

I'm a St Wilfrid's Writer Progression – Sentences and Punctuation

	Year 1	Year 2	Year 3												
National Curriculum Statements	<p>write sentences by: saying out loud what they are going to write about. composing a sentence orally before writing it. sequencing sentences to form short narratives. leaving spaces between words. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>		<p>Years 3 and 4 using commas after fronted adverbials. NC - indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech.</p>												
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Clever Writer statements</p>	<p>Say a sentence starting with a time adverbial.</p> <p>Write a sentence starting with a time adverbial and ending with a full stop.</p> <p>Use finger spaces between words.</p> <p>Time adverbials First, Next, Then, After that, Finally. <i>First the children went for a walk).</i> <i>Finally she landed with a thud.</i></p> <p>Say a sentence starting with an opener. Write a sentence starting with an opener and ending with a full stop. Openers He, She, It, They, The <i>They wanted to search for the lost treasure.</i> <i>It was a cold day.</i></p> <p>Say a sentence starting with a time adverbial or an opener.</p> <p>Write a sentence starting with a time adverbial or an opener and end with a full stop.</p>	<p>Use time adverbs at the start of my sentences. A wider range - Soon, Later, At last, Before lunch, Early one morning, Long ago....</p> <p>Use openers at the start of my sentences. Openers – A wider range Everyone, There, Far away, In the distance....</p> <p>Ask a question and I know that questions must start with question starters What, Who, Where, When, Why, Will and end with a question mark.</p> <p>Use a question in non-fiction writing.</p> <p>Use an exclamation mark at the end of an exciting sentence. Instantly, Unexpectedly, Without warning...</p> <p>Use commas in a list e.g. to list adjectives and nouns in a sentence.</p>	<p>Use a comma between two adjectives. The lush, tall trees stretched up to the cloudless, blue sky.</p> <p>Use of a comma for Rule of three. When she opened her eyes, she saw golden sand, swaying palm trees and clear, blue water.</p> <p>Use a comma before the co-ordinating conjunctions but, so and or. Sometimes I am blue, but sometimes and I grey.</p> <p>Begin to use a comma after a fronted adverbial for time, manner and place. Afterwards, Always, On Thursday, Yesterday, Frequently, At home, Outside, In the distance, Under the ground, Far away, Down by the cliffs.</p> <p>Use a question in a non-fiction introduction.</p> <p>I can use a wider range of question openers. Does your woolly mammoth pong from time to time? Does his stench linger for longer than is necessary?</p>
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	<p>Say a question sentence starting with Will or What.</p> <p>Write a question sentence starting with Will or What ending with a question mark.</p> <p>Question openers What, Will <i>What will the terrible beast do?</i> <i>Will the angry beast gobble her up?</i></p> <p>Say an exciting exclamation sentence. Suddenly, Quickly, As quick as a flash.</p> <p>Write an exciting exclamation sentence ending with an exclamation mark.</p> <p>Exciting openers. <i>Suddenly the huge monster opened his enormous mouth!</i></p> <p>Extension – can use an ! at the end of an exciting sentence starting with an opener. <i>The witch was scared!</i></p> <p>Read aloud what I've written.</p> <p>Read aloud what I've written and check that it makes sense.</p>	<p><i>The mountains were steep, icy and tall.</i> <i>You will need some flour, butter, eggs and sugar.</i> <i>When she opened her blurry eyes she saw mountains, trees and flowers.</i></p> <p>Recognise and write an exclamative sentence using what or how. <u>Exclamative sentences.</u> <u>Clarification from the Standards and Testing Agency, March 2016):</u> <i>"An exclamation sentence is one of four types of sentences. An exclamation must be introduced by a phrase with 'what' or 'how' and should be followed by a subject + verb + any other elements. It is typically demarcated by an exclamation mark. For example:</i> <i>What big teeth you have, Grandma!</i> <i>How beautiful Cinderella looks in that dress!</i> <i>The definition of an exclamation should not be confused with the uses of the exclamation mark for punctuation. The exclamation mark</i></p>	<p>Use inverted commas at the start and end of speech.</p> <p>Begin to use a comma, an exclamation mark or a question mark before the closing inverted commas when the reporting clause is at the end of the speech. <i>"I don't want to take part in the cross-country race," declared Sam.</i> <i>"What time is it?" enquired the old man.</i> <i>"Get out!" yelled the shop keeper.</i></p> <p>Using a colon before a list in instructional writing (what you need:) Colons are used to introduce numbered or bullet-point lists. You will need:</p> <ul style="list-style-type: none"> • milk • sugar • eggs • flour <p>When we use a colon to introduce a list, the part of the sentence before the colon must make sense by itself – it is the main clause. Using an ellipsis to build suspense (keep the reader hanging on). ... is used to show that a</p>
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	<p>Use capital letters for names of people, places and days of the week.</p>	<p><i>can be used in a variety of sentence forms and not just in exclamations”.</i></p> <p>Recognise and write a command sentence with a imperative (bossy) verb and punctuate it with an exclamation mark or a full stop. <i>Imperative Verbs.</i> Cut, Slice, Roll, Sprinkle. <i>Evenly sprinkle the grated cheese over the tomato sauce.</i></p> <p>Identify and write statement sentences.</p> <p>I can use an apostrophe to show contraction in my written work. didn't, don't, couldn't... See Year 2 spelling guidance.</p> <p>Use an apostrophe to show possession and use apostrophes in my writing to show singular possession. Gradually the tadpole's tail gets shorter and shorter.</p>	<p>word has been missed out or a sentence not finished.</p> <p>Begin to use ellipses to build suspense. Don't tell me... Ellipses can be used to show that a word has been missed out or a sentence not finished.</p> <p>Organise similar ideas into paragraphs in non-fiction writing.</p> <p>Use a subheading to guide the reader. Rhetorical question. How can we protect bees?</p> <p>Start a new paragraph when the setting, action or time change in narrative writing.</p>
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That was

