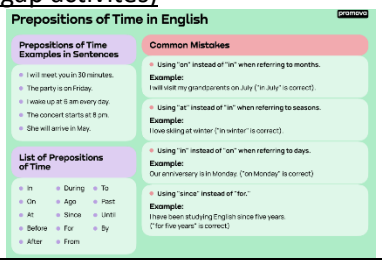
Sentence Knowledge Curriculum

Year 1

	Objective	Example / Why?
1.1	Identify and write a **past tense action verb**	The boy jumped. (This identifies the 'what' the subject is doing)
1.2	Identify and write a **simple subject**	The boy jumped. (This is a who in the sentence)
1.3	Identify and write a **simple sentence** (main clause)	The boy jumped.
1.4	Identify and write a **capital letter to begin a sentence**	The boy jumped.
1.5	Identify and write a **full stop to end a sentence**	The boy jumped.
1.6	Maintain a **consistent past tense** when writing	Writing coherently across the text.
1.7	Identify and write a **direct object**	The boy rolled the ball. (This is a what that is being affected by the who)
1.8	Identify and write **nouns**	The ball rolled. The boy jumped. (This is what or the who)
1.9	Distinguish between **common** and **proper nouns**	Ben rolled the ball. (Ongoing objective)
1.10	Identify and write **proper nouns** (a specific person, place or thing)	Ben rolled the ball.
1.11	Identify and write a **compound subject**	Two or more simple who doing the same thing. The boy and the girl jumped.
1.12	Identify and write a **compound object**	The ball and hoop rolled.
1.13	Identify and write **personal pronouns** as **subjects**	He rolled the ball. (I, we, you, he, she, it, they)
1.14	Identify and write **personal pronouns** as **objects**	The boy rolled it. (me, you, him, her, it – singular) (us, you them - plural)
1.15	Identify and write **state of being verbs**	The boy is rolling the ball. (identifies who or what a noun is, was, or will be, most being verbs are forms of to be eg *am, are, is, was, were*
1.16	Identify and write an **adjective after a state of being verb**	The ball is red.
1.17	Identify and **write lists of two adjectives after a state of being verb**	The ball is red and stripy.
1.18	Identify and write **compound sentences** with the **coordinating conjunction 'and'** (joins two main clauses)	The ball is stripy and it is on the playground.
1.19	Distinguish between **statements** and **questions**	The ball is red. Is the ball red?
1.20	Write the appropriate **stop mark for questions** and **statements**	The ball is red. Is the ball red?
1.21	Identify and write **questions**	What colour is the ball?
1.22	Identify and write **exclamation marks** as an appropriate stop mark	Quick!

Year 2

2.1	Identify and write **compound sentences** with the **co-ordinating conjunction 'but'**	The ball rolled but it got stuck in the grass.
2.2	Identify and write **lists of nouns joined with the conjunction 'and'**	Do you want a banana and a strawberry and a pear?
2.3	Identify and write **lists of nouns joined with the conjunction 'or'**	Do you want a banana or a strawberry or a pear?
2.4	Identify and write **compound sentences** with the **co-ordinating conjunction 'or'**	The boy can roll the ball or he can roll the hoop.
2.5	Identify and write **commas to list nouns**	Do you want a banana, a strawberry and a pear?
2.6	Identify and write a **present tense action verb**	The boy jumps.
2.7	Maintain a **consistent present tense** when writing	Coherence across the writing.
2.8	Distinguish between **statements** and **commands**	He rolled the ball. Roll the ball.
2.9	Identify and write **commands**	Roll the ball.
2.10	Distinguish between **singular** and **plural nouns**	He rolled the balls. (box – boxes)
2.11	Maintain the **correct subject/verb agreement** when writing with singular and plural subjects	The boy was rolling the ball. The boys were rolling the balls.
2.12	Identify and write **adjectives before nouns acting as the subject**	The happy boy rolled the ball.
2.13	Identify and write **adjectives before nouns acting as the object**	The boy rolled the red ball.
2.14	Identify and write **expanded noun phrases** to **use commas to list adjectives**	The boy rolled the red, stripy ball.
2.15	Identify and write the **subordinating conjunctions 'because', 'when' and 'if'**	The boy rolled the ball because he was happy.
2.16	Identify and write **apostrophes for contraction**	I am – I'm I will – I'll Did not – didn't Would not – wouldn't Can not - can't Has not - hasn't Could not - couldn't It is - it's
2.17	Identify and write **prepositions of time, place and movement**	He rolled the ball at lunchtime. He rolled the ball on the playground. He rolled the ball across the grass. (fill in the gap activites) 
2.18	Distinguish between **a main clause** and **a phrase**	He rolled the ball at lunchtime.
2.19	Identify and write **prepositional phrases of time**, **place** and **movement within simple sentences**	He rolled the ball at lunchtime.

