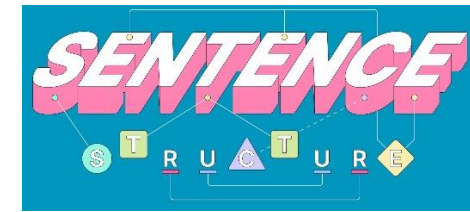




NPSB's Sentence Structure Progression

**"Words create sentences;
sentences create paragraphs;
sometimes paragraphs quicken
and begin to breathe."**

Stephen King



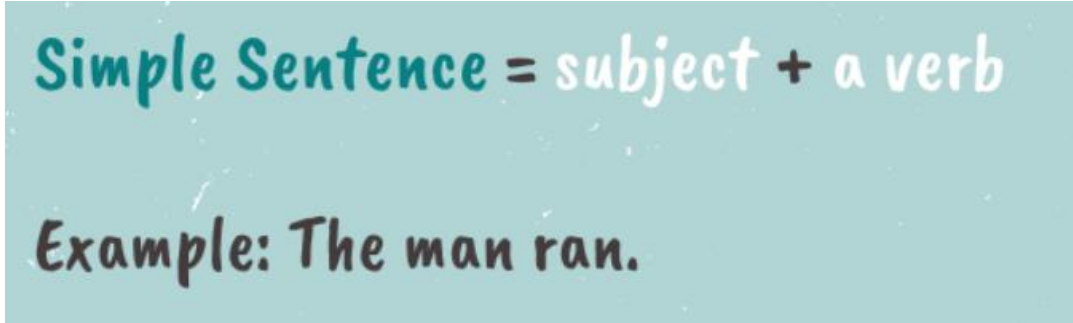
The national curriculum sets out expectations for children's writing skills from year one to year six. In the introduction to the programmes for each block of study, yearly for key stage one and two-yearly for key stage two, it is clear that children need to be exploring a variety of sentence structures and drawing on this learning when composing their own writing. *'Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology... Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas,'* (Lower Key Stage Two programme of study forward, p. 33).

This is echoed in both the year two and upper key stage two programmes of study and, interestingly, is highlighted as important for those children not currently meeting expectations in upper key stage two. Even though children's decoding skills may be poor, they should still be, *'hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these'*, (Upper key stage two programme of study forward, p. 41).

For us at Nishkam Primary School Birmingham, it seems that Alan Peat's 'exciting sentences' have been used in the past to ensure that we are meeting this aspect of the national curriculum, giving the children chance to explore a variety of sentence structures across the key stages. However, we also appreciate the 'exciting sentences' cannot be used as writing tricks or gimmicks. We know that children need to have a solid grasp and secure understanding of the grammatical knowledge that underpins our sentence construction. This Sentence Structure Progression document has been devised so children and teachers will have the opportunity to meet the expectations of the national curriculum, while exploring a range of punctuation in context. For example, children are required to use dashes to mark parentheses in year five, so before children can explore the 'Name – adjective pair – sentences' they need to see how parenthesis works and understand why dashes might be the preferred punctuation in this instance rather than commas or brackets. This can then be applied and extended in their writing. It is our hope that this Sentence Structure Progression document will help teachers' subject knowledge and empower them to feel confident to teach the grammar and punctuation to the year groups they teach. We want to teach our pupils to a standard where all pupils are able to demonstrate mastery in their assured application of the grammar and punctuation they have been taught.

In order to meet the demands of the national curriculum, we have created the policy for progression which introduces these 'exciting sentences' and examples of many of the sentence structures at the right time to coincide with the expectations of the national curriculum. Many of the sentence types can be applied to narrative, non-fiction and even poetry so children will have ample time to understand this. Of course, in the first few years we will be playing a game of catch up, but the end goal is that by the end of year six, we hope that children will have an extensive repertoire of sentence types in their arsenal as well as the sentences types that they have derived following the exploration how grammar and punctuation works and can be used effectively to achieve the effects they wish for their writing to create.

We will continue to review this progression policy and adapt as we feel is necessary.


| Year 1: A Simple Sentence | | | |
|--|--|--|--|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| <p>A simple one clause sentence, punctuated with a capital letter and a full stop.</p> | <p>A simple sentence is a sentence that is made up of just one independent clause. They are made up of just one subject and often only a single verb.</p> <p>A simple sentence is built from the minimum of a subject and a main verb. It can be very short in length (but doesn't have to be): 'The angry dog barked.' It puts across one simple idea: 'Rebecca sang.' There can be more than one word with the verb: 'It was raining'.</p>  | <p>To leave spaces between words.</p> <p>To join words to make sentences.</p> <p>To punctuate a sentence using capital letters and full stops.</p> | <ul style="list-style-type: none"> • capital letter • full stop • finger spaces |

| Year 1: A Compound Sentence (and) | | | |
|---|---|--|---|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| <p>Two independent (main) clauses joined by the co-ordinating conjunction 'and'</p> <p>'And' is a co-ordinating conjunction that adds one thing / idea to another</p> | <p>A compound sentence is a sentence that connects two independent clauses, typically with a co-ordinating conjunction (like 'and'). It is best for combining two or more sentences that are self-sufficient but related into a single, unified one.</p> <p>I like ice cream and my friend likes ice cream too. The sun is shining and the birds are singing. I have a red toy car and my brother has a blue toy car. We can play hide and seek and then we'll have a picnic. My cat is fluffy and my dog is playful. We can build a sandcastle and then we'll collect seashells. Mom made cookies and I can have one after dinner. I want to read a book and then I'll go to bed. The flowers are colourful and they smell so nice. I have a teddy bear and I like to cuddle with it at night.</p> <p>I cooked dinner, and he washed the dishes.</p> | <p>To join words and phrases using 'and'</p> | <ul style="list-style-type: none"> • capital letter • full stop • finger spaces • co-ordinating conjunction |


Year 1: A Compound Sentence (but)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|--|--|
| <p>Two independent (main) clauses joined by the co-ordinating conjunction 'but'</p> <p>'But' is a co-ordinating conjunction that illustrates a contrast</p> | <p>A compound sentence is a sentence that connects two independent clauses, typically with a co-ordinating conjunction (like 'but'). It is best for combining two or more sentences that are self-sufficient but related into a single, unified one.</p> <p>I wanted chocolate ice cream, but they only had vanilla. I have a big toy box, but it's always messy. I like rainy days, but I also like sunny days. My cat is cute, but she can be very naughty sometimes. I wanted to play outside, but it's raining too hard. My mom said it's bedtime, but I'm not sleepy yet. I have a red shirt, but I want a blue one too. I don't like broccoli, but I love pizza. I have a lot of toys, but I still want more. My dog is friendly, but he barks at strangers.</p> <p>Jane has a red car, but Jill has a blue car.</p> | <p>To join words and phrases using 'but'</p> | <ul style="list-style-type: none">• capital letter• full stop• finger spaces• co-ordinating conjunction |

Year 1: A Compound Sentence (or)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|---|--|
| <p>'Or' is a co-ordinating conjunction that presents an alternative or a choice</p> | <p>Like 'and', 'or' can be used between two of the same part of speech as well as two phrases or clauses. For example: Would you rather read a book or watch a good TV show?</p> <p>Do you want an apple or a banana for a snack? We can watch a movie or play a game tonight. Would you like chocolate ice cream or vanilla ice cream? We could read a book or we could go to the park. Do you want to wear the blue shirt or the green one? We can have pizza for dinner or make spaghetti. Do you want to play with your toys or colour in your colouring book? You can have jam sandwiches or cheese and tomato sandwiches. I didn't know if I should play with the wooden blocks or build a LEGO castle. Should we go to the zoo or the aquarium this weekend?</p>  | <p>To join words and phrases using 'or'</p> | <ul style="list-style-type: none">• capital letter• full stop• finger spaces• co-ordinating conjunction |

Year 1: A Compound / Complex Sentence (because)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|---|--|
| <p>An independent (main) clause and a second clause (subordinate clause) joined by the co-ordinating conjunction 'because'</p> <p>Because is a subordinating conjunction with just one purpose: to show a cause-and-effect relationship between a subordinate clause and a main clause.</p> | <p>A complex sentence is a sentence that contains an independent clause and one or more subordinate clauses. Subordinate clauses are also known as dependent clauses. An independent clause can stand alone as a sentence, but a dependent clause can't stand alone and relies on the main clause in order to make sense.</p> <p>Complex (joining an independent (main) clause with a dependent (subordinate clause))</p> <p>I brought my umbrella because it might rain. We're going to the beach because it's a sunny day. I'm wearing my jacket because it's cold outside. We're having ice cream because it's my birthday. I'm going to bed early because I have school tomorrow. We ate our vegetables because they're good for us. I turned on the lights because it was getting dark in my room. We planted flowers because we wanted to make our garden pretty. I brushed my teeth because the dentist said it's important. We read a bedtime story because it helps us sleep better. I put on sunscreen because we were going to the beach.</p>  | <p>To join words and phrases using 'because'.</p> | <ul style="list-style-type: none"> • capital letter • full stop • finger spaces • subordinating conjunction • main (independent clause) • subordinate (dependent clause) |

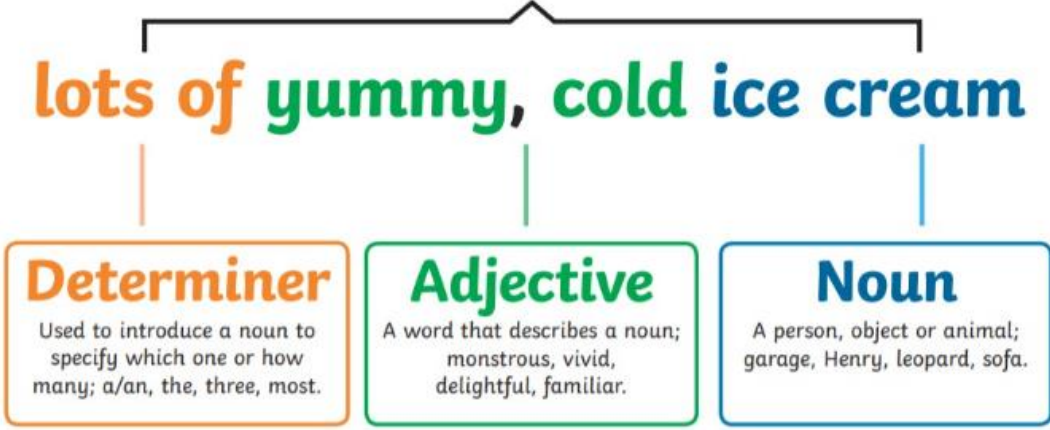
Year 1: A Question Sentence

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|--|---|
| <p>'All the W's sentences' A question (usually starting with words such as: who, why, where, when, what, (how)) punctuated with a question mark</p> | <p>Interrogative sentences are sentences that ask a question, typically to request information. They're identified by the question mark (?) that comes at the end of the sentence instead of a full stop.</p> <p>What is your favourite sport? How do you make a sponge cake? Where do you like to go when it's sunny? Who is your best friend in school? When is your birthday? Why did you give him your coat? What's your favourite game to play with your family? How do you like to spend a rainy day? Where do you want to go for your next holiday? Who taught you how to draw cool pictures? How do you feel when it snows? Why did Beegu make that sound?</p> | <p>To join words to make sentences. To punctuate a question using a capital letter(s) and a question mark.</p> | <ul style="list-style-type: none"> capital letter question mark |

Year 1: An Exclamation Sentence

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|--|---|
| <p data-bbox="69 384 190 443">'What + !' 'How + !'</p> <p data-bbox="69 485 331 639">An exclamation sentence (starting with 'what' or 'how' punctuated with an exclamation mark</p> | <p data-bbox="389 150 1391 240">An exclamatory sentence, also known as an exclamation sentence or an exclamative clause, is a statement that expresses strong emotion. Typically, in English grammar, an exclamatory sentence ends with an exclamation mark.</p> <p data-bbox="389 277 1025 635">How amazing the fireworks were last night! What a big and colourful rainbow in the sky! How delicious this ice cream tastes! What a cool and fast race car that is! How beautiful the stars are in the night sky! What a funny clown at the circus! How yummy these cookies smell! What a huge and fluffy teddy bear! How fun it is to play at the playground! What a surprise gift you got for your birthday!</p> <p data-bbox="434 683 1272 858">How exciting this holiday has been! What a beautiful day! What a lovely dress you are wearing!</p> | <p data-bbox="1482 150 1765 204">To join words to make sentences.</p> <p data-bbox="1482 213 1854 336">To punctuate an exclamation sentence using a capital letter(s) and an exclamation mark.</p> | <ul data-bbox="1879 150 2168 204" style="list-style-type: none">• capital letter• exclamation mark |

