

Definition and STEM sentence examples progression

Year 1

✓ Noun

A noun names a person, place, or object. In a sentence we also call this the **subject (who or what the sentence is about)**.

Precise nouns create a picture in the reader's head.

STEM I know that cat is a noun. Cat is the name of an animal and a noun names an animal.

✓ Verb

Verbs are action words in a sentence that describe what the subject/person/animal or object is doing.

STEM I know that zoomed is a verb. Zoomed describes what action the bus was doing.

✓ Simple Sentence

A simple sentence is a sentence that is made up of a **capital letter** or upper case letter, **a subject (noun)**, **a verb** and it **finishes with a full stop**.

STEM: I know that this is a correct simple sentence. It has a capital letter at the beginning, a subject (name the subject), a verb (name the verb) and a full stop at the end.

✓ Adjective

An **adjective** is a word that describes the **noun**. They help to create a picture in the reader's head.

STEM I know that foamy is an adjective. Foamy describes the noun water.

✓ Compound Sentence (and)

A compound sentence is a sentence that is made up of two simple sentences. The two **main clauses which have a subject** and a **verb** are joined together using the **co-ordinating conjunction and**. It has a **full stop** at the end •

✓ Pronoun

A pronoun is a short word that replaces a noun/subject.

✓ Proper Noun

A proper noun is a special name for a person, place, the days of the week and the months of the year. Proper nouns start with a capital letter.

STEM I know that London is a proper noun. London is a special name for a place and it starts with a capital letter.

✓ Question

A **question** is used to ask something. It must end with a question mark? Not a full stop.

STEM I know that this is a question. It asks the reader what the time is and it ends with a question mark.

✓ Past tense

The past tense is used to talk about something that has already happened.

✓ Present Tense

The present tense is used to talk about something that is happening now.

Definition and STEM sentence examples progression

Year 2

Tense (Year 1 Recap)

The past tense is used to talk about something that has already happened.

The present tense is used to talk about something that is happening now.

✓ Regular and Irregular past tense

Regular past tense verbs end in ed. Irregular verbs do not.

✓ Tense - Verb to be

The **verb to be** is an irregular verb. In the past tense we use was and were. In the present tense we use is, am and are.

✓ Past progressive tense

Past progressive tense uses the past tense but the action still goes on.

Past progressive tense uses was and were then a verb with an *ing* suffix.

STEM I know that this is the past progressive tense. It uses the past tense (was) but the action still goes on. It uses a verb with an ing suffix.

✓ Present progressive

Present progressive uses the present tense but the action still goes on.

Present progressive uses am, is and are then a verb with an *ing* suffix

STEM I know that this is the present progressive tense. It uses the present tense (am) but the action still goes on. It uses a verb with an ing suffix.

✓ Expanded Noun Phrases before and after the noun (using *with* and *like*).

Expanded noun phrases are one or two precise **adjectives** that are added to a **noun** to add detail to writing. When two adjectives are used, a comma is used to separate them.

STEM

the young, mischievous fox

I know that this is a correctly structured expanded noun phrase.

It has two precise adjectives before the noun fox and they are separated by a comma. There is no verb.

✓ Simple Sentence (Year 2 will build on Year 1 learning and will now introduce clauses)

A simple sentence is made up of a main clause. **A main clause is a group of words that contains a subject and a verb which makes complete sense on its own.** A main clause can form a complete simple sentence on its own.

✓ Compound Sentence

A compound sentence is a sentence that is made up of two simple sentences. The two **main clauses** which have a **subject** and a **verb** are joined together using the **co-ordinating conjunction**. It has a **full stop** at the end.

STEM

Emma looked up at the night sky and she saw stars twinkling.

This is a correctly structured compound sentence.

It has a capital letter, a subject (Emma), a verb (looked), a co-ordinating conjunction (and) a subject (she), a verb (saw) and a full stop.

✓ **Personal pronoun**

Personal pronoun is a short word that replaces a noun/subject

Personal pronouns make our work more interesting

I is a pronoun that we use when talking about ourselves and it always has a capital letter.