2.20	Identify and write **prepositional phrases of time, place** and **movement that begin simple sentences**	At lunchtime he rolled the ball.
2.21	Identify and write **adverbs that modify verbs**	He rolled the ball quickly.
2.22	Identify and write **adverbs of time that begin a sentence**	 First he rolled the ball.
2.23	Distinguish between **statements** and **exclamation sentence**.	The ball was bouncy. What a bouncy ball it is!
2.24	Identify and write **exclamation sentence**	What a bouncy ball it is!
2.25	Identify and write **apostrophes for singular possession**	The boy's ball.

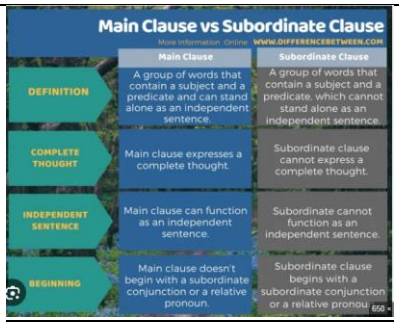
Year 3

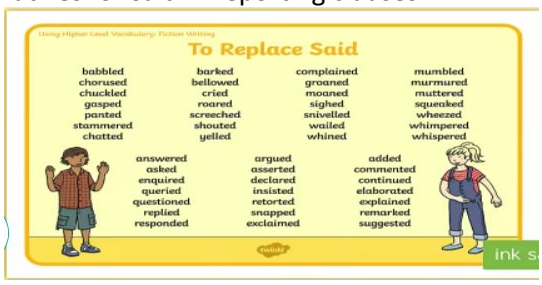
3.1	Identify and write **comparative adjectives** (a year 1 teaching objective)	My ball is bigger than yours. https://learnenglish.britishcouncil.org/grammar/a1-a2-grammar/comparative-adjectives
3.2	Identify and write **superlative adjectives** (a year 1 teaching objective)	My ball is the biggest. Biggest, smallest, quickest
3.3	Identify and write **adverbs that modify adjectives** *(Intensifier/adverbs of degree – shades of degree)*	The ball is incredibly bouncy. The ball is quite bouncy.
3.4	Identify and write **adverbs of place within a simple sentence** (*see relationship between adverb and verb – whereas proposition shows where the noun is)*	The ball rolled downstairs.
3.5	Identify and write adverbial phrases of manner, **time** and **place <u>within</u> simple sentences**	The ball rolled really quickly. I will play with the ball tomorrow morning. I will play with the ball on the playground.
3.6	Identify and write **adverbial phrases of time, place and manner that <u>begin</u> simple sentences**	See above, play with order.
3.7	Identify and write **compound sentences** with the **co-ordinating conjunction 'yet'**	I rolled the ball yet it got stuck in the grass.
3.8	Distinguish between **simple** and **compound sentences** (reinforcing KS 1 skills through the explicit teaching of the terminology with an explanation)	The ball rolled. The ball rolled and it hit the fence.
3.9	Identify and write a **combination of simple** and **compound sentences** (joined with the conjunctions '**and**', '**but**' and '**yet**')	See above.
3.10	Identify and write **personal pronouns to replace nouns** repeated as subjects in the second main clause of a compound sentence	The boy rolled the ball and he caught the ball. (key for cohesion)
3.11	Identify and write **personal pronouns to replace nouns** repeated as objects in the second main clause of a compound sentence	The boy rolled the ball and the boy caught it. (key for cohesion)