Year 2: A Noun Phrase / An Expanded Noun Phrase (to describe)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|---|--|
| <p>'2ad sentence' A sentence where additional descriptive information (in the form of one or more adjectives) is added between the determiner and the noun</p> | <p>An expanded noun phrase is a group of words that give more information about a noun.</p> <p>It was <u>a soft, chewy pizza</u>. I have <u>a kind, friendly teacher</u>. I picked up <u>the shiny, spotty ball</u>. She had <u>a scruffy, black cat</u>. <u>The big, brown bear</u> in the forest was very friendly. <u>My shiny, red bicycle</u> goes really fast. <u>The soft, fluffy kitten</u> purrs when you stroke it gently. I wore <u>my warm, cozy pyjamas</u> to bed. <u>The bright, yellow sun</u> shines during the day. I saw <u>a tiny, buzzing bee</u> flying from one flower to another. <u>The noisy, clattering train</u> passed by our house.</p> <div style="text-align: center;">  <p>The diagram shows the phrase "lots of yummy, cold ice cream" with a bracket above it. Below the phrase are three boxes: "Determiner" (orange) pointing to "lots of", "Adjective" (green) pointing to "yummy, cold", and "Noun" (blue) pointing to "ice cream".</p> </div> | <p>To create expanded noun phrases to describe.</p> | <ul style="list-style-type: none"> • determiner • noun • adjective • noun phrase • expanded noun phrase |


| Year 2: A Noun Phrase / An Expanded Noun Phrase (to specify) | | | |
|---|--|---|---|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| A sentence where additional information (that specifies the uniqueness / exact identity of the noun) is added in the form of an expanded noun phrase after the subject (initial noun) of the sentence | <p>An expanded noun phrase is a group of words that give more information about a noun.</p> <p>I picked up <u>the ball with a shiny, spotty surface</u>. She had <u>a cat with scruffy, black fur</u>. I chose <u>a book with a colourful, hand-painted cover</u>. He wore <u>a hat with a floppy, wide brim</u>. She had <u>some dolls with long, curly hair</u>. I saw <u>three cars with sleek, silver paint</u>. He had <u>a kite with a long, twisting tail</u>. She didn't want to wear <u>the necklace with a sparkling, diamond pendant</u>. I grew <u>a flower with bright, fragrant petals</u>. He had <u>a backpack with many pockets and zips</u>. She had <u>a dress with frilly, lace trim</u>.</p> | To create expanded noun phrases to specify. | <ul style="list-style-type: none"> determiner noun(s) adjective noun phrase expanded noun phrase |

| Year 2: A Statement | | | |
|---|--|---|--|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| Statements are sentences which tell you something. They end with a full stop. | <p>A statement sentence is a type of sentence that conveys and expresses a simple piece of information in speech or writing. This doesn't necessarily have to be a statement of a fact. It could even be or a statement of an idea or someone's opinion, such as "I like eating ice cream".</p> <p>My dog likes to play fetch with a ball. I think apples are a healthy snack. The sun is very hot. Birds can fly in the sky. When I went to the beach, the waves were very big. I have a teddy bear named Teddy. The Earth revolves around the Sun. Penguins are birds that cannot fly. The Great Wall of China is very long. Dolphins are mammals that live in the ocean. A square has four equal sides and four right angles. The human heart pumps blood throughout the body.</p> | To identify sentences with different forms. (statement) | <ul style="list-style-type: none"> capital letter full stop express information convey information |

| Year 2: A Question | | | |
|---|---|---|--|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| <p>Questions are sentences that ask you something. They usually end with a question mark.</p> | <p>Interrogative sentences are sentences that ask a question, typically to request information. They're identified by the question mark (?) that comes at the end of the sentence instead of a full stop.</p> <p>What's your favourite subject in school? How do plants make their own food? Who is your favourite author? Why do you think that character is so mean? What is the biggest planet in our solar system? How do birds know where to migrate? What's your favourite board game to play? When did the first person walk on the moon? Where can you go to see the remains of dinosaurs? How do magnets work? Who invented the light bulb? Why might Charlie regret spending his last 50p? When is your bedtime?</p> | <p>To identify sentences with different forms. (question)</p> | <ul style="list-style-type: none"> capital letter question mark request information |

| Year 2: A Command | | | |
|--|--|--|--|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| <p>'Imperative Verb sentences' Commands are sentences that tell you to do something. They are often urgent or angry and can be very short.</p> | <p>Command sentences give instructions and tell / order someone to do something. They use imperative ('bossy verbs'), like 'Jog on the spot'. If you put an imperative verb at the beginning of a sentence, it turns it into a command. A command sentence ends in a full stop or an exclamation mark.</p> <p>Please clean up your room before dinner. Finish your homework before you play video games. Brush your teeth before bedtime. Stop that! Share your toys with your little brother. Be kind to your friends at school. Put away your dishes after eating. Listen to your teacher in class. Go to bed! Water the plants in the garden. Tie your shoelaces before going outside to play. Help! Wash your hands before eating a snack.</p> | <p>To identify sentences with different forms. (command)</p> | <ul style="list-style-type: none"> capital letter full stop exclamation mark imperative verb |

Year 2: An Exclamation

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|--|--|
| <p>Exclamations are sentences that begin with 'what' or 'how', or interjections (e.g. 'wow', 'oh no', 'ouch'). They are full sentences, include a verb and end with an exclamation mark.</p> | <p>An exclamatory sentence, also known as an exclamation sentence or an exclamative clause, is a statement that expresses strong emotion. Typically, in English grammar, an exclamatory sentence ends with an exclamation mark.</p> <p>Wow, that roller coaster was so thrilling! Look at the beautiful rainbow in the sky! How incredible that magician made the rabbit disappear! Oh no, I dropped my ice cream on the ground! Awesome, we won the hockey match! What a fantastic surprise birthday party this is! Yikes, there's a giant spider on the wall! How delicious this pizza smells! Hooray, it's a snow day and no school! What a cute puppy you have! Amazing, I found a hidden treasure in the backyard! Ouch, I stubbed my toe on the table! What a cool new bike you got! Cool, a shooting star just flew by! How amazing the fireworks were last night!</p>  | <p>To identify sentences with different forms. (exclamation)</p> | <ul style="list-style-type: none"> • capital letter • exclamation mark |

Year 2: A List Sentence

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|--|---|
| A sentence that lists items (usually nouns) and uses commas to separate each item, except for the final two items in the list which are separated with the co-ordinating conjunction 'and' | I packed my backpack with pencils, notebooks, a rubber and a ruler. For lunch, I had a sandwich, an apple, carrot sticks and a cookie. At the zoo, we saw lions, tigers, bears and giraffes. My favourite colours are red, blue, green, yellow and purple. In the toy shop, I saw action figures, board games, puzzles and dolls. I want to learn how to swim, ride a bike, play chess and bake cookies. The garden has roses, daisies, sunflowers and tulips. In the forest, we spotted squirrels, rabbits, birds and butterflies. At the party, we played musical chairs, pass the parcel, pin the tail on the donkey and duck, duck, goose. My breakfast includes cereal, milk, orange juice and toast with butter and jam. | To use commas to separate items in a list. | <ul style="list-style-type: none">• noun(s)• adjective(s)• comma(s)• co-ordinating conjunction |

Year 2: A Compound Sentence / Joining Clauses (with co-ordinating conjunctions)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|---|
| <p>'BOYS sentence' Two independent (main) clauses joined by the use of a co-ordinating conjunction 'and, but, or, so'</p> | <p>A compound sentence is a sentence that connects two independent clauses, typically with a co-ordinating conjunction (like 'and', 'or', 'but', 'so'). It is best for combining two or more sentences that are self-sufficient but related into a single, unified one.</p> <p>And 'And' is a co-ordinating conjunction that adds one thing / idea to another. I finished my homework and then I went outside to play with my friends. We went to the park and we played on the swings and the slide. I like to read books and my brother enjoys playing soccer.</p> <p>But 'But' is a co-ordinating conjunction that illustrates a contrast. I wanted to go to the park, but it started raining. I have a pet dog, but I really want a pet cat. I love playing outside, but today I have to finish my homework.</p> <p>Or 'Or' is a co-ordinating conjunction that presents an alternative or a choice. Do you want pizza for dinner, or would you prefer spaghetti? We can go to the park, or we can play games at home. They could go to watch a movie tonight, or they might choose to read a book before bedtime.</p> <p>So 'So' is a co-ordinating conjunction that Indicates effect, result or consequence. It's a sunny day, so let's go to the park and have a picnic. I practiced riding my bike every day so I could ride without training wheels. He cleaned his room so he could find his toys more easily.</p> | <p>To use co-ordinating conjunctions to join clauses.</p> | <ul style="list-style-type: none"> • main (independent) clause(s) • comma(s) • co-ordinating conjunction |

Year 2: A Complex Sentence / Joining Clauses (with subordinating conjunctions)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|---|--|
| <p>An independent (main) clauses joined with a subordinating clause through the use of a subordinating conjunction 'when, if, that, because'</p> | <p>A complex sentence is a sentence that contains an independent clause and one or more subordinate clauses. Subordinate clauses are also known as dependent clauses. An independent clause can stand alone as a sentence, but a dependent clause can't stand alone and relies on the main clause in order to make sense.</p> <p>Main clause (independent clause) = underlined Subordinate clause (dependent clause) = highlighted</p> <p>When <u>I felt happy</u> when I saw my friends at the park. <u>The fireworks lit up the sky</u> when it got dark. <u>I like to read books</u> when it's raining outside. When the weather is sunny and warm, <u>we'll have a picnic.</u> When I have school the next day, <u>I go to bed early.</u> When we have a family game night, <u>we play board games.</u></p> <p>If If it rains, <u>we'll stay inside and play board games.</u> <u>I can watch my favourite TV show, if I finish my homework early. If we go to the park, <u>I'll bring my football.</u> <u>I might get a special prize,</u> if I'm good at school. If we have pizza for dinner, <u>we can have ice cream for dessert.</u> <u>I'll be very happy,</u> if I find my lost toy.</u></p> <p>That <u>I heard a noise</u> that sounded like a cat meowing. <u>My mom made cookies</u> that were chocolate chip and delicious. <u>We watched a movie</u> that made us laugh a lot. <u>I have a new backpack</u> that has a cool superhero design. <u>The book I read had a dragon</u> that could breathe fire. <u>We visited a zoo</u> that had monkeys swinging from trees.</p> <p>Because <u>I wore my raincoat</u> because it was raining outside. <u>We stayed at home</u> because my little sister was not feeling well. <u>I finished my homework</u> because I wanted to play with my friends later. <u>We ate ice cream</u> because it was a hot summer day. <u>I turned on the lights</u> because it was getting dark in my room. <u>We planted flowers</u> because we wanted to make our garden pretty.</p> | <p>To use subordinating conjunctions to join clauses.</p> | <ul style="list-style-type: none"> • main clause (independent clause) • subordinate clause (dependent clause) • comma(s) • subordinating conjunction |

| Year 2: Starting Sentences with an Adverb | | | |
|---|--|--|--|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| <p>'Double -ly ending sentences' An adverb (punctuated with a comma to show that it is separate to the main clause) is used to modify the independent (main) clause.</p> | <p>Main clause = <u>underlined</u> Adverb = highlighted</p> <p>Time Suddenly, <u>the doorbell rang.</u> Eventually, <u>we gathered around the campfire to tell stories.</u> Finally, <u>we visited my grandparents.</u> Firstly, <u>we collected mounds of snow</u> so we could build a snowman.</p> <p>Important: not all adverbs end in -ly Soon, <u>they will collect the magical emerald.</u> Often, <u>my brother will get scared at nighttime.</u></p> <p>Manner Carefully, <u>I crossed the rickety bridge.</u> Excitedly, <u>we opened our presents on Christmas morning.</u> Slowly, <u>the turtle crawled across the garden.</u> Angrily, <u>the cat hissed at the dog.</u></p> <p>Double -ly ending sentences He swam slowly and cautiously. She searched frantically and determinedly. Joyfully and purposefully, <u>they hurried along.</u></p> | <p>To turn adjectives into adverbs (using the suffix -ly) To use adverbials of time to order events.</p> | <ul style="list-style-type: none"> • adverb • comma • main clause • modify |

Year 3: A Noun Phrase / An Expanded Noun Phrase

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|--|--|
| <p>To describe = A sentence where additional descriptive information (in the form of adjectives) is added between the determiner and the noun</p> <p>To specify = A sentence where additional information (that specifies the uniqueness / exact identity of the noun) is added in the form of an expanded noun phrase or a prepositional phrase after the subject (initial noun) of the sentence</p> | <p>An expanded noun phrase is a group of words that give more information about a noun.</p> <p>To describe <u>The enormous, fluffy teddy bear</u> had already been sold. <u>Two delicious, cheesy pizzas</u> arrived. <u>A shiny, red fire engine</u> rushed to the scene.</p> <p>To specify (with an expanded noun phrase after the noun) <u>I found a treasure chest filled with shiny, glittering jewels.</u> <u>We spotted the bird with vibrant, rainbow-colored feathers.</u> <u>They explored some caves with dark, mysterious tunnels.</u></p> <p>To specify (with a prepositional phrase) <u>The timid cats on the roof</u> are clearly afraid of heights. <u>This rainbow in the sky</u> was so colourful and clear. <u>Two ancient books on the shelf</u> have beautiful covers. <u>Her painting on the wall</u> is a work of art.</p> | <p>To create expanded noun phrases (to describe, to specify, for impact)</p> | <ul style="list-style-type: none"> • determiner • noun(s) • adjective(s) • noun phrase • expanded noun phrase • prepositional phrase |

