

Highgate Primary School Sentence Knowledge Curriculum

Year 1

Identify and can use capital letters to start a sentence

Identify and use capital letters for names e.g. *Jason*

Identify and use capital letters for places e.g. *Sileby, London*

Identify and write a full stop to end a sentence

Identify and write question sentences

Add the suffix er when no change to the root word is needed e.g. *faster*

Add the suffix ed when no change to the root word is needed e.g. *played*

Add the suffix ing when no change to the root word is needed e.g. *jumping*

Add the suffix est when no change to the root word is needed e.g. *tallest*

Write sentence using and to join words e.g. *I have a cat and a dog*

Write sentence using and to join clauses e.g. I like ice cream, and she likes cake.

Use adjectives to describe a noun The *sticky* bun (greater depth)

Objectives to be taught through writing sentences, apply and paragraph writing (depending on the objective)

- Sequence sentences to form narratives and information texts
- Use simple past and present tense mostly correctly
- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense

Other objectives to be taught in separate skills lessons but taught explicitly then reinforced in sentence writing & apply when they occur:

- Add the suffix s and es for plural endings e.g. *socks, foxes*
- Spell days of the week
- Add the prefix un to words e.g. *unkind, or undoing*

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Year 2

Write simple sentences using including a capital letter and full stop.

Identify and write questions sentences

Identify and write exclamation sentences

Identify and write commands

Expanded noun phrases to describe and specify e.g. the blue butterfly

Commas for a list

Write sentences using the coordinating conjunctions 'and'

Write sentences using the coordinating conjunctions 'but'

Write sentences using the coordinating conjunctions 'or'

Write sentences using the subordinating conjunctions 'because'

Write sentences using the subordinating conjunctions 'that'

Write sentences using the subordinating conjunctions 'if'

Write sentences using the subordinating conjunctions 'when'

Correct choice and consistent use of present tense

Correct choice and consistent use of past tense

Write sentences that open with adverbs of time e.g. First, he woke up and then brushed his teeth, Next, After that

Write sentences that open with adverbs of manner e.g. Suddenly he jumped up, Carefully, he climbed, Quickly, he ran away

Objectives to be taught through writing sentences, apply and paragraph writing (depending on the objective)

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Composing a sentence orally before writing it/encapsulating what they want to say, sentence by sentence
- Writing narratives about personal experiences and those of others (real and fictional), writing about real events. writing poetry & writing for different purposes
- Re-reading what they have written to check that it makes sense

Other objectives to be taught in separate skills lessons but taught explicitly then reinforced in sentence writing & apply when they occur:

- Apostrophes to mark where letters are missing e.g. I will → I'll
- Possessive apostrophe (singular) [for example, the girl's book]
- Identify sentences with different forms: statement, question, exclamation, command

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Year 3

Distinguish between simple and compound sentences (*use character Mrs Main*)

Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet' (*use character Mrs Main*))

Identify and write a combination of simple and compound sentences (joined with the conjunctions 'so' & 'or' (*use character Mrs Main*))

Commas for a list

Expanded noun phrases to describe and specify

Identify and write exclamations

Identify and write questions

Identify and write a prepositional phrase within a compound sentence e.g. There was a huge bowl *on the table* but the bowl was cracked.

Identify and write adverbial phrases of manner, time and place within simple sentences e.g. manner She danced *gracefully* at the party, time We will have a picnic *tomorrow* in the park & The children played *in the playground* after school.

Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence e.g. Grace went to the shop but Grace could not find what she needed. → Grace went to the shop but *she* could not find what she needed

Identify and write a prepositional phrase within a compound sentence e.g. Tom went to the park, and he *played on the swings* with his friends

Identify and use fronted adverbials of time, place and manner that begin sentences. *At the zoo*, we saw lions, and we heard monkeys chattering in the trees. *In the garden*, there were many colourful flowers, *Carefully*, she painted a beautiful picture.