3.12	Identify and write **a prepositional phrase within a compound sentence**	He rolled the ball across the table and it tumbled onto the floor.
3.13	Identify and write **compound sentences with the co-ordinating conjunction 'or'**	The boy can roll the ball or he can throw it.
3.14	Identify and write **compound sentences with the co-ordinating conjunction 'so'** **Shouldn't this be in Year 2 as it is specifically referred to within the Age Related Expectation Statements**	It started to rain so we went inside.
3.15	Identify and write a **combination of simple and compound sentence**s (joined with the conjunctions 'or' and 'so')	See above.
3.16	Identify and write **adverbs** and **adverbial phrases** of **time, place** and **manner within compound sentences**	The boy can roll the ball quickly or he can throw it. The boy often rolls the ball but sometimes kicks it. The boy rolled the ball towards the skittle and it fell over.
3.17	Identify and write **adverbs** and **adverbial phrases** of **time, place** and **manner that begin compound sentences**	Quickly, the boy rolled the ball and it knocked the skittle over. Earlier, the boy rolled the ball and it knocked the skittle over. Outside, the boy rolled the ball and it knocked the skittle over.
3.18	Identify and write **apostrophes for plural possession**	The boys' ball was stripy.
3.19	**Convert spoken word** into **direct speech** (**statement**) followed by a reporting clause	"I knocked the skittle over," shouted the boy.
3.20	**Convert spoken word** into **direct speech** (**question** and **exclamation**) followed by a reporting clause	"Did I knock the skittle over?" asked the boy. "What a great shot that was!" exclaimed the boy.

3.21	**Convert spoken word** into **direct speech (question** and **exclamation**) followed by a reporting clause – isn't that the same as above	"What are you doing?" said the boy. "What an amazing time!" said the boy.
3.22	Organise ideas to create **paragraphs**	Teach as a topic change.
3.23	Use **time adverbials** to organise paragraphs	 Yesterday, we visited the Recycling Plant to learn about what happens to our rubbish. As abstract example that mixes past and present. e.g Yesterday, we had a visitor in school that told us all about owls. When they arrived he showed us … Just after this, Afterwards, Finally,

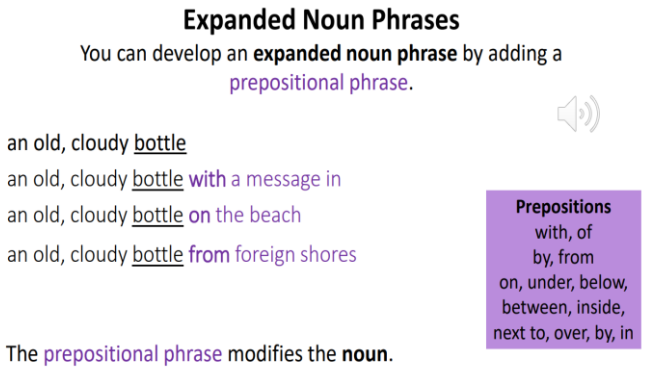
Year 4

4.1	Distinguish between **a main clause** and a **subordinate clause**	 We can all go to the cinema if I can find my wallet. You can go to the park when you have finished your homework. I am going for a nap because I am exhausted.
4.2	Identify and write the **subordinating conjunctions 'because'**, **'when'** and '**although'** (these have been taught in Year 2 but are now embedded and extended in Year 4)	See above examples. She remained calm, although she had been betrayed.
4.3	Identify and write **complex sentences** that **open with a main clause followed by a subordinate clause** ('**because', 'when' and 'although')**	See above examples.
4.4	Identify and write **complex sentences** that **open with a subordinate clause followed by a main clause ('because'**, '**when**' and	Change order in above examples, e.g. Although she had been betrayed, she remained calm.