Year 3: A Noun Phrase / An Expanded Noun Phrase

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|--|---|
| <p>'Ad, same ad sentence'</p> <p>This sentence has two identical adjectives, the first adjective appears within an expanded noun phrase, and is then repeated shortly after the other with the subordinating conjunction 'because' being used to join a clause that offers an explanation.</p> | <p>He was <u>a fast runner</u>, fast because he needed to be.</p> <p>It was <u>a silent town</u>, silent because all the residents had fled.</p> <p>She was <u>a talented musician</u>, talented because she practiced every day.</p> <p>It's <u>a peaceful forest</u>, peaceful because there are no noisy machines around.</p> <p>She was <u>a skilled artist</u>, skilled because she practiced every day.</p> <p>He owned <u>an old car</u>, old because it had been in the family for generations.</p> <p>He was <u>a wise teacher</u>, wise because he had years of experience.</p> <p>She had baked <u>some delicious cakes</u>, delicious because it had the perfect blend of flavours.</p> | <p>To create expanded noun phrases (to describe, to specify, for impact)</p> | <ul style="list-style-type: none"> • determiner • noun(s) • adjective(s) • noun phrase • expanded noun phrase • subordinate conjunction |

Year 3: Simile (Figurative Language)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|--|---|
| <p>'as a' / 'like a' sentence'</p> <p>A simile is a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid.</p> | <p>'x' like a 'z'</p> <p>The night sky was like a sea of twinkling stars. Her laughter was like a melody that made everyone smile. This river flowed gently, like a calm and peaceful lullaby. The field of flowers stretched out like a colourful, endless carpet. The old oak tree stood tall and strong, like a guardian of the forest. The city streets buzzed with activity, like a bustling beehive. Thousands upon thousands of waves crashed against the shore that night, like an orchestra of the sea. The sun warmed the beachgoers like a cosy, comforting blanket. Her kindness shone like a ray of sunshine on a cloudy day. The waves crashed on the shore like a roaring lion.</p> <p>'x' as _____ as a 'z'</p> <p>His curiosity was as boundless as an explorer on a grand adventure. Her smile was as bright as the sun. His voice was as smooth as silk. The forest was dark as night. The mountain peak was as sharp as a knife. Her laughter was as musical as a songbird. The flowers in the garden were as colourful as a rainbow. The playground was as busy as a beehive. The room was as cold as snow on a winter day.</p> | <p>To create and use figurative language for effect. (similes)</p> | <ul style="list-style-type: none"> • noun(s) • adjective(s) • comparison |



Year 3: Metaphor (Figurative Language)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|---|
| <p>'is a' / 'was a' sentence'</p> <p>A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics.</p> | <p>'x' is a 'z'</p> <p>Her smile is a ray of sunshine on a cloudy day. The classroom is a beehive of activity during group projects. His laughter is a bubbling brook of joy. The teacher's guidance is a compass that helps us find our way. The football pitch is a battlefield where we give it our all. The library is a treasure trove of knowledge. Her voice is a sweet melody that soothes our souls. The family is a cosy blanket of love and warmth. His courage is a roaring lion in the face of challenges. Friendship is a sturdy bridge that connects our hearts.</p> <p>'x' was a 'z'</p> <p>The river was a long, winding snake, slithering through the valley. The mountain was a giant, ancient fortress, guarding the land. The moon was a glowing lantern. The snowflakes were delicate fairies, dancing their way to the ground. The road was a ribbon, winding through the countryside. The ocean was a vast, endless desert of water.</p> <p>'x' were 'z'</p> <p>The raindrops were tiny dancers, performing a soft ballet on the roof. The stars were sparkling diamonds in the velvet sky. The clouds were fluffy pillows. Her words were arrows, sharp and straight to the point. His ideas were seeds. Her tears were rivers. His questions were keys, unlocking hidden knowledge.</p> | <p>To create and use figurative language for effect. (metaphor)</p> | <ul style="list-style-type: none"> • noun(s) • adjective(s) • comparison |

Year 3: Onomatopoeia (Figurative Language)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|---|---|
| <p>'Sound! Cause sentence'</p> <p>This sentence opens with an attention-grabbing onomatopoeic word and then unfolds with the explanation of what caused the sound in the following sentence.</p> | <p>Onomatopoeia is the use or creation of a word that phonetically imitates, resembles, or suggests the sound that it describes. Such a word itself is also called an onomatopoeia.</p> <p>Bang! The soldier fired a round into the dense forest. Splash! The water balloon burst, soaking everyone at the picnic. Boom! The thunder rumbled loudly during the storm. Whoosh! The kite soared high in the sky, trailing colourful tails. Beep! The alarm clock went off, signalling it was time to wake up. Sizzle! The pancakes cooked in the hot, buttery skillet. Creak! The old, wooden door slowly swung open by itself. Hiss! The cat arched its back and hissed at the approaching dog. Ding-dong! The doorbell chimed, announcing the arrival of guests. Roar! The lion's mighty cry echoed across the zoo. Pop! The popcorn kernels exploded in the microwave, filling the kitchen with a delicious smell.</p> | <p>To create and use figurative language for effect. (onomatopoeia)</p> | <ul style="list-style-type: none"> • noun(s) • adjective(s) • exclamation mark |

Year 3: A Compound Sentence / Joining Clauses (with co-ordinating conjunctions)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|---|---|
|  <p>'FANBOYS sentences' Two independent (main) clauses joined by the use of a co-ordinating conjunction 'for, and, nor, but, or, yet, so'</p> <p>1 Tim must have been hungry For his lunchbox was empty. 1</p> <p>2 We were stuck in traffic so I was late to school. 2</p> <p>3 I have a pet dog and his name is Scout. 3</p> |  <p>A compound sentence is a sentence that connects two independent clauses, typically with a co-ordinating conjunction (like 'and', 'or', 'but', 'so', 'yet', 'nor', 'for'). It is best for combining two or more sentences that are self-sufficient but related into a single, unified one.</p> <p>For 'For' is a co-ordinating conjunction that explains reason or purpose (just like "because"). I wanted to go to the park, for the weather was sunny and perfect. She brought her umbrella, for the forecast predicted rain. We spent time perfecting our shooting skills, for the big game is tomorrow.</p> <p>And 'And' is a co-ordinating conjunction that adds one thing / idea to another. I finished my homework and then I went outside to play with my friends. We went to the park and we played on the swings and the slide. I like to read books and my brother enjoys playing soccer.</p> <p>Nor 'Nor' is a co-ordinating conjunction that is used to present an alternative negative idea to an already stated negative idea. I don't like broccoli, nor do I like peas with my dinner. She neither wanted the red dress nor the green one. They did not watch a movie, nor did they play on their iPads yesterday.</p> <p>But 'But' is a co-ordinating conjunction that illustrates a contrast. I wanted to go to the park, but it started raining. I have a pet dog, but I really want a pet cat. I love playing outside, but today I have to finish my homework.</p> | <p>To use co-ordinating conjunctions to join clauses. (for, and, nor, but, or, yet, so)</p> | <ul style="list-style-type: none"> main (independent) clause(s) comma(s) co-ordinating conjunction |

Or

'Or' is a co-ordinating conjunction that presents an alternative or a choice.

Do you want pizza for dinner, or would you prefer spaghetti?

We can go to the park, or we can play games at home.

They could go to watch a movie tonight, or they might choose to read a book before bedtime.

Yet

'Yet' is a co-ordinating conjunction that Introduces a contrasting idea that follows the preceding idea logically (similar to "but").

We cleaned our rooms for several hours, yet they still look messy.

He'd studied extremely hard for the test, yet he was still feeling a little nervous.

I always take a book to the beach, yet I never seem to turn a single page.

So



'So' is a co-ordinating conjunction that Indicates effect, result or consequence.

It's a sunny day, so let's go to the park and have a picnic.

I practiced riding my bike every day so I could ride without training wheels.

He cleaned his room so he could find his toys more easily.

Year 3: A Complex Sentence / Joining Clauses (with subordinating conjunctions)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|---|--|
|  <p>'I SAW A WABUB sentences' An independent (main) clauses joined with a subordinating clause through the use of a subordinating conjunction 'if, then, because, when, before, after, while, even so'</p> |  <p>A complex sentence is a sentence that contains an independent clause and one or more subordinate clauses. Subordinate clauses are also known as dependent clauses. An independent clause can stand alone as a sentence, but a dependent clause can't stand alone and relies on the main clause in order to make sense.</p> <p>If</p> <p>I'll get a gold star from the teacher, if I do well on the test. If they read for 20 minutes before bed, they'll have interesting dreams. We can have a picnic in the park, if the sun comes out.</p> <p>Then</p> <p>I finished my homework, then I went outside to play. We had breakfast, then we got ready for school. Millie brushed her teeth, then she went to bed.</p> <p>Because</p> <p>I'm going to bed early because I have a big day tomorrow. We're wearing helmets because safety is important when riding bikes. She's revising long multiplication because she wants to get better at it.</p> <p>When</p> <p>When it's a special occasion, my entire family gather at my Grandma's house. I get excited when I see my friends at school. We have a picnic when we go to the beach. When I have some free time, I read a book.</p> <p>Before</p> <p>We clean our room before we go to the park. Before I can watch TV, I have to do my chores. We pack our bags before we go on a trip. Before I'm allowed to have a snack, I must finish all of my dinner.</p> | <p>To use subordination conjunctions to join clauses. (if, then, because, when, before, after, while, even so)</p> <p>To write sentences with more than one clause. (using co-ordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.)</p> | <ul style="list-style-type: none"> • main clause (independent clause) • subordinate clause (dependent clause) • comma(s) • subordinating conjunction |

After

I brush my teeth **after** I wake up in the morning.

After they had put on their pyjamas, their grandmother read them a bedtime story .

Alfie did his chores **after** he had listened to some music in his bedroom.

After the delicious main meal, we were served the most exquisite dessert.

While

While waiting for the bus, I read a book.

We played games in the living room **while** the rain poured outside.

Pritpal listened to music **while** cleaning his room.

While sitting around the campfire, we told ghost stories.

Even so

He didn't like broccoli, **even so**, he ate it because it's healthy.

We lost the game, **even so**, we had a lot of fun playing.

It was a long trip, **even so**, we enjoyed the journey.

Since

Since I took my medicine, I've felt much better.

We've been friends **since** we met at the park.

Since it's a chilly day, I've been wearing my warm, winter jacket.

We've been reading lots of books **since** we visited the library yesterday.

As

As I watched my favourite TV show, I distractedly ate my dinner.

We sang songs **as** we walked to the park.

I brushed my teeth **as** my brother went to negotiate a later bedtime with our parents.

As it rained relentlessly outside, we played board games and drank hot chocolate.

Although

That afternoon, they eventually went on the roller coaster, **although** they'd been scared about doing it all morning.

Although he was little, he climbed the tree faster than any of us.

I gave a speech in front of the class, **although** I was very nervous.

Although we lost the game, we played our best.

Until

I waited **until** my friend arrived before walking to the bus stop.

We didn't leave the park **until** the sun began to set.

We stayed at the beach **until** it started to get dark.

Until all our friends had arrived, we waited patiently to start the movie.

Year 3: Using Adverbs Effectively

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|--|---|
| <p>Adverbs are NOT '-ly words'!</p> <p>A misconception often taught to children is that adverbs are words that always end in -ly. This means that children incorrectly identify adjectives such as 'friendly' or 'cuddly' as adverbs. Similarly if they believe that all adverbs end in -ly they will fail to identify words such as 'very', 'often' or 'soon' as adverbs.</p> | <p>An adverb is a word that modifies (describes) a verb ("he sings loudly"), an adjective ("very tall"), another adverb ("ended too quickly"), or even a whole sentence ("Fortunately, I had brought an umbrella.").</p> <p>Often I often ride my bike to school. We often visit our grandparents on weekends. Often, she'll read more than one book before bedtime.</p> <p>Quickly I felt proud of myself because I'd solved the puzzle quickly. Quickly, he cleaned his room to earn a reward. We crossed the street quickly when the traffic light turned green.</p> <p>Very We had a very big cake for the celebration. I was very surprised when I received a gift. The beach was very sunny and perfect for swimming.</p> <p>Then next She packed her backpack, then next, she got ready for school. We planted flowers in the garden, then next, we watered them. I ate my lunch, then next, I had a piece of fruit.</p> <p>Soon We'll finish our game and go home soon. Soon, the rain will stop soon and we'll be able to play outside. We'll have dinner soon, so don't spoil your appetite with snacks.</p> <p>Therefore She apologised for her mistake, therefore, we forgave her. We finished our chores, therefore, we earned a reward. I listened carefully in class, therefore, I understood the lesson.</p> | <p>To use and apply adverbs effectively. (often, quickly, very, then next, soon, therefore).</p> | <ul style="list-style-type: none"> • time • frequency • place • manner • degree / possibility • comma • modify |

