Sentence Structure Guidance

Sentence Level Progression

In order for children to succeed at writing and at communicating their ideas through the act of writing, they must have a solid understanding of sentence structure. This document is designed to assist staff in their teaching of sentence skills across the school community.

This document is primarily concerned with sentence structure and complexity, therefore the focus here is not punctuation. Furthermore, due to this document being primarily concerned with sentence structure, not all of the spelling, punctuation and grammar expectations for each year group will be covered because the focus is first and foremost on sentence structure. Guidance regarding spelling, punctuation and grammar can be found with the National Curriculum.

This document details the progression in sentence complexity across the year groups. This is shown in a progression table.

This document also sets out the procedural nature that children should learn sentence skills by. This procedural sequence can also be used as a guide by children when they are composing sentences. They can work in a procedural manner to start with a very basic idea before expanding on these initial ideas to add further complexity and detail.

This document contains:

- 'Progression in Sentence Structure' table
- 'Sentence Structure Sequence'
- Suggested activities to develop sentence skills
- 'Sentence Writing Flow Chart Example'
- Anchor Chart Examples

Please note that apart from the Progression in Sentence Structure table, this document is not set out to align with individual year groups. The guidance in this document can be applied to all children across all year groups. Children will naturally work at different levels of confidence across all year groups. This will mean that children will be ready to experiment with more complex sentence features at different times. With this in mind, this document can be used to support children to progress from their current sentence level to the 'next' level, regardless of the year group they are in.

Progression in Sentence Structure

The following table shows the progression in sentence structure and complexity across the different year groups within primary education. The table makes visible the ways in which children should be developing increasingly complex sentences as they progress throughout their school life.

From viewing this table, it is clear to see that children should be encouraged and expected to use increasingly complex sentence openers as well as a wider range of conjunctions as they progress through KS1 and KS2. The table also shows some examples of the level of sentence complexity children should be aiming to produce during their time in each of the year groups.

Progression in Sentence Structure Table				
	Sentence Type	**Sentence Openers**	**Range of Conjunctions**	**Toolkit + Example**
EYFS	Write simple sentence(s) which can be read by themselves or others.			Subject does the action *e.g. Max ran.*
Year 1	Mostly uses simple sentence structures. Able to write compound sentences using 'and'.	Often repetitive (e.g. subject/verb). Beginning to show some variation.	Uses the coordinating conjunction *'and'* to join clauses.	Capital letters and full stops. Add a prepositional clause to explain where the action is happening *e.g. Little Max ran upstairs to his bedroom.*
Year 2	Use different sentence types in writing (in context): statements, questions, exclamations and commands. Simple and compound sentences are usually grammatically accurate.	Mostly uses a variation of sentence openers. Shows ability to use adverbs to start a sentence as appropriate to genre and context.	Mostly uses co-ordination using *or, and, but.* Usually extends sentences using some subordination (e.g. *when, if, that, because*).	Extend sentences using some subordination *e.g. Little Max ran upstairs to his bedroom because mum told him off.*
Year 3	Able to use a variety of sentence types including: simple, compound, and complex.	Usually uses adverbs as sentence openers (e.g. *Then, Next, Later*) and prepositions (e.g. *Before, In*).	Usually uses a wider range of subordinating conjunctions (e.g. *when, before, after, because*).	Use an adverb to describe how the action was performed e.g. *Little Max ran angrily upstairs to his bedroom because mum told him off*, or, *Angrily, little Max ran upstairs to his bedroom because mum told him off.*

				Use a powerful verb e.g. *Little Max stormed upstairs to his bedroom because mum told him off.*
Year 4	Continues to use a variety of sentence types including simple, compound and complex.	Sometimes varies sentence structure through complex openings: • Adverbials (e.g. Sometime later…As we ran…Once we arrived…), • Subject reference (e.g. The boys, Our gang…) • Speech	Uses a growing range of subordinating conjunctions e.g. *previous range + until, unless, since, while, whereas.*	Use a fronted adverbial to describe where, when or how the action was performed. Comma after fronted adverbial. *E.g. As soon as he got the chance, Little Max stormed angrily upstairs to his bedroom because mum told him off.*
Year 5	Able to vary sentence length e.g. short sentences for pace and tension and longer sentences for detail and description. Uses relative clauses (beginning with: who, which, why, whose, where, that) Can use relative clauses with an omitted relative pronoun when appropriate (and when the omission of the relative pronoun makes the sentence more effective)		Developing the range of subordinating conjunctions used: • Contrast & Concession – *although, still, even though, whereas* • Condition – *if, unless, even if, providing, provided that* • Cause and Reason – *because, so that, as, since* • Time – *whenever, while* • Uses some conjunctive adverbs	Rule of three for action (comma for rule of three). E.g. *As soon as he got the chance, Little Max stormed angrily upstairs, slammed the door and flew onto his bed, because mum told him off.*

			e.g. *consequently, however, despite, furthermore,* *meanwhile, therefore.*	
Year 6	Demonstrates control over sentence length appropriate to purpose and context e.g. short sentences for tension and pace, longer sentences for description. Usually uses a range of clauses – relative, embedded and subordinating. Uses different sentence structures to show formal and informal speech. Can use the passive voice to affect the presentation of information in a sentence.		Able to use the full range of previously taught conjunctions to add detail, express time, show contrast, show concession, and show cause and effect.	Add in an independent clause. Semi-colon for independent clause. *As soon as he got the chance, Little Max stormed angrily upstairs, slammed the door and flew onto his bed; mum told him off for causing mischief around the house.*

Sentence Structure Sequence

When constructing sentences, a sequential, procedural approach can be taken in order to ensure careful and measured control over the process of writing. A very basic, initial idea can be built upon, piece by piece, to create a much more complex sentence.

What follows is a suggested sequence that can be followed by both staff and children in order to gradually build complexity within sentences. This sequence starts with focusing on very basic, single clause sentences before carefully adding adjectives and adverbs. This then progresses on to adding other independent clauses to original, single clause sentences. Subordinate clauses (sometimes referred to as dependent clauses) then become a point of focus.

Example Boxes

Throughout the following sequence, example boxes will be displayed. These boxes will show how a single-clause sentence can be either adapted to add complexity or how they can be connected to other clauses to increase complexity. These example boxes will be presented with a green outline.

Single Clause Sentences

Structure

Martin swam in the water.

Sentence-level teaching focuses on developing understanding and knowledge of how to construct sentences. This should be an essential component of any writing curriculum. Teaching well-formed sentences needs to be done, step by step, with due care and attention. Children should have an understanding of the procedural nature of constructing sentences of varying complexity.

A sentence is made up of a subject (such as a noun or pronoun) and a verb (action, occurrence or state of being). A subject and a verb form the basis of a sentence. All the other word classes add extra information.

For pupils to master writing more complex sentences, it is crucial that we spend time teaching them how to create single clause sentences with a subject and verb.

For an idea to be expressed, someone or something (the subject) acts, occurs or exists:

An example of this could be: 'The giant roared.'

Additional information may be added: 'The giant roared at Jack.'

Even more information could be added: 'All of a sudden, the giant roared at Jack who leapt in the air and screamed.'

However, at the heart of the sentence is a subject and a verb. With this in mind, when children are forming their sentences, regardless of complexity, they should start with a basic, single clause sentence.

It is essential that children have knowledge of groups of words that do not form sentences as this is a way of anticipating and addressing misconceptions. Children will often assume that a sentence is simply a collection of words and this can lead to errors and uncertainty within their writing.

'The giant' is not a sentence: the subject has no verb. 'Roared at Jack' is not a sentence: the verb has no subject. 'All of a sudden' is not a sentence: there is no subject or verb.

'The giant roared' is a sentence: there is a subject and a verb.

Children should also be encouraged to focus on checking that their single clause sentences to ensure that they show the following features:

- A sentence should be complete.
- It should start with a capital letter.
- It should include a subject and a noun.
- It could include an object.
- It should end with the relevant punctuation.
- It should make sense.
- Tenses should be consistent.

