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 - concrete - 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)

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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	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

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than "army"								
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

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		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

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								hyphens to add extra information
		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