

The focus of this session is:

- Providing practical and workable ideas to develop classroom practice in **sentence construction** and a **knowledge of progression**
- Secure the **subject knowledge** to deliver the above
- Secure clarity about end of year expectations and the **Interim Assessment Framework**



The Path Slowly

The path slowly disappears as we descend deeper into the woods. The gnarled and twisted trees groan as an icy wind tears away the last of autumn's golden leaves. As night falls the forest comes to life, all around us a chorus of creatures awaken. Chittering in the trees; rustling in the bracken; inky black eyes glisten in the shadows.

The night air is heavy; dank with the stagnant odour of decomposing leaves. We stumble through razor sharp brambles snagging on the vicious thorns, fighting our way towards the glow of a small flickering light. The smell of an open fire entices us with the promise of warmth. In the clearing a whisper of smoke is coming from the chimney of an old ramshackle cabin.

This sentence has five words. Here are five more words.
Five-word sentences are fine. But several together become monotonous. Listen to what is happening. The writing is getting boring. The sound of it drones. It's like a stuck record. The ear demands some variety.

Now listen. I vary the sentence length, and I create music. Music. The writing sings. It has a pleasant rhythm, a lilt, a harmony. I use short sentences. And I use sentences of medium length. And sometimes when I am certain the reader is rested, I will engage him with a sentence of considerable length, a sentence that burns with energy and builds with all the impetus of a crescendo, the roll of the drums, the crash of the cymbals—sounds that say listen to this, it is important.

So write with a combination of short, medium, and long sentences. Create a sound that pleases the reader's ear. Don't just write words. Write music.

Give a one minute talk on a subject of your choice



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BOOKLISTS

HOME

'In 2014-15 attainment in writing at the end of key stage 1 was 42%. At the end of 2015-16 it is 62%. We attribute this to the support the school has received from Philip, in particular his 5 phase planning sequence. The quality of writing across key stage 2 has also improved. The phases have provided a consistent structure where learning builds upon prior learning. Teachers are clear about what they have to teach, why they have to teach it and how to deliver the teaching. This structure ensures that all aspects of the English curriculum are embedded. It particularly supports inexperienced staff and pupils who find it difficult to learn.'

Julie Holland – Headteacher St – Mary's and St Peter's Catholic Primary School – July 2016

<http://www.stmarys-stpeters.co.uk/home>

Welcome to my website – please follow the links above to find what you are looking for. At the moment, the content is largely based around