	'**although**') and use a **comma to mark the clause**	
4.5	Identify and write **topic sentences that start new paragraphs in expositional writing**	The ancient Romans were one of the most advanced and successful civilizations in history.
4.6	Identify and write **supporting detail** that **elaborates on topic sentences** in expositional writing	Sentences that elaborate on the topic sentence with supporting detail.
4.7	Identify and write **concluding sentences** that end paragraphs in expositional writing	Because of all these advances, the ancient Romans were one of the most successful civilizations.
4.8	Identify and write the **subordinating conjunctions 'since'**, '**after/before**' and '**even though'**	Ben had no reason to go to the bank since he had plenty of money in his wallet. Ben went to the bank before he went to the cinema. Ben played football after he finished his work. Ben decided to go for a walk even though the weather was awful.
4.9	Identify and write **complex sentences** that open with a main clause followed by a subordinate clause ('**since', 'after/before'** and **'even though'**)	See above examples.
4.10	Identify and write **complex sentences** that **open with a subordinate clause followed by a main clause** ('**since', 'after/before'** and **'even though'**)	Change order in above examples, e.g. Since he had plenty of money in his wallet, Ben had no reason to go to the bank.
4.11	**Convert spoken word** into **direct speech** (**question** and **exclamation**) **starting with a reporting clause and using a comma**	The boy said, "Did I knock the skittle over?" The boy said, "What a great shot that was!"
4.12	**Convert spoken word** into **direct speech** (**statement**) **starting with a reporting clause**	The boy said, "I knocked the skittle over."
4.13	Identify and write **compound sentences with semi-colons** **This is a year 5 objective**	It rained heavily during the afternoon; we managed to have our picnic anyway.
4.14	Identify and write **appropriate verbs in reporting clauses for characterisation**	Alternatives for said in reporting clauses.  The boy asked, "Did I knock the skittle over?" The boy cried, "What a great shot that was!"
4.15	Identify and write **new paragraphs for new speakers**	"Did I knock the skittle over?" the boy asked. "You certainly did. What a great shot that was!" his friend replied.
4.16	Identify and write the **subordinating conjunctions 'as', 'while'** and **'if'**	I am going for a nap as I am exhausted. The boy hurried to the shop while eating his sandwich. We will not have our picnic if it is raining heavily.
4.17	Identify and write **complex sentences** that open with a **main clause followed by a subordinate clause** ('**as**', '**while**' and **'if'**)	I am going for a nap as I am exhausted,
4.18	Identify and write **complex sentences** that **open with a subordinate clause** followed by a **main clause** ('**as', 'while'** and **'if'**)	Change order in above examples, e.g. As I am exhausted, I am going for a nap.
4.19	Identify and write sentences that **open with present or past participles**	Running, the girl tripped. Exhausted, the girl fell to the ground.

	(ing and ed openers)	
4.20	Identify and write sentences that open with **present (ing) or past participle phrases (ed)**	Running down the narrow corridor, the girl tripped. Exhausted after running for miles, the girl fell to the ground.

Year 5

5.1	Identify and write **adverbs followed by present** and **past participle openers**	Quickly running, the girl tripped. Absolutely exhausted, the girl fell to the ground.
5.2	To identify and write **expanded noun phrases** that **include a prepositional phrase**	The girl with an important message. 
5.3	Identify and write **relative clauses** (embedded and at the end of the main clause) **as parenthesis** *Relative clauses are classed as parentheses. That's because when you remove the relative clause, the original sentence structure still makes sense.* Needs a relative pronoun **who**, **which, that, whose, whom**	Activities based on identifying and filling in gaps. The girl, **who** had a very important message, ran down the corridor.
5.4	To **substitute commas** for **brackets** and **dashes** when **demarcating relative clauses** as parenthesis	The girl (who had a very important message) ran down the corridor. The girl - who had a very important message- ran down the corridor.
5.5	Identify and write **appositives** (embedded and at the end of the main clause) **as parenthesis** *Doesn't need relative pronoun who, which, that, whose, whom*	Activities based on identifying and filling in gaps to ensure pupils understand the function The girl ran down the corridor, with an important message.
5.6	**Write relative clauses and appositives within compound and complex sentences** **This is quite a complex structure so might be better suited to year 6** *An appositive, like a relative clause, come after a noun. Like the relative clauses, it describes or identifies the noun that it follows. That is, it tells us who or what something is. Unlike the relative clause, it doesn't start with a relative pronoun, and it*	The girl, my best friend, who had a very important message, ran down the corridor.