	Year 4	Year 5	Year 6										
National Curriculum Statements	<p>Years 3 and 4</p> <p>using commas after fronted adverbials.</p> <p>indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Using and punctuating direct speech.</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using hyphens to avoid ambiguity</p> <p>Using brackets, dashes, or commas to indicate parenthesis</p> <p>Using semi-colons, colons, or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list</p> <p>Punctuating bullet points consistently</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p>											
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Clever Writer	<p>Write a complex question sentence to emphasis my point in both fiction and non-fiction writing.</p> <p><i>If you were in my shoes, what would you do? (Informal letter)</i></p>	<p>Ask a rhetorical question to appeal directly to the reader.</p> <p><i>The men have come to love and adore the dragon; would you really want to disappoint them? Not only this, but</i></p>	<p><u>Semi-colon</u></p> <p>Use semi-colons, colons, or dashes to mark boundaries between independent clauses.</p>										

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<p><i>If we continue to chop down the trees, where will we be in twenty years? (Non-chronological report)</i> Use an apostrophe for plural possession with regular plurals.</p> <p>Know the difference between the plural and possessive 's'. <i>To show possession we add an apostrophe and the letter 's' to the noun. E.g. Caroline's cakes are the cakes belonging to Caroline.</i></p> <p>Use an apostrophe for plural possession with regular plurals. <i>To show plural possession, if the plural noun already ends in 's' you just add an apostrophe.</i> <i>The boys' shoes were by the door. (More than one boy).</i> <i>The boy's shoes were by the door. (Only one boy).</i> <i>The dogs' bowls were neatly lined up by the kitchen cupboards. (More than one dog).</i> <i>The dog's bowls were neatly lined up by the kitchen cupboards.</i></p>	<p><i>did you know eggs contain more protein than any other food and protein makes you fit and strong?</i> Use brackets or dashes. <i>To add extra information about a character to a sentence or to add more detail to an information text, use brackets as a more formal way of adding extra information than commas and dashes, use brackets in the middle and at the end of a sentence.</i></p> <p>Use brackets to show parenthesis. <i>You can use parenthesis to add extra detail to a sentence. Adding more information to a sentence is called parenthesis. Parenthesis is not vital to sentence meaning and the sentence will still make sense if the parenthesis is removed.</i></p> <p>Brackets. <i>Queen Victoria (1837-1901) reign for 63 years.</i> <i>Queen Victoria (an English Queen) had nine children.</i></p>	<p>Use colons, semi-colons and dashes deliberately, according to formality, context and the effect I am trying to create.</p> <p>Use semi-colons between main (independent) clauses. <i>Athletes were pouring into the arena; the tension was growing.</i> <i>A comma cannot be used because both parts of the sentence are main clauses Two separate sentences could be written. A comma is weaker than a semi-colon, only use a semi-colon when the clauses are closely linked.</i></p> <p>Use semi-colons in more detailed list. <i>Semi-colons can be used within lists when the items are more than two words. The first part of the sentence needs to make sense on its own (it is a main clause).</i> <i>I would like lots of things for Christmas: the new perfume from Dior; a blue winter coat; some brown boots and a trip to New York.</i> <i>To avoid ambiguity, you may want to put a semi-colon before the and.</i> <i>There was a choice of four sandwich filling: cheese with homemade chutney; salmon and cucumber; egg and cress; and home cured ham.</i></p>
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<p>(Only one dog).</p> <p>Add an 's' to show plural and use irregular plural noun forms of plural Children, women, men, people, mice -es words, e.g. foxes, boxes.</p> <p>Add an 's' to show plural and use irregular plural noun forms of plural. If the plural noun does not end in 's', you add 'apostrophe s' (-'s) The bushes' branches were sharp. (plural). The bush's branches were sharp. (singular)</p> <p>Use a comma after a fronted adverbial. Frantically, she searched for her ring. Behind the tree, she found a box. After dinner, they went for a long walk.</p> <p>Use inverted commas to show speech and use the rules of speech punctuation correctly. With direct speech, spoken words and the punctuation mark (this can be a comma, question mark or exclamation)</p>	<p>Queen Victoria (married to Prince Albert) was only 1.52 m tall.</p> <p>Confidently using an embedded relative clause marked with commas for parenthesis as part of a complex sentence. Two commas, or two dashes can be used to show parenthesis instead. The information within is clearly separated from the main sentence. Commas are used in formal, factual texts rather than dashes.