

# ESSENTIAL WRITING SENTENCE STRUCTURE PROGRESSION

**Guidance & posters for sentence-level instruction**

Reception – Year 6

# HOW TO USE THIS RESOURCE

- This resource is intended to be used as a whole school progression document for the teaching of sentence structure from EYFS through to Y6.
- The resource uses an agreed colour coded approach to ensure consistency of teaching across the school but can be adapted according to each school's context.
- The resource is cumulative as each year group builds on the previous learning which aligns with expectations of sentence structure within the National Curriculum. Because of this, Year 6 will need to see examples that range from those taught in Y1 up to Y6; Year 5 will need to see Y1 – Y5, and so on.
- The resource can be used by teachers to model constructing different parts of a sentence and how to combine to create different structures.
- Children can also use the same colours to construct their own sentences using sentence strips, which allows them to play with sentence construction (as appropriate for their particular year group) whilst considering the effect on their reader.

# HOW TO USE THIS RESOURCE

- Using the same colours alongside growing terminology to explain sentence structures ensures there is a shared language and understanding across the school when defining a sentence. This helps to prevent misconceptions.
- Within each year group children will consider the use of **VERBS** and **NOUNS** (or pronouns such as *I, he, she, they*, etc) which are the building blocks of a sentence.

- Noun + verb = sentence

Luna ran .

# GUIDANCE TO COLOUR-CODING

- 1** The main clause can be split (Y5+). You may wish to call the main clause 'an idea' in KS1.
- 2** Conjunctions can be called 'linking words' in KS1
- 3** The subordinating conjunction should always be part of the clause, not separated (Y2+)
- 4** The separate colour can be used when introducing fronted adverbial words or phrases (Y4+)
- 5** Relative clauses are in grey to show their difference to other subordinate clauses – they will not make sense if used at the front of a sentence (Y5+)

main clause <sup>1</sup>

.

?

!

co-ordinating  
conjunction <sup>2</sup>

,

subordinate clause <sup>3</sup>

Adverbial word  
or phrase <sup>4</sup>

relative clause <sup>5</sup>

# SENTENCE-LEVEL PROGRESSION

- **Reception**
  - A reader needs spaces between words so that they can understand and follow the writing
  - Sentences are used to tell the reader about ideas and feelings
- **Year 1**
  - A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)
  - A reader needs spaces between words so that they can understand and follow the writing
  - Writers can join words together with 'and' to make connections between things (e.g. I ate fish and chips)
  - To avoid the reader becoming bored, writers can also join sentences together with 'and' to create better rhythm and flow

