



Sentence Policy

Year 5/6

Sentence Starters

	Examples	Application <i>Daisy swam towards the wooden raft. The cat chased after the butterfly.</i>
Adjective Appearance Opener	Adorable, adventurous, aggressive, alert, attractive, average, beautiful, blue-eyed, bloody, blushing, bright, clean, clear, cloudy, colourful, crowded, cute, dark, drab, distinct, dull, elegant, excited, fancy, filthy, glamorous, gleaming, gorgeous, graceful, grotesque, handsome, homely, light, long, magnificent, misty, motionless, muddy, old-fashioned, plain, poised, precious, quaint, shiny, smoggy, sparkling, spotless, stormy, strange, ugly, ugliest, unsightly, unusual, wide-eyed	Adorable Daisy swam towards the wooden raft. Wide-eyed , the cat chased after the butterfly.
Adjective Condition Opener	Alive, annoying, bad, better, beautiful, brainy, breakable, busy, careful, cautious, clever, clumsy, concerned, crazy, curious, dead, different, difficult, doubtful, easy, expensive, famous, fragile, frail, gifted, helpful, helpless, horrible, important, impossible, inexpensive, innocent, inquisitive, modern, mushy, odd, open, outstanding, poor, powerful, prickly, puzzled, real, rich, shy, sleepy, stupid, super, talented, tame, tender, tough, uninterested, vast, wandering, wild, wrong	Powerful Daisy swam towards the wooden raft. Curious , the cat chased after the butterfly.
Adjective Bad Feelings Opener	Angry, annoyed, anxious, arrogant, ashamed, awful, bad, bewildered, black, blue, bored, clumsy, combative, condemned, confused, crazy, flipped-out, creepy, cruel, dangerous, defeated, defiant, depressed, disgusted, disturbed, dizzy, dull, embarrassed, envious, evil, fierce, foolish, frantic, frightened, grieving, grumpy, helpless, homeless, hungry, hurt, ill, itchy, jealous, jittery, lazy, lonely, mysterious, nasty, naughty, nervous, nutty, obnoxious, outrageous, panicky, repulsive, scary, selfish, sore, tense, terrible, test, thoughtless, tired, troubled, upset, uptight, weary, wicked, worried	Defeated , Daisy swam towards the wooden raft. Bewildered , the cat chased after the butterfly.
Adjective Good Feelings Opener	Agreeable, amused, brave, calm, charming, cheerful, comfortable, cooperative, courageous, delightful, determined, eager, elated, enchanting, encouraging, energetic, enthusiastic, excited, exuberant, fair, faithful, fantastic, fine, friendly, funny, gentle, glorious, good, happy, healthy, helpful, hilarious, jolly, joyous, kind, lively, lovely, lucky, nice, obedient, perfect, pleasant, proud, relieved, silly, smiling, splendid, successful, thankful, thoughtful, victorious, vivacious, witty, wonderful, zealous, zany	Energetic Daisy swam towards the wooden raft. Lively , the cat chased after the butterfly.