</p> <p>Use brackets or dashes to include asides, or comments to the reader when I am writing diaries or informal letters.</p> <p>Use commas to include extra details in parenthesis when writing information texts or news reports.</p> <p>Build up a picture of the character in a character description using parenthesis marked by commas to give extra detail.</p>	<p>Use semi-colons to replace conjunctions. Conjunctive adverbs However can be used to replace 'but' The cross-country race was challenging; however, she was determined to cross the line first. Therefore replaces 'as a result'. He's going to a birthday party tomorrow; therefore, he needs to buy a present.</p> <p>Colon Use a colon to introduce a list (where it is preceded by an independent clause). Colons can be used when writing information tests and highlight information texts succinctly.</p> <p>Use a colon between clauses instead of because. If the second clause is explaining, illustrating or giving reasons for the first clause a colon can be used. The union's demands were clear: they wanted better pay for their teachers. A colon makes the sentence more powerful and is used in place of because.</p> <p>Use colons and semicolons to write descriptive sentences made up of expanded noun phrases.</p>
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<p>go inside the inverted commas when the reporting clause is after the speech. "It starting to rain!" gasped Amy. A sentence can begin with a reporting clause (the part that tells you who is speaking). You use a comma to separate the reporting clause from the spoken words. The spoken words and punctuation still go inside the inverted commas. A capital letter is used at the beginning of the speech. The head teacher announced, "I am going to the PE shed."</p> <p>Use commas to separate clauses.</p> <p>Including complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma. When a subordinate clause is placed at the beginning or front of a sentence, it is separated from the main clause by a comma. We use subordinating clauses starting with conjunctions to give more detail about the event in the main clause – for</p>	<p>Dashes Add surprising, dramatic, or humorous extra by using two dashes to draw attention and add to the effect in narrative writing. Jack's Father, who was a farmer, had been milking all day. We went into the cellar to find that the bottles – all eight of them – had been smashed! 'Who was a farmer' is a relative clause, because it gives extra detail about Jack's father and this is not vital to meaning of the main sentence. Two dashes have been used in the second sentence and this makes the parenthesis more obvious. A more dramatic effect is created. The flowers, tied up with string, were a beautiful gift. Molly – without hesitation – grabbed them and ran out of the room.</p> <p>Colons Begin to punctuate bullet points consistently in non-fiction. When the bullet points are a full sentence, they will start with a capital</p>	<p>The kitchen was a horrible mess: dirty plates stacked high; food on the floor and overflowing bins.</p> <p>Single dash Use a single dash between clauses. Sorrow engulfed Joe – he crumbled to the floor. He saw a light – actually, it was more like a flash. If you want to build tension and uncertainty, you can use a dash to separate the two main clauses within a sentence. Dashes are usually used in informal writing and stories. (Diary entry, informal letter and stories). Colons and semicolons lend themselves more to informal writing. If the second clause is surprising or elaborates on the first a dash can be used. The dash builds tension. He stood on the edge of the cliff, desperately looking for a boat – nothing appeared.</p> <p>Bullet Points Punctuate bullets points consistently and confidently. With bullet points there is no set way to punctuate consistency is key.</p>
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example, saying why, when or how an event happened. These subordinate clauses can function as adverbials because they add information to the main clause. Just like other adverbials, subordinate clauses can be moved and placed at the beginning of a sentence.

and end with a full stop. This is not needed if you are creating a list.

We had the following ideas for our school fair:

- *We could have a cake sale.*
- *We would large raffle.*
- *We will hold children's races.*

Bullet points organise a list to make it clear. Beginning to use a colon to introduce a list within a sentence.

I love the following flowers: pansies, daffodils, sunflowers and roses.

You will need: blankets, pillow, pyjamas and toothbrush.

Commas

Use commas to separate clauses, to change the meaning of a short phrase. Add a comma to avoid ambiguity and change the meaning of a simple, single clause sentence.

You need to wash, Jack. You need to wash Jack.

Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials.

Write an introductory clause, which is followed by a colon before starting the list.

Use organisational devices such as headings, bullet points and topic sentences when it is appropriate.