Year 3: Fronted Adverbials / Fronted Adverbial Phrases

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|---|
| <p>A fronted adverbial (one word) / a fronted adverbial phrase (more than one word), used at the start of the sentence and punctuated with a comma to show that it is separate to the main clause.</p> <p>(An easy way to remember what an adverbial is: it adds to the verb.)</p> | <p>Fronted adverbials are often used to give context to the main action of a sentence, such as when, where, or how it happened.</p> <p>Time (when) Before sunrise, Darius crept into the beast's cave. Yesterday, we had a picnic in the park. Early in the morning, I woke up to the sound of birds singing. Last summer, we went on a fun daytrip to the beach. After school, I like to play with my friends at the playground. Later, the rain eventually stopped and we could go outside.</p> <p>Place (where) – using a prepositional phrase At the back of the cave, the terrifying creature began to stir. In a cosy corner of the library, I found a fantastic adventure book. At the bustling theme park, we searched frantically to find the largest roller coaster. Under the shady tree, we had a picnic on a hot summer day. In the kitchen, we heard mysterious noises coming from the basement. By the sparkling lake, we skimmed stones across the water. Across the crowded shopping centre, I spotted my favourite toy in a shop window. On the football pitch, we gathered to reminisce about the goal we scored to win the championship game.</p> <p>Manner (how) As quick as a flash, Darius bounded behind a nearby rock. With a big grin, she greeted her friends at the door. Slowly but surely, the turtle crawled across the sandy beach. With a loud roar, the roller coaster sped down the track. Gently, mum tucked me in and kissed me goodnight. Anxiously, I waited for my turn to perform on stage.</p> | <p>To use adverbs to create fronted adverbials.</p> | <ul style="list-style-type: none"> • time • frequency • place • manner • degree / possibility • comma • modify • prepositional phrase |

Year 3: Inverted Commas / Direct Speech

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|---|--|
| <p>Inverted commas should NOT be referred to as 'speech marks'!</p> <p><i>Sixty-six, capital letter, speech, punctuation, ninety-nine, new speaker – new line...</i></p> | <p>Direct speech is the reporting of speech by repeating the actual words of a speaker, for example 'I'm going,' she said.</p> <p>"Don't forget to wash your hands before dinner." Mom said firmly. "I love playing with my toys!" Timmy exclaimed. "What's your favourite book?" Sarah asked her friend. "Did you finish your homework yet?" Dad asked anxiously. "I'm so excited for the weekend!" Emily shouted. "Can we go to the park today?" Jason inquired. "I don't like broccoli," Lily admitted. "Let's build a sandcastle at the beach," suggested Tom enthusiastically. "I had a fun time at the birthday party," Emma shared. "Please pass the cookies," requested Alex.</p> | <p>To use inverted commas to punctuate direct speech.</p> | <ul style="list-style-type: none"> • Inverted commas • associated punctuation • synonyms for 'said' |

Year 3: Prepositions / Prepositional phrases

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|--|
| <p>Prepositions usually sit before nouns (or pronouns) to show the noun's (or pronoun's) relationship to another word in the sentence.</p> | <p>A preposition / prepositional phrase is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object.</p> <p>Time We have swimming lessons on Monday. The school dance is during the evening. After school, we go to the library. My favourite show comes on at 7 o'clock. Every Sunday, we always have a family dinner. I do my homework before bedtime. The party is happening in the afternoon.</p> <p>Place In the park, we played hide-and-seek within the wooded area. The cat is sleeping on the cosy couch. I found my lost toy under my sister's bed. By the sparkling lake, we had a picnic. The birds are singing in the tall trees. At the library, I like to read books and ask for recommendations.</p> <p>Cause Due to heavy rain, the match was cancelled. He missed the football match because of his fever. As a result of my poor time keeping, the cookies burned in the oven. She got a gold star on her homework because of her hard work. We couldn't go to the zoo because of the closed gate. The party was postponed due to the power outage. I received a gift from Grandma for my good exam results. We had to leave the park early because of the thunderstorm.</p> | <p>To use prepositions to express time, place and cause. (next to, before, during, after, in, because of, underneath, with)</p> | <ul style="list-style-type: none"> • preposition • prepositional phrase(s) |

Year 4: Inverted Commas / Direct Speech

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|--|--|
| <p>Inverted commas should NOT be referred to as 'speech marks'!</p> <p>Sixty-six, capital letter, speech, punctuation, ninety-nine, new speaker – new line...</p> | <p>Direct speech is the reporting of speech by repeating the actual words of a speaker, for example 'I'm going,' she said.</p> <p>The narrative can come before the speech...</p> <p>The old wizard warned, "Look out for the friendly dragon."</p> <p>Timmy giggled and said, "I love ice cream."</p> <p>Emily whispered to her teddy bear, "Let's go on an adventure."</p> <p>Sarah assured, "I'll help you find it."</p> <p>Jake exclaimed, "I want to be a superhero when I grow up!"</p> <p>Mia kindly said, "Don't worry, I'll be your friend."</p> <p>Dad exclaimed, "What a beautiful rainbow!" as he grabbed his camera.</p> <p>Lily begged, "Can we have a picnic today?" while looking at her parents.</p> <p>Tommy shouted with joy, "I'm so excited for my birthday party!"</p> <p>Emma sighed and said, "I'll never forget this magical day."</p> <p>...or afterwards</p> <p>"Look out for the friendly dragon," said Grandma, pointing to the sky.</p> <p>"I love ice cream," giggled Timmy as he licked his chocolate cone.</p> <p>"Let's go on an adventure," whispered Emily to her teddy bear.</p> <p>"I'll help you find your lost toy," assured Sarah, offering a hand.</p> <p>"I want to be a superhero when I grow up," exclaimed Jake.</p> <p>"Don't worry, I'll be your friend," reassured Mia to the new student.</p> <p>"What a beautiful rainbow!" exclaimed Dad, grabbing his camera.</p> <p>"Can we have a picnic today?" begged Lily, looking at her parents.</p> <p>"I'm so excited for my birthday party," shouted Tommy with joy.</p> <p>"I'll never forget this magical day," sighed Emma, watching the fireworks.</p> <p>Suggest character – body language and actions which suggest a character's emotions / feelings</p> <p>"I love playing with my friends," Sarah said, her eyes sparkling with excitement.</p> <p>"I don't like broccoli," Timmy admitted, scrunching up his nose.</p> <p>"Let's go on an adventure!" exclaimed Alex, his adventurous spirit shining through.</p> <p>"Can I help you with that?" Lily asked, offering her help with a warm smile.</p> <p>"I'm so happy for you," Emily told her friend, clapping her hands with joy.</p> <p>"I'm feeling a little nervous," Tom confessed, fidgeting with his hands.</p> <p>"I had a scary dream last night," Emma whispered, looking around the dark room.</p> | <p>To use inverted commas and other punctuation to indicate direct speech.</p> <p>To apply the rules associated with direct speech. (new speaker, new line)</p> <p>To suggest and describe a character through narrative and dialogue.</p> | <ul style="list-style-type: none"> • Inverted commas • associated punctuation • suggest character • describe character • adverbs • verbs |

"I don't want to go to bed yet," Jason whined, dragging his feet reluctantly.
"I'll miss you so much," said Grandma, tears welling up in her eyes.
"I'm sorry for making a mess," Tom apologised, instantly and diligently cleaning up his spilled juice.

Describe character – physical appearance and actions described using expanded noun phrases

"I love animals," Emma said, her freckled face lighting up with a big smile.
"Let's go on an adventure!" exclaimed Jack, his adventurous spirit shining through his wonky, gappy grin.

"I want to be a scientist one day," Lily declared, her wide, hazel eyes filled with curiosity.

"I'm not afraid of the dark," Tom bragged, puffing out his scrawny chest as bravely as he could.

"I can't wait to learn new things," Sophie remarked brightly as she pulled a perfectly sharpened pencil from her neatly organised pencil case.

"I always try to be kind to others," Mia explained, seemingly more interested in her deep red nail polish than anything else.

"I'm great at telling jokes," Josh boasted, a mischievous glint in his eyes.

"I love to help people," Sarah said, her solemn face attempting to break into a half-hearted smile.

"I want to be a firefighter when I grow up," Ben shared, running his fingers through his floppy fringe.

"I'm the fastest runner in my class," Max claimed, proudly brandishing the collection of shiny medals that hung around his neck.

Year 4: Using Adverbs Effectively

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|--|---|
| <p>Adverbs are NOT '-ly words'!</p> <p>A misconception often taught to children is that adverbs are words that always end in -ly. This means that children incorrectly identify adjectives such as 'friendly' or 'cuddly' as adverbs. Similarly if they believe that all adverbs end in -ly they will fail to identify words such as 'very', 'often' or 'soon' as adverbs.</p> | <p>An adverb is a word used to modify a verb, adjective, or another adverb. An adverb usually modifies by telling how, when, where, why, under what conditions, or to what degree.</p> <p>When Adverbs Modify Verbs You're most likely to find adverbs when they're modifying verbs. While many adverbs end in -ly, making them easy to find, there are several adverbs that have different endings. Different types of adverbs can modify verbs to give more detail about why, how, where, when, how often, and to what extent an action is performed. For example, in the sentences below, the verbs are <u>underlined</u> and the adverbs are highlighted in yellow.</p> <p>My grandfather <u>types</u> <u>slowly</u>. (How does he type?) We <u>leave</u> <u>tomorrow</u>. (When do we leave?) Please <u>go</u> <u>away</u>. (Where should I go?) Our teacher <u>speaks</u> <u>informally</u>. (How does he speak?) Our family <u>never</u> <u>eats</u> meat. (How often do you eat meat?)</p> <p>Adverbs can come before or after the verbs they modify, depending on the rest of the sentence.</p> <p>When Adverbs Modify Adjectives While adjectives describe nouns and pronouns, adverbs can enhance or clarify the adjectives to make them even more clear and exact. For example, in the sentences below, the adjective are <u>underlined</u> and the adverbs are highlighted in yellow.</p> <p>The dog was <u>very</u> <u>loud</u>. (How loud was it?) The essay is the <u>least</u> <u>important</u> part of the exam. (How important is it?) Sean is the <u>most</u> <u>interesting</u> person I've ever met. (How interesting is Sean?) This soup is <u>quite</u> <u>hot</u>. (How hot is it?) My <u>recently</u> <u>evicted</u> neighbour has got a new job. (When was she evicted?)</p> <p>In these cases, the adverbs are functioning as intensifiers. They strengthen the meaning of these adjectives to paint a vivid picture for the reader. These adverbs always come before the adjectives that they modify.</p> | <p>To use and apply adverbs effectively. (often, quickly, very, then next, soon, therefore).</p> | <ul style="list-style-type: none"> • time • frequency • place • manner • degree / possibility • comma • modify |

When Adverbs Modify Other Adverbs

Adverbs can work as intensifiers or provide more information. For example, in the sentences below, the adverbs are underlined and the adverbs which modify the adverbs are highlighted in **yellow**.

The young violinist plays **rather** well. (How well does she play?)

If you eat ice cream **too** quickly, you'll get a headache. (How quickly should I eat it?)

Your description is **quite** horribly accurate. (How horribly accurate is it?)

My plate was **almost** completely full. (How completely full was it?)

Frederick is **sometimes** very pleasant to be around. (How often is it very pleasant?)

When you see one adverb modifying another, you've found an adverbial phrase. These phrases are helpful in making your word choice specific and descriptive.

When Adverbs Modify an Entire Sentence / clause

In some cases, adverbs can modify the entire sentence that follows them. For example:

Unfortunately, he lost his bike and had to walk to work.

Generally, students who do well in SATs go on to get good grades in college.

Interestingly, the cow raised the flock of chickens as her own.

Actually, we didn't go to the party.

Thankfully, the car's brakes functioned as they should.

In each of these cases, the adverb at the beginning of the sentence modifies all of the actions that follow. In the first sentence, for example, it's not only unfortunate that he lost his bike, but also that he had to walk to work.

Often

I **often** ride my bike to school.

We **often** visit our grandparents on weekends.

Often, she'll read more than one book before bedtime.

Quickly

I felt proud of myself because I'd solved the puzzle **quickly**.

Quickly, he cleaned his room to earn a reward.

We crossed the street **quickly** when the traffic light turned green.

Very

We had a **very** big cake for the celebration.

I was **very** surprised when I received a gift.

The beach was **very** sunny and perfect for swimming.

Then next

She packed her backpack, **then next**, she got ready for school.

We planted flowers in the garden, **then next**, we watered them.

I ate my lunch, **then next**, I had a piece of fruit.

Soon

We'll finish our game and go home **soon**.

Soon, the rain will stop soon and we'll be able to play outside.

We'll have dinner **soon**, so don't spoil your appetite with snacks.

Therefore

She apologised for her mistake, **therefore**, we forgave her.

We finished our chores, **therefore**, we earned a reward.

I listened carefully in class, **therefore**, I understood the lesson.