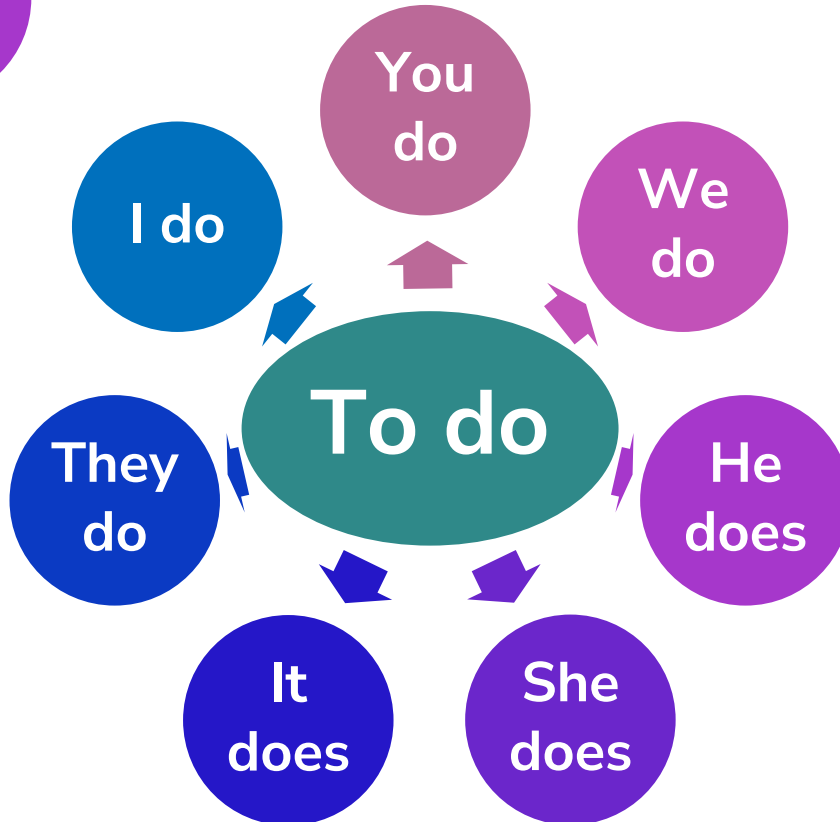
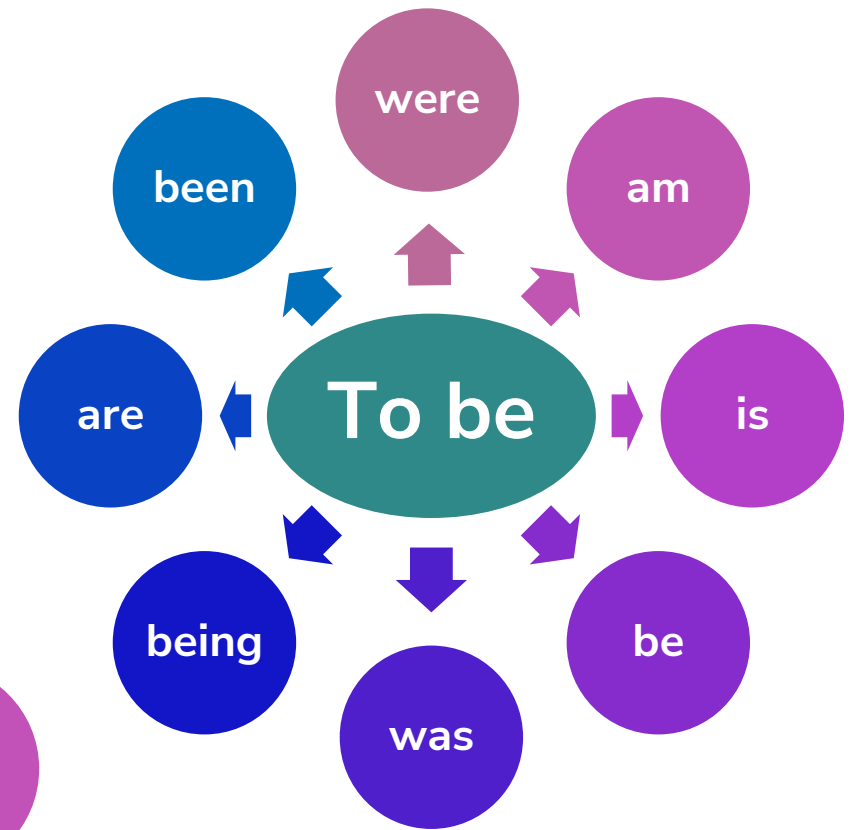
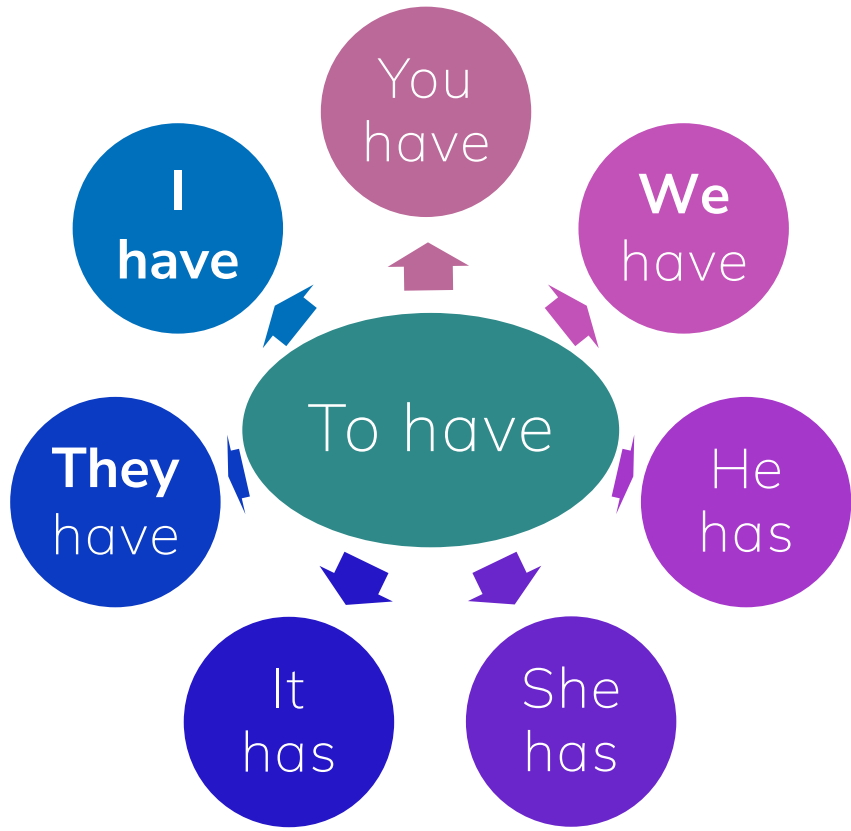
# SENTENCE-LEVEL PROGRESSION

