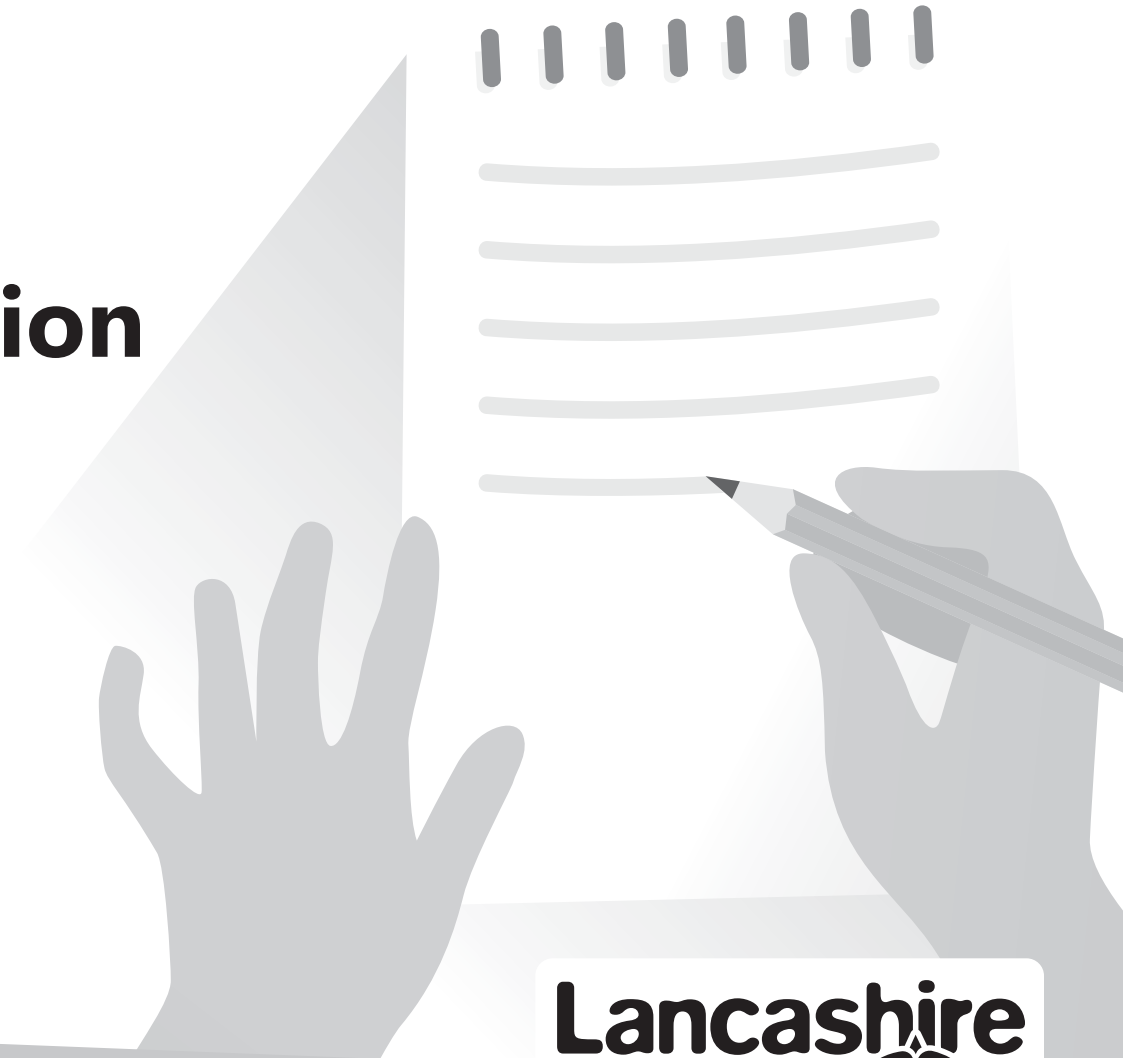


Sentence Construction, Grammar and Punctuation

Exemplification



Sentence Construction, Grammar and Punctuation - Exemplification

This document provides examples of the application of grammar and punctuation within sentence construction linked to Lancashire's *Key Learning* documents. The terminology which pupils need to know, understand and use to describe their own writing is provided at the end of this document.