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Sentence Policy

Verb Opener	Ride, slide, fly, fetch, go, pull, stand, sit, walk, staple, write, find, make, cut, paint, fix, hop, put, swim, run, jump, catch	Swim towards the wooden raft, Daisy. Catch the butterfly you are chasing.
Prepositional Opener (where)	At, on by, towards, after, down, during, in, through, behind.	Towards the wooden raft, Daisy swam. After the butterfly, the cat scampered.
Adverb Opener (how)	sourly, thankfully, hopefully sadly, excitedly, eagerly, carefully, dryly, dreamily, crushingly, fearlessly anxiously, breezily, wearily brightly, easily, happily, swiftly, sweetly, slowly, cruelly, brightly, heavily, quickly, greedily	Desperately , Daisy swam towards the raft. Fearlessly , the cat chased after the butterfly.
Time Connective (when)	Early that day, afterwards, meanwhile, then, later, eventually, earlier, finally, next, suddenly, just then, in the end, months later, first, secondly, next, once, when, ultimately, lastly, formerly, previously, soon, sometimes.	Early that day , Daisy swam towards the raft. Ultimately , the cat chased the butterfly.
“ed” Opener	Jumped, skipped, rushed, frightened, dumbfounded, collapsed, exhausted, cramped	Frightened by sharks, Daisy swam towards the wooden raft. Chased through the garden, the butterfly escaped the cat.
“ing” Opener	Jumping, skipping, rushing, frightening, collapsing, cramping, hiding, longing, walking, feeling, singing, hoping.	Hoping she was not too late, Daisy swam towards the wooden raft. Longing for a snack, the cat chased the butterfly.
Similie Opener	Like a ... As... as...	Like a dolphin , Daisy swam towards the wooden raft.



Sentence Policy

		As soft as a pillow, the butterfly’s wings fluttered past.
One Word Opener	Sad, angry cross, hurt, slow.	Sad Daisy swam towards the wooden raft. Hurt , the cat leapt onto the butterfly.

Year 3/4

Sentence Starters

	Examples	Application
Prepositional Opener (where)	At, on by, towards, after, down, during, in, through, behind.	Towards the wooden raft, Daisy swam. After the butterfly, the cat scampered.
Adverb Opener (how)	sourly, thankfully, hopefully sadly, excitedly, eagerly, carefully, dryly, dreamily, crushingly, fearlessly anxiously, breezily, wearily brightly, easily, happily, swiftly, sweetly, slowly, cruelly, brightly, heavily, quickly, greedily	Desperately , Daisy swam towards the raft. Fearlessly , the cat chased after the butterfly.
Time Connective (when)	Early that day, afterwards, meanwhile, then, later, eventually, earlier, finally, next, suddenly, just then, in the end, months later, first, secondly, next, once, when, ultimately, lastly, formerly, previously, soon, sometimes.	Early that day , Daisy swam towards the raft. Ultimately , the cat chased the butterfly.
“ed” Opener	Jumped, skipped, rushed, frightened, dumbfounded, collapsed, exhausted, cramped	Frightened by sharks, Daisy swam towards the wooden raft. Chased through the garden, the butterfly escaped the cat.
“ing” Opener	Jumping, skipping, rushing, frightening, collapsing, cramping, hiding, longing, walking, feeling, singing, hoping.	Hoping she was not too late, Daisy swam towards the wooden raft.



Sentence Policy

		Longing for a snack, the cat chased the butterfly.
Similie Opener	Like a ... As... as...	Like a dolphin , Daisy swam towards the wooden raft. As soft as a pillow , the butterfly’s wings fluttered past.
One Word Opener	Sad, angry cross, hurt, slow.	Sad Daisy swam towards the wooden raft. Hurt , the cat leapt onto the butterfly.

Year 1/2

Sentence Starters

	Examples	Application <i>Daisy swam towards the wooden raft.</i> <i>The cat chased after the butterfly.</i>
Time Connective (when)	Early that day, afterwards, meanwhile, then, later, eventually, earlier, finally, next, suddenly, just then, in the end, months later, first, secondly, next, once, when, ultimately, lastly, formerly, previously, soon, sometimes.	Early that day , Daisy swam towards the raft. Ultimately , the cat chased the butterfly.
“ing” Opener	Jumping, skipping, rushing, frightening, collapsing, cramping, hiding, longing, walking, feeling, singing, hoping.	Hoping she was not too late, Daisy swam towards the wooden raft. Longing for a snack, the cat chased the butterfly.