- **Year 2**
  - Writers join sentences together with other coordinating conjunctions (linking words) including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected
  - Exclamatory sentences are sometimes seen in fairytales, usually to express a surprise or strong emotion (usually starting with ‘What / How + noun phrase + verb). Sometimes we might need to tell our reader to *do* something – these are command sentences. Most sentences that writers use are statements that tell the reader something, through sharing an idea or giving some information.
  - Writers can also join sentences together with subordinating conjunctions (linking words) including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own
- **Year 3**
  - Rhythm of sentence structure can be varied by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on
  - Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening
  - Prepositions and prepositional phrases tell the reader where things are and where and when things happen

# SENTENCE-LEVEL PROGRESSION

- **Year 4**
  - Writers can add interesting or useful detail through using expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description
  - Fronted adverbials provide more information or detail before the main idea of the sentence that follows – it can be a useful way to move on the writing in time or place
- **Year 5**
  - Relative clauses provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that
  - Ideas can be linked across paragraphs using adverbials of time, place, number or tense choices. This helps the writer to connect to other parts of the writing, to zoom out or shift time or place, without confusing the reader or boring them with unnecessary detail
- **Year 6**
  - Use of passive voice affects the presentation of information in a sentence – it can guide the reader’s focus to the object rather than the subject
  - More formal writing may use the subjunctive to make a suggestion to the reader (e.g. In conclusion, I suggest that people recycle daily in order to make a difference)