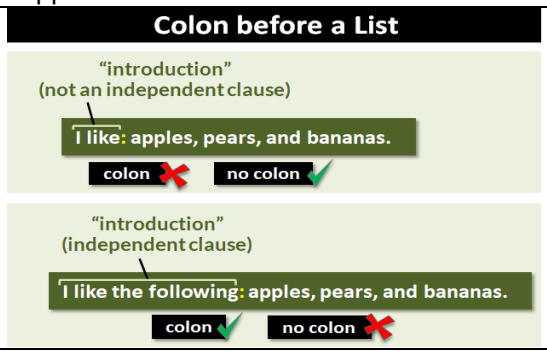
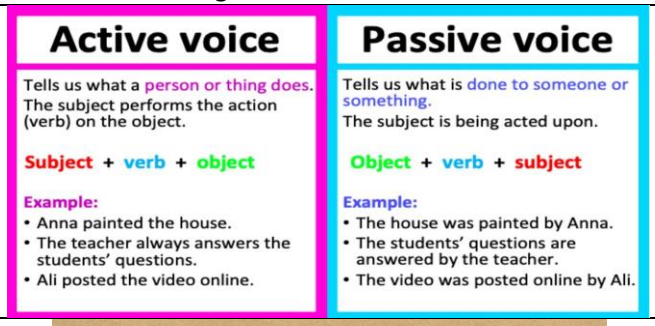
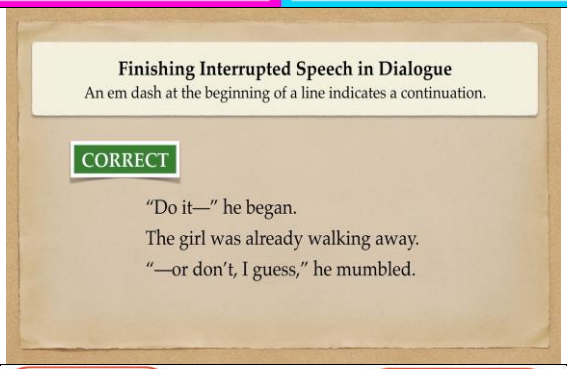
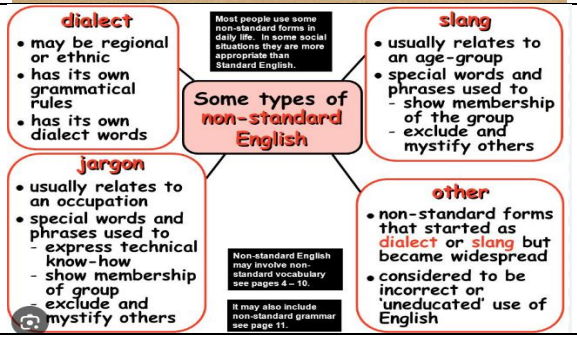
	almost always is extra, unnecessary information; thus it is set off from the rest of the sentence with commas.	
5.7	To identify **and organise ideas into paragraphs to indicate a change in person, place or a jump in time** **I would place this higher up your Year 5 list of skills as it is a key cohesive skill**	
5.8	**Convert spoken word** into **direct speech** (**statement, question** and **exclamation**) **where the reporting clause is embedded**.	"I need your help," said the girl. "I am still struggling." "Do you need my help?" the girl exclaimed, "I'm not sure that I can do it!"
5.9	To **open, embed or end a paragraph** with **direct speech**	Vary position within the paragraph and discuss how it changes the effect.
5.10	To **expand on direct speech** with **narrative to advance the plot**	Five o'clock. 'Finally.' Matthew thought. He picked up his jacket that was hung on the back of his chair, headed across the office floor and pushed the button to the elevator. **"Matthew?"** Shouted a voice from behind him. **"Yes?"** He said reluctantly as he turned to face the person who was stopping him from leaving. **"There's something that I would like to get your opinion on before you go. I'm struggling with it quite a bit. Do you have time?"** It was Sarah from the accountancy team holding a pile of paperwork in her arms. **"Sure."** He said reluctantly as he took the documents from her.
5.11	Identify and **write ellipsis as a stop mark** or an **incomplete thought**	With sweaty palms, I reached out for the door handle and threw the door open to reveal . . . a lost puppy. Would you like sugar for your coffee, or . . . And then only two remained . . .
5.12	Identify and write **ellipsis as a pause**	See above examples
5.13	To identify and write **conjunctive adverbs** to open sentences	Conjunctive adverbs, like **however** or **also**, are transition words used to **connect independent clauses** or **sentences** by showing the relationship between them. Conjunctive adverbs in English the main examples Linguapress.com However, she was stopped by the teacher.