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Sentence Policy

One Word Opener	Sad, angry cross, hurt, slow.	Sad Daisy swam towards the wooden raft. Hurt , the cat leapt onto the butterfly.
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Reception

Skills To Teach:

- use capital letters for start of their own names
- Write captions and labels for pictures
- Write sentences to match pictures or sequences of pictures using thinking-writing skills
- Use correct sequence of movements to write letters

Grammar/Punctuation	Example	Grammar/Punctuation	Example
What is a label? Make labels	A ball.	Capital Letters	For names and names of things
What is a caption? Make captions	Lisa is smiling.	Nouns	
What is a sentence? Make a sentence	Lisa is smiling at the ball.	Verbs	
Conjunctions to join ideas together	Using 'and', 'but' and 'then'	Prepositional words	To, on, under etc.



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Sentence Policy

Openers – from well know stories and texts	First, Once, One day, Once upon a time etc	Pronouns	He, she, they, it etc.
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Year One (as previous, plus)

Grammar Skills To Master:

- Form simple sentences with one verb

Punctuation Skills To Master:

- Capital letter at the beginning of a sentence
- Full stop and question mark used

Grammar	Grammar	Punctuation	Punctuation
What is a sentence? Identify, full stops, capital letters, non-sentences, missing words.	Make a sentence Using word cards, children should experiment with sentences and structure – lots of speaking and listening.	Capital Letters For names	Capital Letters For start of sentence
Describing words (make sentences more interesting) The fluffy cat sat calmly on the soft mat.	More (-er) most (-est)	Capital Letters For personal pronoun, I	Use full stops At the end of a sentence
Verbs regular past tense (-ed)	Verbs irregular past tense Did/ done (has)	Use question marks For sentences beginning with why, how, when, who and what.	
Plurals (s, es)	Articles a and an		



Year Two (as previous, plus)

Grammar Skills To Master:

- A simple sentence has one verb
- Compound sentences are two or more simple sentences joined together
- Compound sentences are joined by a conjunction such as ‘and’, ‘but’, ‘because’ etc e.g. *Harry fell down, broke his wrist and was taken to the hospital in an ambulance*

Punctuation Skills To Master:

- Use commas when we take a breath
- Use of exclamation mark to show: surprise, fear, danger, orders, shouting
- Identify speech marks and apostrophes when reading

Grammar	Grammar	Punctuation	Example
Use past tense consistently (-ed)	Person verb agreement (I run, you run, he runs, they run)	Capital Letters	For names; start of sentences; personal pronoun “I”;
Irregular past tense (Did/ done (has), catch /caught , give/ gave)	Noun / pronoun/ verb agreement (I am, they are, we are, he is)	Use full stops	At the end of a sentence
Owning words (pronouns) (my, his, her, its, yours)	Comparative nouns (long, longer, longest)	Use commas	In a list, to take a breath
Opposite words	Conjunctions ‘and’ and ‘but’ to join two simple sentences	Use speech marks	To show when someone is speaking
Collective nouns (e.g. a team of players)		Use question marks	For sentences beginning with why, how, when, who and what.



Year Three (as previous, plus)

Grammar Skills To Master:

- A sentence with two verbs of equal weight is a compound sentence
- Complex sentence contains a main clause and a subordinate clause.

Punctuation Skills To Master:

- Correct use of speech
- Use of apostrophe for possession

Grammar	Grammar	Punctuation	Punctuation
Abstract nouns (e.g. feelings, thoughts)	Main clause & dependent clause (The dog ran quickly, while the cat slept.) (While the cat slept, the dog ran quickly.)	Capital Letters For names; start of sentences; personal pronoun "I"	Use full stops At the end of a sentence
Similies The moon was as smiley as a clown's mouth. The moon was like a smiling mouth.	Metaphors The moon was a smiling mouth.	Use commas In a list, to take a breath	Use speech marks To show when someone is speaking
Use of conjunctions/frontal adverbials When, because, until, before,	Use of conjunctions/frontal adverbials to form complex sentences	Use question marks For sentences beginning with why, how, when, who and what.	Use of exclamation mark to <ul style="list-style-type: none"> • Mark surprise, humour, joy • Show fear, anger, pain, danger, • giving an order or shouting
Noun phrases act together as a noun - <u>Reading a book is good hobby</u> (what: the subject)	Adjectival phrase act together as an adjective – <u>The woman in the red shiny dress</u> is the owner of the cafe (which woman)	Understand basic conventions of speech punctuation New speaker, new line	Shortening words using full stops or the high comma ‘
A Verb phrase forms a verb <u>My mum will be leaving</u> for the station in an hour (what does or did the subject do?)		Use of apostrophe for ownership /possession	