Children should aim to become very familiar with the process of reviewing their single clause sentences so that they are more confident at recognising what they must include when creating the most basic form of writing.

Placing focus on writing single-clause sentences allows children to understand what a subject and verb are and how a sentence is punctuated.

Adjectives

Martin swam in the water.
Martin swam in the turbulent water.

If a child has started their sentence by forming a single clause sentence, they can then look to add adjectives to their initial sentence to increase the level of complexity.

Children should be shown how to use adjectives by adding them to their basic sentences. They should be provided with a wide range of adjectives to experiment with when they are experimenting with inserting adjectives into sentences. Vocabulary banks and adjectives sheets should be used to do this.

Adverbs

Martin swam in the turbulent water.
Martin swam desperately in the turbulent water.

Children can aim to include adverbs as part of their single clause sentence to provide additional information and to increase the complexity of their sentence.

As is the case with adjectives, children should be shown how to insert adverbs into their basic sentence foundations. Children should be provided with a wide range of examples of adverbs to use and vocabulary banks and adverb sheets should be used for this.

Independent Clauses

It may be helpful at this point to make clear to children what an independent clause is so that they can be more confident at ensuring that their sentences are complete.

An independent clause is a clause that can stand by itself as its own sentence. It's a complete thought and doesn't depend on other clauses to make grammatical sense. It has a subject and a predicate (most often a verb) like all other clauses.
Examples can be found below:

The moon orbits around the Earth.
The weather is nice today.
She's wearing a yellow coat.
Cats like to sleep a lot.
Dogs are very friendly.
I'm going to the cinema.
The ocean is full of wonderful creatures.
Chocolate is one of my favourite foods.
Novels are great to read.
Shakespeare is the world's most famous playwright.
Flowers have petals in a range of colours.

If children can gain a solid understanding of independent clauses early on, it will help them to better understanding of subordinate clauses, conjunctions and adverbials.

Combining Clauses

Co-ordinating Conjunctions

Martin swam desperately in the turbulent water.
Martin swam desperately in the turbulent water, but his tired legs began to struggle.

While still focusing on all the previous features and independent clauses, children should start to look at using co-ordinating conjunctions to connect and join independent clauses.

* *Note:* Children should also look at other uses of co-ordinating conjunctions such as their use within independent clauses. An example of this is the use of 'and' to connect adjectives: The soft **and** fragile leaf blew in the wind.

Conjunctions are words that connect sentences, clauses, or individual words. They link one part of a sentence to another. Without them, we would not be able to create more complex sentences that are made up of multiple parts / sections.

A co-ordinating conjunction is one that connects two independent clauses of equal rank or importance within a sentence.

The most common co-ordinating conjunctions are and, but, or, for, nor, so, and yet.

An example of a co-ordinating conjunction being used is shown below:

I wanted to go to the park, but it started raining.

The word **but** is a co-ordinating conjunction that joins two independent clauses.

Independent clause: I wanted to go to the park
Independent clause: It started raining
Co-ordinating conjunction: but

Examples of Co-ordinating Conjunctions:

For - Used to explain the reason or purpose for something.
He went to the store, **for** he needed some groceries.
(Note - The use of for is a little outdated and is not found often in modern speech and language.)

And - Used to add or connect similar ideas or elements.
I really enjoy drinking orange juice, **and** my sister drinks even more than I do.

Nor - Used to connect negative alternatives.
She doesn't like chocolate, **nor** does she like ice cream.

But - Used to introduce a contrast or exception.
I wanted to go to the party, **but** I had to complete some work on that day.

Or - Used to present alternatives or choices.
Do you want pizza, **or** would you prefer pasta for dinner?

Yet - Used to express a contrast or unexpected result.
She studied hard, **yet** she didn't perform well on the test.

So - Used to indicate a consequence or result.
It was raining heavily, **so** I stayed indoors to keep dry.

Fronted adverbials

Martin swam desperately in the turbulent water.
Under the dark sky, Martin swam desperately in the turbulent water.

Later in this sequence, the focus will be placed on subordinate clauses. That being said, using fronted adverbials is a great way for children to experiment with adding subordinate clauses to their initial, single clause sentences. They can do so without necessarily needing to focus on using subordinating conjunctions (something focussed on later in this sequence) and this can make using fronted adverbials a more accessible way of incorporating a subordinate clause into a sentence.

A fronted adverbial is a type of subordinate clause, and these can be inserted into sentences relatively easily to increase the complexity of the sentence. Children should be taught how to insert fronted adverbials at the start of their simple sentences so that they can add additional details and information to their independent clauses. Vocabulary banks and fronted adverbial sheets should be provided to allow children to view examples of effective fronted adverbials. Children should be made very aware that fronted adverbials are not complete sentences. Children should be taught that fronted adverbials are not independent clauses and so cannot stand alone as sentences. Children should be able to recognise that a fronted adverbial is only the first part of a sentence. They should also be able to recognise that a fronted adverbial can be removed from a sentence and that the remaining part of the sentences should still make sense.

Fronted adverbials are adverbials found at the start of a sentence that are used to describe the action that follows. Fronted adverbials can describe the time, place, manner, frequency, and degree of an action.

Fronted adverbials are most commonly used to describe certain characteristics or actions. Here are a few examples of fronted adverbials in sentences so you can see them in action:

The time something happens – Before sunrise, Darius crept into the beast's cave.
The frequency that something happens – Every so often, Darius could hear the beast's ferocious snore.

The place where something happens – At the back of the cave, the terrifying creature began to stir.
The manner something happens – As quick as a flash, Darius bounded behind a nearby rock.
The possibility (how likely) something will happen – Almost certainly, the deadly beast was nearing closer.

Fronted Adverbial Examples

Afterwards - Afterwards, we all had ice cream.

Tomorrow - Tomorrow, I think I'll take the dog for a walk.

Once - Once, it snowed so much that we couldn't go to school.

Sometimes - Sometimes, I like to have a bath instead of a shower.

Upstairs - Upstairs, there was an enormous bedroom.

Sadly - Sadly, I couldn't find my umbrella this morning.

Perhaps - Perhaps the rain will stop soon.

As fast as she could - As fast as she could, Winnie dashed across the muddy field.

Quite understandably - Quite understandably, Lila wasn't very impressed.

In the distance - In the distance, Jess called out as loud as she could.

Back at the house - Back at the house, Oscar was sleeping soundly.

Without warning - Without warning, Maha started singing and dancing.

In the blink of an eye - In the blink of an eye, everything was back to normal again

<u>Subordinate Clauses (sometimes called Dependent Clauses), Subordinating Conjunctions and Multi-clause Sentences</u>

Once the knowledge detailed previously is secure, it should be ensured that children know the difference between independent and subordinate (or dependent) clauses. This vocabulary should become familiar to children and they should be able to use these terms in their own discissions about writing. Focus should be placed on the idea that independent clauses can stand alone and still make sense and how this differs from subordinate clauses as they do not make sense on their

own. Children should also be taught to identify and use subordinating conjunctions as another method of joining clauses.

This is an important part of the sequence. A child may start with their basic, single clause sentence. They may then add appropriate adjectives and adverbs to make the sentence more complex. Adding a subordinating clause to this initial sentence is now an option they may choose to make to further increase the complexity of their sentence.

Focus will have to be placed on the differences in uses of coordinating conjunctions and subordinating conjunctions. Focus will also need to be placed on the multiple locations within a sentence that a subordinating conjunction can be placed in.

Subordinate Clauses

Martin swam desperately in the turbulent waves.
Martin swam desperately in the turbulent waves as the rain pounded the sea.

A subordinate clause is another name for a dependent clause. Think of it like this: a dependent clause cannot stand on its own. It is dependent on the rest of the sentence.

Independent clauses make a full sentence on their own.
Dependent clauses depend on another clause to make sense.

When a sentence contains a subordinate clause, we call it a complex sentence or a multi-clause sentence.