Year 4: Fronted Adverbials / Fronted Adverbial Phrases

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|--|---|
| <p>A fronted adverbial (one word) / a fronted adverbial phrase (more than one word), used at the start of the sentence and punctuated with a comma to show that it is separate to the main clause.</p> <p>(An easy way to remember what an adverbial is: it adds to the verb.)</p> | <p>Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe/modify the action (verb) that follows.</p> <p>Time (when)</p> <p>Before sunrise, Darius crept into the beast's cave. Last summer, we went on a road trip across the country. While the rest of my family are still sleeping, I like to creep into the kitchen to start my day with a healthy breakfast. After school, we usually play soccer with our friends. During the weekend, we often visit our grandparents. In the evening, I enjoy watching the sunset from our porch. On my birthday, I always have a special family dinner. Every December, we decorate the house for the holidays. In the spring, the flowers bloom, and the trees turn green. After finishing my homework, I like to read a good book. On Friday nights, we have a pizza and movie tradition.</p> <p>Frequency (how often)</p> <p>Every so often, Darius could hear the beast's ferocious snore. Every Saturday morning, we go for a family bike ride. Occasionally, I treat myself to an ice cream cone. During the school year, we have science class twice a week. Once a month, we volunteer at the local animal shelter. Rarely, she misses a day of school due to illness. Often, we'll visit the beach on weekends. Every night, I read a chapter from my favourite book. Weekly, we have a movie night with popcorn and snacks. Monthly, we clean and organize our rooms. Every morning, I make time for 30 minutes of guitar practice.</p> <p>Place (where)</p> <p>At the back of the cave, the terrifying creature began to stir. Behind a dusty box, I found my favourite book. Outside, we played dodgeball. In the dark cave, we discovered ancient drawings. At the top of the mountain, we enjoyed breathtaking views. By the calm lake, we set up our picnic. Inside the tent, we told ghost stories. At the beach, we built sandcastles and swam in the ocean.</p> | <p>To create and accurately punctuate fronted adverbials and fronted adverbial phrases. (use commas to separate them from the rest of the sentence.)</p> | <ul style="list-style-type: none"> • time • frequency • place • manner • degree / possibility • comma • modify |

Manner (how)

As quick as a flash, Darius bounded behind a nearby rock.

Swiftly, she completed the challenging obstacle course.

With great determination, he climbed the steep mountain.

Carefully and quietly, they explored the spooky old house.

Gracefully, she danced across the stage during the performance.

With a steady hand, he painted a beautiful sunset.

Patiently, she solved the complex puzzle.

Thoughtfully and respectfully, they discussed their differences.

Degree / Possibility (how likely something will happen)

Almost certainly, the deadly beast was nearing closer.

Undoubtedly, the sun will rise again tomorrow.

Perhaps, we'll find buried treasure on our adventure.

Clearly, she has a talent for playing the violin.

Maybe if it gets cold enough, we'll get a surprise snowfall this winter.

With great certainty, many people hold the belief that with hard work you can achieve your goals.

Undoubtedly, he will pass the challenging exam.

Surely, our team will win if we play our best.

Probably, the ice cream truck will come by after school.

Maybe if we're lucky, we'll see shooting stars during the meteor shower.

Certainly in my opinion, regularly practice will improve your skills in any sport.

In all probability, she will win the science competition.

In the unlikely event of a snowstorm, school might be canceled.

Year 4: Personification (Figurative Language)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|--|--|
| <p>Personification compares the way a thing or object behaves with our own human behaviours.</p> | <p>Personification is a type of figurative language where human characteristics, such as thoughts, feelings or actions, are given to something non-human. The 'non-human' in this case encompasses everything from inanimate objects to plants and animals.</p> <p>Gentle gusts of wind whispered secrets through the rustling leaves of the old oak tree.</p> <p>Lapping waves danced joyfully along the shoreline, reaching out to touch the sandy beach.</p> <p>The sun greeted the morning with a warm, friendly smile.</p> <p>The car engine roared to life, as eager as Daniel was to hit the open road.</p> <p>A steady shower of raindrops tapped on the windowpane like tiny fingers.</p> <p>In the night's sky, the moon watched over the sleepy town, casting a gentle, silvery glow.</p> <p>Swathes of flowers nodded their heads in agreement as if they understood the conversation.</p> <p>With every step, the old house moaned and groaned.</p> <p>The stars twinkled in the night sky, winking at the Earth below.</p> <p>Babbling over rocks and pebbles, the river sang a soothing lullaby as it flowed lazily through the valley.</p> | <p>To use a range of figurative language and poetic devices. (including personification)</p> | <ul style="list-style-type: none">• human• inanimate• qualities• characteristics• comparison |

Year 4: A Complex Sentence / Joining Clauses (with subordinating conjunctions)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|--|
| <p>'If, then sentence' An independent (main) clauses joined with a subordinating clause through the use of a subordinating conjunction 'when, before, after, while, so, because'</p> <p>An 'If, then sentence' combines two subordinate (dependent) clauses.</p> | <p>A complex sentence is a sentence that contains an independent clause and one or more subordinate clauses. Subordinate clauses are also known as dependent clauses. An independent clause can stand alone as a sentence, but a dependent clause can't stand alone and relies on the main clause in order to make sense.</p> <p>If If it doesn't rain, we can have a picnic tomorrow. You're likely to do well on the test, if you study hard enough.</p> <p>Then He finished his project, then he presented it in class. She slayed the beast, then brought its head back to the village as a souvenir.</p> <p>Because The dragon woke up early because it smelled the aroma of breakfast cooking. Sarah was excited because she was going to be going on a thrilling roller coaster ride later that afternoon.</p> <p>When When the clock struck midnight, Cinderella had to leave the ball. The dog wagged its tail when its owner came home from work.</p> <p>Before Before the sun rose, the adventurous explorers set off on their journey. The teacher explained the lesson before assigning the homework.</p> <p>After The chef tasted the sauce after adding the secret ingredient. After the movie ended, everyone clapped and cheered.</p> <p>While While the stars twinkled in the night sky, the campers sat around the campfire. The students quietly studied while the teacher explained the lesson.</p> | <p>To write multi-clause sentences. (using co-ordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.)</p> <p>To vary the position of clauses within a sentence.</p> | <ul style="list-style-type: none"> • main clause (independent clause) • subordinate clause (dependent clause) • comma(s) • subordinating conjunction |

Even so

He was tired from the long journey, even so, he pushed on to reach the summit.

They had disagreements sometimes, even so, their friendship remained strong.

Since

Since the movie was sold out, we opted to watch a different film.

He joined us for a bike ride, since he didn't have any plans.

As

As the sun set, the sky turned shades of orange and pink.

They danced joyfully at the party, as the raucous music played.

Although

Although the movie was scary, they watched it with the lights off.

She felt too nervous to say anything, although it was her turn to speak and she was beginning to feel the pressure of expectation weighing on her shoulders.

Until

The magician didn't reveal the trick until the audience was ready.

The children remained trapped within the mineshaft until the rescue team arrived.

If..., then...

If he missed the shot, then the mission would be a failure.

If the snowtrolls advance any further, then the forest elves will begin preparing an arsenal of fire-arrows.

If..., if..., if..., then...

If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.

If I hadn't found that watch, if the alarm hadn't gone off, if it hadn't scared those burglars, then I wouldn't be sitting here today.

Year 4: A Complex Sentence / Joining Clauses (with co-ordinating and subordinating conjunctions)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|---|---|
| <p>'P.C. (paired conjunction) sentence' Paired conjunctions, (sometimes called 'correlative conjunctions') are two linking words that relate to one another and are used in one sentence.</p> | <p>A complex sentence is a sentence that contains an independent clause and one or more subordinate clauses. Subordinate clauses are also known as dependent clauses. An independent clause can stand alone as a sentence, but a dependent clause can't stand alone and relies on the main clause in order to make sense.</p> <p>rather/than: I would rather walk than run. They preferred to have pizza for dinner rather than burgers. She wanted to play football in the park rather than stay indoors. He would rather stay up late and finish his homework than rush through it in the morning.</p> <p>either/or: It's either now or never. Either we adopt a kitten, or we get a puppy as our new pet. Either he reads a mystery book, or he selects a fantasy novel from the library. Either they stay and fight, or they retreat to their homeland and seek reinforcements.</p> <p>neither/nor: The assignment is neither fun nor interesting. Neither Sarah nor Emma could solve the tricky riddle. It was revealed in the papers that neither the pirates nor the marines knew where the hidden treasure was buried. In the middle of the battle, neither the superhero nor the villain expected the giant lizard-creature to rise from the depths of the sea. After many failed attempts, it was clear that neither the knight nor the dragon could defeat the giant.</p> <p>Both/and: Both myself and my mother have brown hair. Both the detective and the police officer searched for the clues they so desperately needed to solve the mysterious case. As the spaceship lifted off into space, both the astronaut and the alien waved goodbye. Their battle had been brutal and relentless as both the superhero and the villain possessed unique powers and incredible resilience to pain.</p> | <p>To write multi-clause sentences. (using co-ordinating and subordinating conjunctions accurately, including when, before, after, while, so, because.) To vary the position of clauses within a sentence.</p> | <ul style="list-style-type: none"> • main clause (independent clause) • subordinate clause (dependent clause) • comma(s) • subordinating conjunction • co-ordinating conjunction |

not only/but also:

Not only am I tired, **but** I am **also** hungry.

After a massive search and complete excavation of the school playground, **not only** did they find the treasure map, **but** they **also** discovered a hidden message.

Not only did she win the race, **but** she **also** broke the track record.

On the edge of the mountain they'd just successfully scaled, **not only** did they still have the energy to watch the sunset, **but** they **also** stayed up past midnight so they could count shooting stars.

To the amazement of her whole class, **not only** did Sarah attend the concert, **but** she **also** met the famous singer at the after-show party.

as many/as:

There are not **as many** fish in the ocean **as** there once were.

She collected **as many** seashells as her pockets could hold **as** they strolled along the beach.

He ate **as many** pancakes as he could for breakfast **as** his appetite seemed insatiable.

The students read **as many** books as they could find in the library **as** the reading challenge continued.

The team scored **as many** goals as they could during the match **as** the competition was fierce.

They watched **as many** movies as they liked during the movie marathon **as** the night went on.

whether/or

Whether the story has a happy ending **or** a sad one, we'll keep reading.

Whether the door is locked **or** open, we'll go inside the mysterious house.

The platoon didn't know **whether** to march through the forest **or** hike over the mountain.

as/as

As the chef cooked in the kitchen, we smelled the delicious aroma of garlic and spices, salivating **as** our mouths watered.

As the trail meandered through the forest, we followed it carefully, spotting wildflowers **as** birds chirped in the trees.

as/if

He felt **as if** his heart was about to burst from his chest.

They felt **as if** they were being watched.

| Year 4: Cohesive Sentences | | | |
|---|---|---|--|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| <p>'Last word, first word (yoked) sentence' This is made up of two sentences. The second sentence begins with the word or phrase which the first sentence ends with.</p> | <p>Building the new motorway would be disastrous. Disastrous because lots of houses will need to be destroyed.</p> <p>The dragon soared through the sky with its magnificent wings. Wings like those were a rare sight to behold.</p> <p>The treasure chest was buried deep in the sand. Sand that was soft and warm between their toes.</p> <p>The ancient map led them on a thrilling adventure. Adventure was in their blood, and they couldn't resist the call.</p> | <p>To use a range of devices and sentence structures to create mood and atmosphere.</p> | <ul style="list-style-type: none"> • repetition • adjective(s) |

| Year 4: Sentence Starting Modifiers | | | |
|---|---|---|---|
| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
| <p>'3 _ed sentence' A list of three related adjectives (punctuated with commas) preceding a main clause.</p> | <p>The list of adjectives modify the main clause.</p> <p>Frightened, terrified, exhausted, the princess ran for home. Excited, impatient, eager, the children waited for the circus to begin. Curious, adventurous, fearless, the explorers ventured into the mysterious cave. Tired, hungry, cold, the hikers reached the cosy cabin in the woods. Shimmering, twinkling, unrelenting, the stars lit up the night sky. Muddy, wet, tired, the puppy returned from a day of playing in the rain. Enchanted, spellbound, amazed, the audience watched the magician's tricks. Mysterious, dark, ominous, the forest gave them an eerie feeling. Glistening, sparkling, shimmering, the river water beckoned for a swim. Colourful, vibrant, cheerful, the balloons decorated the birthday party. Fragrant, delicious, mouth-watering, the aroma of freshly baked cookies filled the kitchen.</p> | <p>To vary the position of clauses within a sentence.</p> | <ul style="list-style-type: none"> • comma(s) • list • modify • adjectives • main clause |

Year 4: Sentence Starting Modifiers

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|---|--|
| <p>'verb, person sentence' Starting the sentence with a verb (or a list of verbs), punctuated with a comma(s) and preceding a main clause.</p> | <p>The verb / the list of verbs modify the main clause.</p> <p>Single Trembling, he fled from the beast. Whimpering, he watched his favourite character's emotional farewell on TV. Blushing, she stepped on to the stage to receive her award. Cheering, the team celebrated their hard-fought victory on the field. Sighing, she looked out the window on a rainy, gloomy day. Embracing, they reunited after being apart for a long time. Shivering, they huddled together around the bonfire in the cold night.</p> <p>List of verbs Darting, twisting, pushing, the boy ran through the busy streets. Swimming, splashing, diving, they had a blast at the pool party. Racing, zooming, skidding, the cars competed in the thrilling race. Laughing, chatting, singing, the friends enjoyed their picnic by the lake. Twirling, spinning, leaping, the ballerina performed a graceful routine. Gripping, heaving, scrambling, the mountain climbers reached the summit. Baking, frosting, decorating, they made delicious cupcakes for the bake sale in double-quick time. Hiking, backpacking, camping, they were about to embark on the wilderness adventure they'd always dreamt of.</p> | <p>To vary the position of clauses within a sentence.</p> | <ul style="list-style-type: none"> • comma(s) • list • modify • verb(s) • main clause |

