes of  possession |
|  |  | To manipulate  complex  sentences to  show that the  subordinate  clause can  move around  the sentence | Start a  sentence  with a simile | Prefixes:   * creating   antonyms   * meanings of prefixes: *eg, “sub” = under or below* | Past perfect  continuous:  *had + past*  *participle +*  *continuous*  *“-ing”* |  | To identify  personification | To use commas  to separate a  fronted adverbial  phrase |
| **Choice of**  **vocabulary** | **Connectives** | **Type of**  **sentence** | **Sentence**  **starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
|  |  | To drop in an  “-ing” clause | Start a  sentence with  an “-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 also  include the “to  be” verb or  modal verb |  | To write  personification | To use inverted  commas  accurately and  appropriately in  a text |
|  |  | Use two  coordinating  conjunctions with  three main  clauses | Start a  sentence  with an “-ed”  expanded  clause | Build words by adding prefixes and suffixes:  *mix – premix − premixed* | Know how to  use the future  tense and how  to achieve it |  | To use  personification in  their work | To use commas  to separate a  subordinate  clause from a  main clause |
|  |  | Use a  coordinating and  subordinate  conjunction with  two main and one  subordinate  clause | Start a  sentence with  a subordinate  conjunction | Conjunctions   * coordinating * subordinate * correlative | Modal auxiliary:  *should,*  *could, would,*  *ought* |  | To identify  metaphors in a  text | To use commas  to separate a  relative clause |
|  |  | Edit sentences by  either shortening  or lengthening |  | Homonyms  (homophones  and homographs) | Active and  passive |  | To be able to write  a metaphor | Ellipses |
|  |  | Active and passive  Sentences |  |  | Subjunctive  mood verbs |  | To use a metaphor  in a piece of  writing | To know how to  use parenthesis  such as brackets,  commas, and  hyphens to add  extra information |
| **Choice of**  **vocabulary** | **Connectives** | **Type of**  **sentence** | **Sentence**  **starters** | **Word class** | **Verb** | **Subject** | **Effect** | **Punctuation** |
|  |  | A sentence that  lists threes  actions, with the  final two clauses  separated by a  conjunction |  |  |  |  | Rhetorical  questions | Bullet points |
|  |  |  |  |  |  |  |  | To use  semicolons to  separate a list |
|  |  |  |  |  |  |  |  | To use semicolons  to separate two  linked sentences |
|  |  |  |  |  |  |  |  | To use colons:   * before a list * in definition * in play scripts * to divide two sentences of equal weighting |