

With support, most children will achieve the following sentence types taught by year group

Year Group	Sentence Type to be introduced & taught
Foundation Stage	Simple sentence structure to be verbalised Simile sentences List sentence -ing opener – introduce through circle - ly sentence Connective opener Introduce the question mark symbol
Year 1	Question sentences in non-fiction writing 2A sentence Short sentence But & so sentences (boys) Connective opener Revise & embed all previous types
Year 2	Question sentences in fiction writing Revise & embed all previous types
Year 3	Boys sentences - ed opener Choice – question Some _____; others _____ sentence Revise & embed all previous types
Year 4	- ed opener 'drop in' sentence If, then sentence Revise & embed all previous types
Year 5	- ed opener De _____ : De _____ Personification sentence Revise & embed all previous types
Year 6	Irony sentence Outside (inside) sentence Revise & embed all previous types

## Boys Sentences

	End of Year expectation	Examples
Foundation Stage		
Year 1 should	Pupils to be able to use <b>but</b> and <b>so</b> in a sentence spoken verbally.	He was a friendly man most of the time, but he could be nasty. It was a beautiful morning for a walk so he set off quite happily.
Year 2 should	Pupils to be able to use <b>but</b> and <b>so</b> in a sentence.	See above.
Year 3 should	Pupils to be able to use <b>but, so, yet</b> and <b>or</b> .	He could be really friendly or he could be miserable. It was a warm day, yet storm clouds gathered over the distant mountains.
Year 4 should	Begin to develop an understanding of when to use this type of sentence.	
Year 5 should	Continue to develop the understanding.	
Year 6 should	Embed sentences in writing, knowing how and when these should be used.	

## 2A Sentence

	End of Year expectation	Examples
Foundation Stage		
Year 1 should	To be able to write a sentence which contains two adjectives separated by <b>and</b> .	He was a tall and awkward man.
Year 2 should	To be able to write a sentence which contains two adjectives separated by a comma.	He was a tall, awkward man.
Year 3 should	To be able to write a sentence which contains two nouns, with two adjectives per noun.	He was a tall, awkward man with an old, crumpled jacket.
Year 4 should	Build upon previous knowledge, introducing the idea of alliteration.	It was an overgrown, messy garden with a lifeless, leafless tree.
Year 5 should	Continue to develop the understanding.	
Year 6 should	Embed sentences in writing, knowing how and when these should be used.	

## 'Drop in' Sentence

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should	Introduce the idea of w 'drop in' sentence (who, when, which) using the idea of the 'drop in' bit being called extra information.	Cakes, which taste delicious, are not so good for your health.
Year 5 should	Continue to build upon previous learning.	The lady, who lives in the bungalow, was out all day watering the plants.
Year 6 should	Embed sentences in writing, knowing how and when these should be used.	Emphasise to the children that a sentence can still be a w 'drop in' sentence without a w word – refer to journalist writing for examples.  Sally, 34, was said to be shocked by the outcome.  Claire and Sadie, the twins, raced across the playground.

## Simile Sentence

	End of Year expectation	Examples
Foundation Stage		
Year 1 should	Through talk, develop similes.	Her jacket was as red as a rose.  It was as huge as an elephant.
Year 2 should	Begin to write sentences which contain similes stressing: like a ...and...as a ...	Her skin felt as soft as velvet.  The moon hung above us like a patient, pale face.
Year 3 should	Develop ideas, making them more interesting and less clichéd. Think of a simple simile and then add <b>where</b> . Introduce time similes.	It was as cold as ice floating in the Arctic Ocean.  He plodded along steadily and as slow as a snail.
Year 4 should	Develop ideas, making them more interesting and less clichéd. Think of a simple simile and then add <b>where</b> and <b>when</b> .	It was as cold as ice floating in the Arctic Ocean on a moonlit winter night.
Year 5 should	Continue to develop understanding.	
Year 6 should	Embed in their writing.	

## -ed Opener

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	To be able to write a sentence which contains one <b>-ed</b> word at the beginning.	Confused, she didn't know what had happened.
Year 4 should	To be able to write a sentence which contains two <b>-ed</b> words at the beginning.	Amazed and excited, he left the circus reluctantly.
Year 5 should	To be able to write a sentence which contains three <b>-ed</b> words at the beginning.	Frightened, terrified and exhausted, they ran from the creature.
Year 6 should	Develop the idea of when to use them effectively. Develop a bank of <b>-ed</b> words that could be used.	