Year 5: Sentence Starting Modifiers

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|---|
| <p>'2 pairs sentences' 2 pairs sentences begin with 2 pairs of related adjectives, punctuated with a comma to separate them from the main clause.</p> | <p>The pairs of adjectives modify the main clause.</p> <p>Exhausted and worried, cold and hungry, they did not know how much further they had to go.</p> <p>Excited and curious, shy and hesitant, the students entered the new school.</p> <p>Tall and elegant, ancient and majestic, the castle stood atop the hill.</p> <p>Brave and determined, kind and compassionate, she helped rescue the injured puppy.</p> <p>Dark and stormy, blustery and bitter, the night felt eerie and unsettling.</p> <p>Frightened and anxious, hopeful and relieved, they waited for the test results.</p> <p>Muddy and wet, tired and sore, they trudged through the forest after the rain.</p> <p>Bright and sunny, clear and cloudless, the day was perfect for a picnic.</p> <p>Loud and boisterous, joyful and festive, the carnival filled the town with laughter.</p> <p>Tiny and fragile, colourful and majestic, the butterfly rested on the flower.</p> <p>Wise and experienced, patient and understanding, the teacher guided the students with care.</p> | <p>To use synonyms and antonyms effectively.</p> <p>To use synonyms and antonyms effectively (to strengthen intended impact).</p> | <ul style="list-style-type: none"> • pairs • adjectives • main clause • related |

Year 5: A Noun Phrase / An Expanded Noun Phrase

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|--|--|
| <p>We can expand noun phrases by adding more information before or after the noun.</p> <p>These could be adjectives, modifying nouns or a prepositional phrase.</p> | <p>An expanded noun phrase is a group of words that give more information about a noun.</p> <p>On <u>those wild mountaintops above the clouds</u> were things Tashi was afraid of.</p> <p>He was <u>a bad-tempered man with a beaky nose and eyes like sharp little stones</u>.</p> <p>Tashi stared in wonder at <u>the glowing emerald leaves which had appeared magically in her basket</u>.</p> <p><u>The kindly monkeys in the trees</u> had given a precious gift to Tashi.</p> <p><u>Amazed Tashi, who had felt so sad when the monkeys took her mother's basket, now understood.</u></p> <p><u>The weeds, like an underwater forest swaying in the waves,</u> tickled my toes.</p> <p>An appositive is a noun or an expanded noun phrase that sits next to the noun and renames it (concisely adding more information).</p> <p>Neil Armstrong, <u>the first man on the moon</u>, was born in 1930.</p> <p>Standing outside the palace, Penelope, <u>the wife of Odysseus</u>, looked out across the ocean.</p> | <p>To create and use expanded noun phrases to convey complicated information concisely.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> | <ul style="list-style-type: none"> • determiner • noun(s) • adjective(s) • noun phrase • expanded noun phrase • prepositional phrase |

Year 5: Inverted Commas / Direct Speech

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|--|--|
| <p>Inverted commas should NOT be referred to as 'speech marks'!</p> <p><i>Sixty-six, capital letter, speech, punctuation, ninety-nine, new speaker – new line...</i></p> | <p>Direct speech is the reporting of speech by repeating the actual words of a speaker, for example 'I'm going,' she said.</p> <p>Rules of split speech When the person speaking says two complete sentences that make sense on their own, each part of the speech starts with a capital letter.</p> <p>"I can't believe we made it," Alex whispered, his eyes wide with wonder, "We've finally done it!"</p> <p>"This is incredible!" Maria gasped, as she watched the fireworks light up the night sky, "It's a dream holiday and I'm so glad we came."</p> <p>"I've never seen anything like it," Jake marvelled, his fingers tracing the intricate carvings on the ancient artifact, "It must be over a thousand years old."</p> <p>"I'm so proud of you," Mom whispered, hugging Emily tightly, "You've worked so hard for this."</p> <p>"I knew we could do it," Coach Johnson said, his voice filled with pride, "Game after game after game, you guys gave everything you had to give!"</p> <p>"We can't thank you enough," Mrs. Ramirez told the firefighter, tears of relief in her eyes, "How can we ever repay you?"</p> <p>When the person speaking begins saying something (one sentence) and then finishes off what they're saying the second part of the speech, the second part of the speech does not start with a capital letter.</p> <p>"It's so," Sarah sighed, looking out over the tranquil lake, "...peaceful here."</p> <p>"I never," David declared, his toes buried in the warm sand, "ever want to leave this place."</p> <p>"This is the best..." Lily began to announce, becoming teary as she opened the gift box, "surprise I... c-c-could ever... imagine!"</p> | <p>To use inverted commas and other punctuation to indicate direct speech. – Y4 Recap</p> <p>To apply the rules associated with direct speech. (new speaker, new line) – Y4 Recap</p> <p>To suggest and describe a character through narrative and dialogue. – Y4 Recap</p> <p>To integrate dialogue into narratives to convey character.</p> <p>To apply the rules associated with direct speech. (split speech)</p> <p>To integrate dialogue into narratives to convey character. (more subtle examples through show not tell)</p> <p>To integrate dialogue to advance the action.</p> | <ul style="list-style-type: none"> • Inverted commas • associated punctuation • suggest character • describe character • adverbs • verbs • split speech |

To convey character (subtle examples through show not tell)

"I don't know anything about that," she said failing to make eye contact with him.

"I don't know anything about that," she said as her eyes darted around the room.

"I don't know anything about that," she said looking down, staring at her shoes.

"I don't know anything about that," she said instantly casting her gaze towards the open door.

To integrate dialogue to advance the action – using the character's body language and movements to show the reader how the narrative is moving forward

"That's amazing!" Sheila exclaimed, passing the binoculars quickly to the captain, who had now brought the boat to a standstill.

"I think I found something," Jake said, as he shone his torch into the dark cave and beckoned frantically for the others to join him.

"We should split up," Emily suggested, passing Brian the other torch and beginning dividing their food rations.

"Wait, I hear something," whispered Alex, holding his breath and listening intently as what sounded like mysterious footsteps echoed in the eerie, moonlit forest.

"This looks like a secret passage," Maria exclaimed, pushing a bookshelf aside to reveal a hidden door.

"I can't see anything," Sarah muttered, fumbling with her hands outstretched as she left the others and walked forward into the pitch-black tunnel.

"I think we're lost," Mark admitted, as he checked the map one more time.

"We need to find a way out," David urged, his voice echoing in the vast, echoing chamber, whilst Daniel began pounding desperately at the locked door.

"Did you hear that?" Mom asked as she edged backwards towards the exit, her eyes darting around the abandoned amusement park.

"It's getting closer," Lily whispered, trembling in the darkness and tightening her grip on the axe she'd unstrapped from her backpack.

"We can't stay here," Coach Johnson declared, looking at the rising water level and climbing up another rung of the ladder.

Year 5: Relative Clause (a subordinate clause)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|---|--|
| <p>'Noun / which, where, who sentences' A relative clause can be used to give additional information about a noun.</p> | <p>A relative clause is a specific type of subordinate clause that adapts, describes or modifies a noun. Relative clauses add information to sentences by using a relative pronoun such as who, that or which. A relative pronoun is a noun that the pronoun refers to.</p> <p>Who</p> <p>The brave knight, who had saved the kingdom, was celebrated as a hero. The friendly librarian, who knew every book by heart, helped students find the perfect read. Eva Sancho, who played the violin beautifully, won the music competition. The wise old man, who lived in the cottage by the woods, often gave advice to travellers. The adventurous explorer, who had crossed the treacherous desert, shared tales of his journey when he returned. The dedicated teacher, who inspired her students, received a prestigious award. Jurgen Klopp, the energetic coach, who led his mighty Liverpool team to many victories, was known for his motivational speeches. A volunteer, who spent her weekends at the animal shelter, adopted the recently retired rescue dog. Inspector Morse, who solved every case, had a reputation for keen observation. Marie Curie, who conducted groundbreaking research, made significant discoveries in her field.</p> <p>Whom</p> <p>A highly regarded detective, whom we had hired, quickly uncovered the truth about the mysterious disappearance. The artist, whom the gallery featured, painted stunning landscapes that captured the essence of nature. The astronaut, whom the entire world watched in awe, took the first step on Mars. The coach, whom the team respected deeply, pushed them to achieve their highest potential. The actor, whom the director cast in the lead role, delivered an outstanding performance. The scientist, whom the scientific community recognised, received the Nobel Prize for her groundbreaking research.</p> | <p>To use and apply relative clauses (beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.) to add additional information.</p> | <ul style="list-style-type: none"> • relative pronoun • relative clause • main clause • subordinate clause |

The musician, **whom the audience adored**, played a mesmerising violin solo.
The author, **whom readers followed eagerly**, released a highly anticipated sequel to the best-selling novel.
The explorer, **whom we had read about in history books**, discovered a lost city deep in the Amazon rainforest.

Which

Lunch, **which consisted of mouldy bread and last year's soup**, was next.
The old mansion, **which had been abandoned for years**, stood at the end of the overgrown path.
An antique book, **which was bound in leather**, contained a hidden treasure map.
The friendly dog, **which belonged to our neighbour**, always greeted us with a wagging tail.
All of mysterious cave networks, **which had never been fully explored**, beckoned the brave adventurers to step inside.
New York's bustling inner-city, **which never seemed to sleep**, was full of exciting opportunities.
The ancient tree, **which had witnessed generations of events**, provided shade on hot summer days.
Her famous painting, **which hung in the museum**, captivated art enthusiasts from around the world.
Arthur's magical amulet, **which glowed in the moonlight**, had the power to grant wishes.
The secret code, **which had been hidden in plain sight**, held the key to unlocking the mystery.
It was the starry night, **which stretched across the sky**, that filled the campers with a sense of wonder.

When

During the stormy night, **when lightning flashed across the sky**, we huddled together for comfort.
At the concert, **when the band played their final song**, the crowd erupted in applause.
After hours of waiting in line, **when we finally reached the front**, the roller coaster ride was thrilling.
As the stars began to twinkle in the night sky, **when we gazed upward**, we felt a sense of wonder.
While we sat around the campfire, **when the flames crackled and sparks danced**, we shared stories of our adventures.

Where

Outer space, where time-travelling species live, was our only option.

Secluded caves, where pirates had once hidden their treasure, were discovered by a group of young adventurers.

The enchanting forest, where fireflies lit up the night, was a magical place to explore after dark.

Birmingham's bustling rag market, where vendors sold colourful fruits and handmade crafts, is considered a vibrant scene of activity.

Our old library, where dusty books lined the shelves, held the secrets of generations past.

At the end of the road, the eerie mansion, where strange noises echoed through the halls, was rumoured to be haunted.

The serene beach, where the waves lapped gently against the shore, was the perfect spot for relaxation.

Majestic waterfalls, where the water cascaded down from a great height, were a breathtaking sight to behold.

Agincourt, the historic battlefield, where soldiers had fought bravely, was now a peaceful memorial.

The remote island, where rare species of birds nested, was a sanctuary for wildlife enthusiasts.

Julia's cosy cabin, where a crackling fireplace warmed the living room, was a welcome retreat during the winter months.

Whose

A brave knight, whose sword gleamed in the sunlight, rode into battle to defend the kingdom.

Sarah, whose smile could light up a room, always brought joy to those around her.

The mysterious mansion, whose windows were shrouded in darkness, held long-forgotten secrets.

Albert Einstein, whose experiments were groundbreaking, made significant contributions to the field.

Captain Jack, whose tales were legendary, shared stories of his adventures on the high seas.

Ludovico Einaudi, whose melodies were hauntingly beautiful, captivated audiences worldwide.

Ernest Shackleton, whose discoveries were unparalleled, charted uncharted territories on his expeditions.

Gordon Ramsey, whose culinary skills were unmatched, prepared a feast fit for royalty.

Usain Bolt, whose speed on the track was astonishing, set new records with each race.

David Almond, whose novels were bestsellers, continued to inspire readers with each new book.

That

An ancient scroll, that the archaeologist discovered, contained a map to a hidden treasure.

The mysterious creature, that lurked in the shadows, was said to be a guardian of the forest.

The old, haunted house, that stood at the end of the street, was the source of many spooky legends.

The talented artist, that painted the breathtaking mural on the city wall, was celebrated by the community.

The brave knight, that rescued the captured princess, became a legendary hero in the kingdom.

The spaceship, that travelled to distant galaxies, carried a crew of fearless astronauts.

A magical potion, that the wizard brewed, had the power to grant wishes.

The enchanted forest, that surrounded the castle, was home to mythical creatures.

The secret code, that the spy eventually deciphered, revealed a plot to steal classified information.

The ancient tome, that the scholar studied, contained the wisdom of generations past.