Phase 1

Phase 2

Phase 3

Phase 4

Phase 5

Reading

Prediction

Comprehension



**SPaG
and TSO**

Writing

**Drafting
Editing**

Publishing

Gap filling

ARE Grammar

Revise - Practise - Introduce - Practise - Apply

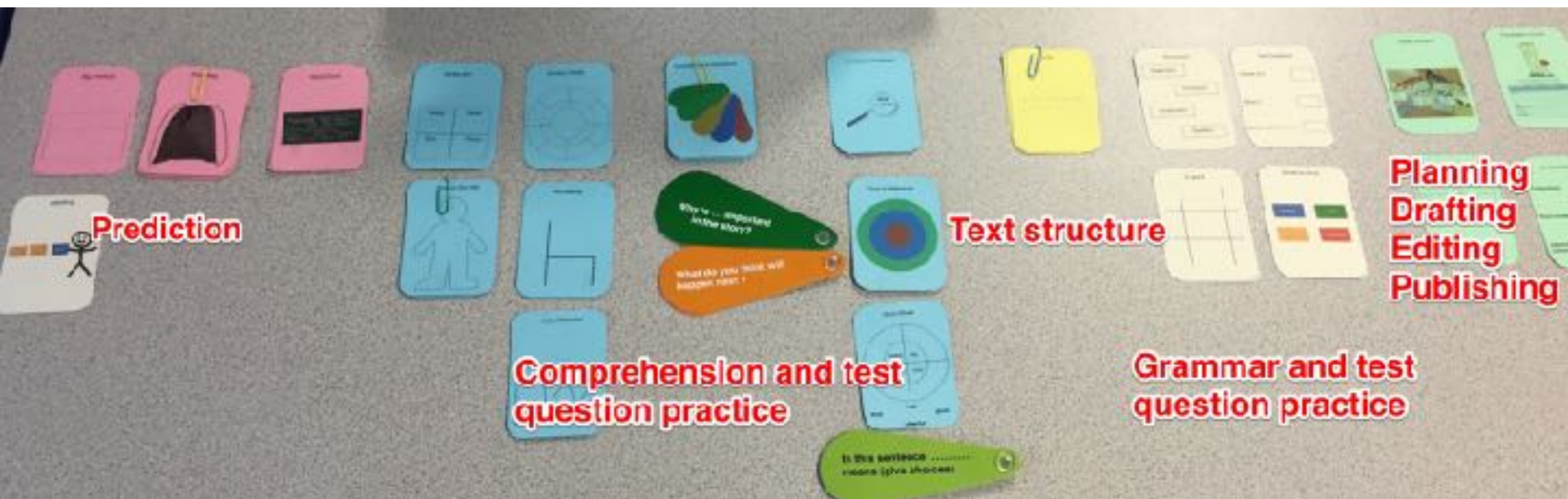
Phase 1

Phase 2

Phase 3

Phase 4

Phase 5



SPaG Phase

What writing are you going to do?

What grammar do you need to practice?

What activities will you choose?



<https://www.youtube.com/watch?v=k-oPgbPdnWk&list=RDIwNQf08Kxsw&index=2>



Grammar Grand



Sentence Soup



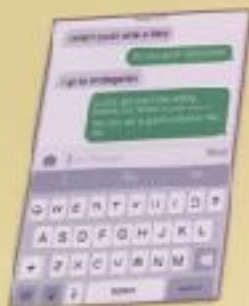
Labelling



The Hoop Game



Text Message Dialogue



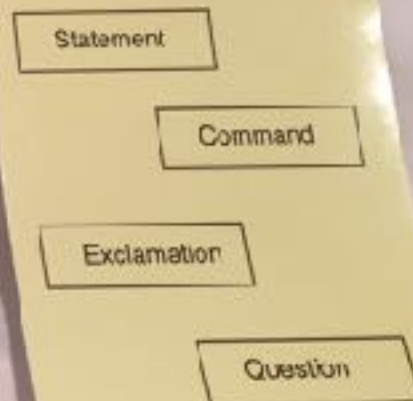
O and X



Card Matching




Runaround




What is a sentence?

A sentence is a group of words which express an idea and, together, make complete sense and usually contain a subject and a verb.


Sentences are made up of



Clauses which are made up of



Phrases which are made up of



Words

Words

From a child's point of view the simplest chunk of meaning is a word.

dog

barked

big



Phrases

Words go together to make phrases.

was barking

in the garden

the big dog

A group of words acting together like a single verb is known as a **verb chain**.

- **Adverbial phrases** work like adverbs.
- **Adjectival phrases** work like adjectives. See note on prepositions on page 3.

A **noun phrase** works in a sentence in the same way as a single noun (you could substitute a pronoun).

Clauses

Words and phrases go together to make clauses. A clause has a **subject** and a **verb**.

It may also have other chunks, but as long as there's only one verb (or verb chain) it's a single clause.

subject verb
the big dog was barking

At midnight last Wednesday, the big dog was barking the Hallelujah Chorus, rather wistfully, in the garden behind Buckingham Palace.

Sentences



subordinate clause

When I arrived,

main clause

the big dog was barking

subordinate clause

because it was lonely.

A simple sentence consists of one clause.

But we can link clauses together in ways which show the inter-relationships between ideas.

