



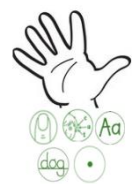



### Hindhayes Sentence Progression Map

Development of skills	Foundation Stage	Year 1	Year 2
<p><b>Application of early phonics</b>                      'Playing' Sounds-Write activities in class                      Copying text from words in the environment                      Writing known words such as own name, cat, mum, dad et...                      Independently "saying the sounds and writing the word".                      Using taught grapheme phoneme correspondences at word (cvc) level.                      Producing letter strings with taught grapheme phoneme correspondences.                      Beginning to record a word or words with teacher support.</p>		<p><b>Simple Sentences</b>                      The dog <b>sat</b> down.                      Sarah <b>walked</b> to the park.                      He <b>threw</b> the ball.</p> <p><i>A simple sentence starting with a noun/pronoun followed by a verb then a preposition or object.</i></p>	<p><b>All the W's</b>                      Would there ever be another opportunity like this one?                      Who would take over the role now?                      What of you had all the money in the world?                      Why do zebras have stripes?</p> <p><i>Short sentences must start with one of the following words: Who? What? When? Where? Why? Would? Was? What if?</i></p> 
<p><b>Captions and phrases (phonics application and common exception words)</b>                      the red bus                      my pots and pans</p> <p><i>Teacher led modelled and direct guided teaching leading to independent application in a high quality enabling environment.</i></p>		<p><b>Exclamation (what/how) Sentences</b>                      How marvellous this drawing <b>is!</b>                      What a wonderful day <b>to go</b> for a bike ride!</p> <p><i>Sentences start with What or How, have a verb and end with an exclamation mark (!).</i></p>	<p><b>List sentences – the power of 3!</b>                      It was a <b>dark, long, leafy</b> lane.                      She had a <b>cold, cruel, creepy</b> cackle.                      It was a <b>cold, wet, miserable</b> Wednesday afternoon.                      Her hair was <b>long, brown and unwashed</b>.</p> <p><i>A list sentences must have 3 or 4 adjectives before the noun. Use and between the final two adjectives. You can also discuss the use of alliteration for effect here.</i></p>
<p><b>Simple Sentences</b>                      I push the bus.                      My pen is red.                      The dog <b>sat</b> on the mat.                      I <b>jump</b> at the park.                      He <b>plays</b> with the car.</p> <p><i>A simple sentence starting with a noun/pronoun followed by a verb then a preposition or object. Teacher led modelled and direct guided teaching leading to independent application in a high quality enabling environment.</i></p>		<p><b>Question Sentences</b>                      Where are you going?                      What are you doing?                      Who has eaten the porridge?</p> <p><i>Simple question sentence ending with a question mark (?).</i></p> 	<p><b>Short sentences</b>                      Oh no!                      Then it happened                      Everything failed.                      The door opened.                      What's wrong?</p> <p><i>1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.</i></p>
		<p><b>Expanded nouns within a simple sentence</b>                      Lucy ate the <b>delicious</b> bananas.</p> <p><i>The adjective comes before the noun.</i></p>	<p><b>Compound sentences (co-ordination- and, but, or,)</b>                      It was raining outside <b>but</b> we still went out to play.                      We <b>can play</b> in the garden <b>or</b> we can <b>go to</b> the park.  <i>Both clauses have a verb. The two clauses are joined together with the conjunction 'and', 'but', or 'or'</i></p>
		<p><b>Compound sentences joined with 'and'</b>                      Adam <b>sat</b> down on a blanket <b>and</b> he <b>ate</b> a picnic.                      The boy <b>had</b> a party <b>and</b> he <b>invited</b> his friends.                      I <b>crawled</b> on the grass <b>and</b> I <b>got</b> dirty knees.</p> <p><i>Both clauses could be a simple sentence as both clauses have a verb, The two clauses are joined together with the conjunction 'and'.</i></p> 	<p><b>Compound sentences (sub-ordination- when, if, because, tha<sup>t</sup>)</b>                      I <b>ran</b> back to the classroom <b>because</b> I <b>had forgotten</b> my coat.                      The girls <b>started</b> to dance <b>when</b> they <b>heard</b> the music.                      You <b>can have</b> dessert <b>if</b> you <b>eat</b> all of your dinner.                      We <b>saw</b> the car <b>that had</b> a scratch on its door.</p> <p><i>Both clauses have a verb. The two clauses are joined together with the conjunction 'because' 'when' 'if' or 'that'</i></p> 