Example of a Dependent / Subordinate Clause:

'I played out until it went dark.'

The phrase 'until it went dark' is the subordinate clause because it requires additional information in order to make sense. Subordinate clauses contain a noun and a verb.
The word 'until', when used in this sentence, is a subordinating conjunction.

Subordinate Clause Examples
Subordinate clauses can be found at the start, the middle, and the end of a sentence.

At the Start of a Sentence
While the rooster crowed loudly, the chicken laid eggs.
As the girl stood at the top of the hill, she sighed wistfully.

In the Middle of the Sentence (Embedded)
The chicken, who was busy laying eggs, sat happily.
The boy, while he was waiting, decided to read his book.

At the End of the Sentence
The chicken laid eggs while the rooster crowed loudly.
The house had stood there for years, although no one had ever been inside it.

Further Examples of Subordinate Clauses:

As the girl stood at the top of the hill, she sighed wistfully.
She sighed wistfully **as she looked over the hill.**
The girl, **who was looking over the hill**, sighed wistfully.
While he was waiting, he decided to read his book.
He decided to read his book **while he was waiting**.
As he wagged his tail happily, the dog trotted down the road.
The dog trotted down the road **as he wagged his tail happily**.
The dog, **who was wagging his tail**, trotted down the road.
Although no one had ever been inside it, the house had stood there for years.
The house, **which no one ever entered**, had stood there for years.

Relative Clauses

Martin swam desperately in the turbulent water.
Martin, who was terrified, swam in the turbulent water.
or
Martin swam desperately in the turbulent water that roared with anger.

It will be useful at this stage to make children aware of relative clauses as they are intrinsically linked with subordinate clauses as relative clauses are a type of subordinate clause. Relative clauses are dependent on a main clause to make sense. A relative clause doesn't make sense on its own.

Children may choose to incorporate a relative clause into their initial, single clause sentence as part of sequence of writing to increase the level of sentence complexity.

There are two types of relative clauses:

Defining Relative Clauses
A defining relative clause is used to add essential information about the noun:

She lives in York, *which is a beautiful city.*
I don't like doughnuts *that have too much chocolate.*

Non-defining Relative Clauses

A non-defining relative clause provides additional, non-essential information and is embedded inside the clause and punctuated by commas.

My brother, *who is a doctor*, lives in New York.
The Eiffel Tower, *which is located in Paris*, is a famous tourist attraction.
Her cat, *whose name is Whiskers*, is very playful.

As can be seen above, a relative clause can appear in the middle of a main clause (embedded) or at the end of a sentence. They always come after the noun to which they relate.

Relative clauses often begin with a relative pronoun. The relative pronoun that is used is dependent on the person or type of noun that is being written about. The most common relative pronouns include:

Who - person or people and sometimes pets

Which - object, place or animals

That - object, place or people

Whose - people, animals and things to indicate possession

Whom - people (often used in more formal writing styles)

Specialised punctuation for combining independent clauses

Towards the higher end of KS2, children are required to gain experience at using higher-level punctuation to combine independent clauses. Dashes and semicolons are a statutory part of the National Curriculum and children should be encouraged to use these forms of punctuation in their writing.

When children are working at a stage where they are confident enough to experiment with using these types of punctuation, they should be encouraged to consider using them when they are gradually working through their process of composing a sentence. Children could decide to add an additional independent clause to a sentence by using a dash or semicolon as a connector.

Semicolon

Martin swam desperately in the turbulent water.
Martin swam desperately in the turbulent water; the sound of the waves was all he could hear.

A semi-colon is a form of punctuation. It can be used to link together two independent clauses that are closely related where it would be inappropriate to place a comma and where the ideas are too closely linked to be separated by a full stop.

Semi-colons can be used to connect related ideas and create more engaging and complex sentences. The most common way to use a semi-colon is to join two main clauses without using conjunctions like 'and', 'but' or 'so'.

Examples of Semicolon Uses

The sunsets in my garden are breathtaking; they paint the sky with vibrant hues of orange.

Mrs Lovett's pies are the best; she uses the tastiest ingredients.

I saw a spaceship in the sky; it took five seconds to beam up my trampoline.

Dash

Martin swam desperately in the turbulent water.
Martin swam desperately in the turbulent water – the waves were incredibly powerful.

The main use of a dash in English is to separate or connect two independent clauses. A dash can sometimes be confused with another piece of punctuation, the hyphen. However, they're quite different: A hyphen is slightly shorter than a dash and is simply used to combine two words together.

Example of Dash Use

The film was very informative – I learned a great deal.

Suggested activities to develop sentence skills (taken from the Writing Framework)

Using sentence fragments to create complete sentences

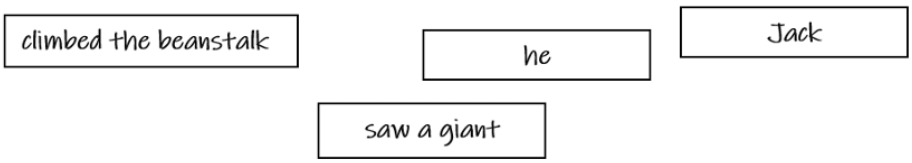
Activity: Using sentence fragments to create complete sentences

Explanation: Pupils who are learning to form complete sentences benefit from understanding that there are two parts to a sentence:

Subject: a word naming a person, place, or thing (such as a noun or pronoun).
Verb: an action, occurrence or a state of being.

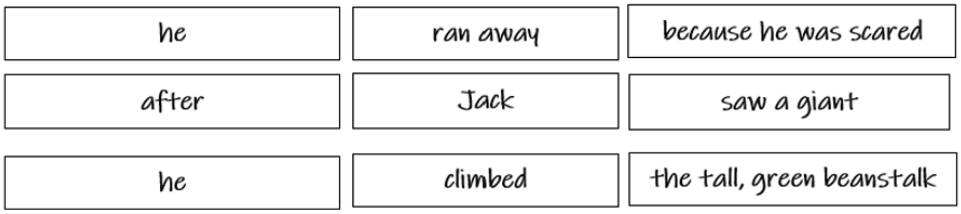
This activity reinforces this point. It can be done with pupils who have not developed transcription skills.

Example:
Pupils are given fragments of sentences and are asked to join the naming part of the sentence (subject) with an appropriate action, occurrence or state of being (verb).



Subject: a word naming a person, place or thing (such as a noun or pronoun).	Verb: an action or state of being.
Jack	saw a giant.
He	climbed the beanstalk.

Fragments can be expanded further to use other elements of a sentence, such as adverbials, expanded noun phrases and subordinate clauses.



Pupils can also be given sentences and be asked to identify the subject and verb.

Jack, the bravest boy in the village, **saw** a terrifying giant at the top of the beanstalk.

Correcting incorrect sentence structure

Activity: Correcting incorrect sentence structure

Explanation: Asking pupils to identify and correct incorrect sentences develops a deeper understanding and awareness of:

• sentence structure

• correct punctuation

Example:

The teacher can provide pupils with lines such as:

The tall, green beanstalk. (no verb)

Saw a terrifying giant at the top of the beanstalk. (no subject)

he saw a giant (no punctuation)

Pupils are then asked to complete the lines as sentences, including the correct punctuation.

Extending sentences using conjunctions

Activity: Extending sentences using conjunctions

Explanation: Activities that encourage pupils to extend single-clause sentences using conjunctions develop pupils' understanding and use of sentence structure.

A conjunction links two words, phrases or clauses together. There are two main types of conjunctions:

• co-ordinating conjunctions (e.g. and) link two words, phrases or clauses together as an equal pair

• subordinating conjunctions (e.g. when) introduce a subordinate clause

Example:

A teacher may encourage a pupil to complete the following sentence starters:

Jack climbed the beanstalk because…

Jack stole the gold so…

Jack climbed the beanstalk but…

Jack ran away when …

Sentence combining

Activity: Sentence combining

Explanation: This activity encourages pupils to combine two or more single-clause sentences to make one or more grammatically correct sentences that contain all the relevant information and ideas.

