

Year 1

Sentence type	Features	Example	Greater depth.
Simple sentence	Every sentence has to have a noun, verb, capital letter, full stop.	The dog barked. He is kind	Understanding of doing <i>and</i> being. Better verb choices.
Sentence expanded with adjectives	As above and insert adjective.	The dog was vicious. The kind, beautiful princess sang a song.	Choosing only 2 adjectives, carefully chosen. Comma between 2 adjectives.
Sentence with “and”	The and is used to show two separate but connected actions. Must have two verbs.	I went to the park and ate an ice-cream. My dog ate my lunch and my cat drank my milk.	Alternating the order of the clauses. 1 person doing 2 things. 2 people doing 2 things.
Question	Must have a question mark. Use why, how, do, when, what, who as starters.	Do you really need an example?	To be able to write rhetorical questions.
Exclamation mark	To use for emphasising a statement. Must have an exclamation mark.	Leave it!	Write an exclamation sentence.
Short sentence	Write a sentence with 4 words.	The sky is blue.	Use of a being verb.

Year 2

Sentence type	Features	Example	Greater depth.
Simple sentence	Every sentence has to have a noun, verb, capital letter, full stop.	The dog barked. He is kind.	Understanding of doing <i>and</i> being. Better verb choices.
Sentence expanded with adjectives	As above and insert adjective. Adjectives are used to form an expanded noun phrase.	The dog was vicious. The kind, beautiful princess sang a song.	Choosing only 2 adjectives, carefully chosen. Comma between 2 adjectives.
Sentence with a coordinating conjunction. And, or, but.	The conjunction is used to show two separate but connected actions. Must have two verbs.	I went to the park and ate an ice-cream. My dog ate my lunch but my cat drank my milk. I will go to the park or I will watch a film.	Alternating the order of the clauses. 1 person doing 2 things. 2 people doing 2 things.
Sentence with a subordinating conjunction. Because, if, that when.	Use if, that and because for causal link. Use when for time link. Must have 2 verbs.	You will be successful if you work hard. She felt tired because she went to bed late. Stir the chocolate so that it covers the rice krispies.	Identify the main and subordinating clauses. Change the order of the subordinating clauses.
Question	Must have a question mark. Use why, how, do, when, what, who as starters.	Do you really need an example? If we behave, can we have some extra playtime?	To be able to write rhetorical questions.
Exclamation sentences.	To use for emphasising a sentence. Must have an exclamation mark. Starts with how or what and has a verb.	What a lovely day it is! How amazing this work is!	
Command	Must give instruction. Use of imperative verb.	Mix the solution.	To include a time reference. (After you have taken the food from the oven, place them on the rack to cool).
Adverbs	Adverbs for how and when.	Slowly, the giant approached the castle. When you've been to the toilet, wash your hands.	Use adverbs for when. Change the position of the how adverb.
Short sentence	Write a sentence with 3 words.	They all stopped. They are kind.	Use of a being verb.

Year 3

Sentence type	Features	Example	Greater depth.
Simple sentence	Every sentence has to have a noun, verb, capital letter, full stop. Can include a longer noun phrase.	The vicious dog barked menacingly. The evil old lady was feeling rather nervous.	Understanding of doing <i>and</i> being. Better verb choices. Use of abstract nouns. (Fear consumed him).
Sentence expanded with adjectives.	As above and insert adjective. Adjectives are used to form an expanded noun phrase. Comma between 2 adjectives. Choosing only 2 adjectives, carefully chosen.	The dog was vicious. The kind, beautiful princess sang a song.	Start sentences with adjectives.
Sentence with a coordinating conjunction. And, or, but.	The conjunction is used to show two separate but connected actions. Must have two verbs.	I went to the park and ate an ice-cream. My dog ate my lunch but my cat drank my milk. I will go to the park or I will watch a film.	Alternating the order of the clauses. 1 person doing 2 things. 2 people doing 2 things.
Sentence with a subordinating conjunction. Because, if, that when, after, while, as.	Use if, that and because for causal link. Use when, while, as before and after for time link. Must have 2 verbs.	As the sun rose, he reluctantly rose from his slumber. He reluctantly rose from his slumber, as the sun rose. While the witch rode on her broom, she plotted and schemed.	Identify the main and subordinating clauses. Change the order of the subordinating clauses.
Question	Must have a question mark. Use why, how, do, when, what, who as starters. To be able to write rhetorical questions.	Do you really need an example? If we behave, can we have some extra playtime?	Questions tags. We can go outside, can't we?
Exclamation sentences.	To use for emphasising a sentence. Must have an exclamation mark. Starts with how or what and has a verb.	"What a lovely day it is!" How amazing this work is!	To use exclamation marks inside inverted commas.
Command	Must give instruction. Use of imperative verb. To include a time reference.	Mix the solution. After you have taken the food from the oven, place them on the rack to cool.	To add an adverb to the command.
Adverbs	Adverbs for how, when	Slowly, the giant	Change the position of