Decide when it is appropriate to present my work differently to guide the reader (headings, bullet points, underlining].

Number of bacon sandwiches eaten at school:

	<i>May</i>	<i>June</i>	<i>July</i>
<i>KS 1</i>	<i>11</i>	<i>45</i>	<i>101</i>
<i>KS2</i>	<i>30</i>	<i>12</i>	<i>3</i>

Using a table is a clear way of presenting the information, rather than using continuous prose.

Use hyphens to avoid ambiguity

(For example in compound words, homophones resign vs re-sign, second-hand vs second-hand).

plant – eating animal

(an animal that eats plants).

plant eating animal

(a plant eating an animal).

Use hyphens to break words at the end of a line at appropriate syllable breaks.

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		<p><i>Intently, I watched the children, Flora and Max, play in the garden.</i> <i>Intently, I watched the children, Flora and Max play in the garden.</i> <i>In the first sentence, Flora and Max are the children. In the second sentence, Flora and Max are additional children in the garden.</i></p> <p>Add a comma to avoid ambiguity and change the meaning of a multi-clause sentence that also contains other forms of punctuation for parenthesis. (GD)</p> <p><i>Always, my grandparents, Dolly and Arthur (who lived in York) were invited to Christmas Lunch.</i> <i>Always, my grandparents, Dolly and Arthur, (who lived in York) were invited to Christmas Lunch.</i> <i>In the first sentence, my grandparents plus Dolly and Arthur were invited. In the second sentence, Dolly and Arthur are the grandparents.</i></p>	<p>Use ellipses <i>To void unneeded repetition, you can deliberately leave out words that are predictable. This is an example of an ellipsis. They played in the garden and then they played in the house.</i></p> <p>Use passive verbs to intentionally obscure the subject or to make the object more important in the sentence / where the subject is not important.</p> <p>Use the passive voice to increase the formality of my writing in reports or journalistic writing <i>The robber was arrested on Tuesday afternoon. Pompeii was buried in ash.</i></p> <p>Identify the subject, action (the verb) and object.</p> <p><i>To write in a passive sentence I know that the thing that would normally be the object gets turned into the subject through the use of the passive form of the verb. They usually include a prepositional phrase starting with 'by'.</i></p>
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**Ben ate seven strawberries for breakfast.
(active)**

For breakfast, seven strawberries were eaten by Ben.

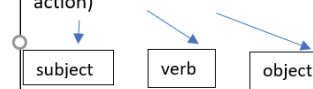
You use the passive voice when you don't know / don't care who does the action, or it doesn't matter / it is not important. (Emphasis is on the subject).

You use the passive voice it when you want to avoid responsibility, avoid getting involved, or avoid putting responsibility on others (telling / snitching).

Present tense (active)

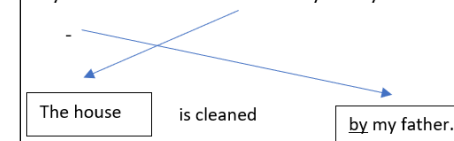
Present tense (active)

My father cleans the house every Friday. (subject – whoever is doing the action)



Change to the passive voice.

My father cleans the house every Friday.



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			<p><i>The house is cleaned.</i> <i>The house is cleaned by my father.</i> <i>Every Friday, the house is cleaned by my father.</i> <i>The difference 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 <u>If I were</u> or <u>Were they to come</u> in formal writing and speech.</i></p> <p>Use the perfect form of verbs to aid precision in formal writing.</p> <p>Use the perfect form of verbs to mark relationships of time.</p> <p><i>After he had completed his homework, ...</i></p>
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Active voice	Passive voice – emphasis on the object.
The man at the shop repaired my laptop.	The laptop was repaired by the man at the shop. My laptop was repaired. My laptop was repaired at the shop.
My father will clean the house. (future tense)	The house will be cleaned by my father. (future tense)
My father has cleaned the house. (present perfect)	The house has been cleaned by my father. (present perfect) For years, the house has been cleaned by my father. The house has been cleaned by my father since we moved in.
	The house was being cleaned by my father. (continuous (progressive past tense)). The house is being cleaned by my father. (continuous (progressive present tense)). The house will be cleaned by my father (continuous progressive future tense).
Modal verbs	The house can be cleaned by my father. The house should be cleaned by my father. The house must have be cleaned by my father.

I'm a St Wilfrid's Writer Progression – Sentences and Punctuation

that was

	The house should have been cleaned by my father.
Someone fixed my watch. They fixed my watch at the Apple Store. A genius fixed my watch at the Apple Store.	My watch was fixed. My watch was fixed at the shop. My watch was fixed at the Apple Store.
Some painters painted the school in the summer holidays. Someone painted the school in the summer holidays.	The school building was painted in the summer holidays. The school building was painted in the summer holidays by some volunteering students.