It promotes the use of word classes such as pronouns and promotes cohesion within and across sentences.

Example:

Jack climbed the beanstalk. Jack saw a giant. The giant was terrifying.

These three single-clause sentences might become:

Jack climbed the beanstalk and saw a terrifying giant.

Sentence combining can begin orally in reception using single-clause sentences and can be developed by adding further single-clause sentences joined by conjunctions.

Using pictures

Activity: Using pictures

Explanation: Using simple pictures representing subjects and verbs clearly can reduce cognitive load when pupils are practising sentence structure.

They can be used later to develop sentences into paragraphs.

Example:

A picture of a boy looking at and climbing a beanstalk can generate:

Jack saw a beanstalk. He decided to climb it.

This can be developed into:

After noticing the beanstalk, Jack decided to climb it.

The picture ensures that the pupils can concentrate on the sentence structure and not on generating the idea, but it also leaves room for some creativity.

Jack decided to climb the beanstalk that had magically appeared in the garden.

Adding information using adverbials

Activity: Adding information using adverbials

Explanation: Asking pupils to extend a sentence using an adverbial develops understanding and awareness of:

• sentence structure

• clauses and phrases

• punctuation

Adverbial: a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses. They can give extra information about time (when), place (where) and manner (how).

Example:

Pupils can practise adding adverbials to sentences by answering when, where and how the main action happened. For example:

Jack climbed the beanstalk.

Time, place or manner	Example sentence
When?	Shortly after dawn, Jack climbed the beanstalk. Jack climbed the beanstalk straight after breakfast.
Where?	At the outskirts of the village, Jack climbed the beanstalk Jack climbed the beanstalk in the next field.
How?	With great difficulty, Jack climbed the beanstalk. Jack, with a very deep breath, climbed the beanstalk.

Using the passive voice

Activity: Using the passive voice

Explanation: Asking pupils to change sentences using the passive voice shows them how to change the emphasis of a sentence. It develops their understanding and awareness of:

• subject and object

• verb forms

• sentence structure

Example:

Pupils identify the subject and object of a sentence and reverse their position.

The giant shut the heavy, wooden door.

becomes…

The heavy, wooden door was shut by the giant.

Distinguishing between and practising the four types of sentence

Activity: Distinguishing between and practising the four different sentence types

Explanation: The national curriculum requires that, from year 2, pupils learn how to use sentences with different forms: statement, question, exclamation and command.

Statement: tells you something.

Question: asks something and usually requires an answer.

Exclamation: starts with 'What' or 'How'.

Command: starts with an imperative verb. It orders or commands someone to do something.

Example:

The teacher provides sentences and asks the pupils to identify the sentence type (statement, question, command, exclamation).

Sentence type	Example sentence
Statement	Jack climbed the beanstalk.
Question	Did Jack climb the beanstalk?
Command	Climb the beanstalk, Jack!
Exclamation	What an enormous beanstalk!

Pupils can be asked to write a statement, command, question or exclamation. Asking them to do this can support their understanding of sentence structure in a number of ways:

• embeds understanding of the 4 sentence types

• develops understanding of the way in which the grammar of a sentence reflects the sentence type

• develops an understanding of the punctuation required by sentences of different types

Sentence Writing Flow Chart Example

Basic, single clause sentence:
Rose walked through the streets.

Add adjective(s):
Rose walked through the broken, empty streets.

Add adverb(s):
Rose walked nervously through the broken, empty streets.

Add fronted adverbial:
In the morning, Rose walked nervously through the broken, empty streets.

Add another independent clause:
Rose walked nervously through the broken, empty streets, and the soldiers hid their shame.

Add a subordinate clause:
Rose walked nervously through the broken, empty streets while the bombs fell.

Add a fronted adverbial:
Once the sun had risen, Rose walked nervously through the broken, empty streets while the bombs fell.

Add a fronted adverbial:
After a while, Rose walked nervously through the broken, empty streets, and the soldiers hid their shame.

Add a subordinate clause:
Rose walked nervously through the broken, empty streets, and the soldiers hid their shame when people walked by.

Add a fronted adverbial:
As gunfire sounded in the distance, Rose walked nervously through the broken, empty streets, and the soldiers hid their shame when people walked by.

This flowchart is a visualisation of how a procedural and sequential process can be used to create increasingly complex sentences. This is an example of some of the possible ways in which a single clause sentence can be expanded upon. Children should not be encouraged to follow this sequence 'to the letter'.

This particular example does not show the use of relative clauses or embedded subordinate clauses. It also does not show the use of semicolons or dashes. These are other possible ways in which an original, single clause sentence could have been modified.

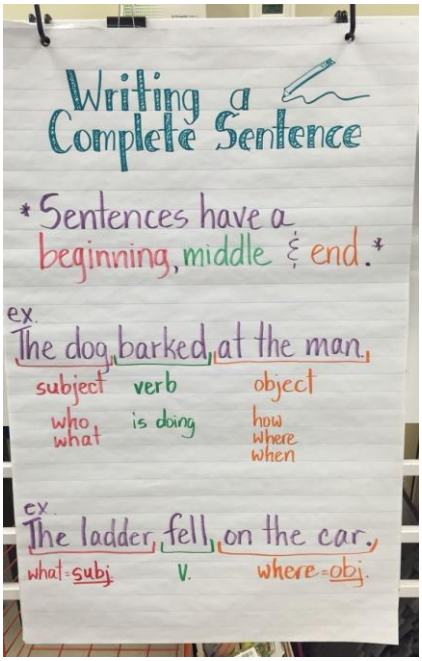
Children can use the process shown in this flow chart to build their sentences in their independent writing. Children will not always need to use all of the stages shown in this flow chart. Children can choose to end their sentence when they feel it is appropriate.

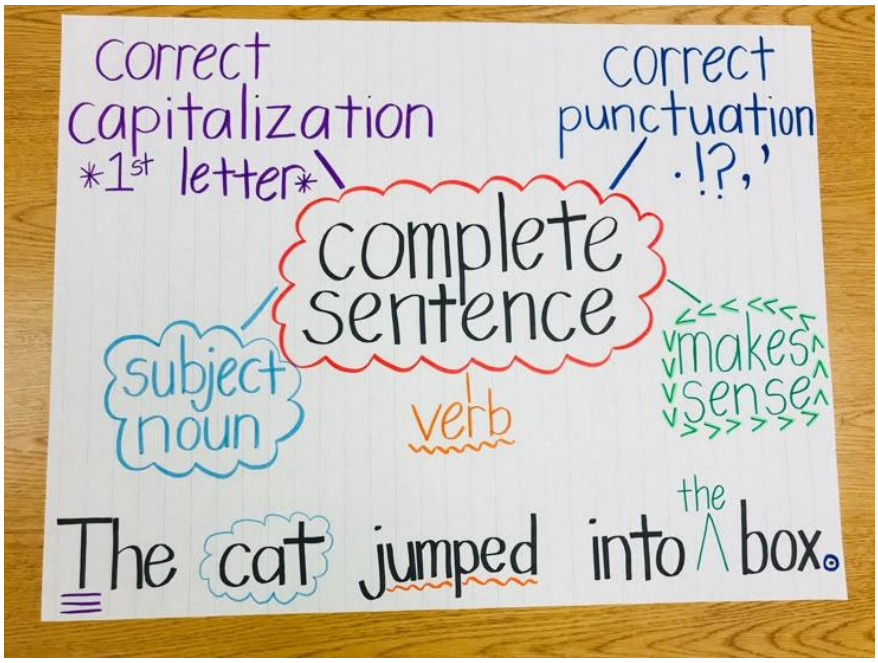
Common sense should be used when encouraging children to use this approach. Children should not be encouraged to use additional levels of complexity until they are secure with using previous levels.