Function	Examples				
Addition	additionally	also	besides	furthermore	moreover
Consequence	consequently	accordingly	so	therefore	thus
Comparison	alternatively	similarly	likewise		
Contrast	if not	however	nevertheless	otherwise	conversely
Emphasis	certainly	definitely	indeed	of course	naturally
Clarification	for example	for instance	namely	i.e.	notably

5.14	To identify and write **conjunctive adverbs after semi-colons** to combine and then link two main clauses *Like other adverbs, conjunctive adverbs may be moved around in the sentence or clause in which they appear. This is just one of the things you'll need to remember; additional rules for using conjunctive adverbs follow: Always use a period or semicolon before the conjunctive adverb when separating two independent clauses. Conjunctive adverbs are not strong enough to join independent clauses without supporting punctuation*.	Jeremy kept talking in class; therefore, he got in trouble. She went into the store; however, she didn't find anything she wanted to buy.
5.15	Identify and write **conjunctive adverbs** to link paragraphs	See 5.13
5.16	Identify and write an **introductory paragraph** in expositional writing	The early Islamic Civilisation developed in Asia over 1000 years ago. The advancements of the early Islamic Civilisation in art and science had a lasting impact on the modern world. In this essay, I will explain how this ancient Civilisation began.
5.17	Identify and write a **concluding paragraph** in expositional writing	The early Islamic Civilisation began when Muhammad united the tribes of the Arabian Peninsula. During this period, Baghdad became the largest city in the world and a leader in science, astronomy, poetry and mathematics. The advancements of the early Islamic Civilisation continue to have a significant impact on life today.
5.18	Identify and write **similes** *A simile describes something by comparing it to something else, using like or as. A simile is a useful way to describe something without using a long list of adjectives.*	'as soft as silk' 'he ran like the wind'
5.19	Identify and write **metaphor** *A metaphor implies that one thing is another without using like or as. This makes it a more powerful figure of speech.*	A wave of terror washed over him. That bedroom is a pigsty. You are my shining star.
5.20	Identify and write **personification** *Personification is a type of metaphor that describes non-humans' looks, actions, and purposes with language typically reserved for human characters.*	The sun smiled down on us.

Year 6

6.1	Identify and write **multi-clause compound** sentences joined with **two different coordinating conjunctions**.	The sun was shining, and the birds were singing but I still couldn't get out of bed.
6.2	Identify and write **multi-clause complex sentences** joined **with two different subordinating conjunctions.**	The sun was shining, and the birds were singing but I still couldn't get out of bed.
6.3	Identify and write **multi-clause complex** sentences joined with **one subordinating conjunction** and **one co-ordinating conjunction.**	After the film finished, I went to bed because I couldn't stay awake any longer.

6.4	Identify and write a **combination of sentence types** to avoid repetition. *This could be developed into pupils thinking about the lengths of their sentences too.*	This sentence has five words. Here are five more words. Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting bored. The sound of it drones. It's like a stuck record. The ear demands some variety. Now listen. I vary the sentence length and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. I also use sentences of medium length. Sometimes when I am certain the reader is rested, I will engage him with a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals – sound that say listen to this, it is important. So write with a combination of short, medium and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music. Gary Provost
6.5	Identify and write **simple sentences to enhance the mood** and/or **add emphasis.**	Eg. I stopped. Turned around.
6.6	Identify and use **colons** to introduce lists	
6.7	Identify and use **colons to explain.**	I demand one thing: determination.
6.8	Distinguish between **active** and **passive voice.**	
6.9	Identify and use **dashes** and **ellipses** in direct speech for characterisation.	
6.10	Identify and **write non-standard English** in **direct speech** for characterisation	

6.11	Identify and write **non-standard English** in **direct speech** for characterisation – This is the same as above.	see above
6.12	Identify and write **cohesive paragraphs** where the topic sentence links to the proceeding concluding sentence.	
6.13	Identify and write **single sentence paragraphs** to **enhance the mood**, **add emphasis** and/or **alter the pace** of the narrative.	Megan's jaw dropped.
6.14	Identify and write sentences using **repetition for effect.**	He raced to the grocery store. He rushed inside but realised he had forgotten his wallet. He raced back home to grab it.
6.15	Identify and write **exaggeration.** (Hyperboles)	I am so hungry I could eat a horse. This ice cream is out of this world.