

Sentence Construction Guidelines



Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government guidance and statutory requirements.

At Bridgewater, we believe that language and literacy is fundamental to the overall development of the child and their access to the curriculum in all its aspects. We aim to deliver quality teaching of basic and higher order reading, writing and listening skills to enable children to become confident and successful in their literacy. We follow the National Curriculum and other guidance to enable quality learning and teaching to take place.

As a part of this we want all our pupils by the end of Year Six to be able to:

- read and write with enjoyment, confidence, fluency and understanding;
- be able to orchestrate a full range of reading cues (semantic, phonic, graphic, syntactic, contextual) to monitor their reading and correct their mistakes;
- understand the sound-to-spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- use a range of sentences appropriate to the text type in order to engage and interest the reader.

In order to fulfil the last section of our school aims it is important that there is a clear structure for the teaching and learning of appropriate sentence construction.

Children are expected to be able to use a wide variety of sentences and also know when and where they are appropriate in different forms of writing.

THE FOLLOWING ARE STANDARDS THAT WE EXPECT THE MAJORITY OF CHILDREN TO ACHIEVE

Reception

Fiction:

- The giant roared.
- Joe and Tim went to the seaside.
- Teddy cried and cried.

Non-fiction:

- I like riding my bike.
- I can jump high.
- My car is red.
- We saw goats and cows.

Year 1

National Curriculum 2014- content to be introduced at Year 1

- How **words** can combine to make **sentences**

- Joining **words** and joining **clauses** using *and*

Terminology for pupils: letter, capital letter, word, singular, plural, sentence, full stop, question mark, exclamation mark

Fiction:

- The giant roared at Jack.
- Teddy cried and cried all the way home.

Who at?

Where to?

Non-fiction

- I like riding my bike in the park.
- We saw the farmer milking cows on the farm.

Year 1/2

Fiction:

- The sky was blue and the grass was green.
- He couldn't go left and he couldn't go right.
- James was sad but Sally was happy.

Non-fiction:

- You can glue it or (you can) tape it.
- The horse was big but the foal was tiny.
- You must eat healthy food and (you must) keep fit.

Compound sentences-
you can swap the two
parts round and it
still makes sense.

* and, but, or

Please note that the order of clauses being swappable is often true but does not always hold. Eg: *Terry was terrified but Sally went ahead* (to achieve the same sense, we'd write: *Sally went ahead although Terry was terrified*). The same is also true of "and". Eg: *He went over to the window and jumped out* has a meaning rather different from *He jumped out and went over to the window*.

Year 2

National Curriculum 2014- content to be introduced at Year 2

- **subordination:** using *when, if, that, because*

- **coordination:** using *or, and, but*

- **expanded noun phrases** – for description and specification

(for example, *the blue butterfly, plain flour, the man in the moon*)

Children will learn how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

Terminology for pupils: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.

Fiction:

- He woke up when the clock struck twelve.
- (When the clock struck twelve, he woke up.)
- The cat pounced before the bird knew what was happening.
- (Before the bird knew what was happening, the cat pounced.)
- She fell fast asleep after it was all over.
- (After it was all over, she fell fast asleep.)

Non-fiction

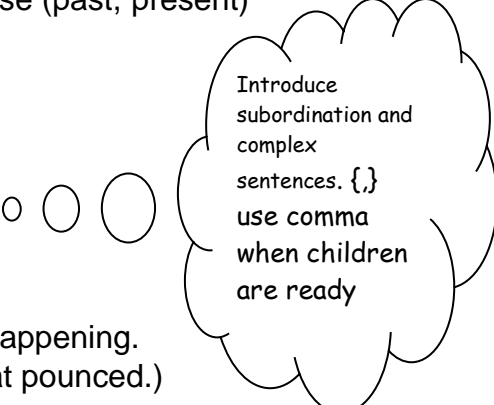
- Tie them together when they are dry.
- (When they are dry, tie them together.)
- We ate our lunch as soon as we arrived.
- (As soon as we arrived {,} we ate our lunch.)
- The caterpillars eat the leaves after they hatch.
- (After they hatch {,} the caterpillars eat the leaves.)

Fiction:

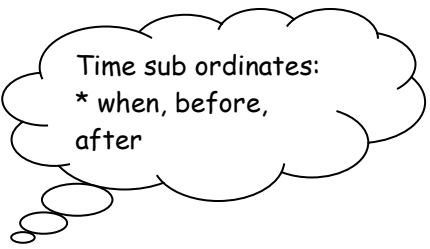
- She sat down and cried because the treasure had gone.
- (Because the treasure had gone {,} she sat down and cried.)
- George ran as fast as he could because the monster was stirring.
- (Because the monster was stirring {,} George ran as fast as he could.)

Non-fiction:

- Some birds migrate in the winter because it is too cold here.
- (Because it is too cold here {,} some birds migrate in the winter.)
- We climbed the hill because we wanted to look at the view.
- (Because we wanted to look at the view {,} we climbed the hill.)