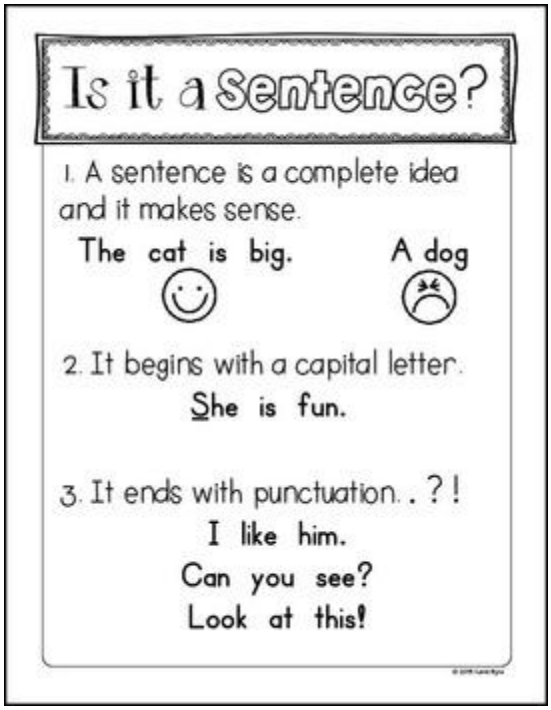
Anchor Chart Examples

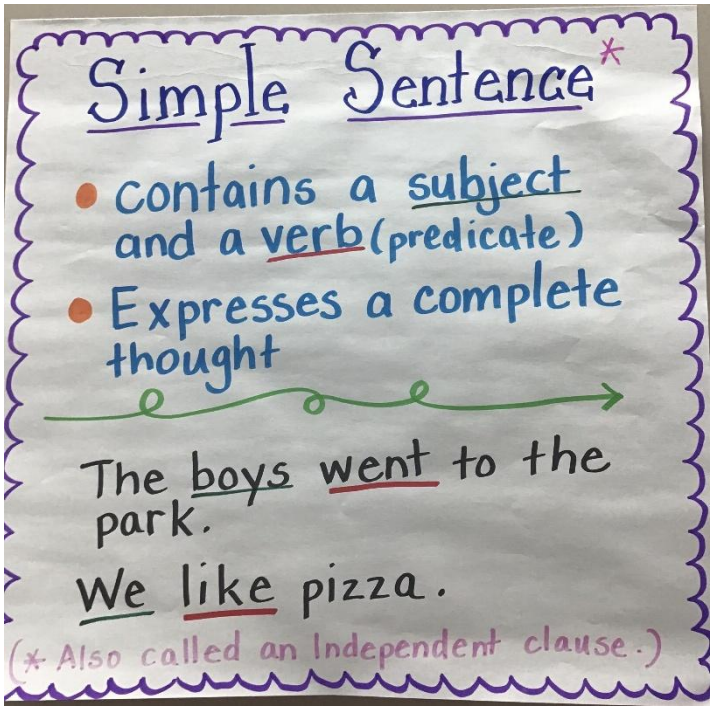
Anchor Charts can be a very effective way of assisting children gain confidence with many of the sentence structure features that have been detailed in this document. This section is designed to share a selection of Anchor Charts that could be recreated for use in the classroom. They may also act as inspiration for original Anchor Charts that could be created for use in the classroom.

