



Curdridge Primary School

Progression in Writing

Sentences and Punctuation

January 2013

DEFINITIONS

adjective - An adjective is a word that describes somebody or something. Adjectives either come before a noun, or after verbs. *a busy day* *I'm busy*

adverb - Adverbs give extra meaning to a verb
I really enjoyed the party. (adverb + verb)
She walked slowly.

adverbial phrase - An **adverbial phrase** is a group of words that functions in the same way as a single adverb. For example: *by car, to school, last week, three times a day*

apostrophe (') - An apostrophe is a punctuation mark used to indicate either omitted letters or possession. We use an apostrophe for the omitted letter(s) when a verb is contracted (= shortened). For example: *I'm (I am) isn't (is not)*

- A possession apostrophe is placed before the 's' for the possessive form: *my mother's car* *the cat's tail* *James's ambition*
With a plural 'possessor' already ending in s (eg *parents*), an apostrophe is added to the end of the word: *my parents' car* *the girls' toilets*

clause - A clause is a group of words that expresses an event (*she drank some water*) or a situation (*she was thirsty/she wanted a drink*). It usually contains a **subject** (*she* in the examples) and **verb** (*drank/was/wanted*). Note how a clause differs from a **phrase**:
a big dog (a phrase - this refers to 'a big dog' but doesn't say what the dog did or what happened to it)
a big dog chased me (a clause - the dog did something)
A sentence is made up of one or more clauses: *It was raining when we went out.* (main clause containing a subordinate clause - the subordinate clause is underlined)
A **main clause** is complete on its own and can form a complete sentence (eg *It was raining.*)
A **subordinate clause** (*when we went out*) is part of the main clause and cannot exist on its own. *You'll hurt yourself if you're not careful.*

colon (:) a colon is a punctuation mark used to introduce a list or when an example follows.
It may also be used before a second clause that expands or illustrates the first: *He was very cold: the temperature was below zero.*

comma (,) - A comma is a punctuation mark used to help the reader by separating parts of a sentence. It sometimes corresponds to a pause in speech.
In particular we use commas:

- to separate items in a list (but not usually before *and*): *My favourite sports are football, tennis, swimming and gymnastics.*
- to mark off extra information: *Jill, my boss, is 28 years old.*
- after a subordinate **clause** which begins a sentence: *Although it was cold, we didn't wear our coats.*
- with many connecting **adverbs** (eg *however, on the other hand, anyway, for example*): *Anyway, in the end I decided not to go.*

connective - A connective is a word or phrase that links clauses or sentences.

- **conjunction** - A word used to link **clauses** within a sentence.

contraction - see apostrophe

dialogue - a conversation between two parties. May be spoken or written.

direct speech - There are two ways of reporting what somebody says, direct speech and indirect speech. In direct speech, we use the speaker's original words (as in a speech bubble). In text, speech marks ('...' or "...")— also called inverted commas or quotes) mark the beginning and end of direct speech: *Helen said, 'I'm going home'. 'What do you want?' I asked.*

ellipses - An ellipsis is the term used for three dots (...) which show that something has been omitted or is incomplete

embedded clause - see clause - a subordinate clause

exclamation mark (!) - An exclamation mark is used at the end of a sentence to indicate strong emotion: What a pity! Get out! It's a goal! Oh dear!

first, second, third person

first person = refers to the speaker or writer as him or herself eg. "I ..." (1st person plural = "We ...")

second person = refers to the person being spoken to eg. "You ..." (2nd person plural = "You (all) ...")

third person = refers to the one being spoken about eg. "He / She / It ..." (3rd person plural = "They ...")

modal verbs express degrees of probability, possibility, certainty, necessity etc. They enable predictions, speculations and deductions to be made. eg. would, could, might etc.

noun - a person, place or thing. Many nouns (countable nouns) can be **singular** (only one) or **plural** (more than one). **Proper nouns** are the names of people, places, organisations, etc. These normally begin with a capital letter: *Amanda, Birmingham, Microsoft, Islam, November.*

phrase - A phrase is a group of words that act as one unit. So *dog* is a word, but *the dog, a big dog* or *that dog over there* are all phrases.

question mark (?) - A question mark is used at the end of an interrogative **sentence** (eg *Who was that?*) or one whose function is a question (eg *You're leaving already?*)

semi-colon (;) - A semi-colon can be used to separate two main **clauses** in a sentence: *I liked the book; it was a pleasure to read.* This could also be written as two separate sentences: *I liked the book. It was a pleasure to read.* However, where the two clauses are closely related in meaning (as in the above example), a writer may prefer to use a semi-colon rather than two separate sentences. Semi-colons can also be used to separate items in a list if these items consist of longer phrases. For example: *I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta, preferably tagliatelle; and a jar of black olives.*

sentence - A sentence can be simple, compound or complex.