✓ **Using and**

The co-ordinating conjunction **and** gives more information about the first part of the sentence.

✓ **Using or**

The co-ordinating conjunction **or** gives the reader a choice of the first part of the sentence or the second part of the sentence.

✓ **Using but**

The co-ordinating conjunction **but** is used offer a contrast or an opposite.

✓ **Question (Year 1 Recap)**

A **question** is used to ask something. It must end with a question mark? Not a full stop.

STEM I know that this is a question. It asks the reader what the time is and it ends with a question mark.

✓ **Exclamation sentence**

An exclamation sentence is forceful and it shows high levels of feelings such as a anger, surprise, happiness and love. It ends with an **exclamation mark (!)**. To show surprise, it can start with how or what.

✓ **Command sentence**

A command sentence tells us to do something and it starts with an imperative **verb** or a bossy **verb**.

✓ **Statement**

A Statement is a sentence that tells us a fact, idea or opinion. It tells us something.

✓ **Subordinate Conjunctions** (when, if, because)

The subordinating conjunction **if** is used to tell us that something will happen if something else happens

Example:

You can go outside to play if it doesn't rain.

STEM

This sentence uses the subordinating conjunction if correctly. It tells the reader play will happen if it doesn't rain.

The subordinating conjunction **when** is used to show time.

Example:

I will play football when I finish my maths.

STEM

This sentence uses the subordinating conjunction when correctly. It tells the reader when football will be played.

The subordinate conjunction **because** is used to show cause and effect. It tells us why or gives us a reason why.

Example:

I put my coat on because it was cold.

STEM

This sentence uses the subordinating conjunction because correctly. It gives a reason why the coat was out on.

✓ **Commas (lists)**

Commas are used to separate items in a list. The last two items in a list must always have the word **and** in between them instead of a comma.

Example:

My favourite colours are blue, green, pink and purple.

STEM

Commas are used correctly to separate items in a list in this sentence because there is a comma in between blue and green and an and in between the last two items (pink and purple).

Definition and STEM sentence examples progression

Year 3

Tense (Year 2 Recap)

The past tense is used to talk about something that has already happened.

The present tense is used to talk about something that is happening now.

✓ Regular and Irregular past tense

Regular past tense verbs end in ed. Irregular verbs do not.

✓ Tense - Verb to be

The **verb to be** is an irregular verb. In the past tense we use was and were. In the present tense we use is, am and are.

✓ Past progressive tense

Past progressive tense uses the past tense but the action still goes on.

Past progressive tense uses was and were then a verb with an *ing* suffix.

STEM I know that this is the past progressive tense. It uses the past tense (was) but the action still goes on. It uses a verb with an ing suffix.

✓ Present progressive

Present progressive uses the present tense but the action still goes on.

Present progressive uses am, is and are then a verb with an *ing* suffix

STEM I know that this is the present progressive tense. It uses the present tense (am) but the action still goes on. It uses a verb with an ing suffix.

✓ Compound Sentence (Recap Y2)

A compound sentence is a sentence that is made up of two simple sentences. The two **main clauses** which have a **subject** and a **verb** are joined together using the **co-ordinating conjunction**. It has a **full stop** at the end.

A main clause makes sense on its own and it has a subject verb.

Using and

The co-ordinating conjunction and gives more information about the first part of the sentence.

Using or

The co-ordinating conjunction or gives the reader a choice of the first part of the sentence or the second part of the sentence.

Using but

The co-ordinating conjunction but is used to offer a contrast or an opposite.

✓ Using so

The co-ordinating conjunction so shows the consequence of an action or something that happened.

✓ Complex Sentences

In year 2 the subordinating conjunction is used in the middle of the sentence only. In year 3, it is used at the beginning as well as in the middle. Recap using because, when and if to extend sentences first.

Definition

- The subordinating conjunction **because** is used to show cause and effect. It tells us why or gives us a reason why.
Om lit the torch because it was dark in the cave.
- The subordinating conjunction **if** is used to tell us that something will happen if something else happens.