Simple Sentences

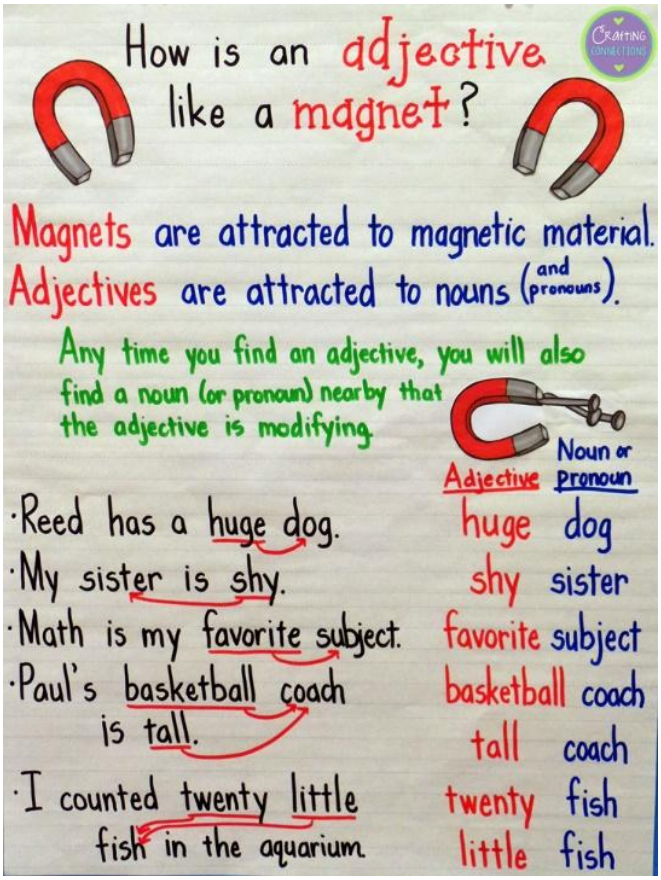






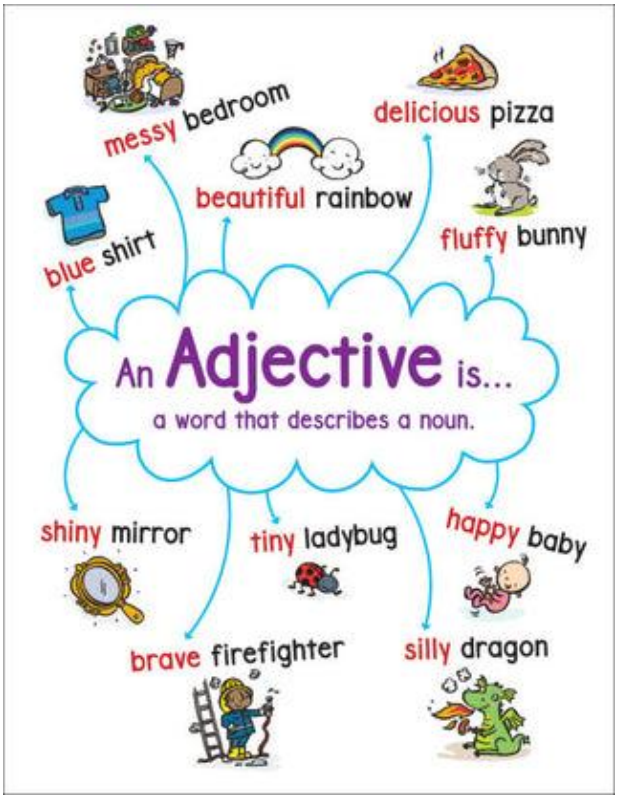


Adjectives

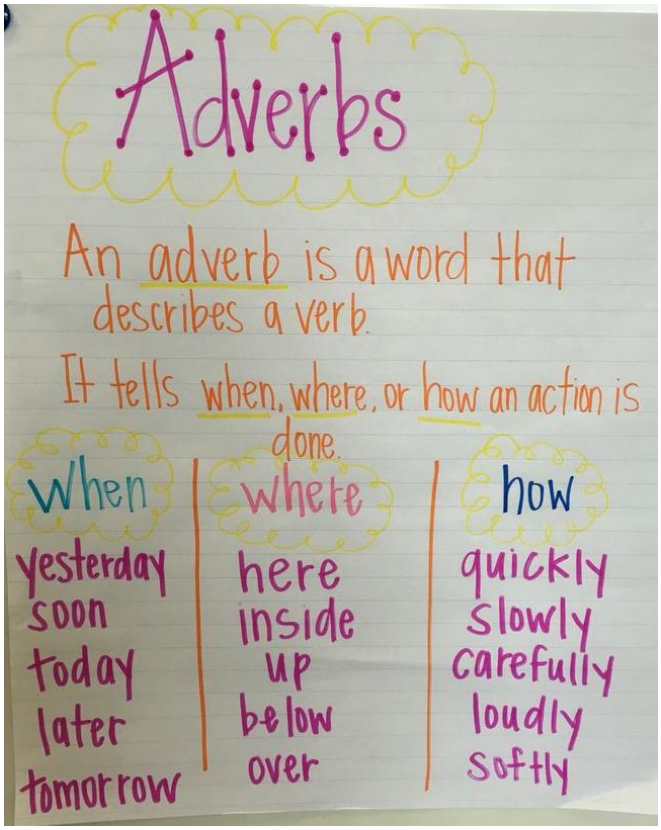

How is an adjective like a magnet?
Crafting Connections
Magnets are attracted to magnetic material.
Adjectives are attracted to nouns (and pronouns).
Any time you find an adjective, you will also find a noun (or pronoun) nearby that the adjective is modifying.
Adjective
Noun or Pronoun
·Reed has a huge dog. huge dog
·My sister is shy. shy sister
·Math is my favorite subject. favorite subject
·Paul's basketball coach is tall. basketball coach tall coach
·I counted twenty little fish in the aquarium. twenty fish little fish

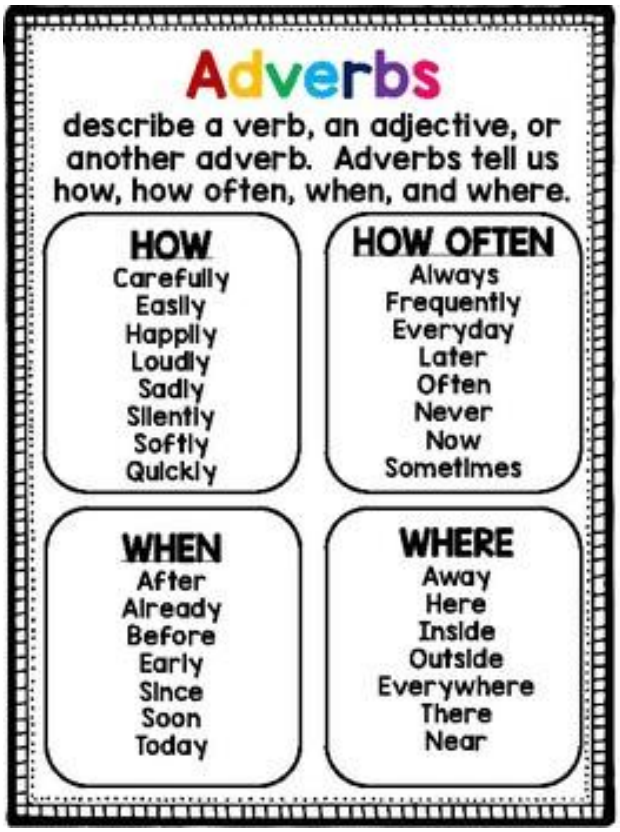

Crafting Connections
How are adjectives like magnets?
Magnets are attracted to magnetic materials.
Adjectives are attracted to nouns & pronouns.
Ask yourself:
What noun (or pronoun) is this adjective attracted to?
Adjective
Noun/ Pronoun
Andy likes listening to loud music. Loud music
His shoes are expensive. expensive shoes
Please clean your messy room. messy room
Mike's brother is very tall. tall brother
She is funny. funny she

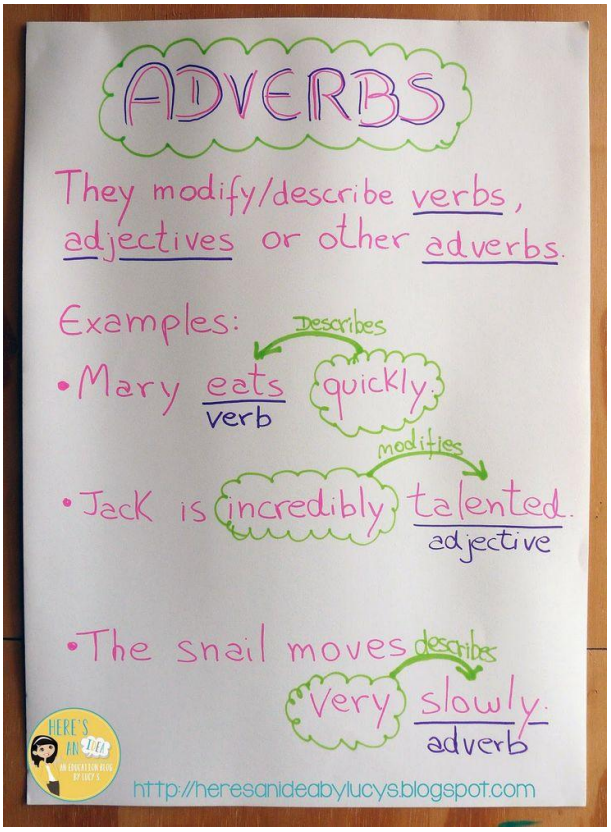

ADJECTIVES
An adjective tells us about a noun.
Size
big small
large tiny
Color
red blue
yellow brown
Taste
sweet sour
bitter tangy
Shape
round square
triangular
Smell
stinky sweet
nasty delicious
Behavior
kind playful
excited angry
Sound
loud quiet
booming squeaky
Speed
slow fast
quick swift
Looks
fuzzy scary
pretty friendly
How many
few multiple
three ten
Feel
prickly soft
scratchy smooth

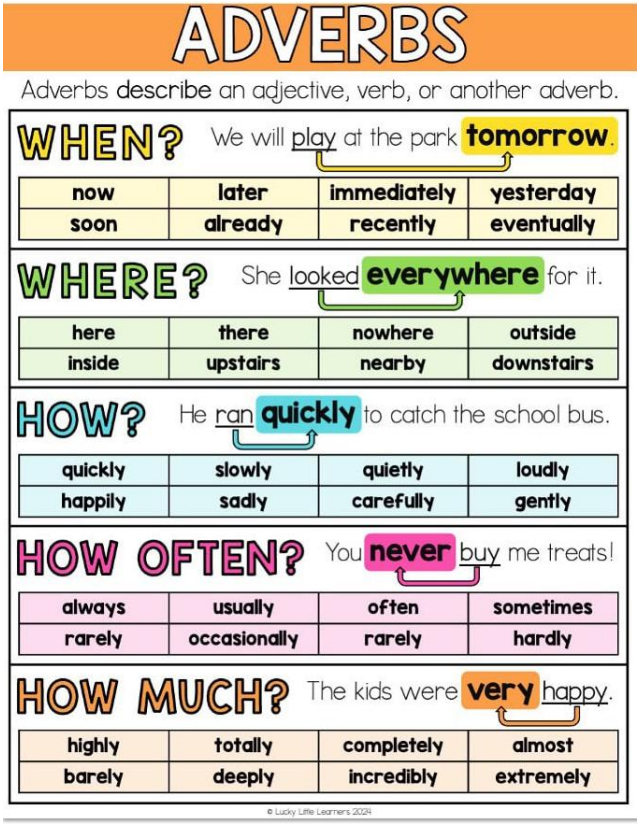

messy bedroom
delicious pizza
beautiful rainbow
blue shirt
fluffy bunny
An Adjective is...
a word that describes a noun.
shiny mirror
tiny ladybug
happy baby
brave firefighter
silly dragon