- A simple sentence consists of one **clause**: *It was late.*

- A compound sentence has two or more clauses joined by *and, or, but* or *so*. In a compound sentence the clauses are of equal weight (they are both main clauses):
It was late but I wasn't tired.

- A complex sentence consists of a main clause which itself includes one or more subordinate clauses:
Although it was late, I wasn't tired. (subordinate clause beginning with *although* underlined)

subject and object - In the sentence *John kicked the ball*, the subject is 'John', and the object is 'the ball'. The subject is the person or thing about which something is said. In sentences with a subject and an object, the subject typically carries out an action, while the object is the person or thing affected by the action.

tense - A tense is a verb form that most often indicates time. English verbs have two basic tenses, present and past and each of these can be simple or continuous.

For example: present: I play (simple); past: I played (simple); present: I am playing (continuous); past: I was playing (continuous)

A verb is a word that expresses an action, a happening, a process or a state.

It can be thought of as a 'doing' or 'being' word. In the sentence *Mark is tired and wants to go to bed*, 'is', 'wants' and 'go' are verbs.

Level 1

National Curriculum: The writing communicates meaning through simple words and phrases. In his or her reading of the writing, or in the writing itself, the child begins to show awareness of how full stops are used.

Sentence structure

Punctuation

Vocabulary for grammar
seen at this level:

adjective	sentence
clause	- simple sentence
phrase	- compound sentence
subject	verb

capital letters
full stops

Level 1c

- Develop the sense of a sentence.
- Write single words and

I can write words or **phrases** to represent a sentence.

dog **the dog**
cat **a cat**

Level 1b

- Be able to say and write a simple sentence independently. Use capital letters and full stops to punctuate a sentence.

I am beginning to use 'and' in a **sentence** or phrase.

a cat and dog

With support, I will have a **subject** and a **verb** in my sentence or **clause**.

the dog ran

Level 1a

- Consolidate the sense of a sentence and write simple sentences independently.
- Use capital letters and full stops to punctuate a sentence.
- Begin to demonstrate consistency in the use of first or third person (and tense) when writing simple sentences.

I can write most of my work in **simple sentences**.

the horse likes hay

I can use **adjectives** to describe things.

the big dog

I can write in the first person or the third person, sometimes consistently.

he go to the shop
i buy some bread
he sees the ball

Some of my sentences begin with a capital letter.

The horse likes hay

Some of my capital letters are used correctly. (although some misuse will still be evident).

The horse is Called Harry

I sometimes use full stops at the end of sentences.

The horse likes hay.

Level 2

National Curriculum: The writing communicates meaning beyond a simple statement in both narrative and non-narrative forms. Pupils use appropriate and interesting vocabulary and show some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops.

Sentence structure

Punctuation

Grammar at this level:
as previous level plus -

noun	connective / conjunction
sentence openers	- time connective
first person	tense
third person	- present / past

question mark
exclamation mark

Level 2c

- Use conjunctions to join and make compound sentences.

My sentences contain a *subject* and a verb.

The girl walked.

I can write **compound sentences** with a conjunction like 'and'

we went to the park and we played.

I can use **time connectives** to start a sentence
(**sentence openers**)

Suddenly, ...

After a while, ...

First, ...

I am starting to make my sentences longer by using the
conjunctions 'and', 'but' 'then'.

We went to the park and played.

I went to the park but my sister stayed home.

We went to the park then had our lunch.

I can write in the **first person** or the **third person** and not get
mixed up.

I am playing at the park.

She ate her sandwich.

He chewed his sandwich.

I can write in the **past** tense.

She ran down the road.

I remember to use capital letters to start some of my sentences.

We went to the park and played

Some of my sentences end with a full stop.

We went to the park and played.

I understand why question marks and exclamation marks are used.
(recognising through reading and in discussion, not using)

I use capital letters when I am writing the names of people and
places.

She played with Peter and Sally.

We went to Southampton but Mary went to Winchester.

I use a question mark at the end of a question.

Can I go to the park?

I am starting to use commas in a list, sometimes accurately.

We have red, green and blue smarties.

I nearly always use capital letters and full stops correctly.

I use question marks and exclamation marks correctly most
of the time.

Where are you going?

Help!

I use commas in a list, most of the time correctly.