Write direct speech (statement) followed by a reporting clause

Write into direct speech (question and exclamation) followed by a reporting clause

Identify and write the subordinating conjunctions 'because' (*use Mr Subordinate character and Mrs Main*)

Identify and write the subordinating conjunctions 'although' (*use Mr Subordinate character and Mrs Main*)

Identify and write the subordinating conjunctions 'when' (*use Mr Subordinate character and Mrs Main*)

Identify and write the subordinating conjunctions 'if' (*use Mr Subordinate character and Mrs Main*)

Objectives to be taught through writing sentences, apply and paragraph writing (depending on the objective)

- Begin to use paragraphs or sections as a way to group related material
- Write using appropriate vocabulary choices for purpose
- In narrative, create simple settings and characters and plot
- Demonstrate correct and consistent use of tense

Other objectives to be taught in skills lessons but taught explicitly then reinforced in sentence writing & apply when they occur:

- Use of the forms of a and an correctly
- Use apostrophes for omission (Y2 teach if needed)
- Identify and write apostrophes for plural possession
- Identify and write apostrophes for singular possession

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Year 4

Distinguish between a main clause and a subordinate clause (use Mr Subordinate character and Mrs Main)
Identify and use fronted adverbials of time, place and manner that begin sentences.
Identify and use compound clause structures - and but or yet so or (use Mrs Main)
Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although') (use Mr Subordinate character and Mrs Main)
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if') (use Mr Subordinate character and Mrs Main)
Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if') (use Mr Subordinate character and Mrs Main)
Identify and write complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though') (use Mr Subordinate character and Mrs Main)
Identify and write complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though') (use Mr Subordinate character and Mrs Main)
Identify and write topic sentences that start new paragraphs in expository writing (non-fiction – information/recounts/reports etc)
Identify and write supporting detail that elaborates on topic sentences in expository writing
Identify and write concluding sentences that end paragraphs in expository writing
Identify and write sentences that open with present or past participles e.g., present <i>Running</i> late, she dashed to catch the bus. <i>Smiling</i> brightly, he greeted his old friend, past <i>Fascinated</i> by the ancient artefacts, the archaeologist
Identify and write sentences that open with present or past participle phrases e.g. present - <i>Walking home after school</i> , John noticed the sky becoming darker and <i>Feeling hot and sticky</i> , I decided to take a refreshing cold shower and past - <i>Finally broken</i> , Lee lowered his gloves. <i>Touched by the kindness of strangers</i> , began to see hope
Convert spoken word into direct speech (question and exclamation) starting with a reporting clause
Convert spoken word into direct speech (statement) starting with a reporting clause
Identify and write new paragraphs for new speakers
Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Objectives to be taught through writing sentences, apply and paragraph writing (depending on the objective)
<ul style="list-style-type: none"> • Begin to use paragraphs or sections as a way to group related material • Appropriate technical language and organisational devices (headings/sub-headings) • Write using appropriate vocabulary choices for purpose • In narrative, create simple settings and characters and plot • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Write a range of sentences with secure use of: and/but/so/or and when/if/because (taught through Y2/Y3)
Other objectives to be taught in skills lessons but taught explicitly then reinforced in sentence writing & apply when they occur:
<ul style="list-style-type: none"> • Place the possessive apostrophe accurately in words with regular plurals

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Year 5

Identify and use compound clause structures - and, but, or. yet. so or (use Mrs Main)

Identify and use complex clause structures - because', 'when' and 'although' 'as', 'while' and 'if' since', 'after/before' and 'even though' opening and with a main clause and a subordinate clause (use Mr Subordinate character and Mrs Main)

Identify and write adverbs followed by present and past participle openers e.g. *Swiftly gliding*, the swan crossed the serene lake.

To expand on direct speech with narrative to advance the plot

To identify and write expanded noun phrases that include a prepositional phrase e.g. *An enormous, menacing monster in the mouth of a dark cave*

Identify and write appositives (nouns/noun phrases, embedded and at the end of the main clause) as parenthesis e.g. My friend (*a talented musician*) played the piano beautifully or I visited New York City, (*the city that never sleeps*).

To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis e.g. The woman, *who lives next door*, is my aunt.

To write relative clause sentences beginning with who, which, where, when, whose, that e.g., He found the wallet *whose owner he had been searching for*.

