

## Sentence Knowledge Curriculum

### Year 1

	<b>Objective</b>
<b>1.1</b>	Identify and write a past tense action verb.
<b>1.2</b>	Identify and write a simple subject.
<b>1.3</b>	Identify and write a capital letter to begin a sentence.
<b>1.4</b>	Identify and write a full stop to end a sentence.
<b>1.5</b>	Identify and use capital letters for proper nouns.
<b>1.6</b>	Identify and write a simple sentence.
<b>1.7</b>	Maintain a consistent past tense when writing.
<b>1.8</b>	Identify and write a direct object.
<b>1.9</b>	Identify and write nouns.
<b>1.10</b>	Identify and write a compound subject.
<b>1.11</b>	Identify and write a compound object.
<b>1.12</b>	Identify and write personal pronouns as subjects.
<b>1.13</b>	Identify and write personal pronouns as objects.
<b>1.14</b>	Identify and write state of being verbs.
<b>1.15</b>	Identify and write an adjective after a state of being verb.
<b>1.16</b>	Identify and write a list of two adjectives after a state of being verb.
<b>1.17</b>	Distinguish between statements and questions.
<b>1.18</b>	Write the appropriate stop mark for questions and statements.
<b>1.19</b>	Identify and write questions.
<b>1.20</b>	Write sentences using the coordinating conjunction 'and' to join words.
<b>1.21</b>	Write compound sentences using the coordinating conjunction 'and' to join two main clauses.

### Year 2

	<b>Objective</b>
<b>2.1</b>	Distinguish between common and proper nouns.
<b>2.2</b>	Identify and write lists of nouns joined with conjunctions.
<b>2.3</b>	Identify and write conjunctions to list nouns.
<b>2.4</b>	Identify and write commas to list nouns.
<b>2.5</b>	Identify and write a present tense action verb.
<b>2.6</b>	Maintain a consistent present tense when writing.
<b>2.7</b>	Distinguish between statements and commands.
<b>2.8</b>	Identify and write commands.
<b>2.9</b>	Distinguish between singular and plural nouns.
<b>2.10</b>	Maintain the correct subject/verb agreement when writing singular and plural subjects.
<b>2.11</b>	Identify and write adjectives before nouns acting as the subject.
<b>2.12</b>	Identify and write adjectives before nouns acting as the object.
<b>2.13</b>	Identify and write commas to list adjectives.
<b>2.14</b>	Identify and write apostrophes for contraction.

<b>2.15</b>	Identify and write prepositions of time, place and movement.
<b>2.16</b>	Distinguish between a main clause and a phrase.
<b>2.17</b>	Identify and write prepositional phrases of time, place and movement within simple sentences.
<b>2.18</b>	Identify and write prepositional phrases of time, place and movement that begin simple sentences.
<b>2.19</b>	Identify and write adverbs of manner and time within a sentence.
<b>2.20</b>	Identify and write adverbs of manner that begin a sentence.
<b>2.21</b>	Identify and write expanded noun phrases to describe and specify.
<b>2.22</b>	Identify and write compound sentences with the co-ordinating conjunction 'but'.
<b>2.23</b>	Identify and write compound sentences with the co-ordinating conjunction 'and'.
<b>2.24</b>	Identify and write compound sentences with the co-ordinating conjunction 'or'.
<b>2.25</b>	Identify and write sentences using the subordinating conjunctions 'when', 'if' 'that' and 'because'.
<b>2.26</b>	Distinguish between statements and exclamations.
<b>2.27</b>	Identify and write exclamations.

### Year 3

	<b>Objective</b>
<b>3.1</b>	Identify and write comparative adjectives.
<b>3.2</b>	Identify and write superlative adjectives.
<b>3.3</b>	Identify and write adverbs that modify adjectives.
<b>3.4</b>	Identify and write adverbs of place within a simple sentence.
<b>3.5</b>	Identify and write adverbial phrases of manner, time and place within simple sentences.
<b>3.6</b>	Identify and write sentences with the correct form of 'a' or 'an' according to whether the next word begins with a consonant or a vowel.
<b>3.7</b>	Identify and write compound sentences with the co-ordinating conjunction 'yet'.
<b>3.8</b>	Distinguish between simple and compound sentences.
<b>3.9</b>	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet').
<b>3.10</b>	Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence.
<b>3.11</b>	Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence.

