

Writing - Sentence Structure

The Federation of Nettlestone & Newchurch

Writing - Sentence Structure					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I can recognise sentence boundaries in spoken sentences. • I can use simple words, phrases and clauses in sentence-like structures to communicate meaning. • I can write a simple sentence starting with a noun/proper noun. • I can write a simple sentence with straightforward subject/verb agreement. • I can write sentences by saying out loud what I am going to write about. • I can write a simple sentence starting with a personal pronoun. • I can write reliably formed simple and compound sentences. 	<ul style="list-style-type: none"> • I can write an appropriate mixture of both simple and compound sentences accurately • I know how to use sentences with different forms e.g. command. • I can use a variety of sentence openers. 	<ul style="list-style-type: none"> • I can vary sentences somewhat, through sentence type (statement, question, exclamation, and command), length and structure (simple, compound). • I can use an increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far. • I can apply confident and consistent use of inverted commas to punctuate direct speech. • I can write with some variation of modal verbs to express possibility. 	<ul style="list-style-type: none"> • I can show variation in sentence structure including simple, compound and complex structures. • I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2). • I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2). • I can extend the range of sentences with 	<ul style="list-style-type: none"> • I can make tense choices generally appropriately; use some variation of modal verbs to express possibility. • I can produce writing where sentences are mostly grammatically sound, (e.g. correct subject/verb agreement, security of tense and person). • I can produce writing where sentences are mostly grammatically sound, (e.g. correct use of subordination). • I can vary sentence structure in line with the expectations of National Curriculum English Appendix 2. 	<ul style="list-style-type: none"> • I can draw on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, and provide emphasis, detail and description. • I can manipulate the order of elements within a sentence (e.g. fronted adverbials, subordinate clauses, embedded relative clauses). • I can vary sentence structure in line with the expectations of National Curriculum English Appendix 2. • I can select appropriate grammar, understanding how such choices change and enhance meaning

			more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' at the beginning and within sentences.		
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