I look for signs of Om if I go anywhere.

- The subordinating conjunction **when** is used to show time.

My family did not believe me when I told them.

✓ Complex sentence

Year 3 Definition

A complex sentence has a main clause and a subordinate clause. The main clause makes sense on its own and the subordinating clause does not.

When the subordinating conjunction starts a sentence, it sticks to the subordinating clause and a comma is used to separate the two clauses.

ISAWAWABUB Y2 *If, when, because*

The subordinating conjunction **since** tells us the time from when it started.

The boy was really happy since he met Om.

The subordinating conjunction **although** tells us something surprising

The sun was shining although it was very cold.

The subordinating conjunction **while** tells us that something has happened at the same time as another event.

We saw the cave paintings on the wall while we were in the cave.

The subordinating conjunction **as** tells us something has happened at the same time as another event.

I saw something move as I looked into the darkness.

The subordinating conjunction **after** tells us that something has happened after another event

I rushed outside after I had woke up.

The subordinating conjunction **before** tells us that an event has happened before something else

We had to collect hunt for reindeer before we could eat.

The subordinating conjunction **until** tells us that something will not stop until something else happens.

I will not stop looking until I find my favourite teddy.

✓ **Direct Speech**

Speech is the words that are spoken by a character.

Inverted commas enclose the words that are spoken.

The opening inverted commas come before the first word that is spoken by the character.

The closing inverted commas come after the last word that is spoken by the character and the punctuation after it.

When a different character speaks, you must start a new line. New line for a new speaker!

A **reporting clause** can tell the reader who is speaking and how the speaker is feeling or acting. It can come at the beginning or at the end of direct speech. These words are not spoken by the character.

When reporting clauses are at the end, they come after ?.! Or a , but there must be some punctuation before the closing speech marks.

We use speech in our writing to show character and to move events forwards.

Speech can be used to show how a character feels.

✓ **Fronted Adverbials**

An adverbial can be a word phrase or clause that tells the reader when, where and how something happens.

A fronted adverbial can be a word, phrase or clause that tells the reader when, where and how something happens. It is at the start of a sentence and it has a comma to mark the boundary

STEM

I know that this this sentences uses a fronted adverbial correctly because it has a word, phrase or clause that starts the sentence saying how, where or where. A comma marks the boundary.

The type of fronted adverbial is the best choice for the purpose of the sentence because....

Definition and STEM sentence examples progression

Year 4

✓ Prepositions

Revisit adverbial phrase Year 3 - An adverbial can be a word phrase or clause that tells the reader when, where and how something happens. An adverbial phrase is a type of prepositional phrase.

A **preposition** is a word that tells you **where** or **when** something is in relation to something else.

The monkey was swinging under the branch.

I went home after the party.

The preposition under tells you **where** the monkey is.

The preposition after tells you **when**.

✓ Prepositional phrases –

A prepositional phrase is a phrase which begins with a preposition

The prepositional phrase is under the branch. It tells us where the monkey was swinging.

The prepositional phrase is after the party. It tells us when they went home.

STEM

I know that a preposition/prepositional phrase tells the reader when, where or how something happened.

✓ Use expanded noun phrases with modifying adjectives and prepositional phrases

Expanded Noun Phrases before and after the noun (using *with* and *like*). Revisit Year 2

Expanded noun phrases are one or two precise **adjectives** that are added to a **noun** to add detail to writing. When two adjectives are used, a comma is used to separate them.

The determiner

Year 4 introduce a determiner

They **introduce the noun** and give the **reader important information about it**.

There are two types of determiners -

They introduce the noun and give the reader important information about it.

Specific determiners refer to a **specific noun** when the reader knows **exactly which noun you are referring to**.

An expanded noun phrase can be expanded after the noun using a prepositional phrase.

✓ **Possessive Pronouns** (See Year 2 personal pronouns)

Possessive pronouns are words used to indicate that something belongs to someone.

✓ . Direct Speech (Y3 and Y4)

Speech is the words that are spoken by a character.