My mum bought bread, jam, apples and grapes.

Level 2b

- Use question marks, exclamation marks and commas in a list with some accuracy.

Level 2a

- Use question marks, exclamation marks and commas in a list with some accuracy.
- Use interesting vocabulary, varying the use of verbs for effect, keeping the tense consistent.

Level 3

National Curriculum: The writing shows evidence of organisation, imagination and clarity. The main features of the chosen form are used appropriately, beginning to be adapted to the intended readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Punctuation to mark sentences—full stops, capital letters and question marks—is used accurately.

	Sentence structure	Punctuation
Grammar at this level: as previous level plus -	<p>complex sentence adverbial phrases</p> <p>main clause</p> <p>- subordinate clause</p> <p>adverb</p>	<p>comma</p> <p>inverted commas (speech marks)</p> <p>apostrophe</p> <p>contraction</p>
<p>Level 3c</p> <ul style="list-style-type: none"> Use a range of verbs, adjectives, nouns and noun phrases in writing and consider the impact on the reader. <p>Level 3b</p> <ul style="list-style-type: none"> Compose a complex sentence, using a subordinate clause. Use adjectives and adverbs to create variety and add interest for the reader. <p>Level 3a</p> <ul style="list-style-type: none"> Use dialogue, layout and punctuation with increased accuracy. Begin to use commas to separate phrases and clauses in sentences. Use different sentence types, including simple and complex sentences in writing. 	<p>I can write complete sentences which contain a <i>subject</i> and a <i>verb</i></p> <p><i>The young girl <u>walked</u> down the busy street.</i></p> <p>Some of my sentences use BOYS conjunctions ('but', 'or', 'yet', 'so')</p> <p><i>We went to the shop <u>but</u> it was closed.</i> <i>They either catch the bus <u>or</u> they walk to school.</i> <i>Ellie was tired <u>yet</u> she stayed up to see the fireworks.</i> <i>The cat sat by the fire <u>so</u> that it could keep warm.</i></p> <p>I am beginning to write complex sentences using a main and subordinate clause (two verbs).</p> <p><i><u>Before she went to bed, she checked all the doors were locked.</u></i> <i><u>Sarah kept running fast although she was exhausted.</u></i></p> <p>I try to use a range of different ways to begin my sentences, using ACE starters (adverbs, connectives, '-ed' words).</p> <p><i>A— Carefully, they removed the bandage.</i> <i>C— Afterwards, Tom had his party.</i> <i>E— Dressed all in black, he hid in the shadows.</i></p> <p>I regularly use complex sentences with one or more <i>subordinate clauses</i> in them.</p> <p><i>As I let myself in through the front door, I could hear the dog barking.</i></p> <p>I put detail and <u>precise</u> words into my sentences (2A's - 2 adjectives)</p> <p><i>The fast, yellow car <u>shot down</u> the wide, busy road.</i></p> <p>I am starting to vary the structure and length of my sentences. I use adverbial phrases.</p> <p><i>She looked at me <u>in a very strange way</u>.</i></p>	<p>My writing shows the correct use of capital letters and full stops, with commas accurately placed in a list.</p> <p><i>The room was full of dust, cobwebs, dead spiders and dead flies so Molly had to clean it first.</i></p> <p>I am beginning to use speech marks.</p> <p><i>"Wait for me!" he said.</i></p> <p>I check my work and can identify mistakes in my punctuation.</p> <p>I generally use an apostrophe where a letter has been omitted.</p> <p><i>I won't do it!</i></p> <p>I understand and sometimes use possession apostrophes correctly.</p> <p><i>The lady's shoes had very high heels.</i> (singular—1 lady)</p> <p><i>The ladies' shoes had very high heels.</i> (plural—more than 1 lady)</p> <p>I can use apostrophes for two-word contractions.</p> <p><i>can't won't shouldn't</i></p> <p>I write possession apostrophes correctly.</p> <p>I can use speech marks appropriately to show the words spoken by a character.</p> <p><i>"There's a ghost!" cried the little boy.</i></p>

Level 4

National Curriculum: Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Full stops, capital letters and question marks are used correctly and pupils are beginning to use punctuation within the sentence.

Sentence structure

Punctuation

Grammar at this level:
as previous level plus -

dialogue
subordinate conjunctions / embedded clause

direct speech
ellipses
colon
bracket

Level 4c

- Use subordinate clauses to add detail to complex sentences.

I use short sentences effectively to speed up action sequences.
They screamed.

I use questions and **dialogue** to give variety to my sentences.
"Hold on!" Darren yelled.
Where was Marcie? They all huddled together and shivered.