Introduce subordination and complex sentences. {,} use comma when children are ready



Time sub ordinates:
* when, before, after

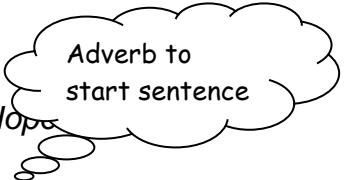


because

Year 2/3 (Introduce – not Statutory till Year 4)

Fiction:

Unfortunately, the soup had all been gobbled up by their neighbours; Hope shouting will soon stop;



Adverb to start sentence


Year 3

National Curriculum 2014- content to be introduced at Year 3

- Expressing time, place and cause using:

- **conjunctions** *when, before, after, while, so, because*
- **adverbs** *then, next, soon, therefore*
- or **prepositions** *before, after, during, in, because of*

Terminology for pupils: preposition, conjunction, word family, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter



Choices about
word order

- Before she plays netball, Kate always does a warm-up.
Kate always does a warm-up before she plays netball.
- Because the forecast was bad, Maureen took her umbrella.
Maureen took her umbrella because the forecast was bad.
- After the rain clouds cleared, Martin called for his friends.
Martin called for his friends after the rain clouds cleared.
- We moved to London before the War. (preposition)
- Think carefully before you choose. (conjunction)

Year 4

National Curriculum 2014- content to be introduced at Year 4:

- 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*

- Fronted adverbials [for example: Later that day, I heard the bad news.]

Terminology for pupils: determiner, pronoun, possessive pronoun, adverbial

Examples of fronted adverbials:

As soon as he could, Tom jumped off the train.

In the winter, some animals hibernate.

Every playtime, I play football.

Example Year 4 sentences - Fiction

- Gently, she leaned against the heavy door so that she could see what was inside.
- Sadly, he stumbled away so that he wouldn't have to look at the ghastly sight any more.

- She leaned against the heavy door gently so that she could see what was inside.
- He stumbled away sadly so that he wouldn't have to look at the ghastly site any more.
- So that she could see what was inside, she leaned gently on the heavy door.
- So that he wouldn't have to look at the ghastly site any more, he stumbled sadly away.
- To watch the sun go down{,} we dashed back silently to the craggy rocks.

Non fiction

- Carefully, we measured the distance between each hole so that the tiny seeds had room to grow.
- Silently, we dashed back to the craggy rocks to watch the sun go down.
- We measured the distance between each hole so that the tiny seeds had room to grow.
- We dashed back to the craggy rocks silently to watch the sun go down.
- So that the tiny seeds had room to grow{,} we measured the distance between each hole carefully.

Fiction

- The man in the shabby coat hobbled slowly along the dusty road.
- The creature covered in orange slime limped noisily towards the terrified child.
- The headless creature ran noisily from left to right.
- The angry tiger roared in fury.

Noun phrase

Adverbial phrase

Year 4/5

- Hobbling slowly along the dusty street, the man in the shabby coat chuckled quietly to himself.
- Limping noisily towards the terrified child, the creature covered in orange slime dribbled and drooled.
- Running noisily from left to right, the headless creature howled in pain.
- Roaring in fury, the angry tiger leaped through the air.

Year 4

Non fiction

- The cow with the spot on its head hurtled furiously towards William.
- The car with the wooden wheels ground slowly to a halt.
- The furious rain lashed across the field.
- We laughed as if we were going to explode.

Year 4/5

- Hurtling furiously towards William, the cow with the spot jumped the ditch.
- Grinding to a halt, the car with the wooden wheels finally collapsed completely.
- Lashing across the field, the furious rain completely drowned us.
- Laughing as if we were going to explode, we began to put the tent back up.

Year 5

National Curriculum 2014 - content to be introduced at Year 5:

- **Relative clauses** beginning with *who, which, where, when, whose, that* or an omitted relative pronoun

- **Indicating degrees of possibility using adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]

Terminology for pupils: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

Examples of sentences with relative clauses:

- The boy, who was feeling upset, walked to school.
- The man, who was a sailor, stood in the queue.
- The snarling beast, whose breath smelled like rotting eggs, roared with all his might.

Examples of modal verbs in sentences:

- It's snowing, so it **must be** very cold.
- He **might** be exhausted after such a long flight.
- If the plants don't get enough water, they **could** die.

Other examples of sentence construction for Year 5

Fiction

- The giant, roaring and growling, leapt to his feet.
- The cat, silent and still, waited for its chance.
- Having wept all day, she decided to do something about it.
- Having gulped down his lunch, the monster turned towards the little boy.
- With a look of utter disdain, she turned abruptly away.
- With tears rolling down his face, Simon crawled away.

Year 5

Non fiction

- Many people, whether they live there or not, will object to this.
- King Henry, the most famous of the Tudor kings, had six wives.
- Having cut out the desired shape, glue it onto the front of the box.

- Having selected the colour, begin to paint.
- With a damp cloth, gently wipe the marks off.
- With shovels and buckets, we began to dig.

Year 6

National Curriculum 2014- content to be introduced at Year 6:

- Use of the passive to affect the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].

-The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?

- or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech.

Terminology for pupils: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.

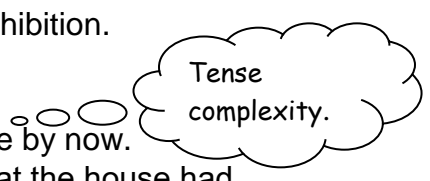
Examples of active versus passive sentences:

- Rita will write a letter. (active)
- A letter will be written by Rita. (passive)
- The professor teaches the students. (active)
- The students are taught by the professor. (passive)

Examples of other sentences for Year 6 (not statutory but show increasing complexity)

Fiction

- A screeching owl was the only sound to be heard.
- The poor creature was to be taken back and put into an exhibition.
- The house had been painted by the previous owners.
- If only they had listened, they could have been safely home by now.
- If the light hadn't been burning, she would have thought that the house had been deserted.



Tense complexity.

Non fiction

- The string will need to be tied around the stick.
- The queen was to be beheaded later that day.
- If the knot had been tied tighter, we might have been able to make a fairer test.
- If everyone has completed their tasks on time, we should still be able to go.

Guidance reviewed: Spring 2023

Next review date: Spring 2026