<b>3.12</b>	Identify and write a prepositional phrase within a compound sentence.
<b>3.13</b>	Identify and write a prepositional phrase that begins a compound sentence.
<b>3.14</b>	Identify and write compound sentences with the co-ordinating conjunction 'so'.
<b>3.15</b>	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so').
<b>3.16</b>	Identify and write the subordinating conjunctions 'because', 'when' and 'although'.
<b>3.17</b>	Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences.
<b>3.18</b>	Identify and write apostrophes for singular possession.
<b>3.19</b>	Convert spoken word into direct speech (statement) followed by a reporting clause.
<b>3.20</b>	Convert spoken word into direct speech (question and exclamation) followed by a reporting clause.
<b>Other objectives to be taught:</b>	
<ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material</li> <li>• Use of the present perfect form of verbs instead of the simple past</li> <li>• Simple organisational devices in non-narrative writing</li> </ul>	

#### Year 4

	<b>Objective</b>
<b>4.1</b>	Distinguish between a main clause and a subordinate clause.
<b>4.2</b>	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although')
<b>4.3</b>	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although').
<b>4.4</b>	Identify and write topic sentences that start new paragraphs in expository writing.
<b>4.5</b>	Identify and write supporting detail that elaborates on topic sentences in expository writing.
<b>4.6</b>	Identify and write concluding sentences that end paragraphs in expository writing.
<b>4.7</b>	Identify and write the subordinating conjunctions 'since', 'after/before', and 'even though'.
<b>4.8</b>	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though').

4.9	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though').
4.10	Convert spoken word into direct speech (question and exclamation) starting with a reporting clause.
4.11	Convert spoken word into direct speech (statement) starting with a reporting clause.
4.12	Identify and write appropriate verbs in reporting clauses for characterisation.
4.13	Identify and write new paragraphs for new speakers.
4.14	Identify and write the subordinating conjunctions 'as', 'while' and 'if'.
4.15	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if').
4.16	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if').
4.17	Identify and write apostrophes for plural possession.
4.18	Identify and write noun phrases expanded by the addition of modifying adjectives or nouns.
4.19	Identify and write adverbs and adverbial phrases of time, place and manner that begin simple sentences.
4.20	Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences.
4.21	Identify and write sentences that open with present or past participles.
4.22	Identify and write sentences that open with present or past participle phrases.
<b>Other objectives to be taught:</b>	
<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and repetition</li> </ul>	

## Year 5

	<b>Objective</b>
5.1	Identify and write compound sentences with semi-colons.
5.2	Identify and write adverbs followed by present and past participle openers.
5.3	To identify and write expanded noun phrases that include a prepositional phrase.
5.4	Identify and write relative clauses (embedded and at the end of the main clause) using relative pronouns.
5.5	To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis.
5.6	Identify and write appositives (embedded and at the end of the main clause) as parenthesis.

5.7	Write relative clauses and appositives within compound and complex sentences.
5.8	To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time.
5.9	Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded.
5.10	To open, embed or end a paragraph with direct speech.
5.11	To expand on direct speech with narrative to advance the plot.
5.12	Identify and write ellipsis as a stop mark and an incomplete thought.
5.13	Identify and write ellipsis as a pause.
5.14	To identify and write conjunctive adverbs to open sentences.
5.15	To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses.
5.16	Identify and write an introductory paragraph in expository writing.
5.17	Identify and write a concluding paragraph in expository writing.
	To identify and write sentences with modal verbs and adverbs to indicate degrees of possibility.
5.18	Identify and write similes.
5.19	Identify and write metaphor.
5.20	Identify and write personification.
<b>Other objectives to be taught:</b>	
<ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph</li> <li>• Linking ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	

## Year 6

	<b>Objective</b>
6.1	Identify and write multi-clause compound sentences joined with two different coordinating conjunctions.
6.2	Identify and write multi-clause complex sentences joined with two different subordinating conjunctions.
6.3	Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction.
6.4	Identify and write a combination of sentence types to avoid repetition.
6.5	Identify and write simple sentences to enhance the mood and/or add emphasis.
6.6	Identify and use colons to introduce lists.
6.7	Identify and use colons to explain.
6.8	Distinguish between active and passive voice.
6.9	Identify and use dashes and ellipses in direct speech for characterisation.

<b>6.10</b>	Identify and write non-standard English in direct speech for characterisation.
<b>6.11</b>	Identify and write conjunctive adverbs to link paragraphs.
<b>6.12</b>	Identify and write cohesive paragraphs where the topic sentence links to the preceding concluding sentence.
<b>6.13</b>	Identify and write single sentence paragraphs to enhance mood, add emphasis and/or alter the pace of the narrative.
<b>6.14</b>	Identify and write anaphora.
<b>6.15</b>	Identify and write epistrophe.
<b>6.16</b>	Identify and write exaggeration.
<b>Other objectives to be taught:</b>	
<ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>• Use of the passive to affect the presentation of information in a sentence</li> <li>• Using the perfect form of verbs to mark relationships of time and cause</li> <li>• Subjunctive form</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices</li> <li>• Punctuation of bullet points to list information</li> <li>• Using hyphens to avoid ambiguity</li> </ul>	