	<p>and where. To use them in different positions in sentences.</p>	<p>approached the castle. The giant slowly approached the castle. The giant approached the castle slowly. As the clock struck 12, I shivered. I shivered, as the clock struck 12.</p>	<p>the how adverb.</p>
Prepositions	<p>To use prepositions for place. To vary the position in the sentence.</p>	<p>Under the bridge, the troll waited. The troll waited under the bridge.</p>	<p>To use prepositions for time.</p>
Short sentence	<p>Write a sentence with 2 words.</p>	<p>He stopped. It shone.</p>	<p>Used correctly for effect.</p>

Year 4

Sentence type	Features	Example	Greater depth.
Simple sentence	Every sentence has to have a noun, verb, capital letter, full stop. Can include a longer noun phrase. Use of abstract nouns. (Fear consumed him).	The vicious dog barked menacingly. The evil old lady was feeling rather nervous.	Understanding of doing <i>and</i> being. Better verb choices.
Sentence expanded with adjectives.	As above and insert adjective. Adjectives are used to form an expanded noun phrase. Comma between 2 adjectives. Choosing only 2 adjectives, carefully chosen. Start sentences with adjectives.	The dog was vicious. The kind, beautiful princess sang a song.	Start sentences with correct use of singular and plural nouns. Tiny wooden houses kept out the cold. Tiny and wooden, the house kept out the cold.
Sentence with a coordinating conjunction. And, or, but.	The conjunction is used to show two separate but connected actions. Must have two verbs. Use as part of a 3 for action sentence.	I went to the park and ate an ice-cream. My dog ate my lunch but my cat drank my milk. I will go to the park or I will watch a film.	Alternating the order of the clauses. 1 person doing 2 things. 2 people doing 2 things.
Sentence with a subordinating conjunction. Because, if, that when, after, while, as.	Use if, that and because for causal link. Use when, while, as before and after for time link. Must have 2 verbs. Identify the main and subordinating clauses. Change the order of the subordinating clauses.	As the sun rose, he reluctantly rose from his slumber. He reluctantly rose from his slumber, as the sun rose. While the witch rode on her broom, she plotted and schemed.	Use although as an oppositional coordination. I didn't do well although I tried really hard.
Question	Must have a question mark. Use why, how, do, when, what, who as starters. To be able to write rhetorical questions. Questions tags. We can go outside, can't we?	Do you really need an example? If we behave, can we have some extra playtime?	Use question marks in speech or diary to show informality.
Exclamation sentences.	To use for emphasising a sentence. Must have an exclamation mark. Starts with how or what and has a verb.	"What a lovely day it is!" How amazing this work is!	To use exclamation marks inside inverted commas.
Command	Must give instruction. Use of imperative verb.	Mix the solution. After you have taken the	To adapt commands for audience and purpose.

	<p>To include a time reference.</p> <p>To add an adverb to the command.</p>	<p>food from the oven, place them on the rack to cool.</p>	<p>Please turn off the lights.</p> <p>When you leave the classroom please turn off the light.</p> <p>Turn off the lights.</p>
Adverbs	<p>Adverbs for how, when and where.</p> <p>To use them in different positions in sentences.</p> <p>Change the position of the how adverb.</p>	<p>Slowly, the giant approached the castle.</p> <p>The giant slowly approached the castle.</p> <p>The giant approached the castle slowly.</p> <p>As the clock struck 12, I shivered. I shivered, as the clock struck 12.</p>	<p>Use a comma to separate the adverbial clause..</p>
Prepositions	<p>To use prepositions for place.</p> <p>To vary the position in the sentence.</p> <p>To use prepositions for time.</p>	<p>Under the bridge, the troll waited. The troll waited under the bridge.</p>	<p>Increase the precision of prepositions.</p> <p>Across the road from where the accident took place.</p>
Short sentence	<p>Write a sentence with 2 words.</p> <p>Used correctly for effect.</p>	<p>He stopped. It shone.</p> <p>He stopped.</p>	<p>Write 3 word sentence for abstract nouns.</p> <p>Hunger overwhelmed him.</p>

