









Hindhayes Sentence Writing Skills Progression Map

Development of skills	Foundation Stage	Year 1	Year 2
<p>Application of early phonics '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>Simple Sentences The dog sat down. Sarah walked to the park. He threw 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>All the W's 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>Captions and phrases (phonics application and common exception words) 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>Exclamation (what/how) Sentences How marvellous this drawing is! What a wonderful day to go 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>List sentences – the power of 3! It was a dark, long, leafy lane. She had a cold, cruel, creepy cackle. It was a cold, wet, miserable Wednesday afternoon. Her hair was long, brown and unwashed.</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>Simple Sentences I push the bus. My pen is red. The dog sat on the mat. I jump at the park. He plays 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>Question Sentences 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>Short sentences 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>Expanded nouns within a simple sentence Lucy ate the delicious bananas.</p> <p><i>The adjective comes before the noun.</i></p>	<p>Compound sentences (co-ordination- and, but, or,) It was raining outside but we still went out to play. We can play in the garden or we can go to the park. <i>Both clauses have a verb. The two clauses are joined together with the conjunction 'and', 'but', or 'or'</i></p>
		<p>Compound sentences joined with 'and' Adam sat down on a blanket and he ate a picnic. The boy had a party and he invited his friends. I crawled on the grass and I got 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>Complex sentences (sub-ordination- when, if, because, that) I ran back to the classroom because I had forgotten my coat. The girls started to dance when they heard the music. You can have dessert if you eat all of your dinner. We saw the car that had 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> 