This is taken from National Curriculum 2014 English Appendix 2: Vocabulary, grammar and punctuation.

Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Reception	Say and write phrases using phonics application of phases taught and phonetically plausible attempts for other words.	<i>red fir enjn</i> (red fire engine) - Phase 2 <i>three brown twigs</i> - Phase 3/4.
	Say and write sentences.	<i>I put twigs and sticks in the brown soil.</i> - Phase 3 and 4.

Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Year 1	Use punctuation to demarcate simple sentences – capital letters and full stops.	<i>The goats trot over the bridge.</i> <i>Farmer Rat went to market to get a turnip.</i>
Year 1	Use capital letter for personal pronoun I.	<i><u>I</u> like eating chips.</i> <i><u>I</u> went on a trip to the farm.</i>
Year 1	Identify and use question marks and exclamation marks.	<i>Where do arctic foxes live?</i> (Who, what, where, when, why, how). <i>What a fantastic day!</i>
Year 1	Use the joining word 'and' to link words.	<i>The boy had a book and an umbrella.</i> <i>We went on a trip to the seaside and had ice creams.</i>
Year 1	Use the joining word 'and' to link clauses.	<i>The dragon cried and Rose ran away.</i> <i>The shark swam in the sea and he found a fat fish to eat.</i>
Year 1	Use the joining word 'but' to link words and clauses.	<i>The sun is bright but it is still cold.</i> <i>Goldilocks tried the porridge but it was too hot.</i>
Year 1	Use the joining word 'or' to link words.	<i>Lee likes meat pies or fish and chips.</i>

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Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Year 2	Say, write and punctuate compound sentences using joining word 'and'.	<i>The dragon lived next door and he ate dirty finger nails for lunch.</i> <i>Chicks hatch from eggs and they must be kept warm.</i>
Year 2	Say, write and punctuate compound sentences using joining word 'but'.	<i>The Highway Rat stole food from the animals but he didn't eat any of it.</i> <i>You will enjoy the farm but don't forget to bring your umbrella.</i>
Year 2	Say, write and punctuate compound sentences using joining word 'or'.	<i>Pirate Jim needed to find the key or he wouldn't be able to open the treasure box.</i>
Year 2	Say, write and punctuate sentences using joining word 'so'.	<i>Mr Toad hid behind a tree so he wouldn't get caught.</i> <i>Plants need food so they don't stop growing.</i>
Year 2	Say, write and punctuate sentences using joining word 'because'.	<i>Cinderella was very unhappy because her step-sisters were unkind.</i> <i>Because her step-sisters were unkind, Cinderella was very unhappy.</i>
Year 2	Say, write and punctuate sentences using joining word 'if'.	<i>We can play on the grass if it is not raining.</i> <i>If it is not raining, we can play on the grass.</i>
Year 2	Use sentences with different forms – statements.	<i>The giraffe has eaten all the leaves.</i>
Year 2	Use sentences with different forms – questions.	<i>How did Neil Armstrong feel when he landed on the moon?</i> <i>Why did the moon bug run away from Bob?</i>
Year 2	Use sentences with different forms – commands.	<i>Please pick up the litter in the school playground.</i> <i>Chop the apples and grapes into small pieces.</i>
Year 2	Use sentences with different forms – exclamations.	<i>What a lovely day it is today!</i> <i>How kind of you to bring chocolate cakes!</i>
Year 2	Use commas to separate items in a list.	<i>You will need grapes, strawberries, lemons and sugar.</i>
Year 2	Use subordination for time using 'when'.	<i>When the ship arrived at the island, many pirates raced onto the shore.</i> <i>Many pirates raced onto the shore when the ship arrived at the island.</i> <i>Owls turn their heads around when they are looking for prey.</i> <i>When owls are looking for prey, they turn their heads around.</i>
Year 2	Use subordination for time using 'before'.	<i>We washed our hands before we ate our lunch.</i> <i>Before we ate our lunch, we washed our hands.</i>
Year 2	Use subordination for time using 'after'.	<i>The children raced towards the school gate after the bell rang.</i> <i>After the bell rang, the children raced towards the school gate.</i>
Year 2	Say, write and punctuate sentences using joining word 'that'.	<i>I hope that it doesn't rain on Tuesday because it is our Summer Fair.</i> <i>I hope that my best friend wins the gold certificate this week.</i>
Year 2	Identify, generate and effectively use nouns.	<i>The garden was full of flowers – The garden was full of daffodils and roses.</i>