Year 5

Sentence type	Features	Example	Greater depth.
Simple sentence	Every sentence has to have a noun, verb, capital letter, full stop. Can include a longer noun phrase. Use of abstract nouns. (Fear consumed him).	The vicious dog barked menacingly. The evil old lady was feeling rather nervous.	Understanding of doing <i>and</i> being. Better verb choices.
Sentence expanded with adjectives.	As above and insert adjective. Adjectives are used to form an expanded noun phrase. Comma between 2 adjectives. Choosing only 2 adjectives, carefully chosen. Start sentences with correct use of singular and plural nouns. Tiny, wooden houses kept out the cold. Tiny and wooden, the house kept out the cold. Start sentences with adjectives. Use after the noun as an embedded clause.	The dog was vicious. The kind, beautiful princess sang a song. The boy, who was kind, shared his sweets.	Mark the relative clause with brackets, dashes
Embedded clause sentences	Use as above to add detail to nouns using who, which, that.	The robin, which waited on the branch, looked beautiful. The robin, which was beautiful, waited on the branch.	Add detail of when where, whose. The park, where I broke my leg, is due to be demolished.
Sentence with a coordinating conjunction. And, or, but.	The conjunction is used to show two separate but connected actions. Must have two verbs. Use as part of a 3 for action sentence.	I went to the park and ate an ice-cream. My dog ate my lunch but my cat drank my milk. I will go to the park or I will watch a film.	Alternating the order of the clauses. 1 person doing 2 things. 2 people doing 2 things.
Sentence with a subordinating conjunction. Because, if, that when, after, while, as.	Use if, that and because for causal link. Use when, while, as before and after for time link. Must have 2 verbs. Identify the main and subordinating clauses. Change the order of the subordinating clauses.	As the sun rose, he reluctantly rose from his slumber. He reluctantly rose from his slumber, as the sun rose. While the witch rode on her broom, she plotted and schemed.	Use although as an oppositional coordination. I didn't do well although I tried really hard.
Question	Must have a question	Do you really need an	Use question tags in

	<p>mark. Use why, how, do, when, what, who as starters. To be able to write rhetorical questions. Questions tags. We can go outside, can't we?</p>	<p>example? If we behave, can we have some extra playtime?</p>	<p>speech or diary to show informality.</p>
Exclamation sentences.	<p>To use for emphasising a sentence. Must have an exclamation mark. Starts with how or what and has a verb.</p>	<p>"What a lovely day it is!" How amazing this work is!</p>	<p>To use exclamation marks inside inverted commas.</p>
Noun sentences	<p>To start sentences with a plural noun (no determiner) Use expanded noun phrases.</p>	<p>Trees glistened in the snow. The blood-stained knife, on the floor,...</p>	<p>To include prepositions as part of expanded noun phrase without turning it into a clause. (The rusty, red bike against the fence = phrase. The rusty, red bike is against the fence = sentence).</p>
Verb starter	<p>Start with an ing verb. Same person has to be doing 2 things at the same time.</p>	<p>Feeling lonely, he wandered around in the rain.</p>	
Modal verbs.	<p>Must give instruction. Use of imperative verb. To include a time reference. To add an adverb to the command. To adapt commands for audience and purpose. To suggest a degree of possibility.</p>	<p>Mix the solution. After you have taken the food from the oven, place them on the rack to cool. Please turn off the lights. When you leave the classroom, please turn off the light. Turn off the lights</p>	<p>Introduce the subjunctive. If you were to open the window, then we would get some fresh air.</p>
Adverbs	<p>Adverbs for how, when and where. To use them in different positions in sentences. Change the position of the how adverb. Use a comma to separate the adverbial clause. Adverbial phrases for how.</p>	<p>Slowly, the giant approached the castle. The giant slowly approached the castle. The giant approached the castle slowly. As the clock struck 12, I shivered. I shivered, as the clock struck 12. With a feeling of dread, he entered the room.</p>	<p>Double adverb starter</p>
Prepositions	<p>To use prepositions precisely for place and</p>	<p>Under the bridge, the troll waited. The troll</p>	<p>Use parenthesis for embedded clause.</p>

	<p>time. To vary the position in the sentence. To use prepositions for time. Alter the position in 3 places.</p>	<p>waited under the bridge. Across the road from where the accident took place.</p>	
Short sentence	<p>Use a combination of 2,3,4 and 5 word sentences for effect.</p>	<p>He stopped. There was nothing. Silence filled the air. It was too late.</p>	<p>Use a 5 word verb starter. Turning around, I saw her.</p>

