

Sentence intervention support sheet

What is a sentence?

- A unit of written language that contains a subject and a verb and make sense on its own.
- A sentence must begin with a capital letter and end with a full stop, exclamation mark or question mark.
- A simple sentence/main clause: must have a subject and one main verb, and it must contain a single idea – one subject can be made up of more than one person/thing. Most simple sentences also include an object – the person or thing receiving the action (verb).

Sentence types:

- **Statement:** a sentence that conveys a fact or piece of information – the subject always comes before the verb – most simple sentences are statements.
- **Question:** a sentence that asks for information and ends with a question mark – most start with *why, when, where* and *how*.
- **Command:** a sentence that gives an order or an instruction – the subject is usually implied in a command.
- **Exclamation:** works the same way as a statement, but expresses strong emotion – always end with an exclamation mark.

Grammar:

Grammar is a set of rules that determines how the *building blocks* of language can be put together, in different combinations, to create well-formed phrases, clauses and sentences.

KS1 Grammar:

NB: These are the skills that need to be baseline checked, NOT KS2 skills that they have not been taught yet.

If children are not confident in these KS1 skills, these will then form part of their sentence intervention activities (as highlighted on Must Have sheets).

Children should be starting our school, confident in using:

- Subordination in my sentences (using: when, if, that, because) and co-ordination (using: or, and, but)
- A variety of sentence types: statement, question, exclamation or command using the correct punctuation (A . ! ?)
- Consistent use of present and past tense throughout writing
- The progressive forms of verbs to mark actions in progress (she is drumming, he was shouting)
- A variety of simple expanded noun phrases for description and specification (for example: the blue butterfly, plain flour, the man in the moon)
- Capital letters (sentences, proper nouns, personal pronouns), full stops, question marks and exclamation marks correctly
- Commas in a list
- Apostrophes to mark missing letters and singular possession

New learning in Year 3 (to meet expectations), children are taught how to:

- Use varied and rich vocabulary
- To use planning resources to organise writing into paragraphs
- Create settings, characters and plot in narratives
- In non-narrative, use simple organisational devices (e.g. headings, sub-headings).

- Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)
- Expressing time, place and cause using adverbs (e.g. then, next, soon, therefore)
- Expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)
- Use the present perfect form of verbs
- Choose nouns or pronouns appropriately
- Introduced to inverted commas to punctuate direct speech and other punctuation to indicate direct speech (e.g. a comma after the reporting clause: The conductor shouted, "Sit down!")
- Place the possessive apostrophe accurately in words in regular and irregular plurals
- Use a or an according to whether the next word starts with a consonant or vowel
- Form nouns using a range of prefixes (e.g. super-, anti-, auto-)
- Spell further homophones
- Link word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble)

NB: When assessing children in Year 4, they should be assessed on what has been taught, not the whole curriculum of Year 4.

If your child is not confident in these KS1 and Year 3 skills, these will then form part of their sentence intervention activities (as highlighted on Must Have sheets).

New learning in Year 4 (to meet expectations), children are taught how to:

- Use varied and rich vocabulary
- Organise paragraphs around a theme
- Create settings, characters and plot in narratives using precise and well-chosen nouns and verbs
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict teacher with curly hair)
- Use fronted adverbials (for example: Later that day, I heard the bad news.)
- Use adjectives, adverbs, prepositions (including phrases) and conjunctions
- Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use commas for fronted adverbials
- Use and understand the term 'Standard Forms of English' for verb inflections instead of local spoken forms
- Use apostrophes to mark plural possession to understand the grammatical difference between plural and possessive -s
- Place the possessive apostrophe accurately in words in regular and irregular plurals

NB: When assessing children in Year 5, they should be assessed on what has been taught, not the whole curriculum of Year 5.

If children are not confident in these KS1, Year 3 or Year 4 skills, these will then form part of their sentence intervention activities (as highlighted on Must Have sheets).

New learning in Year 5 (to meet expectations), children are taught how to:

- Select vocabulary and grammatical structures to reflect what the writing requires mostly appropriately (e.g. use of contracted forms in dialogue in narrative)
- Write effectively for a range of purposes and audiences
- Use verb tenses consistently and correctly in all writing
- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Indicate degrees of possibility using adverbs (e.g. perhaps, surely)
- Indicate degrees of possibility using modal verbs (e.g. might, should, will, must)
- Integrate dialogue in narratives to convey character
- Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- Link ideas across paragraphs using adverbials of time including phrases (e.g. later, soon after)
- Link ideas across paragraphs using number (firstly, secondly)
- Link ideas across paragraphs using tense choices (e.g. he had seen her before)
- Use brackets, dashes or commas to indicate parenthesis
- Use a colon to introduce a list
- Use commas to clarify meaning or avoid ambiguity

- Use and understand the term 'Standard Forms of English' for verb inflections instead of local spoken forms
- Use apostrophes to mark plural possession to understand the grammatical difference between plural and possessive -s accurately
- Place the possessive apostrophe accurately in words in regular and irregular plurals

NB: When assessing children in Year 6, they should be assessed on what has been taught, not the whole curriculum of Year 6.

If children are not confident in the KS1, Year 3, 4 or Year 5 skills, these will then form part of their sentence intervention activities (as highlighted on Must Have sheets).

New learning in Year 6 (to meet expectations), children are taught how to:

- use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse verses The window in the greenhouse was broken [by me])
- know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. through the use of question tags: "He's your friend, isn't he?")
- know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. through the use of subjunctive forms such as "If I were you..." or **Were they...** in some formal writing and speech)
- link ideas across paragraphs using a wider range of cohesive devices, such as repetition of a word or phrase
- link ideas across paragraphs using a wider range of cohesive devices, such as the use of adverbials
- link ideas across paragraphs using a wider range of cohesive devices, such as ellipses
- use layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text)
- integrates dialogue in narratives to convey character and advance action

- use a range of punctuation taught at KS2: (semi-colons, dashes, colons, hyphens)
- use punctuation precisely to enhance meaning and avoid ambiguity
- use a colon to introduce a list or to separate two independent but linked clauses
- use a semi colon within a list and to separate clauses (e.g. used in place of a conjunction)
- use of bullet points to list information
- use a hyphen to avoid ambiguity (for example man eating shark versus man-eating shark, or recover versus re-cover)
- know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover; ask for - request; go in - enter)
- know how words are related by meaning as synonyms and antonyms (e.g. big, large. little)

Information and examples regarding grammar, to support your child's work, can come from 'Help your kids with English.' By Carol Vorderman – this is an excellent resources, with lots of examples and explanations on how to write a wide variety of sentences and support punctuation understanding.



However, we will be supporting your children in school and you can use this support sheet to help your child/ren too!