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Year 2	Identify, generate and effectively use verbs.	Sam went to the river. Sam rushed/raced/ran to the river.
Year 2	Identify, generate and effectively use adjectives including suffixes er/est.	- Bears are the largest animals in the forest. - Cheetahs run faster than rabbits.
Year 2	Identify, generate and effectively use adverbs using suffix ly.	Slowly the train chugged into the station. - The train chugged into the station slowly. - The train slowly chugged into the station.
Year 2	Identify, generate and effectively use noun phrases for description.	- The crocodile looked at the enormous, orange turnip. - The boy on the bus sat with his friend. - A spotty, green monster with sharp teeth chased the princess away.
Year 2	Identify, generate and effectively use noun phrases for specification.	- Sprinkle chocolate flakes on top of the strawberry ice cream. - The instructor asked us to put safety helmets on.
Year 2	Explore the progressive form of verbs in the present tense.	Badger is peering through the window.
Year 2	Explore the progressive form of verbs in the past tense.	Toad was zooming through the forest in his brand new motor car.

Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Year 3	Explore, identify and create complex sentences using the conjunction – when.	When the old man had finished his hot chocolate, he peered through his bedroom window. - The old man peered through his bedroom window when he had finished his hot chocolate.
Year 3	Explore, identify and create complex sentences using the conjunction – after.	After the tortoise won the race, he felt extremely proud. - The tortoise felt extremely proud after he won the race.
Year 3	Explore, identify and create complex sentences using the conjunction – before.	- The town was completely deserted before the rats arrived. Before the rats arrived, the town was completely deserted.
Year 3	Explore, identify and create complex sentences using the conjunction – until.	The Iron Man didn't come back until the sun went down.
Year 3	Explore, identify and create complex sentences using the conjunction – while.	- Tortoise passed by silently while Hare slept beneath the tree. While Hare slept beneath the tree, Tortoise passed by silently. - The children were nestled snugly in their beds while visions of sugar-plums danced in their heads. While the children were nestled snugly in their beds, visions of sugar-plums danced in their heads.
Year 3	Explore, identify and create complex sentences using the conjunction – since.	- Hogarth hadn't seen the Iron Man since he had been to the valley. Since Dame Tick Tock was ten years old, she had eaten fish fingers and custard for breakfast.

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Year 3	Explore, identify and create complex sentences using the conjunction – because.	<u>Because</u> sharks are hungry, they prowl around the ocean looking for food.
Year 3	Explore, identify and create complex sentences using the conjunction – if.	- We will go to the pantomime <u>if</u> there are any tickets left. <u>If</u> there are any tickets left, we will go to the pantomime. - The forest would still be made of tin <u>if</u> the bird hadn't dropped the crumbs on the ground. <u>If</u> the bird hadn't dropped the crumbs on the ground, the forest would still be made of tin.
Year 3	Explore, identify and create complex sentences using the conjunction – so.	- The children told their Dad they had only been to the nearby field to play <u>so</u> that they didn't get into trouble. <u>So</u> that the children didn't get into trouble, they told their Dad they had only been to the nearby field to play.
Year 3	Explore, identify and create complex sentences using the conjunction – although.	- It was still cold at the top of the Faraway Tree <u>although</u> the sun was shining. <u>Although</u> the sun was shining, it was still cold at the top of the Faraway Tree. - The monkshood flower is poisonous <u>although</u> it does look very beautiful. <u>Although</u> the monkshood flower is poisonous, it does look very beautiful.
Year 3	Identify, select, generate and effectively use prepositions - below beneath above inside outside through beyond across.	- The ice dragons slept soundly <u>beneath</u> the frozen land. <u>Beneath</u> the frozen land, the ice dragons slept soundly. - Stretch the elastic band <u>around</u> the axle. <u>Around</u> the axle, stretch the elastic band.
Year 3	Select generate and use adverbs using suffix ly.	<u>Noisily</u>, the ants scurried across the kitchen floor. - The ants scurried <u>noisily</u> across the kitchen floor. - The ants scurried across the kitchen floor <u>noisily</u>.
Year 3	Select, generate and use adverbs for time e.g. soon after next meanwhile later.	<u>Meanwhile</u>, Hogarth set off for home. - Stig hoped Barney would come back again <u>soon</u>.
Year 3	Use inverted commas to punctuate direct speech (speech marks).	"I'm off to London," announced Jack. "Where have you gone Stig?" said Barney crossly.
Year 3	Use perfect form of verbs using have and has to indicate a completed action.	- I <u>have learned</u> about Romans in Year 3. - She <u>has written</u> a fantastic fantasy story.
Year 3	Use the determiner a or an according to whether the next word begins with a consonant or a vowel.	- a budgie, a cat, a dog, a fox, a leopard. - an alligator, an elephant, an iguana, an octopus, an ugly fish. - At the zoo I saw <u>a</u> leopard and <u>an</u> elephant.