Year 5: Parenthesis (using commas)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|---|---|
| <p>Parenthesis is adding extra information to a sentence (a main / independent clause) using brackets, dashes or commas.</p> <p>Parenthesis adds extra information to a sentence or a paragraph, but the passage should still make sense without it.</p> | <p>The mildest form of parenthesis, for when you want to quickly insert a detail without distracting the reader, is a subordinate clause: a nonessential phrase framed by a pair of commas.</p> <p>It is commonly known that The Wyre Forest, renowned for its towering trees and abundant wildlife, is a favourite spot for nature enthusiasts.</p> <p>Sarah, who had just moved to the neighbourhood, quickly made new friends at the local school.</p> <p>The old castle, which had stood for centuries and was rumoured to be haunted, fascinated history buffs.</p> <p>Perch, bakery on Corporation Street, famous for its mouthwatering pastries and delectable cakes, was always crowded with customers.</p> <p>Thankfully, the summer camp, located by the pristine lake and surrounded by lush woods, offered a variety of outdoor activities.</p> <p>Max, a talented musician and an avid hiker, had a deep appreciation for both music and nature.</p> | <p>To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas)</p> | <ul style="list-style-type: none">• commas• subordinate (dependent) clause• main (independent) clause |

Year 5: Parenthesis (using brackets)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|---|---|
| <p>Parenthesis is adding extra information to a sentence (a main / independent clause) using brackets, dashes or commas.</p> <p>Parenthesis adds extra information to a sentence or a paragraph, but the passage should still make sense without it.</p> | <p>The most common way to show parenthesis is to use brackets within a sentence to add information for detail or clarification. What is key to remember is that the sentence to which the parenthesis is being added should make grammatical sense whether the information in the brackets is there or not.</p> <p>Formal – for detail or clarification</p> <p>The Nile River (the longest river in the world and stretching approximately 4,135 miles) flows through northeastern Africa.</p> <p>The Great Wall of China (constructed over several dynasties including the Qin and Ming dynasties) is not visible from space with the naked eye.</p> <p>The Eiffel Tower (designed by Gustave Eiffel, a French engineer) was completed in 1889 as the centrepiece of the 1889 World's Fair.</p> <p>The Amazon Rainforest (the largest tropical rainforest which covers about 5.5 million square kilometres) is home to an incredible diversity of plant and animal species.</p> <p>The solar system (comprising eight planets including Earth) orbits the Sun.</p> <p>The periodic table (developed by Dmitri Mendeleev, a Russian chemist) arranges elements based on their atomic number and properties.</p> <p>The Sahara Desert (the largest hot desert and spanning across North Africa) experiences extreme temperature variations.</p> <p>The human brain (weighing 1.4 kilograms) is responsible for complex cognitive functions.</p> <p>The International Space Station (a collaborative project involving space agencies from multiple countries) orbits Earth.</p> <p>The Titanic (a British passenger liner that sank on its maiden voyage in 1912) remains a subject of fascination and historical study.</p> <p>Informal – for an aside to the reader</p> <p>I couldn't believe my luck when I found the hidden treasure chest in the attic (and neither will you when you learn what was inside!).</p> <p>As I entered the mysterious cave (I have to admit that I felt like running straight back out again), I felt a shiver run down my spine.</p> <p>My heart raced as I took my first step onto the creaky, old bridge (I was knew my brother wouldn't have the courage to come with me!).</p> <p>I had a secret weapon up my sleeve (figuratively speaking, of course!) to outsmart the clever villain.</p> <p>As I delved deeper into the ancient tome (you won't believe the spells I uncovered!), I realised I had stumbled upon a powerful grimoire.</p> | <p>To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas)</p> | <ul style="list-style-type: none"> • brackets • main (independent) clause • word • phrase • extra / additional information |

| | | | |
|--|---|--|--|
| | <p>The spaceship's control panel was a complex puzzle (and trust me, I'm useless with technology!).</p> <p>I ventured into the 'enchanted' forest (which looked pretty unimpressive in my opinion) to seek the guidance of the mystical forest spirits.</p> <p>With a glint in my eye and determination in my heart, I set out to change the course of history (yes, I, the weakest of all my siblings, was actually about to embark on a quest of epic proportions).</p> | | |
|--|---|--|--|

Year 5: Parenthesis (using brackets)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|---|---|
| <p>'O.(I.) - outside (inside) sentences' These sentences are made up of 2 related sentences. The first sentence tells the reader the character's outward actions. The second (placed in brackets) shows the characters true INNER feelings.</p> | <p>Parenthesis can be adding extra information to the sentence that precedes it.</p> <p>He smiled and shook the man's hand warmly. (Inside, however, he was angrier than he had ever been.)</p> <p>She laughed and joined her friends at the table. (But deep down, she felt a twinge of loneliness.)</p> <p>He confidently stepped onto the stage and began his speech. (Little did the audience know, he was terrified of public speaking.)</p> <p>Sarah nodded in agreement and pretended to be fine. (Yet, she was silently struggling with her inner turmoil.)</p> <p>They high-fived each other after winning the game. (Inside, their hearts were bursting with guilt as the knowledge of their cunning deception became overwhelming.)</p> <p>Alex hugged his sister tightly before leaving for college. (He couldn't help but feel a pang of sadness at the thought of leaving home.)</p> <p>Emma waved goodbye with a cheerful smile. (But as the car disappeared around the corner, tears welled up in her eyes.)</p> <p>He stood tall, shoulders back, and faced the bullies. (Deep inside, fear gnawed at him, but he wouldn't show it.)</p> <p>Lily skipped along the beach, collecting seashells. (In her thoughts, she pondered the beauty and vastness of the ocean.)</p> <p>They exchanged loving glances as they danced under the stars. (Their hearts were in perfect harmony, and nothing else mattered.)</p> <p>The old man shared stories from his youth with a grin. (Yet, his eyes held a hint of nostalgia for days long gone by.)</p> | <p>To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas)</p> | <ul style="list-style-type: none"> • brackets • main (independent) clause • word • phrase • extra / additional information |

Year 5: Parenthesis (using dashes)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|---|---|
| <p>Parenthesis is adding extra information to a sentence using brackets, dashes or commas. Parenthesis adds extra information to a sentence or a paragraph but the passage should still make sense without it.</p> | <p>Dashes can be used in place of brackets to indicate parenthesis; they offer a slightly less formal tone in writing.</p> <p>I tried to stay calm – though I was secretly freaking out – when the lights went out during the scary movie.</p> <p>The party was a blast – everyone showed up in their wildest costumes – and we danced until the sun came up.</p> <p>Mom's lasagna – the best I've ever tasted – was the highlight of our family dinner.</p> <p>Jake's jokes – some were funny, but others were just plain weird – kept us entertained throughout the road trip.</p> <p>As I walked down the dark alley – my heart pounding like crazy – I heard mysterious footsteps behind me.</p> <p>The concert was incredible – the music, the lights, the energy – it was an experience I'll never forget.</p> <p>Sarah's surprise gift – a puppy with floppy ears and the cutest puppy eyes – made my birthday unforgettable.</p> <p>We spent the whole weekend hiking – up steep mountains and through dense forests – and we all felt exhausted but accomplished.</p> <p>My room was a mess – clothes scattered everywhere and books piled high – but I knew where everything was.</p> <p>After the roller coaster ride – the twists, the turns, the screaming – we stumbled off, feeling exhilarated and slightly queasy.</p> | <p>To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas)</p> | <ul style="list-style-type: none"> • dashes • main (independent) clause • word • phrase • extra / additional information |

Year 5: Parenthesis (using dashes)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|---|---|
| <p>'Name - adjective pair - sentences' This sentence works on a show and tell basis where the name and details form the main / independent clause (tell). The parenthesis (added information) within the dashes shows what the character was like.</p> | <p>Dashes can be used in place of brackets to indicate parenthesis; they offer a slightly less formal tone in writing.</p> <p>Eric – kind and generous – was well liked by the whole neighbourhood.</p> <p>Lily – curious and adventurous – always sought out new and exciting challenges.</p> <p>Max – diligent and studious – spent countless hours in the library, absorbed in books.</p> <p>Sarah – creative and imaginative – had a knack for turning everyday objects into works of art.</p> <p>Ethan – athletic and competitive – never backed down from a sports challenge.</p> <p>Emily – caring and compassionate – volunteered at the local animal shelter every weekend.</p> <p>Lucas – outgoing and sociable – had a talent for making friends wherever he went.</p> <p>Ava – determined and persistent – worked tirelessly to achieve her goals.</p> <p>James – witty and humorous – had everyone in stitches with his clever jokes.</p> <p>Olivia – gentle and nurturing – had a way of comforting those in need.</p> <p>Noah – thoughtful and considerate – always put others' needs before his own.</p> | <p>To use a range of punctuation to indicate parenthesis. (e.g. brackets, dashes or commas)</p> | <ul style="list-style-type: none"> • dashes • main (independent) clause • adjectives • extra / additional information |

Year 5: Cohesion with Pronouns

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|--|--|
| Using pronouns in a sentence allows you to refer back to a noun without having to repeat it | <p>Cohesive devices can help to create cohesion. Pronouns make links to what has already been said and help avoid repetition. Determiners make links to what has already been said. Pronouns are used in the place of a noun.</p> <p>Without pronouns being used to avoid repetition A flash of lightning sliced through the air, missing Jane and Sahib by millimetres, and the flash of lightning slammed into the door, shattering the door into splinters and turning the rock behind Jane and Sahib into dust.</p> <p>With pronouns being used to avoid repetition A flash of lightning sliced through the air, missing Jane and Sahib by millimetres, and it slammed into the door, shattering it into splinters and turning the rock behind them into dust.</p> | To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns) | <ul style="list-style-type: none">• determiner(s)• noun(s)• proper noun(s)• pronoun(s)• cohesion• avoiding repetition |

Year 5: Cohesion with Pronouns

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|---|--|
| <p>'The more, the more sentences'</p> <p>The more, the more sentences are in 2 parts. The first more should be followed by an emotion word (an adjective) and the second more should be followed by a related emotion (adjective).</p> | <p>This sentence is best for demonstrating how to build cohesion within paragraphs by avoiding repetition through using appropriate pronouns.</p> <p>The more upset she was, the more her tears flowed.</p> <p>The more confident Lucy became, the more talkative she seemed to be.</p> <p>The more determined Jack grew, the more ambitious his dreams became.</p> <p>The more reserved Mia appeared, the more wisdom she held in her silence.</p> <p>The more mischievous Ethan acted, the more trouble he seemed to find.</p> <p>The more anxious Sophia felt, the faster her heart raced.</p> <p>The more patient Daniel proved to be, the better he understood the world around him.</p> <p>The more introverted Ava seemed, the more vibrant her inner world became.</p> <p>The more persistent Liam became, the more obstacles he overcame.</p> <p>The more independent Zoe acted, the more she craved moments of connection.</p> <p>The more imaginative Ben was, the more fantastical stories he could weave.</p> <p>The more confident Olivia grew, the more she embraced leadership roles.</p> | <p>To build cohesion within paragraphs. (consistent tense, avoiding repetition, use of adverbs, adverbials, conjunctions, prepositions, and pronouns)</p> | <ul style="list-style-type: none"> • subordinate (dependent) clause • nouns • proper nouns • pronouns • cohesion • avoiding repetition |

Year 5: Commas to Avoid Ambiguity

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|---|---|
| <p>Commas can be used to avoid confusion when writing, for example, by making the subject and object of a verb clear; identifying who is being named, or who is delivering reported speech; or avoiding potential misunderstanding.</p> | <p>Ambiguity means there may be more than one way to interpret something. It might be unclear.</p> <p>Let's eat grandma! (Grandma may be eaten for dinner!) Let's eat, grandma! (We are inviting our grandma to eat with us) The puppy said the young girl was always up to mischief. (Is the puppy talking?) The puppy, said the young girl, was always up to mischief. (The girl is definitely talking!) After, dark owls flew above the fields. (The dark owls flew after something had happened) After dark, owls flew above the fields. (the owls flew after it had become dark)</p> | <p>To use commas to clarify meaning or avoid ambiguity.</p> | <ul style="list-style-type: none">• main (independent) clause• commas• cohesion• ambiguity |

Year 5: Marking Boundaries (using semi-colons)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|--|--|
| <p>A semi-colon can be used to join two closely related independent clauses.</p> | <p>The group of words (clause) that comes before the semi-colon should form a complete sentence, the group of words (clause) that comes after the semi-colon should form a complete sentence, and the two sentences should share a close, logical connection</p> <p>I ordered a cheeseburger for lunch; life's too short for counting calories.</p> <p>Martha has gone to the library; her sister has gone to play soccer.</p> <p>I saw a magnificent albatross; it was eating a mouse.</p> <p>Jason loves to draw intricate patterns; he finds it relaxing.</p> <p>The rain started pouring down; we had to find shelter quickly.</p> <p>Emily's favourite hobbies include hiking in the mountains; she finds solace in nature.</p> <p>James has a passion for collecting vintage stamps; he has albums full of them.</p> <p>Sophia wore her favourite dress to the party; it's a vibrant shade of turquoise.</p> <p>After school, Sarah practises the piano diligently; she dreams of becoming a concert pianist.</p> <p>The old bookstore smelled of antique paper; it was a bibliophile's paradise.</p> <p>As the sun set over the ocean, the sky turned shades of pink and orange; it was a breathtaking sight.</p> | <p>To mark boundaries between independent clauses. (using semi-colons, colons or dashes)</p> | <ul style="list-style-type: none"> • main (independent) clause • semi-colon • closely related |

