

	<u>Openers</u>					<u>Sentences of 3</u>	<u>Adjective focus</u>	<u>Clauses +</u>		<u>Other impact</u>			
	<u>Connective Opener</u>	<u>Fronted adverbials</u>	<u>-ly sentence</u>	<u>-Ing opener</u>	<u>-ed Opener</u>	<u>sentence of 3 for description / persuasion / impact</u>	<u>List sentence</u>	<u>'Drop in' Sentence</u>	<u>OUTSIDE (INSIDE) SENTENCE</u>	<u>Short sentences</u>	<u>Speech</u>	<u>Colons and semi colons</u>	<u>Simile / metaphor Sentence</u>
Year 5	<p>To begin a sentence using a phrase which begins with one of the following connectives: because, if, as.</p> <p>Because of the rain, we had to stay inside at playtime.</p> <p>If I eat all my vegetables, I can have a chunk of Toblerone.</p> <p>As we had worked so hard, Mrs. Scattergood said...</p> <p>Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</p>	<p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move.</p> <p>As the days drifted by, my mind began to....</p> <p>Without any real awareness, the teacher continued to drone on.</p>	<p>Begin to develop an understanding of when to add -ly words effectively.</p> <p>Ambling along the canal tow path, the intoxicated thief spied his victim...</p> <p>Shuffling towards his victim, the shadowy figure began to laugh...</p> <p>Smiling to himself, Robin at last returned to the forest.</p>	<p>Develop into clause use : Ambling along the canal tow path, the intoxicated thief spied his victim...</p> <p>Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk.</p> <p>To be able to write a sentence which contains three -ed words at the beginning. Frightened, terrified and exhausted, they ran from the creature.</p>	<p>Begin to develop these lower key stage 2 skills:</p> <p>Develop simple sentence of three for description through higher order vocabulary choices e.g. He wore a <del>red</del> crimson cloak, <del>shiny</del> ethereal shoes and a <del>tall</del> jaunty, angled hat.</p> <p>or like here for action, though incorporating other skills</p> <p>Without pausing to look back, I dashed through the branches, leaping gnarled roots which reached for me in the gloom, and burst through the flimsy gate.</p>	<p>To be able to write list sentences that contains one pair of related adjectives.</p> <p>Exhausted and worried, they did not know how much further they had to go.</p>	<p>Consolidate Year 4 list Introduce: Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Introduce</p> <p>Develop technique</p> <p>Terrifyingly, a killer snowman, who was covered in lumps of coal, attacked me</p> <p>Above my head, clouds, which were fluffy and white, slowly drifted by like leaves floating down a river.</p> <p>Drop in -'ed' clause e.g. Poor Tim, exhausted by so much effort, ran home.</p>	<p>Describe a place or a character's appearance. Then, in brackets, reveal some hidden information for the reader.</p> <p>There was a cosy, jolly cottage up on the hill. (However, inside the cottage lived an evil, crafty witch!)</p>	<p>Use appropriately and consider impact -</p> <p>Slowly. Silently. Carefully. I crept up on the guard. =Tension</p>	<p>Stage directions in speech (speech + verb + action) e.g. "Stop!" he shouted, picking up the stick and running after the thief.</p>	<p>Generally you can also use a ; to replace a connective in a sentence.</p> <p>e.g. Running, I dashed to the supermarket <del>because</del>; I was hungry</p> <p>DE:DE e.g. The vampire is a dreadful creature: it kills by sucking the blood from its victims.</p> <p>e.g. I was exhausted: I hadn't slept for more than two days...</p>	<p>Continue to develop understanding of similes use Up-levelled Try to add some where and when information to your simile:</p> <p>e.g. It was as cold as ice.</p> <p>Up-levelled ... e.g. It was as cold as ice floating in the Artic Ocean on a moonlit winter night.</p> <p>Personification of the weather</p> <p>The wind screamed through the branches</p> <p>The sun smiled down from the sky.</p>	
Year 6	<p>To begin a sentence using a phrase which begins with one of the following connectives: however, meanwhile, although. Meanwhile, back in the classroom, Adam was completing his work.</p> <p>Although the sun was shining, it felt extremely cold in the brisk autumn wind.</p> <p>However, some people believe that chocolate is not delicious.</p>	<p>Consolidate previous learning and show confident use of a range of fronted adverbials.</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ....through the lonely streets ....at midnight</p>	<p>Build upon the knowledge learnt in year 5. Two -ly words at the beginning of the sentence.</p> <p>Amazingly, cautiously and without any practice, Roberto slowly stepped onto the tightrope which was situated high above the crowd.</p>	<p>Consolidate and build on skills. Trembling with fear, Tingling with excitement,</p>	<p>Develop the idea of when to use them effectively. Develop a bank of -ed words that could be used.</p>	<p>To build upon previous learning and embed in writing.</p> <p>Embed sentences in writing, knowing how and when these should be used.</p> <p>To be able to write a list sentence that contains two pairs of related adjectives.</p> <p>Injured and terrified, shell-shocked and lost, he wandered aimlessly across the battlefield.</p>	<p>Use arrange of punctuation for these parentheses -</p> <p>Her father – though seriously hurt by his fall - kept his face calm and his voice low.</p> <p>The couple danced on (though the music had stopped) oblivious to the shock of the onlookers.</p>	<p>Develop this technique:</p> <p>She looked like a sweet, innocent little girl. (However, on the inside, she was as sneaky as a wily fox).</p> <p>The two men shook hands politely and smiled at each other warmly. (However, on the inside, they couldn't stand to be near each other!)</p>	<p>Any answer to a question may be a single word. "What's your favourite color? Black." "When are you going? Now." "Who's your favourite person? Me."</p> <p>Look at author usage – bending of grammatical rules of noun + verb. Example Silence. Nothingness. Pain.</p>	<p>To build upon previous learning and embed in writing.</p> <p>Up-levelled</p> <p>You can use a DE:DE sentence you could try turning the first part into a question</p> <p>e.g. She wondered if it would ever end: it soon would, but not as she expected!</p> <p>Semi colons to link ideas - If they could shout loud enough, they might bring the world back to its senses; they might laugh loud enough to raise the dead.</p>	<p>To build upon previous learning and embed in writing.</p> <p>e.g. I was lost in a sea of nameless faces. e.g. His hope shone brightly—a pebble in the gloom. e.g. Her hair was a flowing golden river streaming down her shoulders. e.g. His words were chains of lead shackling me.</p>		

FANBOYS (for, and, nor, but, or, yet, so) sentences - Continue to develop the understanding. Embed sentences in writing, knowing how and when these should be used.