Year Four (as previous, plus)

Grammar Skills To Master:

- Complex sentence contains a main clause and a subordinate clause.

- Complex sentence can be made up of a single clause (a phrase with one verb) and one or more noun, adjectival or adverbial clauses

Punctuation Skills To Master:

- Rules of Apostrophising (see below)

Grammar	Grammar	Punctuation	Punctuation
Adverbial phrases answer the questions: how, where, when or why e.g. Last night, Danielle drove her car carefully down the road, as it was snowing heavily. How did she drive – carefully (adverb) Where did she drive – down the road (adverb- where the verb is happening) When did she drive? Last night (adverb- when the verb happened)	Direct and indirect speech Direct: “The fire started at midnight.” said the policeman Indirect: The policeman reported that the fire had started at midnight.	Understand basic conventions of speech punctuation “Who said that?” asked Julie. “I did,” replied the Monster, “Grrr!”	Shortening words using full stops or the high comma (contractions) Inc. Don’t I’m
Develop use of conjunctions/frontal adverbials Until, before, after, unless, if	Paragraphs Used when you change time, place, idea	Apostrophe: To show possession: The girl’s shoe The girls’ shoes	Apostrophe: Use in abbreviation – to show where letters are missing: don’t (do not)
Complex sentences have a main clause and a subordinate clause (see previous)	Complex sentence can be made up of a single clause (a phrase with one verb) and one or more noun, adjectival or adverbial clauses	Apostrophe: For some unusual plurals: 7’s and 9’s; and p’s and q’s ; and A’s and B’s	Use of exclamation mark to <ul style="list-style-type: none"> • Mark surprise, humour, joy • Show fear, anger, pain, danger, • giving an order or shouting
Abstract nouns e.g. feelings, thoughts		Understand basic conventions of speech punctuation New speaker, new line	Shortening words using full stops or the high comma ‘



Year Five (as previous, plus)

Grammar Skills To Master:

- Revise composition of simple, compound and complex sentences and the essential points of Grammar at this stage.
- *independent use of dictionaries, thesauri, reference books, internet research skills etc.*

Punctuation Skills To Master:

- Know how to use a colon (see below)

Grammar	Grammar	Punctuation	Punctuation
Use verb tenses with increasing accuracy in speaking and writing	Verbs is <i>/are, was/ were</i>	Understand basic conventions of speech punctuation "Who said that?" <i>asked Julie.</i> "I did," <i>replied the Monster,</i> "Grrr!"	Shortening words using full stops or the high comma (contractions) <i>Inc.</i> <i>Don't</i> <i>I'm</i>
Verb tense: present, past, future <i>I play</i> <i>I played</i> <i>I will play</i>	Auxillary verbs – <i>have, was, shall, will</i>	Colon: To signal a list or explanation	Colon: To introduce a list or example
Verb forms – active – <i>John washes the dishes.</i> interrogative – <i>The computer is not working?</i> imperative – <i>put, mix, run</i>	1 st , 2 nd , 3 rd person used consistently.	Colon: Separate two statements where the second explains the first	Colon: To introduce a lengthy quotation
Abstract nouns <i>e.g. feelings, thoughts</i>	Ongoing work on: Phrases, sentences & paragraphs.	Understand basic conventions of speech punctuation <i>New speaker, new line</i>	Colon: To punctuate speech in playscripts