Write relative clauses and appositives within compound and complex sentences e.g. Mary bought a new house, which is located near the park, and John purchased a condo by the beach

Write conjunctive adverbs to open sentence e.g. *Nevertheless*, she persisted in her efforts to learn the language. *Meanwhile*, the other team was preparing for the upcoming match.

Identify and write an introductory paragraph in expository writing

Identify and write a concluding paragraph in expository writing

To open, embed or end a paragraph with direct speech

using commas to clarify meaning or avoid ambiguity in writing

Identify and write similes

Identify and write metaphor

Identify and write personification

Identify and write ellipsis as a pause

Identify and write ellipsis as a stop mark and an incomplete thought

Objectives to be taught through writing sentences, apply and paragraph writing (depending on the objective)

- Write for a range of purposes and audiences, selecting language that shows awareness of the reader
- In non-narrative, use simple devices to structure the writing and support the reader (including headings, sub headings, bullet points)
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Other objectives to be taught in skills lessons but taught explicitly then reinforced in sentence writing & apply when they occur:

- Subjunctive form
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using modal verbs or adverbs to indicate degrees of possibility (need to also weaved into text – persuade)

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Year 6

To identify and write expanded noun phrases that include a prepositional phrase e.g. *An enormous, menacing monster in the mouth of a dark cave*

Use of parenthesis taught in year 5

Use of relative clauses taught in year 5

Identify and write multi-clause compound sentences joined with two different coordinating conjunctions e.g. She wanted to go to the beach, *but* the weather forecast predicted heavy rain, *so* she decided to stay home and watch movies.

Identify and write multi-clause complex sentences joined with two different subordinating conjunctions e.g. *Although* he was tired from the long journey, he wanted to explore the city *because* he had never been there before.

Identify and write multi-clause complex sentences joined with one subordinating conjunction and one coordinating conjunction e.g. *Although* she had planned to stay home and relax, she decided to go to the party, *but* only if her friend would accompany her.

Identify and use colons to introduce lists e.g. My favourite colours are: red, blue, and green. To make a sandwich, you need: bread, cheese, and lettuce & The planets in our solar system are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune

Identify and use colons to explain e.g. There was only one thing left to do: run! She had a special talent: singing beautifully.

Identify and write sentences with used semi colons in the place of a compound conjunction to join two main clauses e.g. She wanted to go to the beach *but* he preferred staying home and reading vs She wanted to go to the beach; he preferred staying home and reading.

Identify and write simple sentences to enhance the mood and/or add emphasis e.g. The stars twinkled in the night sky.

Identify and use dashes and ellipses in direct speech for characterisation e.g. I was going to tell you—never mind, it's not important anymore. Um... I'm not sure if I should say this, but...

Identify and write non-standard English in direct speech for characterisation

Identify and write conjunctive adverbs to link paragraphs e.g. *Furthermore*, we must recognize the role of individual actions in preserving the environment. *Meanwhile*, let's consider how we can protect wildlife habitats.

Identify and write single sentence paragraphs to enhance the mood, add emphasis e.g. The forest was dark, the shadows looming ominously. Suddenly, the ground shook beneath them. Tremors. They ran. Faster. Faster still.

Identify and write anaphora e.g. *We will fight for our rights. We will fight for justice. We will fight for equality*

Identify and write epistrophe e.g. When I was a child, I spoke as a child, I understood as a child, I thought as a child."

Identify and write exaggeration e.g. *I'm so hungry I could eat a horse!*

Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence

Objectives to be taught through writing sentences, apply and paragraph writing (depending on the objective)

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- In non-narrative, use simple devices to structure the writing and support the reader (including headings, sub headings, bullet points)
- In narratives, describe settings, characters and atmosphere

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- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately

Other objectives to be taught in skills lessons but taught explicitly then reinforced in sentence writing & apply when they occur:

- Distinguish between active and passive voice
- Use hyphens to avoid ambiguity
- Subjunctive form
- Using passive verbs to affect the presentation of information in a sentence
- Using the perfect form of verbs to mark relationships of time and cause
- Using modal verbs or adverbs to indicate degrees of possibility (need to also be weaved into text – persuade)