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Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Year 4	Create complex sentences with adverb starters.	<u>Accidentally spilling the milk</u>, the cat stared in horror.
Year 4	Create sentences with fronted adverbials for when.	<u>Before long</u>, the rats had all disappeared. <u>After a few hours</u>, the fire had taken hold.
Year 4	Create sentences with fronted adverbials for where.	<u>In the distance</u>, Lila could see Mount Merapi.
Year 4	Use inverted commas and other punctuation to indicate direct speech.	<u>"You horrible little boy,"</u> roared the Elephant Master. <u>"You've done it again haven't you?"</u>
Year 4	- Identify, select and effectively use pronouns: □ 1st person. □ 2nd person. □ 3rd person.	<u>I</u> tiptoed up the grand staircase taking Paella's purse with <u>me</u>. <u>You</u> can try the tasty treats in the café. <u>They</u> are smothered in chocolate and filled with fresh cream.
Year 4	Use nouns for precision.	Gary stared up at the ancient <u>oak</u> where the <u>vulture</u> was sitting (rather than Gary stared up at the tree where the bird was sitting.)
Year 4	Explore, identify, collect and use noun phrases.	- Tom chose the <u>comfy chair with the patchwork cushions</u>. - Take a look at the <u>white, coastal cottages with pastel painted windows</u>.

Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Year 5	Create complex sentences by using relative clauses with relative pronouns – who, where, which, whose, that.	- Maia was finally going to meet her cousins <u>who lived in Brazil</u>. - Kate's house, <u>which had a giant front door</u>, stood at the top of the hill.
Year 5	Create complex sentences where the relative pronoun is omitted.	- Oliver Twist is the book which I am thinking about reading. - The bus which we were supposed to catch was late. - Nothing that Lady Macbeth does surprises me.
Year 5	Create and punctuate complex sentences using <i>ed</i> opening clause.	<u>Horried to find the baby missing</u>, Prince Llewellyn began searching for Gelert.
Year 5	Create and punctuate complex sentences using <i>ing</i> opening clause.	<u>Moving through the crowded London streets</u>, Dodger spied his chances to pick pockets.
Year 5	Create and punctuate sentences using simile starters.	<u>With a face like thunder</u>, Bill Sykes flew into the den.
Year 5	Use commas to avoid ambiguity.	- Leonora walked on her head a little higher than usual. <u>Leonora walked on, her head a little higher than usual.</u>
Year 5	Identify and use commas to demarcate parenthesis.	Sarah is, <u>I believe</u>, our best student.