Year Six (as previous, plus)

Grammar Skills To Master:

- Revise composition of simple, compound and complex sentences and the essential points of Grammar at this stage.
- *independent use of dictionaries, thesauri, reference books, internet research skills etc.*

Punctuation Skills To Master:

- Know how to use a colon (see below)

Grammar	Grammar	Punctuation	Punctuation
Know all five types of nouns: Common - dog Proper - Sandra Concrete – of real objects Abstract – qualities, feelings Collective – groups	Know noun endings -ment, -ship, -ness, -ence, -ance	The brackets Placed round words which give extra information which is not absolutely essential e.g. an afterthought or to explain something in the sentence.	Use the dash to show gaps or hesitation An abrupt change of thought Use dash with a colon to introduce a list Use a dash to show longer pauses instead of brackets
Formal language Manner (how it was done) Time (when it was done) Place (where it was done) Use of standard English: Concord agreement of singular with singular and plural with plural. Agreement between nouns & verbs Consistency of tense and subject Avoidance of double negatives Avoidance of non-standard dialect words	Informal language	Use ellipsis (dots) to: Show a break in a phrase or sentence Scraps of conversation To show a word or words have been missed out. Use Semi-colon To join two main clauses in a sentence, instead of using a connective. My aunt has hairy knuckles; she loves to wash and comb them. To link two statements together My cat likes to sleep all day; particularly in a warm cosy place.	Use the hyphen: To join two or more words to make a new compound word e.g. hyper-active, single-minded, long-lasting, up-to-date To join two syllables of a word when separated at the end of a line e.g. se-parate To pair with capital letters e.g. anti-British, U-turn To separate a prefix from its root word where the letter combination will look odd e.g. co-ordinate, re-emit, de-ice To avoid confusion with an existing word e.g. re-cover, recover



Plurals

<i>Singular</i>	<i>Rule</i>	<i>Example</i>
Words ending in “y” + consonant	Remove “y” and add “ies”	Fairy – fairies Penny – pennies Baby – babies
Words ending in “y” + vowel	Add “s”	Day – days Play – plays
Words ending in “o” + consonant	Add “es”	Potato – potatoes Tomato – tomatoes
Words ending in “o” + vowel	Add “s”	Video – videos
Words ending in “s” sounds: ss, sh, tch, x, z	Add “es”	Kiss – kisses Wish – wishes Watch – watches
Words ending in “ch”	Add “es”	Perch - perches
Words ending in “f”	Remove “f” and add “ves”	Life – lives Knife – knives
Irregular plurals	Learn separately	Man – men Sheep – sheep etc



Glossary

Term	Definition	Example	Context
Adjective	A word which describes someone or something	Big, helpful, friendly, blue.	He put the apples in the big basket. The old lady was assisted by the helpful girl.
Adverb	Adds to the meaning of a verb, an adjective, another adverb or a whole sentence. There are 4 types of adverb – HOW, WHEN, WHERE and HOW OFTEN .	Adverb + verb = Thoroughly enjoyed Adverb + adjective = Quietly confident Adverb + adverb = Extremely slowly Adverb + sentence = Really, he should know better!	The bull grazed noisily in the field. The small boy quickly fixed the puncture on his bike.
Adverbials/ Adverbial Phrases	A group of words that function in the same way as a single adverb.	Quietly A few days ago When we went out	The children walked quietly. They left a few days ago. When we went out it was raining.
Clause (Main and subordinate)	A group of words that express an event or a situation. It contains a noun and a verb.	A phrase differs from a clause: Phrase - A big dog. Clause - A big dog chased me Subordinate - Adds detail to a sentence but cannot stand alone; <i>Although it was late,</i>	He dog chased the ball when the boy (noun) threw (verb) it.
Comma	A punctuation mark used to help the reader by separating parts of a sentence.	,	Although it was cold, no-one was wearing a coat.
Complex Sentence	A complex sentence is a sentence with a <u>main clause</u> and at least one <u>subordinate clause</u> .	When I saw what you had done, (subordinate clause) I was sad (main clause). Sam loved to play tennis (main clause), although he wasn't very good at it (subordinate clause).	
Compound Sentence	A word made up of two other words	Rainbow Football Sometimes Dustbin	Sometimes you can see a rainbow when there is rainfall and sunshine together.
Conjunction	A word or phrase that joins ideas	Simple; reason; additions; time	The boy and girl played together on the sand, while