Adverbs

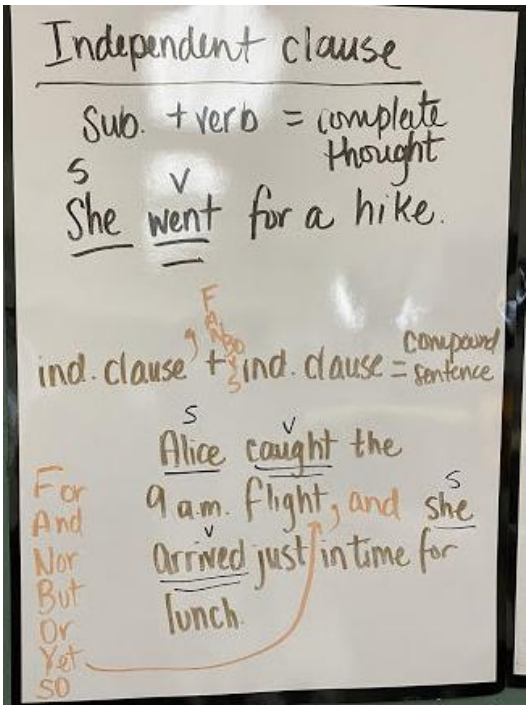

Adverbs
An adverb is a word that describes a verb.
It tells when, where, or how an action is done.
When
yesterday
soon
today
later
tomorrow
where
here
inside
up
below
over
how
quickly
slowly
carefully
loudly
softly

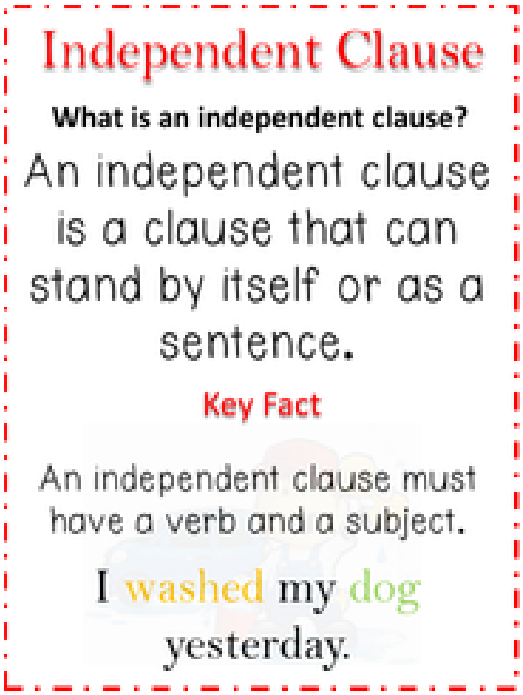

Adverbs
describe a verb, an adjective, or another adverb. Adverbs tell us how, how often, when, and where.
HOW
Carefully
Easily
Happily
Loudly
Sadly
Silently
Softly
Quickly
HOW OFTEN
Always
Frequently
Everyday
Later
Often
Never
Now
Sometimes
WHEN
After
Already
Before
Early
Since
Soon
Today
WHERE
Away
Here
Inside
Outside
Everywhere
There
Near


ADVERBS
They modify/describe verbs, adjectives or other adverbs.
Examples:
Describes
•Mary eats quickly.
verb
modifies
•Jack is incredibly talented.
adjective
•The snail moves describes very slowly.
adverb
http://heresanideabylucys.blogspot.com


ADVERBS
Adverbs describe an adjective, verb, or another adverb.
WHEN? We will play at the park tomorrow.
now | later | immediately | yesterday
soon | already | recently | eventually
WHERE? She looked everywhere for it.
here | there | nowhere | outside
inside | upstairs | nearby | downstairs
HOW? He ran quickly to catch the school bus.
quickly | slowly | quietly | loudly
happily | sadly | carefully | gently
HOW OFTEN? You never buy me treats!
always | usually | often | sometimes
rarely | occasionally | rarely | hardly
HOW MUCH? The kids were very happy.
highly | totally | completely | almost
barely | deeply | incredibly | extremely
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Independent Clauses