# Useful verbs in sentences

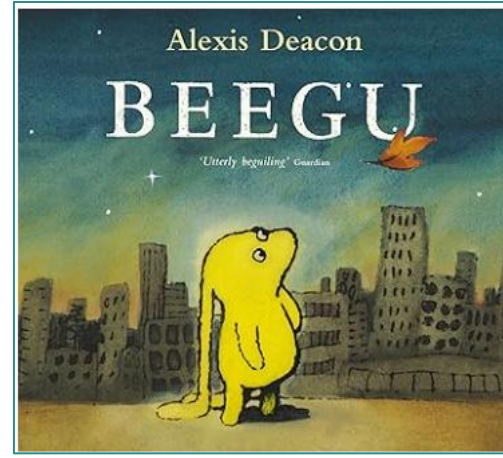


# RECEPTION

lost

on her own

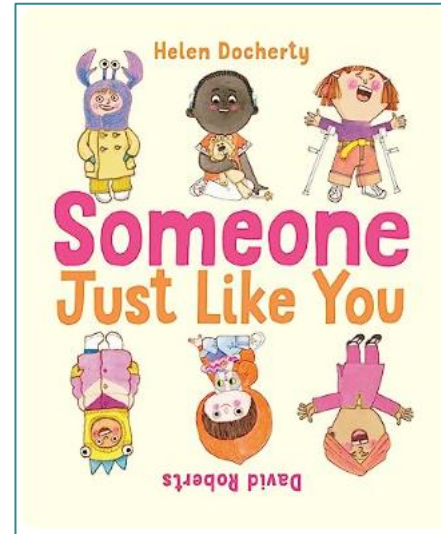
She did not like them



# YEAR 1

I need a hug

.



I feel safe

and

happy

.

I fell over

and

I hurt my leg

.

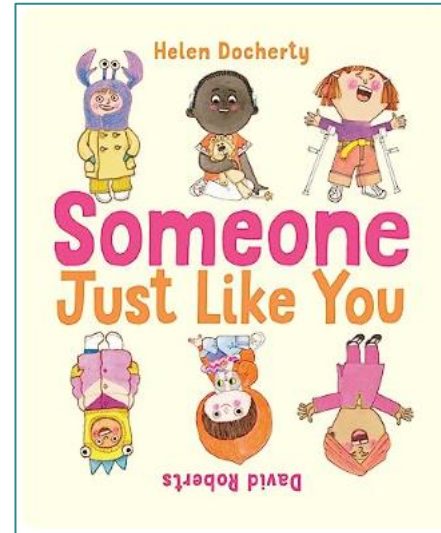
# YEAR 1

Do you feel happy

?

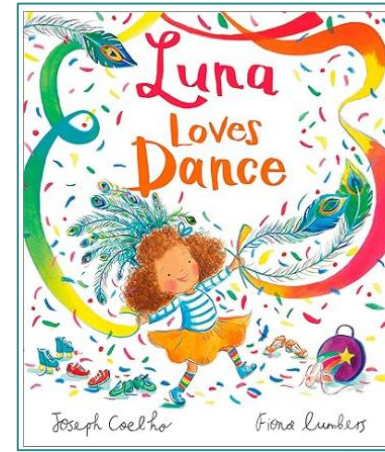
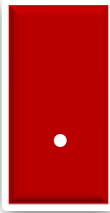
Help me

!



# YEAR 2

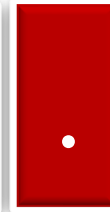
Luna loved dancing



Luna can twirl

and

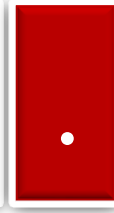
she can leap



You fell over

but

you can still dance



Luna could go home

or

she could stay



# YEAR 2

Luna smiled

because she loved to dance

Luna could dance

if she passed her tricky exams

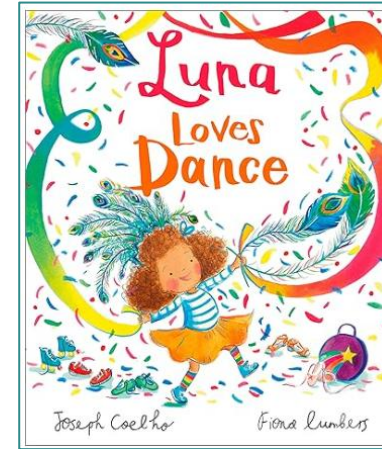
Luna felt happy

when she danced

# YEAR 2

What an amazing dancer Luna was

!



Can you leap

?

