

Battling Brook Writing Progression: Forming Sentences (redrafting)

Use alongside sentence type guidance below

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
Recognise how words can be combined to make sentences. Use simple sentence structures: statements, questions and exclamations. Begin to form simple compound sentences by using the joining word (conjunction) 'and' to link ideas and sentences. Sequence sentences to form short narratives.	Use expanded noun phrases to describe and specify (e.g. the blue butterfly). Form sentences with different forms: statement, question, exclamation and command. Use co-ordination (and/but/so) Use some subordination (when/if/ that/ because). Use past and present tense correctly and consistently in	Use a range of conjunctions, adverbs and prepositions to show time, place and cause. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although, if, until, after, before. Ensure subject/Verb agreement is correct i sentences.(singular/plu ral pronouns match verb choice - I was, we	Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier, in the damp tench, held his breath. Use fronted adverbials to show time, place and manner e.g. Later that day, On the murky heath, Without hesitation, Use a range of longer, more complex sentence structures to enhance description or add more information	Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. Use rhetorical questions.	Use active and passive verbs to create effect and to affect the presentation of information. Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. Use the perfect form of verbs to mark relationships of time and cause.

	sentences. Use some features of standard English.	were, they were etc)	Ensure subject/Verb agreement is correct i sentences.(singular/plural pronouns match verb choice - I was, we were, they were etc)	Experiment with sentence order to create different effects, considering purpose and audience. To use short sentences to move events on or for effect, e.g. There was silence. Then, it fell.	Know and show the difference between vocabulary typical of informal and formal speech and writing (e.g. find out – discover; ask for – request; go in – enter). Know and show the difference between structures typical of informal and formal speech and writing e.g using different dialect, tone, contractions, language and vocabulary to portray character to the audience.
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Sentence Type	Example
Stage 1: Question or Exclamation	Ask a question, which drives curiosity or tension. 'Who would put this here?' Use an exclamation to show intense feeling or to get the reader's attention. 'It was not okay!'
Stage 1 and 2: Using coordination and subordination	Combines two ideas using coordinating conjunction (and, but so, or etc) or subordinating conjunction (although, because, then, since) 'He looked around but no one was there.' 'She's grown since I last saw her' Begin sentences with subordinating conjunctions 'Although it was raining, she still decided to go to the park'
Stage 2: List	'The car was fast, red and shiny'
Stage 2-6: Descriptive - using expanded noun phrases, simile, metaphor or personification	Rough guide for progression: 'The golden, yellow, sandy beach...' (expanded noun phrase) 'Dani stood as still as a statue and was frozen in fear.' (simile) 'The beach was a long yellow ribbon' (metaphor) 'The paint brush danced across the page, in the hands of the artist' (personification)
Stage 3: Begin with a Verb or Fronted Adverbial	Begin a sentence with a fronted adverbial, which shows when, where or how. 'Later that day,' In the desolate scrubland,' 'Casually,' 'Walking purposefully,' 'Dancing joyfully,'

Stage 4: Dialogue	In narratives, use purposeful dialogue to add interest and personality to characters. 'But I wanted thirty-three presents this year!' screamed Dudley, into his mother's face.
Stage 5: Short and Sharp	5 words or fewer. Has impact and affects the reader. 'It looked grotesque'. 'He felt deflated.' 'Hatred filled his heart.'" 'Nobody knew.'
Stage 5: Complex	Use multi-clause sentences to add detail to writing. 'The boy stopped suddenly and wondered what the noise could be, as the building was abandoned and had been for years.'
Stage 5-6: Include a relative clause or parenthesis	Use to add detail, about a noun or noun phrase, to sentences. Use who, which, that, whose... 'Sam, who loved her dog more than anything, knelt down to cuddle Penny.' 'The building, which was on its last legs, began to crumble.'
Stage 6: One Word (for purpose and effect)	Use one word for impact and to gain the reader's interest and attention. 'Dawn' 'Silence' 'Chaos'
Stage 6: Echo or Twist	Repeat a word or idea from a previous sentence to focus the reader's attention. 'There was a note on the table. A note that was handwritten. A note that wasn't there a minute ago.'