

Intent	<ul style="list-style-type: none"> Regular short bursts → builds fluency and automaticity with sentence construction. Moves from simple to complex in manageable steps, so children are scaffolded. Helps embed grammar in writing so children apply grammar in context of writing. Encourages reflection: pupils not just write a sentence but improve it which builds metacognition about structure. Supports reluctant and competent writers Sequence the explicit teaching of sentence construction to avoid over-loading working memory. 	
Timings	Links	
3x per week Consolidation of previous skills and then year group focus teaching.	Writing framework: https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf NC English: https://assets.publishing.service.gov.uk/media/5a7de93840f0b62305b7f8ee/PRIMARY_national_curriculum_-_English_220714.pdf	

Year Group	Focus Skill	NC Link	Sentence Level Activity
Year R	Understanding subject and verb Jack climbed. Jack skipped.	ELG: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	<ul style="list-style-type: none"> Oral rehearsal Use pictures to represent subjects and verbs and develop a sentence (obvious subject and verb choices)
Year 1	Understanding subject and verb; writing simple sentences with capital letters and full stops. Jack saw a giant	Write sentences that make sense; use capital letters and full stops correctly.	<ul style="list-style-type: none"> Oral rehearsal Use pictures to represent subjects and verbs and develop a sentence Using sentence fragments to complete sentences Correcting incorrect sentence structure Identify the subject and the verb in the sentence Write simple sentence
Year 2	Using coordinating conjunctions (and, but, or); writing compound sentences. Jack climbed the beanstalk and saw a terrifying giant	Use coordination to join ideas in sentences	<ul style="list-style-type: none"> Oral rehearsal Using sentence fragments to complete sentences Extending sentences using conjunctions Sentence combining Correcting incorrect sentence structure Identify the subject, the verb and conjunction in the sentence Write sentences with a coordinating conjunction
Year 2	Distinguishing between and practising the four sentence types Statement: Jack climbed the beanstalk. Question: Did Jack climb the beanstalk? Command: Climb the beanstalk, Jack! Exclamation: What an enormous beanstalk!	Pupils learn how to use sentences with different forms: statement, question, exclamation and command	<ul style="list-style-type: none"> Oral rehearsal Identify the sentence type Identify the way in which grammar of a sentence reflects the sentence type. Identify the punctuation required by the different sentence types. Correct incorrect sentence structure Write a statement, exclamation, command and question.
Year 3	Using subordinating conjunctions (because, when, if); writing complex sentences.	Use subordination to express time, cause, and place.	<ul style="list-style-type: none"> Oral rehearsal Using sentence fragments to complete sentences