Year 6

Sentence type	Features	Example	Greater depth.
Simple sentence	Every sentence has to have a noun, verb, capital letter, full stop. Can include a longer noun phrase. Use of abstract nouns. (Fear consumed him).	The vicious dog barked menacingly. The evil old lady was feeling rather nervous.	Understanding of doing <i>and</i> being. Better verb choices.
Sentence expanded with adjectives.	As above and insert adjective. Adjectives are used to form an expanded noun phrase. Comma between 2 adjectives. Choosing only 2 adjectives, carefully chosen. Start sentences with correct use of singular and plural nouns. Mark the relative clause with brackets, dashes. Include hyphenated adjective.	The dog was vicious. The kind, beautiful princess sang a song. The boy, who was kind, shared his sweets. Tiny, wooden houses kept out the cold. Tiny and wooden, the house kept out the cold. Start sentences with adjectives. Use after the noun as an embedded clause. Big-eared, blood-stained, rosy-cheeked.	Adjectives in a list with use of a semicolon. I need many things for my holiday; a bright pair of orange trousers; a glimmering gold medallion; a fake fur white coat; a whistle emoji..
Embedded clause sentences	Use as above to add detail to nouns using who, which, that. Add detail of when where, whose. The park, where I broke my leg, is due to be demolished.	The robin, which waited on the branch, looked beautiful. The robin, which was beautiful, waited on the branch.	Mark with dashes, for informality. Brackets and commas.
Sentence with a coordinating conjunction. And, or, but.	The conjunction is used to show two separate but connected actions. Must have two verbs. Use as part of a 3 for action sentence.	I went to the park and ate an ice-cream. My dog ate my lunch but my cat drank my milk. I will go to the park or I will watch a film.	Alternating the order of the clauses. 1 person doing 2 things. 2 people doing 2 things.
Sentence with a subordinating conjunction. Because, if, that when, after, while, as.	Use if, that and because for causal link. Use when, while, as before and after for time link. Must have 2 verbs. Identify the main and subordinating clauses. Change the order of the	As the sun rose, he reluctantly rose from his slumber. He reluctantly rose from his slumber, as the sun rose. While the witch rode on her broom, she plotted	Use despite in order to show opposition.

	<p>subordinating clauses. Use although as an oppositional coordination.</p> <p>I didn't do well although I tried really hard.</p>	and schemed.	
Semicolon	To link 2 separate but closely linked clauses.	His hands trembled; he was terrified.	
Colon	To link 2 independent clauses that both make sense independently.	I ate lots for dinner: chunky chips, beans and a pizza were all consumed by me.	
Question	<p>Must have a question mark. Use why, how, do, when, what, who as starters. To be able to write rhetorical questions. Questions tags. We can go outside, can't we?</p>	<p>Do you really need an example? If we behave, can we have some extra playtime?</p>	<p>Use question tags in speech or diary to show informality.</p> <p>Use of would, could for formality.</p>
Exclamation sentences.	<p>To use for emphasising a sentence. Must have an exclamation mark. Starts with how or what and has a verb.</p>	<p>"What a lovely day it is!" How amazing this work is!</p>	To use exclamation marks inside inverted commas.
Noun sentences	<p>To start sentences with a plural noun (no determiner) Use expanded noun phrases.</p>	<p>Trees glistened in the snow. The blood-stained knife, on the floor,...</p>	<p>To include prepositions as part of expanded noun phrase without turning it into a clause. (The rusty, red bike against the fence = phrase. The rusty, red bike is against the fence = sentence).</p>
Verb starter	Start with an ing verb. Same person has to be doing 2 things at the same time.	Feeling lonely, he wandered around in the rain.	Short verb sentences. Feeling tired, he slept.
Subjunctive	If you were to...		
Passive sentences	The subject of the sentence has something done to it.	<p>The whistle was blown the dancer. The window was broken by the ball.</p>	
Modal verbs.	Must give instruction. Use of imperative verb.	Mix the solution. After you have taken the	Introduce the subjunctive.

	<p>To include a time reference.</p> <p>To add an adverb to the command. To adapt commands for audience and purpose.</p> <p>Please turn off the lights.</p> <p>When you leave the classroom please turn off the light.</p> <p>Turn off the lights</p>	<p>food from the oven, place them on the rack to cool.</p>	<p>If you were to open the window, then we would get some fresh air.</p>
Adverbs	<p>Adverbs for how, when and where.</p> <p>To use them in different positions in sentences.</p> <p>Change the position of the how adverb.</p> <p>Use a comma to separate the adverbial clause.</p> <p>Adverbial phrases for how.</p>	<p>Slowly, the giant approached the castle.</p> <p>The giant slowly approached the castle.</p> <p>The giant approached the castle slowly.</p> <p>As the clock struck 12, I shivered. I shivered, as the clock struck 12.</p> <p>With a feeling of dread, he entered the room.</p>	<p>Double adverb starter</p>
Prepositions	<p>To use prepositions precisely for place and time.</p> <p>To vary the position in the sentence.</p> <p>To use prepositions for time.</p> <p>Alter the position in 3 places.</p>	<p>Under the bridge, the troll waited. The troll waited under the bridge.</p> <p>Across the road from where the accident took place.</p>	<p>Use parenthesis for embedded clause.</p>
Short sentence	<p>Use a combination of 2,3,4 and 5 word sentences for effect.</p>	<p>He stopped. There was nothing. Silence filled the air. It was too late.</p>	<p>Use 1 word sentences.</p> <p>He knew there was only one option. Death. (implied).</p>