Inverted commas enclose the words that are spoken.

The opening inverted commas come before the first word that is spoken by the character.

The closing inverted commas come after the last word that is spoken by the character and the punctuation after it.

When a different character speaks, you must start a new line. New line for a new speaker!

A **reporting clause** can tell the reader who is speaking and how the speaker is feeling or acting. It can come at the beginning or at the end of direct speech. These words are not spoken by the character.

When reporting clauses are at the end, they come after ?.! Or a , but there must be some punctuation before the closing speech marks.

When the reporting clause is at the beginning of the sentence it is always followed by a comma.

We use speech in our writing to show character and to move events forwards.

Speech can be used to show how a character feels.

Paragraphs

A paragraph is a section of writing consisting of one or more sentences grouped together and discussing one main subject.

New paragraphs are shown by an indent (where the text starts some way into the line) or by leaving a line blank.

Paragraphs help to structure text; every new paragraph starts on a new line. We start a new paragraph to signal that the person, place, time or topic of the sentences has changed

Topic sentences

They are the first sentence of a paragraph that summarizes the main idea of the paragraph

Definition and STEM sentence examples progression

Year 5

✓ Relative Clauses

Revisit previous skills that are needed before teaching the year group skill (See Year 2 A clause is a group of words that includes a subject and a verb.)

A relative clause adds information about the subject.

They come straight after the subject and they start with a relative pronoun or adverb and they are embedded in a main clause between two commas.

They start with a relative pronoun (who, which/that, whose).

Relative adverbs are when and where

When starts with time and where with a place.

STEM

I know that this sentence has a relative clause because the relative clause starts with the relative pronoun _____ and it gives extra detail about the subject _____. The first part and the final part of the sentence make a complete main clause.

The relative clause gives us extra information about the noun and it is embedded in a main clause between two commas.

✓ Semi-colons ; to join two closely related clauses

STEM

A semicolon is used to join two independent clauses instead of using a co-ordinating conjunction. The two clauses must relate to each other like they would in a compound sentence.

✓ Embedded parenthesis using brackets, dashes and commas

Brackets, dashes and commas can be used to indicate parenthesis. This is a part of the sentence that adds extra explanation or information. This part of the sentence can be taken out of the sentence without losing meaning.

Brackets are mostly used in non-fiction texts, commas in narratives and dashes in more informal writing.

STEM

I know that this is correctly structured parenthesis because two commas/brackets/dashes are used to separate the part of the sentences that adds extra information. The sentence (say sentence without the additional information) does not lose meaning without it. Commas/brackets/dashes are used correctly because it is a narrative/ non-fiction text / informal writing.

Definition and STEM sentence examples progression

Year 6

✓ Dashes used for emphasis

Use of a dash to mark two independent clauses instead of a semi-colon. In year 5, we learned how to use semi-colons to separate two clauses (see example from year 5).

Using a dash to separate the two clauses makes the effect more dramatic.

A dash mustn't be confused with a hyphen, which is used to combine words together and is slightly shorter in length than a dash.

Dashes can be used to

- insert a break in a sentence to replace brackets, a colon or a semi-colon
- to extend a sentence and expand upon a previously-made point or clause
- to show subordinate or additional information within a sentence.

✓ Active and passive voice

A sentence is written in **active voice** when the subject of the sentence is performing the action.

In an active sentence, the subject performs the action (the verb) to the object.

STEM

I know that this sentence is written in the **active voice** because the subject cat is chasing the mouse. (The action)

A sentence is written in **passive voice** when the subject of the sentence has something done to it by someone or something..

In a passive sentence, the thing that would normally be the object gets turned into the subject through the use of the passive form of the verb.

STEM

I know that this sentence is written in the **passive voice** because the subject mouse is being chased by the cat.

✓ Ellipses ...

An ellipsis is a punctuation mark made up of three dots (...). An ellipsis is used to show an omission of a word or words (including whole sentences) from a text.

- To create a pause for effect.
- To show an unfinished thought.
- To show a trail off into silence.