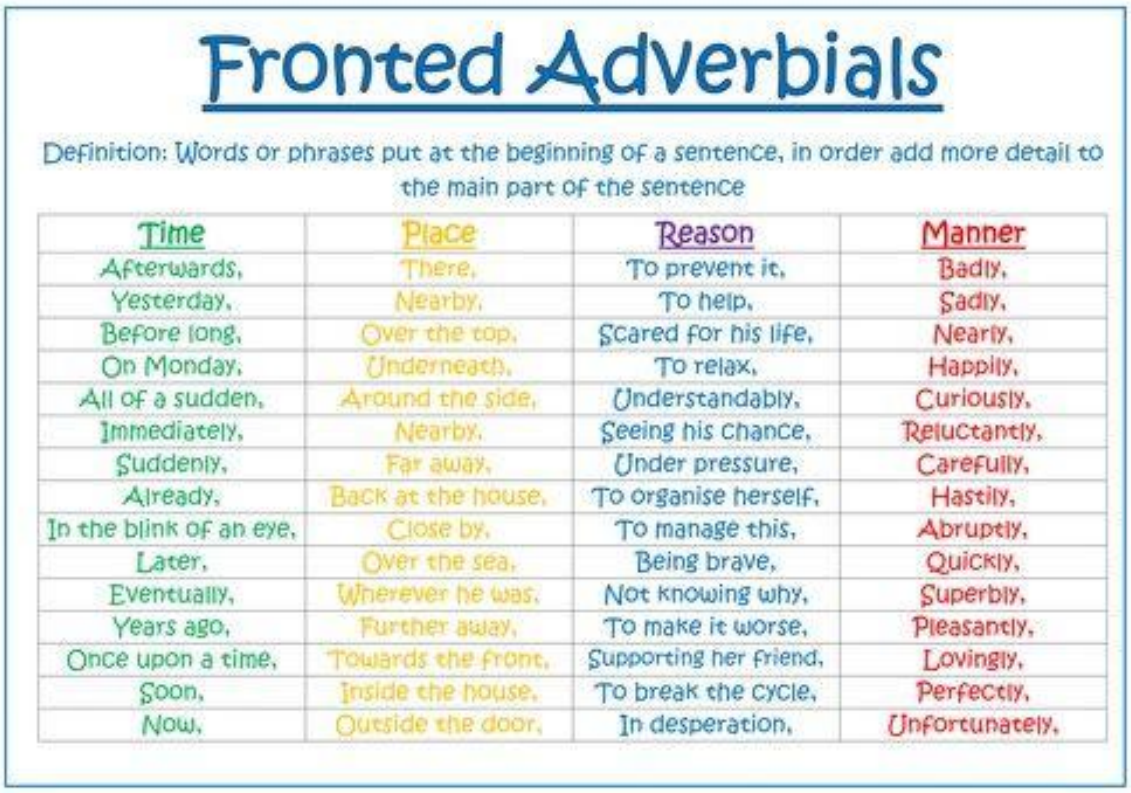


Coordinating Conjunctions





Fronted Adverbials



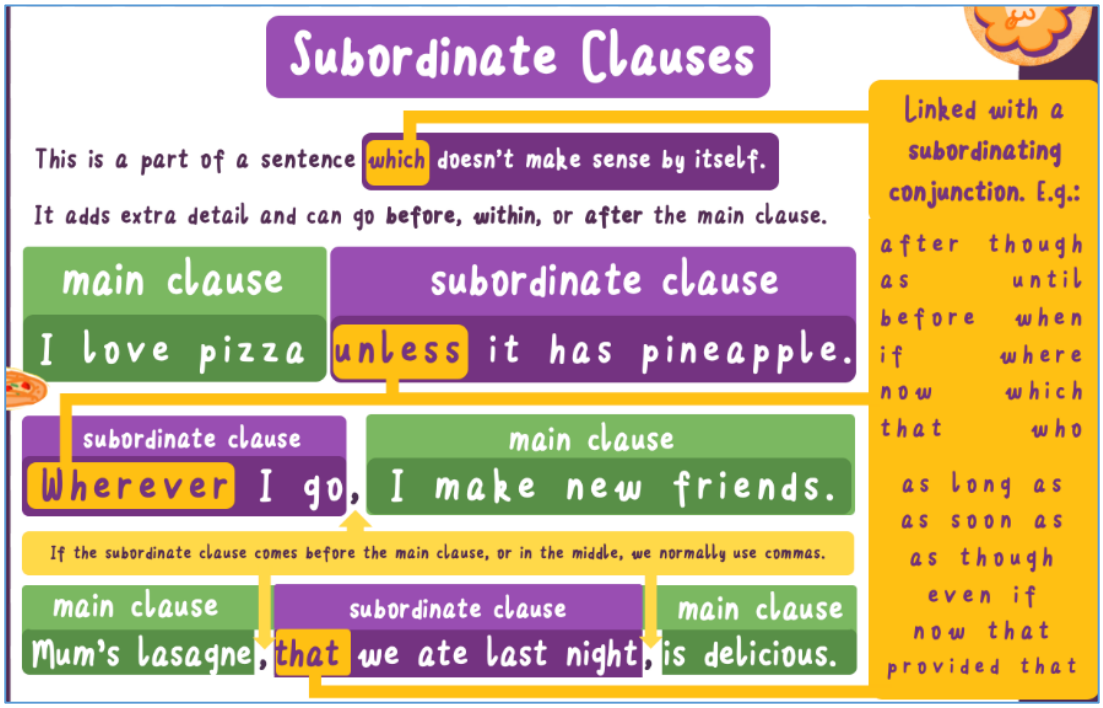
Fronted Adverbials

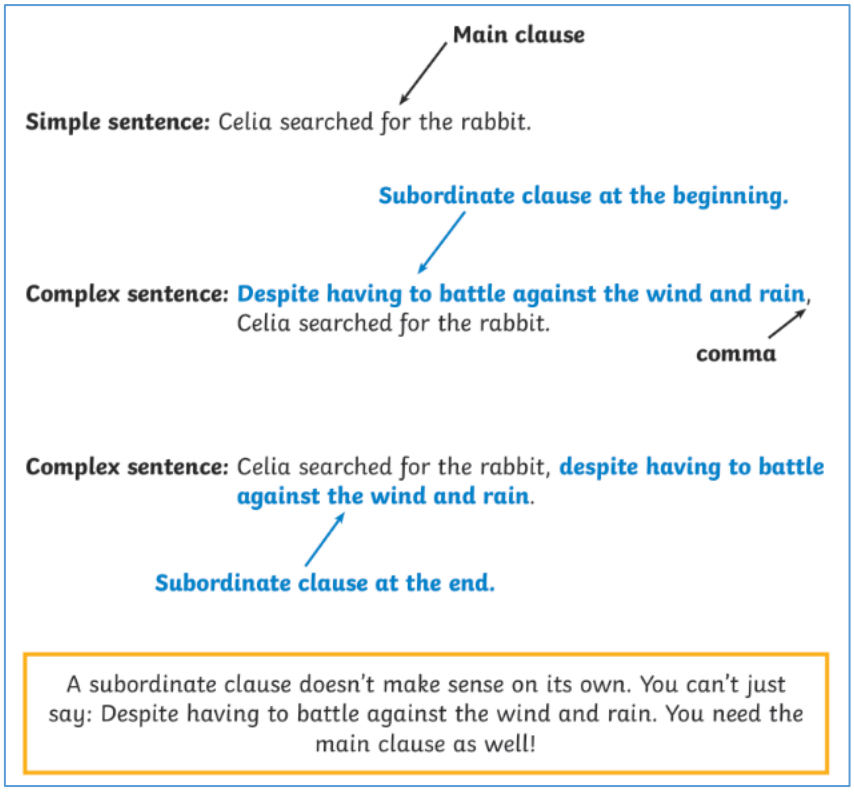
Definition: Words or phrases put at the beginning of a sentence, in order add more detail to the main part of the sentence

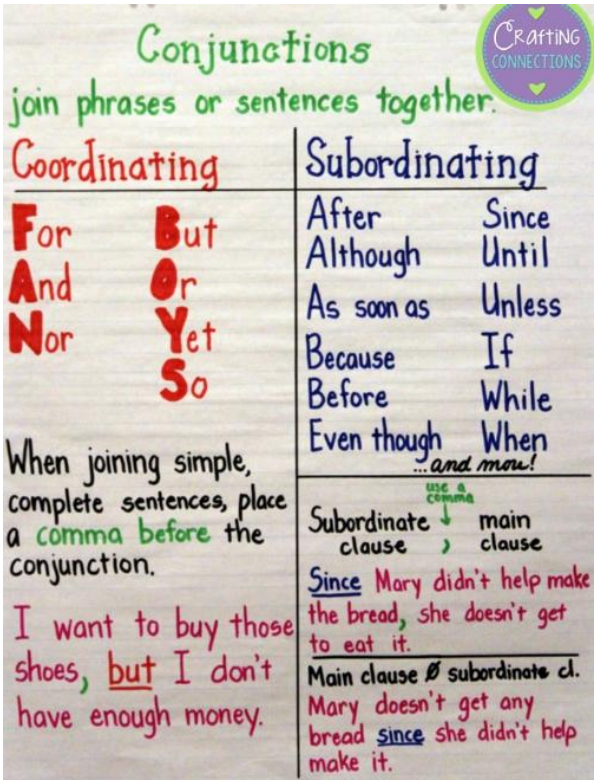
Time	Place	Reason	Manner
Afterwards,	There,	To prevent it,	Badly,
Yesterday,	Nearby,	To help,	Sadly,
Before long,	Over the top,	Scared for his life,	Nearly,
On Monday,	Underneath,	To relax,	Happily,
All of a sudden,	Around the side,	Understandably,	Curiously,
Immediately,	Nearby,	Seeing his chance,	Reluctantly,
Suddenly,	Far away,	Under pressure,	Carefully,
Already,	Back at the house,	To organise herself,	Hastily,
In the blink of an eye,	Close by,	To manage this,	Abruptly,
Later,	Over the sea,	Being brave,	Quickly,
Eventually,	Wherever he was,	Not knowing why,	Superbly,
Years ago,	Further away,	To make it worse,	Pleasantly,
Once upon a time,	Towards the front,	Supporting her friend,	Lovingly,
Soon,	Inside the house,	To break the cycle,	Perfectly,
Now,	Outside the door,	In desperation,	Unfortunately,

Time	Frequency	Place	Manner	Degrees of Possibility
After it had finished,	Often,	Above the clouds,	Fortunately,	Almost unbelievably,
Immediately before lunch,	Again,	Below the sea,	Sadly,	Perhaps,
Last month,	Every day,	Outside,	Slowly,	Surely,
Now,	Each week,	Over there,	Awkwardly,	Undoubtedly,
Soon,	Once a fortnight,	Under the ground,	Bravely,	Obviously,
Yesterday,	Twice a year,	Upstairs,	As fast as he could,	Certainly,
Today,	Sometimes when it is hot,	In the distance,	Without a sound,	Definitely,
Tomorrow,	Rarely,	Everywhere she looked,	Suddenly,	Maybe,
Next year,	Every second,	Around the corner,	Creeping cautiously,	Possibly,
In January,	Several times a minute,	Back at the house,	Unfortunately,	Clearly,
On Tuesday,	Once or twice,	Behind the sofa,	Noisily eating his burger,	Impossibly,
In the morning,	Three times a week,	Down the street,	Anxiously,	With undoubtable certainty,
After a while,	Regularly,	On the path,	Nervously,	
As soon as she could,	Frequently,	Inside the box,	Mysteriously,	
Before long,	Infrequently,	Along the riverbank,	Quickly and unexpectedly,	
All of a sudden,	Occasionally,	Over my bed,	Desperately looking for a way out,	
Just then,	Never in my life,	Far away,	Carefully avoiding the cracks,	
Eventually,	Never before,	Wherever they went,	Frantically searching for clues,	
Later that day,	Constantly talking to each other,	North of here,		
Through the night,		Through the forest,		
Always early for the meeting,		Between the sea and the sky,		
When the rain had stopped,				

Subordinate Clauses (sometimes called Dependent Clauses) and Subordinating Conjunctions







Independent and Subordinate Clauses Compared