Dance in the show

.

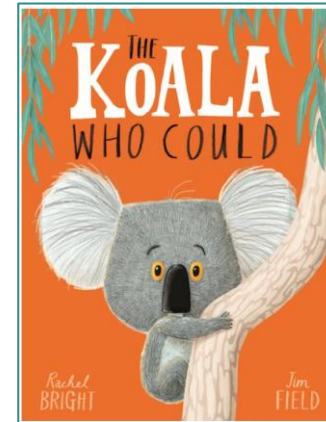
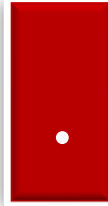
Luna felt happy

.

The different functions of a sentence are taught which include exclamations, questions, commands and statements.

# YEAR 3

Kevin munched greedily on a leaf bun



Kevin felt incredibly sad

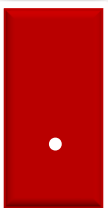
but

he remained firmly stuck



Kevin carefully opened one eye

while he clung tightly to the nearest tree



# YEAR 4

Arthur was the unlikeliest of heroes



He showed a great interest in strange creatures

and

he enjoyed frightening tales of distant lands

He was immediately struck with an ingenious idea

when he stopped to collect the magical feather

When he stopped to collect the magical feather

,

he was immediately struck with an ingenious idea

Immediately

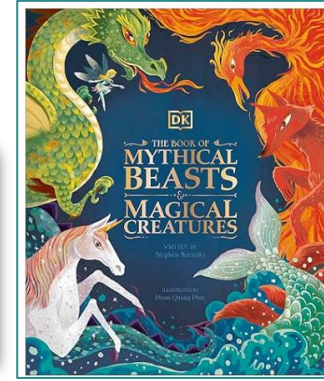
,

he was stuck with an ingenious idea

when he stopped to collect the magical feather

# YEAR 5

Dragons are perhaps one of the most dangerous beasts known to humans



Dragons

,

who breathe fire through their nostrils

,

are perhaps one of the most dangerous beasts

All unicorns should have powerful wings

which help this majestic creature to fly

Ymir

,

known as Argelmir

,

was created from drops of water

# YEAR 6



The woman's fingers spun memories

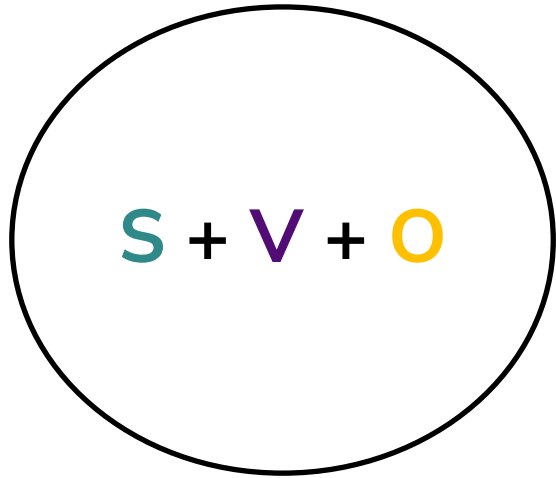
The memories were spun by the woman's fingers

I wish **I** were a wisp

I would...if **I** were a wisp

# BY YEAR 6

## TERMINOLOGY: SUBJECT, OBJECT, VERB



The woman's fingers spun memories.

# BY YEAR 6

## TERMINOLOGY: SUBJECT, OBJECT, VERB, PASSIVE



The woman's fingers spun memories.

The memories were spun by *the woman's fingers*.

Use of the passive affects the presentation of information in a sentence: it can guide the reader's focus to the action or the receiver, not the doer.

- The original object (the memories) has become the subject of the sentence – it comes before the verb and is what the sentence is about.
- It is usually formed using the verb 'to be' and a past participle (e.g. were spun, was made, is eaten, etc)
- The person or thing doing the action can be left out or added at the end with 'by'.