I am accurately writing complex sentences with a subordinate clause, using **subordinate conjunctions** 'if', 'because', 'when', 'before'.

You'll hurt yourself if you're not careful!
Grumbling, she said she would come outside when she had finished tidying her room.
He will take an umbrella if it rains, so he won't get wet.

I am able to review and reorder sentences to maximise their effect.

An old house stood derelict at the end of the lane.
At the end of the lane, an old house stood derelict.

I can drop in a subordinate clause (embedded clause) to give detail to my sentence.

The ferocious wind, which had been howling round the eaves, suddenly changed direction.

I can make effective use of a variety of sentence and phrase lengths to ensure impact (complex sentences for description and to add information; short sentences to create tension)

He ran down the lane, jumped over the hedge and fell flat on his face! Sue screamed.

As the door slammed shut, Billy turned round to peer into the room, gripped his torch and slowly stepped forward. Then, he froze!

I know and generally use the correct structure for **direct speech**.

"Help!" shouted the girl, trembling. "Can anyone hear me?"
"I'm coming," Jack called, "just hold on!"

I am able to use commas and **ellipses** effectively.

It was a wild, windy, cold and depressing day.
When the man looked up, he couldn't quite believe what he saw...

I understand and am beginning to use a range of punctuation correctly

brackets () colons :

() Tickets (£1) are available from the office.

: Before a list.

I could only find three of the ingredients: sugar, flour and coconut.

Level 5

National Curriculum: Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately.

	Sentence structure	Punctuation
<p>Grammar at this level: as previous level plus -</p>	<p>modal verb embedded clause</p> <p>figurative language</p>	<p>semi-colons hyphens</p>
<p>Level 5c</p> <ul style="list-style-type: none"> Use a wider range of connectives to clarify the relationship between ideas. <p>Level 5b</p> <ul style="list-style-type: none"> Use features of sentence structure to build up detail or convey meaning. <p>Level 5a</p> <ul style="list-style-type: none"> Use a full range of punctuation to demarcate sentences including speech. 	<p>I can use a wide range of connectives to clarify the relationship between ideas. (furthermore, nevertheless, on the other hand)</p> <p>Joe did not eat all of his dinner, nevertheless his mum still let him have an ice-cream.</p> <p>You could argue that school holidays give everyone a break. On the other hand, some families find holidays very stressful because they have so much time in close contact with their families!</p> <p>I can use modal verbs in sentences. may, might, can, could, will, would, shall, should, must and ought</p> <p>She <u>could</u> have visited her aunt last week. A strong wind <u>may</u> damage that roof. They <u>ought</u> to put it back as they found it.</p> <p>I can use embedded and subordinate clauses for economy of expression.</p> <p>Embedded:- Paris, the capital of France, is a beautiful city. Subordinate:- This is the mechanic <i>who repaired Dan's car</i>.</p>	<p>I use punctuation for effect.</p> <p>No! Stop! Go back!</p> <p>I am confident in using a full range of punctuation effectively.</p> <p>All as before, plus semi-colons ; hyphens -</p> <p>; to separate items in a complex list -</p> <p>She needed six free-range eggs; two pints of organic, semi-skimmed milk; three slices of wholemeal bread and 50g of low fat butter.</p> <p>(use punctuation pyramid)</p>

By the end of KS1, pupils should be able to:

- write simple sentences
- write simple questions
- punctuate **some** sentences in their own writing with capital letters, full stops and question marks (circa 50%)

Pupils should:

- begin to use conjunctions to write compound sentences (*eg. and, but, or*)
- begin to use commas in lists.
- use connectives to signal time (*eg. before, after, then, next, later, first, suddenly, finally, after that etc...*)
- begin to show some consistency of tense when writing in 1st or 3rd person

By the end of KS2, pupils should be able to:

- use a range of sentences in the course of their writing (*eg. simple, compound, complex, questions, statements, commands and exclamations.*)
- secure control of complex sentences and understand how clauses can be manipulated to achieve different effects
- use complex sentences that combine or split a main clause with one or more subordinate clauses
- understand how to contract sentences (*eg. summary, note making, editing*)
- Demarcate sentences correctly (*CL, FS, ?, !, "" and commas for lists, clauses and phrases*)

Pupils Should:

- Identify and understand the functions of the parts of speech (*eg. nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions*)
- begin to make use of more sophisticated punctuation marks (*eg. colon, semi-colon, dashes, hyphens, brackets etc..*)
- use a range of connecting words and phrases appropriately