	in different parts of a text: clauses, sentences or paragraphs.	indicator; opposition; reinforcing; explaining	the parents sat on the deckchairs. I was angry, but didn't say anything to my friend.
Content word	Subject specific words	Toga Evaporation Osmosis	The colour of the toga worn depended upon the class, age and character of the special event.
Expanded Noun Phrase	A group of words that function in a sentence like a noun. They expand a single noun giving more information economically.	The demon-like teacher with blood-shot eyes. The mysterious woman in black. The sporty red car with a sunroof.	The tall, imposing monument was made from cool white marble.
Grammatical Function	The syntactic relationships between words – the job that each word does in a sentence/phrase/clause.	He (pronoun) gave (verb) the dog (noun) a massive (adjective) bone (noun) this morning (adverbial phrase).	
Homophone	Words which sound the same, but are spelt differently and have different meanings.	Flour/flower Aloud/allowed Board/bored New/knew	We are not allowed to shout aloud in the corridor.
Inflected Words	A change to the ending of a word to indicate tense, number or other grammatical features.	Play: playing, plays, played Lonely: lonelier, loneliest	The lonely boy plays on his own. The loneliest boy was playing on his own.
Lexical Words	Words that carry information. They are also known as content words or information words.	Animals' specific names Mammal, carnivore	Snakes are reptiles which can be venomous . Conductors are materials that allow electricity to flow through them.
Morpheme	The smallest unit of meaning. A word may contain one or more morphemes. Suffixes and prefixes are morphemes. NB. A <i>free</i> morpheme stands alone while a <i>bound</i> morpheme needs the rest of the word.	<ul style="list-style-type: none"> • house • house/keep/er (house and keep are free morphemes; the suffix "er" is a bound morpheme)	
Noun	A word that denotes somebody or something. Proper nouns are the names of people, places or	Person, happiness, electricity Birmingham, November	My younger sister, Lucy, won some money in a competition.



	things. A collective noun refers to a group.	People, games	
Paragraph	A section of a piece of writing. Marks a change of focus, time, place or speaker. Helps writers organise	A new paragraph begins on a new line usually with a gap separating it from the previous paragraph. A new paragraph may also be indented.	
Phrase	A group of words that act as one unit to replace a single word.	As old as you The dog over there	They were in a hurry when they left over five minutes ago .
Prefix	A prefix is a morpheme which is added to the start of a root word.	Mis – wrong/badly Sub – under Pre – before in time, in front of, superior	I am so mis understood. We walked through the sub way. Dinosaurs are pre historic animals.
Pronoun	Can replace a noun or a noun phrase to make sentences less repetitive. <ul style="list-style-type: none"> • Personal: specific person • Possessive: ownership • Interrogative questions • Relative: links phrases and clauses • Indefinite: refers to unspecified person • Reflexive: subject of the sentence 	<ul style="list-style-type: none"> • Personal: I / me / you • Possessive: mine / yours • Interrogative: who / whom • Relative: which / whoever • Indefinite: another / anyone • Reflexive: myself / himself 	<ul style="list-style-type: none"> • Personal: I am happy • Possessive: That drink is mine. • Interrogative: Who is the main character? • Relative: The book which belonged to Tim. • Indefinite: Does anyone know where I put my glasses? • Reflexive: The runner was very proud of himself when he won the race.