## List Sentence

	End of Year expectation	Examples
Foundation Stage	To be able to speak a simple list sentence. This must be modelled in writing by the teacher.	When mum went shopping she went bought some plums, oranges and lemons.
Year 1 should	To be able to speak a simple list sentence. This must be modelled in writing by the teacher.	At the fun fair, Jake saw a candy-floss stall, the helter-skelter and the big wheel.
Year 2 should	To be able to write a sentence which has between two and four adjectives before the noun, separated by commas.	It was a dark, long, leafy lane.
Year 3 should	To develop the adjectives used in the sentence described above.	
Year 4 should	To be able to write a sentence which has between two and four adjectives before the noun which are separated by commas and the word <b>and</b> .	It was a cold, wet, miserable and misty morning.
Year 5 should	To be able to write list sentences that contains one pair of related adjectives.	Exhausted and worried, they did not know how much further they had to go.
Year 6 should	To be able to write a list sentence that contains two pairs of related adjectives.	Injured and terrified, shell-shocked and lost, he wandered aimlessly across the battlefield.

## De: De Sentence (Description: Detail)

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should		
Year 5 should	To be introduced to all pupils.	The vampire is a dreadful creature: it kills by sucking all the blood from its victims.
Year 6 should	To build upon previous learning and embed in writing.	I was exhausted: I hadn't slept for more than two days.

## **-ly sentence**

	End of Year expectation	Examples
Foundation Stage	To be able to say a sentence that ends in one adverb.	She screamed loudly.
Year 1 should	To be able to write a sentence that ends in one adverb.	He ran quickly.
Year 2 should	To be able to write a sentence that ends in two adverbs separated by <b>and</b> .	He swam slowly and falteringly.
Year 3 should	To begin a sentence with an <b>-ly</b> word.	Amazingly, he didn't fall off the swing.
Year 4 should	To be able to vary where in the sentence the <b>-ly</b> word goes – beginning, middle or end.	He laughed quietly, not wanting to attract any attention.
Year 5 should	Begin to develop an understanding of when to add <b>-ly</b> words effectively.	
Year 6 should	Build upon the knowledge learnt in year 5. Two <b>-ly</b> words at the beginning of the sentence.	Amazingly, cautiously and without any practice, Roberto slowly stepped onto the tightrope which was situated high above the crowd.

## -ing Opener

	End of Year expectation	Examples
Foundation Stage	To be able to say a sentence that starts with the word 'feeling'.	Feeling upset, I sat on the buddy bench.
Year 1 should	Continue verbalising the sentences and begin to write them down.	Feeling happy, I skipped outside.
Year 2 should	To be able to write a sentence that begins with an <b>-ing</b> word followed by a comma.	Flying, John had always been terrified of it.
Year 3 should	Try to use more interesting <b>-ing</b> words than in the Year 2 sentence.	Hesitating, Phillip stayed where he was.
Year 4 should	To be able to write a sentence that begins with an <b>-ing</b> word followed by an adverb and then a comma.	Screaming hysterically, Lisa shouted for help.
Year 5 should	To be able to write a sentence that begins with a subordinate clause.	Creeping down the corridor, Phillip tried not to wake the sleeping teacher.
Year 6 should	To build upon previous learning and embed in writing.	

## Question Sentence

	End of Year expectation	Examples
Foundation Stage	Introduce children to the question mark symbol.	
Year 1 should	Children to be able to recognise a question sentence.	
Year 2 should	Children to be able to write down a correctly punctuated question sentence using either <b>who, what, when, where, why, would, was, will, and what</b> if at the beginning.	<p>Why do you think he ran away?</p> <p>When are we going to the theatre?</p> <p>What flavour ice-cream would you like?</p> <p>Who is captain of the England team?</p> <p>Where are you going?</p> <p>What if it was raining?</p>
Year 3 should	Build on knowledge.	
Year 4 should	Explore when the question sentence can be used in more detail.	
Year 5 should	Continue with Year 4.	
Year 6 should	Continue with Year 5.	