Year 5: Marking Boundaries (using semi-colons)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|--|---|
| <p>'Some; others sentences' Some; others sentences begin with the word some and have a ; instead of a 'but' to separate the two parts.</p> | <p>A semi-colon links up two related ideas by narrowing the gap between the ideas of two separate sentences or by replacing a co-ordinating conjunction between the ideas.</p> <p>Some people love football; others just can't stand it.</p> <p>Some evacuees had an awful time in World War Two; other evacuees enjoyed it.</p> <p>Some students find maths challenging; others excel in it effortlessly.</p> <p>Some people enjoy spicy food; others prefer milder flavours.</p> <p>Some students love history class; others find it rather dull.</p> <p>Some folks thrive in bustling cities; others find peace in rural areas.</p> <p>Some travellers prefer beach vacations; others opt for mountain getaways.</p> <p>Some video games are action-packed adventures; others focus on strategic thinking.</p> <p>Some moviegoers prefer comedies; others are drawn to thrilling suspense films.</p> <p>Some students are night owls; others are early birds when it comes to studying.</p> | <p>To mark boundaries between independent clauses. (using semi-colons, colons or dashes)</p> | <ul style="list-style-type: none"> • main (independent) clause • subordinate (dependent) clause • semi-colon |

Year 5: Marking Boundaries (using colons)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|--|--|---|
| <p>'De: De sentences'</p> <p>A De: De sentence has 2 parts. The 1st part gives a description, the 2nd gives further details.</p> | <p>A colon can be used between independent clauses if the second clause summarises, explains, or gives an example for the first clause.</p> <p>The vampire is a dreadful creature: it kills by sucking all the blood from its victims.</p> <p>Snails are slow: they take hours to move the shortest of distances.</p> <p>The forest was teeming with life: squirrels, rabbits and countless birds.</p> <p>Jason has a special skill: he can solve a Rubik's Cube in under a minute.</p> <p>The recipe calls for a variety of spices: cinnamon, cloves and nutmeg.</p> <p>Sarah had one main goal for the summer: to learn how to surf.</p> <p>The museum had an impressive collection of art: paintings, sculptures and ancient artifacts.</p> <p>The detective had a suspect in mind: the butler, who had a motive and opportunity.</p> | <p>To mark boundaries between independent clauses. (using semi-colons, colons or dashes)</p> | <ul style="list-style-type: none"> • main (independent) clause • colon • explanation • summary • example |

Year 5: A Colon to Introduce a...

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|---|---|--|---|
| <p>A colon is used to introduce a simple list of items, a quotation, or an explanation.</p> | <p>The colon is used chiefly to introduce a list, quotation, or explanation following an independent clause (complete sentence).</p> <p>Introducing a list The library offers a wide range of books: mysteries, fantasy novels, biographies and graphic novels. For the costume party, choose from these costume ideas: pirates, superheroes, animals and historical figures. In the gardening club, members tend to various plants: flowers, vegetables, herbs and succulents.</p> <p>Introducing a quotation Jurgen Klopp once famously said: "We must turn from doubters to believers." The famous scientist once stated: "Imagination is more important than knowledge." In his autobiography, the author reflects on life's challenges: "In the midst of chaos, there is also opportunity." The motivational speaker inspired the audience with these words: "Believe in yourself and your dreams." The explorer's journal entry reads: "Adventure is worthwhile in itself." The inspirational poster on the classroom wall reminds us: "Dream big, work hard, stay focused."</p> <p>Introducing an explanation Learning a new language has its challenges: pronunciation, vocabulary and grammar can all be daunting. Effective time management is crucial for success in school: it helps you stay organised, complete assignments and reduce stress. To understand climate change, it's important to grasp the greenhouse effect: this natural process traps heat in the Earth's atmosphere. In literature, foreshadowing is a technique authors use to hint at future events: it adds depth and intrigue to the story. Studying history isn't just about memorising dates and facts: it's about understanding the true context of past events.</p> | <p>To use a colon to introduce a list. (a simple list where items are separated by commas)</p> | <ul style="list-style-type: none"> • list • quotation • explanation • colon |

Year 5: A Complex List Sentence

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|---|
| <p>A colon is used to introduce a list that is rich in detail and extra information.</p> | <p>A colon introduces the list and semi-colons indicate which parts of the list are grouped together.</p> <p>For the picnic, I packed: a varied of sandwiches (cheese salad, cheese and pickle, hummus and cucumber); some bananas, which were a bit on the overly ripe side of freshness; some crisps in large sharing bags; and soft drinks like Lilt (my favourite!), lemonade and Pepsi.</p> <p>For our camping trip, we brought a mix of tents: a spacious family tent with three rooms and a built-in porch; a compact two-person backpacking tent (perfect for stargazing according to my uncle!); and a pop-up tent for quick afternoon naps on the beach.</p> <p>Our movie night featured a selection of classic films: "Casablanca," a timeless romance set during World War II; "Jurassic Park," a thrilling adventure with dinosaurs; "Finding Nemo," an animated favourite about a clownfish's quest to find his son (although I hate it!); and "The Lion King," a heart-warming Disney masterpiece.</p> <p>The art supplies on my desk include an array of colours: vibrant acrylic paints (which I think are perfect for bold canvases); watercolour pencils, that many people consider quite difficult to use effectively but do allow for intricate details; oil pastels for creating textured masterpieces; and a set of fine-tipped markers, great for precision drawing.</p> <p>Our school's sports day offered a range of activities: sprinting, where speed is key; long jump, testing our leaping abilities; sack races for a hilarious hop down the field; and the ever-popular tug-of-war, where teamwork prevails.</p> <p>Our music playlist for the party featured an eclectic mix of genres: classic rock hits, with iconic bands like The Rolling Stones and Led Zeppelin; upbeat pop tunes, including chart-toppers from Taylor Swift and Bruno Mars; mellow acoustic tracks for a relaxed vibe; and a touch of hip-hop to get everyone dancing.</p> <p>The ingredients for the homemade pizza included a variety of toppings: classic mozzarella cheese – gooey and delicious; pepperoni slices for that</p> | <p>To create complex list sentences. (using colons and semi-colons)</p> | <ul style="list-style-type: none"> • list • added details • semi-colons • colon |

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| | <p>spicy kick; fresh basil leaves, adding a burst of flavour; and a drizzle of olive oil for that perfect finishing touch.</p> | | |
|--|--|--|--|

Year 5: A Complex List Sentence

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|--|
| <p>'Imagine 3 sentences' These sentences begin with the word 'Imagine' and then describe 3 things about a place, time or person. After the 3rd description there is a : followed by a statement saying there is such a time, place, person.</p> | <p>A list (following the rule of three) precedes a colon that offers an example / explanation.</p> <p>Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: this is the story of that time.</p> <p>Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system there is such a planet.</p> <p>Envision a kingdom where dragons are friends, where trees sing songs of peace, where adventure awaits around every corner: this is the realm of Dragon's Haven.</p> <p>Think of a city where cars are made of candy, where the streets are paved with rainbow bricks, where unicorns roam freely: welcome to Candylandia.</p> <p>Imagine a school where homework is optional, where recess lasts all day, where learning is an endless adventure: that's the place called Forever Fun School.</p> <p>Consider a planet where gravity is a choice, where wishes turn into shooting stars, where bedtime is never enforced: this is the dreamy world of Starlight Haven.</p> <p>See a village where chores are a thing of the past, where desserts grow on trees, where pets can talk: this is the fantastical realm of Sweetopia.</p> <p>Picture a universe where time stands still, where every day is a holiday, where no one ever grows old: this is the timeless dimension of Eternal Joy.</p> <p>Envision a forest where the trees whisper secrets, where fireflies light the way, where adventure awaits at every turn: this is the mystical Woodland Realm.</p> <p>Imagine a library where books come to life, where characters step out of their pages, where stories never end: welcome to the Enchanted Library.</p> | <p>To create complex list sentences. (using colons and semi-colons)</p> | <ul style="list-style-type: none"> • repetition • colon • explanation / example • commas |

Year 6: Marking Boundaries (using a dash)

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|--|---|---|
| <p>'3 bad - (dash) question? sentences' 3 bad-(dash) question? sentences begin with 3 negative adjectives. After the 3rd adjective there is a dash and then a question relating to the adjectives.</p> | <p>A list (of adjectives, verbs, nouns, following the rule of three) precedes a dash that offers an example / explanation / question.</p> <p>Greed, jealousy, hatred – which of these was John's worst trait?</p> <p>Thirst, heatstroke, exhaustion – which would kill him first?</p> <p>Courage, determination, wisdom – which of these would guide her through the challenges ahead?</p> <p>Laughter, music, friendship – which of these would fill their hearts with joy on this special day?</p> <p>Adventure, mystery, romance – which of these awaited them in the pages of the old book they found?</p> <p>Rain, thunder, lightning – which of these elements would dominate the stormy night?</p> <p>Patience, perseverance, talent – which of these qualities would help him achieve his dreams?</p> <p>Sunrise, sunset, starry night – which of these moments held the key to their deepest wishes?</p> <p>Honesty, kindness, loyalty – which of these virtues defined the true hero in the tale?</p> <p>Fear, regret, anger – which of these emotions would he confront as he faced his past?</p> <p>Forgiveness, reconciliation, understanding – which of these paths would heal their broken relationship?</p> | <p>To use synonyms and antonyms effectively (to strengthen intended impact).</p> <p>To mark boundaries between independent clauses. (using semi-colons, colons or dashes)</p> | <ul style="list-style-type: none"> • synonyms • dash • explanation / example • adjective(s) • noun(s) • verb(s) |

Year 6: A Colon to Introduce a...

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|--|--|
| <p>'One word/phrase : definition sentences' One word/phrase: definition sentences begin with one word or phrase followed by a : This is then followed by a definition of the word.</p> | <p>The colon can be use to introduce a definition.</p> <p>Monday: the longest day of the week!</p> <p>World War Two: a time when many people lost their lives.</p> <p>January: the coldest month of the year!</p> <p>Summer holidays: a time when families go on exciting trips.</p> <p>Pizza night: the best dinner tradition in our household.</p> <p>Chocolate cake: the most decadent dessert ever!</p> <p>The Grand Canyon: a breathtaking natural wonder.</p> <p>The school playground: a place for adventure and making new friends.</p> <p>Rainy days: when we cosy up with a good book and hot cocoa.</p> | <p>To use a colon to introduce (a list.)</p> | <ul style="list-style-type: none"> • colon • introduce • definition / example |

Year 6: Active and Passive Voice

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|---|---|
| <p>A sentence is written in active voice when the subject of the sentence is performing the action.</p> <p>A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something.</p> | <p>Active voice is the term for a verb whose subject performs the action of the verb. Remember that the active voice is the opposite of the passive voice. When the action of the verb is done to the subject, the verb is said to be in the passive voice.</p> <p>Active voice: The cat was chasing the mouse. In this sentence, 'the cat' is the subject, 'was chasing' is the verb and 'the mouse' is the object.</p> <p>Passive voice: The mouse was being chased by the cat. In this sentence 'the mouse' has become the subject which is having something done to it by the cat.</p> <p>People tend to use the active voice rather than the passive voice when they are writing, but the passive voice is often used for particular reasons. For example: Graffiti had been scrawled all over the wall.</p> <p>Here, the person who has done the graffiti is not known, so the sentence is written in the passive voice.</p> <p>The votes have been counted.</p> <p>Here, it is not important who counted the votes, but instead the fact that they have been counted is important. You could also say that the most important thing in the sentence is the votes, which is why they are mentioned first in the sentence, rather than last as they would be in the active voice ('People counted the votes').</p> | <p>To recognise and identify when the active and passive voice has been used.</p> <p>To use and apply the active and passive voice effectively.</p> | <ul style="list-style-type: none"> • subject • object • action / verb • active voice • passive voice |

Year 6: The Subjunctive Form

| Sentence Type | Examples | National Curriculum / Writing Objective | Associated vocabulary / key terminology |
|--|---|---|---|
| <p>The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions.</p> | <p>The subjunctive form is the verb form used to explore a hypothetical situation (for example, If I were you) or to express a wish, a demand, or a suggestion (For example, I demand he be present). These are auxiliary or additional verbs that express necessity or possibility.</p> <p>The subjunctive isn't used in English very often. Nowadays is usually replaced with modal verbs like 'might', 'could' or 'should', that suggests a situation (Should I, Could I, Might that mean). The subjunctive verb form does still survive in traditional expressions like 'come what may', 'perish the thought', 'God save the king'</p> <p><i>If I were you I'd accept.</i></p> <p><i>I suggested that he face up to the bully.</i></p> <p><i>It is vital that she attend the meeting.</i></p> <p><i>I wish I were able to fly.</i></p> <p><i>I suggest you take a rain coat with you.</i></p> <p><i>I demand that they be counted again!</i></p> <p>The subjunctive is the same as the (indicative) verbs we use in almost every case, but it is different in the third person singular and when using the verb to be. For the subjunctive we remove the final 's' at the end of the verb, so</p> <p>I request that he write to her. (instead of he writes to her)</p> <p>and in the subjunctive we use the forms I were and they be, so</p> <p>I wish I were able to fly. (instead of I was)</p> <p>She asked that they be told immediately. (instead of they were told).</p> | <p>To use and apply the subjunctive form.</p> | <ul style="list-style-type: none"> • hypothetical • express a wish • make a demand • offer a suggestion • auxiliary / additional verbs • formal / standard English • |