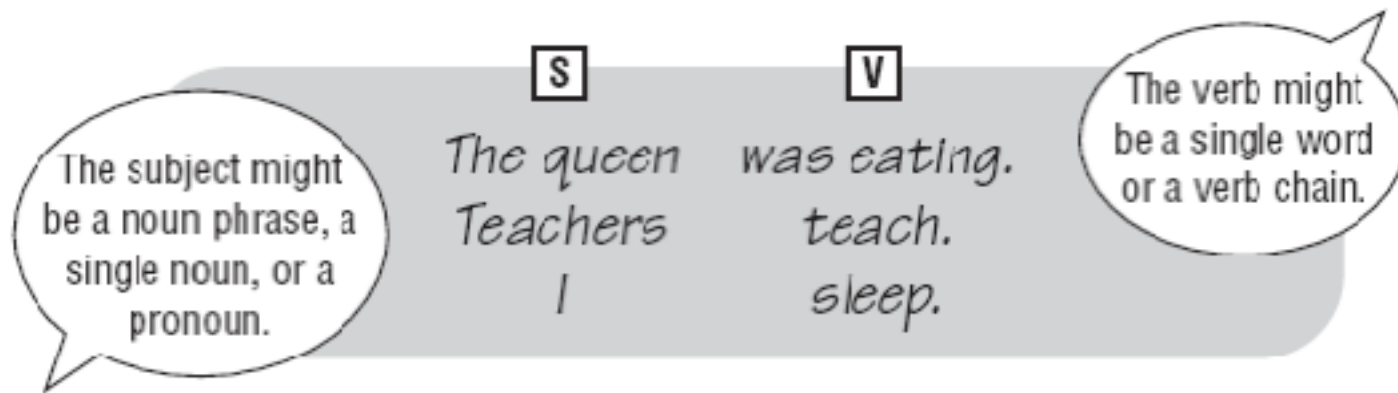
A complex sentence consists of one main clause and one or more subordinate clauses.

A main clause can stand on its own and still make sense.

A subordinate clause doesn't make sense on its own. It needs to be linked to a main clause.

Subject Knowledge: simple sentences

A simple sentence consists of a single clause.



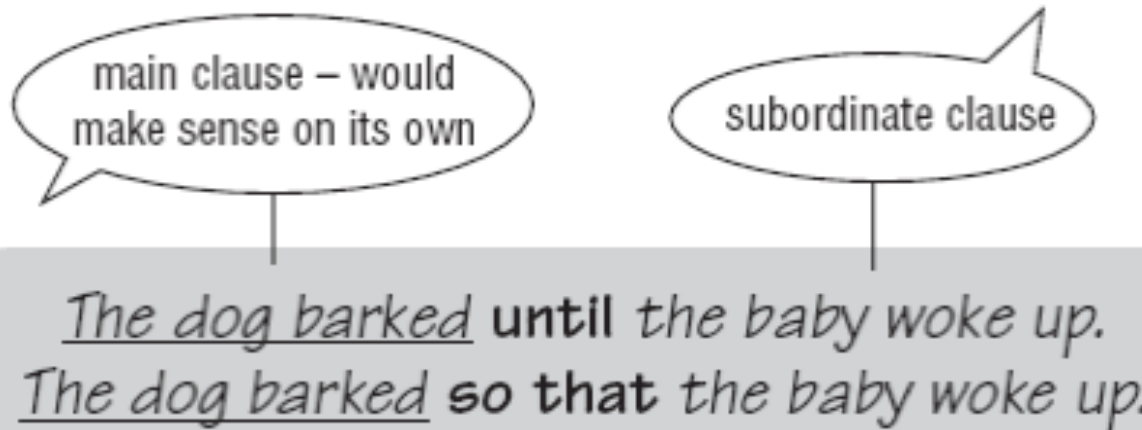
Subject Knowledge: compound sentences

The simplest way to link clauses together is to use one of the coordinating conjunctions: and, but, or. This is called a compound sentence, and the clauses on either side of the conjunction have equal weight – they're both main clauses:

The dog barked and the baby woke up.

Subject Knowledge: complex sentences

However, we want children to explore and express the possible relationships between ideas – this aids their development not just in writing, but in thinking logically. So they need to learn about more sophisticated conjunctions which encapsulate those inter-relationships.