## Some; others

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should	To be taught to all pupils.	Some people love football; others can't stand it.  Some days are full of enjoyment; others begin and end terribly.
Year 5 should	To build upon previous knowledge.	
Year 6 should	To build upon previous learning and embed in writing.	

## Personification Sentence

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should		
Year 5 should	To begin to introduce all pupils.	The wind screamed through the branches.
Year 6 should	To build upon previous learning and embed in writing.	The sun smiled down from the sky.

## Irony Sentence

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should		
Year 5 should		
Year 6 should	To be introduced only when the children are confident with all other sentence types.	Our 'luxury' hotel turned out to be a farm building.

## Connective Opener

	End of Year expectation	Examples
<b>Foundation Stage</b>	Verbally and modelled by the teacher.	First...Next...After that...Finally...
<b>Year 1 should</b>	As above.	
<b>Year 2 should</b>	Writing the sentence but without a comma.	
<b>Year 3 should</b>	To begin a sentence using a phrase that starts with <b>first, next, after, when</b> or <b>finally</b> . Use the comma appropriately.	Next, we will visit the sweet shop. When it stops raining, you may go out to play.  After play, we always do literacy.
<b>Year 4 should</b>	To begin a sentence using a phrase which begins with: <b>as well as, since, while</b> .	Since Christmas, England have won every match.  As well as house points, you can also earn stickers and other rewards.  While we were driving along the country lanes, my baby sister was sick.
<b>Year 5 should</b>	To begin a sentence using a phrase which begins with one of the following connectives: <b>because, if, as</b> .	Because of the rain, we had to stay inside at playtime.  If I eat all my vegetables, I can have a chunk of Toblerone.  As we had worked so hard, Mrs. Scattergood said we could have five minutes extra playtime.
<b>Year 6 should</b>	To begin a sentence using a phrase which begins with one of the following connectives: <b>however, meanwhile, although</b> .	Meanwhile, back in the classroom, Adam was completing his work.  Although the sun was shining, it felt extremely cold in the brisk autumn wind.  However, some people believe that chocolate is not delicious.

## Outside (Inside) Sentences

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should		
Year 5 should		
Year 6 should	<p>To write two linked sentences to greatly improve characterisation. The first sentence shows what is happening on the outside (what the character is doing). The second sentence, within brackets, lets the reader know the characters true inner feelings.</p>	<p>He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.) Jonathan said how pleased he was to be at the party. (It wasn't the truth – he longed to be elsewhere.)</p>

## If, Then Sentences

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should	To be able to write a sentence which contains one 'if' phrase.	If the alarm had gone off, then his life would not have been destroyed.
Year 5 should	To be able to write a sentence which contains two 'if' phrases.	If the alarm had gone off, if the bus has been on time, then his life would not have been destroyed.
Year 6 should	To be able to write a sentence which contains three 'if' phrases. To know how this effect could be used as either an effective narrative opening or narrative ending.	<p>If the alarm had gone off, if the bus has been on time, if the road repairs had been completed, then his life would not have been destroyed.</p> <p>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.</p>

## Choice – Question?

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	To write a sentence which begins with related words / phrases (adjectives are the easiest) and then finishes with a related question.	Odd or even – which number would be Charlie's lucky choice?
Year 4 should	To refine and expand the word choices.	North, south, east or west – which direction would Peter choose?
Year 5 should	As above.	To turn around or continue on course – which decision would Becky make?
Year 6 should	As above.	Greed, jealousy, hatred – which of these was John Brown's worst trait?  Incompetence, arrogance, stupidity – which of these was John's fatal flaw?  Thirst, heatstroke, exhaustion – which would kill him first?

## Short Sentences

	End of Year expectation	Examples
Foundation Stage		
Year 1 should	Teacher to identify short sentences in work read by / written by the teacher.	
Year 2 should	To be able to write a one or two word sentence for dramatic effect in a story.	Stop! Help! Oh no!
Year 3 should	To build upon previous learning and embed in writing to develop tension within a narrative.	Then it happened. Everything failed.
Year 4 should	To build upon previous learning and embed in narrative writing for dramatic effect. To develop tension within the plot, and in speech to indicate tension.	"Up there." "Where?" "At the window". "What?" "A gun!"
Year 5 should	To develop and embed in narrative writing.	
Year 6 should	To embed and extend in narrative writing.	