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Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Year 5	Identify and use brackets to indicate parenthesis.	Sam and Emma (<u>his oldest children</u>) are coming to visit him next weekend.
Year 5	Identify and use dashes to indicate parenthesis.	Margaret is generally very happy – <u>she sings in the mornings</u> – but responsibility weighs her down.
Year 5	Link ideas across paragraphs using adverbials for time.	- Later that same day. - Without warning.
Year 5	Link ideas across paragraphs using adverbials for place.	Under the wide and starry sky,
Year 5	Link ideas across paragraphs using adverbials with numbers/frequency e.g. <i>a second reason, thirdly, regularly, seldom, never</i> etc.	<u>A second reason in support of this argument</u> is that children should be allowed free choice.
Year 5	Use expanded noun phrases to convey complicated information precisely.	The landscape is full of <u>deciduous trees that shed their delicate frost-prone leaves.</u>
Year 5	Explore, collect and use modal verbs to indicate degrees of possibility, e.g. <i>can/could, will/would, shall/should, may/might, must/ought.</i>	He <u>might</u> be able to rescue the diamond necklace if he can climb on board the ship.
Year 5	Explore, collect and use adverbs to indicate degrees of possibility, e.g. <i>maybe – perhaps - certainly - definitely - maybe - possibly clearly - obviously - perhaps – probably.</i>	<u>Perhaps</u> the locals and the developers can reach a compromise to protect the rainforest.

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Year Group	Grammar and Punctuation element from <i>Key Learning in Writing</i>	Example
Year 6	Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts.	<u>On the other hand</u>, some people believe that wild animals should not be used for any kind of entertainment. <u>This causes</u> the animals to become distressed.
Year 6	Use devices to build cohesion between paragraphs in narrative.	<u>As soon as</u> Albert pushed the stick through the bars, the lion sprang into action.
Year 6	Use ellipses to link ideas between paragraphs.	Only time would tell...
Year 6	Use repetition of a word or phrase to link ideas between paragraphs.	Dust is collected and passed into <u>a chute</u>. <u>This chute</u>, which is reinforced to prevent leaks, takes the dust to a collection tank.
Year 6	Identify and use semi-colons to mark the boundary between independent clauses.	Whales are found all over the world; they migrate to find food and a mate.
Year 6	- Identify the subject and object of a sentence. - Explore and investigate active and passive.	- The <u>dog</u> (subject) bit <u>Ben</u>. (Object). - Enamel <u>covers</u> the teeth. (Active) - The teeth <u>are covered by</u> enamel. (Passive)
Year 6	- Explore, collect and use the perfect form of verbs to mark the relationship of time and cause using: - Past perfect – had. - Present perfect - have/has. - Future perfect - will have.	- Jemima <u>had eaten</u> all her breakfast. - In this essay, <u>I have explored</u> several arguments for and against the use of animals in the entertainment industry. - I <u>will have finished</u> my homework by tea-time.
Year 6	Identify and use colons to introduce a list.	You need four things to make your sandwich: bread, cheese, lettuce and tomatoes.
Year 6	Identify and use semi-colons within lists.	I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.
Year 6	Explore how hyphens can be used to avoid ambiguity.	- The footballer <u>resigned</u> from his position. - The footballer <u>re-signed</u> his contract.
Year 6	Explore, collect and use the subjunctive forms for formal speech and writing.	<u>If I were to win</u> the lottery, I would move to Hawaii.

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Terminology for pupils

Year 1	▪ letter, capital letter ▪ word, singular, plural ▪ sentence ▪ punctuation, full stop, question mark, exclamation mark
Year 2	▪ punctuation, full stop, question mark, exclamation mark ▪ noun, noun phrase ▪ statement, question, exclamation, command, ▪ compound, adjective, verb, ▪ suffix ▪ adverb ▪ tense (past, present) ▪ apostrophe, comma
Year 3	▪ adverb, preposition, conjunction ▪ word family, prefix ▪ clause, subordinate clause ▪ direct speech ▪ consonant, consonant letter, vowel letter ▪ inverted commas (or 'speech marks')
Year 4	▪ determiner ▪ pronoun, possessive pronoun ▪ adverbial
Year 5	▪ modal verb, relative pronoun ▪ relative clause ▪ parenthesis, bracket, dash ▪ cohesion, ambiguity
Year 6	▪ subject, object ▪ active, passive ▪ synonym, antonym ▪ ellipsis, hyphen, colon, semi-colon, bullet points

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