Homefield Primary and SSC – Progression of Sentence Level Skills



	After noticing the beanstalk, Jack decided to climb it		<ul style="list-style-type: none"> Extending sentences using subordinating conjunctions. Add a clause (e.g. to show his next movement) Sentence combining Correcting incorrect sentence structure Identify the subject, the verb and conjunction in the sentence Write sentences with a subordinating conjunction 								
Year 3	Expanded noun phrases; using adjectives and prepositional phrases for detail The brave, curious boy named Jack, set off toward the bustling village market to sell their only cow	Use expanded noun phrases to add detail and description	<ul style="list-style-type: none"> Oral rehearsal Use pictures to represent the noun and generate adjectives and prepositions Using sentence fragments to complete sentences Extending sentences using expanded noun phrases Sentence combining Correcting incorrect sentence structure Identify the noun, adjectives and prepositions Write sentences with an expanded noun phrase 								
Year 4	Using adverbs and fronted adverbials (with commas) <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Time, place or manner</th> <th>Example sentence</th> </tr> </thead> <tbody> <tr> <td>When?</td> <td>Shortly after dawn, Jack climbed the beanstalk. Jack climbed the beanstalk straight after breakfast.</td> </tr> <tr> <td>Where?</td> <td>At the outskirts of the village, Jack climbed the beanstalk. Jack climbed the beanstalk in the next field.</td> </tr> <tr> <td>How?</td> <td>With great difficulty, Jack climbed the beanstalk. Jack, with a very deep breath, climbed the beanstalk.</td> </tr> </tbody> </table>	Time, place or manner	Example sentence	When?	Shortly after dawn, Jack climbed the beanstalk. Jack climbed the beanstalk straight after breakfast.	Where?	At the outskirts of the village, Jack climbed the beanstalk. Jack climbed the beanstalk in the next field.	How?	With great difficulty, Jack climbed the beanstalk. Jack, with a very deep breath, climbed the beanstalk.	Use adverbs to modify verbs and fronted adverbials to vary sentence openings.	<ul style="list-style-type: none"> Oral rehearsal Use pictures to generate adverbials Using sentence fragments to complete sentences Extending sentences using adverbials Sentence combining Correcting incorrect sentence structure Identify the adverbs, prepositional phrases and subordinate clauses Practise adding adverbials to a sentence by answering when, where and how the main action happened Write sentences with an adverb or fronted adverbial
Time, place or manner	Example sentence										
When?	Shortly after dawn, Jack climbed the beanstalk. Jack climbed the beanstalk straight after breakfast.										
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How?	With great difficulty, Jack climbed the beanstalk. Jack, with a very deep breath, climbed the beanstalk.										
Year 5	Using relative clauses introduced by who, which, that, etc. Jack decided to climb the beanstalk that had magically appeared in the garden	Use relative clauses to add detail and clarity.	<ul style="list-style-type: none"> Oral rehearsal Use pictures to generate relative clauses Using sentence fragments to complete sentences Extending sentences using relative clauses Sentence combining Correcting incorrect sentence structure Identify the relative pronoun Practise adding a relative clause using that, which, who, whose, where and when. Write sentences with a relative clause 								
	Using parenthesis (commas, dashes, brackets). Link to relative clause Jack climbed the beanstalk- even though his mother told him not to- to see where it led.	Use punctuation to indicate parenthesis and add information.	<ul style="list-style-type: none"> Use sentence fragments to complete sentences Identify parenthesis Correct the incorrect punctuation Extending sentences using parenthesis Add the appropriate punctuation 								



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	The beans (which looked ordinary at first) grew into a giant beanstalk overnight.		<ul style="list-style-type: none"> • Write sentences with parenthesis
Year 6	<p>Linking clauses with punctuation (semi-colons, colons, dashes).</p> <p>The giant roared in anger; Jack knew he had to escape quickly</p> <p>Jack had one goal: to climb the beanstalk and find his fortune</p>	Use advanced punctuation to link or contrast ideas.	<ul style="list-style-type: none"> • Oral rehearsal • Using sentence fragments to complete sentences • Extending sentences using : and ; • Sentence combining • Correcting incorrect sentence structure • Practise adding the : and ; • Write a sentence with a : or ;
Year 6	<p>Using active and passive voice for effect.</p> <p>Jack carefully climbed the beanstalk</p> <p>The beanstalk was carefully climbed by Jack</p>	Understand and use passive constructions to vary sentence structure.	<ul style="list-style-type: none"> • Oral rehearsal • Using sentence fragments to complete sentences • Sentence combining • Identify the subject and object and verb forms • Identify the subject and object and change their position • Write sentences in the passive or active voice
Year 6	Identifying and correcting sentence construction errors; consolidating accuracy.	Revise and edit sentences to ensure correct structure and punctuation.	<ul style="list-style-type: none"> • Correcting incorrect sentence structure • Correcting incorrect punctuation (1. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 2. Commas to separate items in a list 3. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. 4. Inverted commas to punctuate direct speech 5. Commas to clarify meaning or avoid ambiguity 6. Brackets, dashes or commas to show parenthesis, colons and semi-colons). • Identify the position and use of the subject, the verb, adjective, adverb, type of noun, conjunction and determiner in sentence