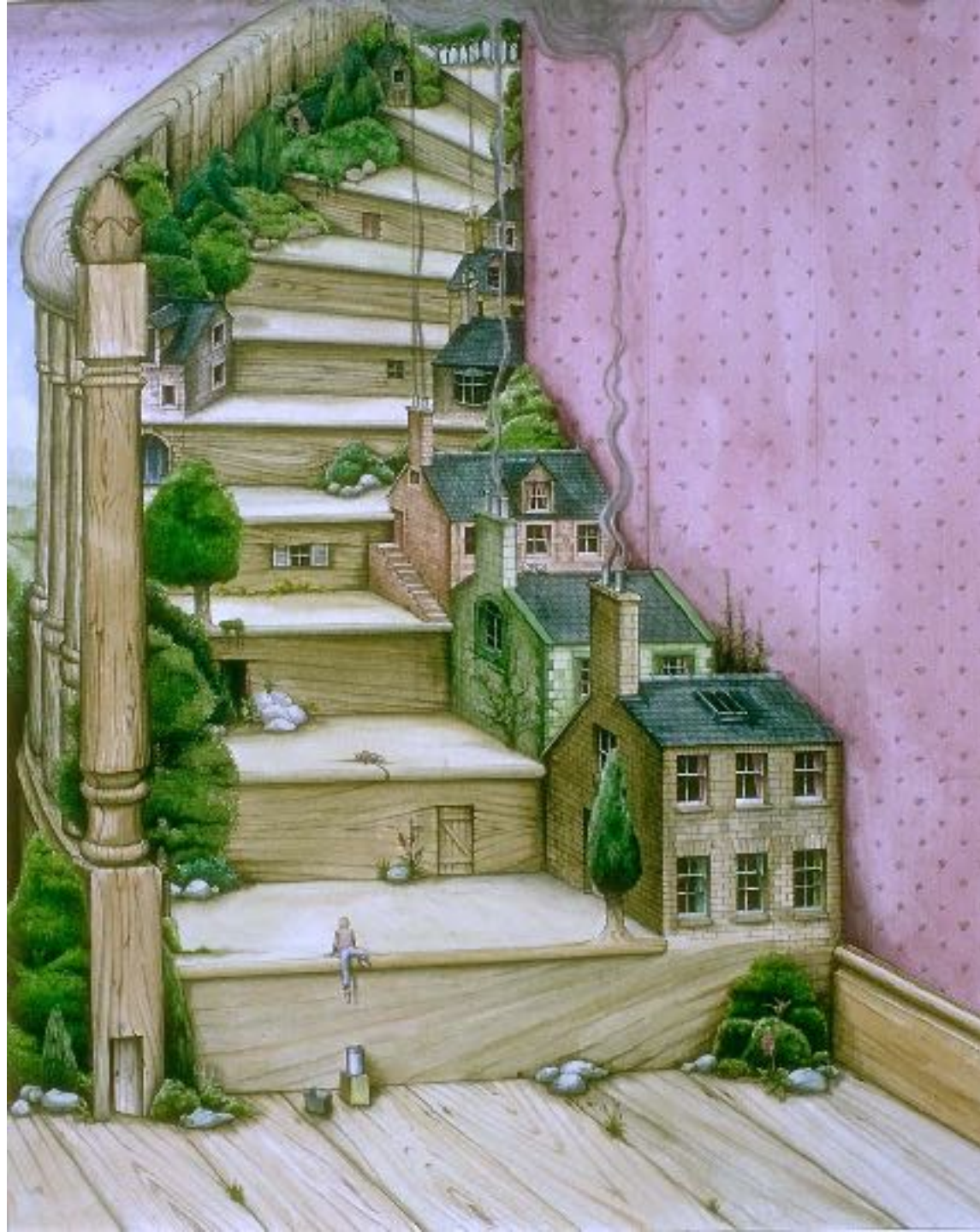
Sentence structure – Year 2

Subordination (when – if - that – and - because) and

Co-ordination (but – and – or)

Expanded noun phrases for description and specification
(blue butterfly – plain flour - the man in the moon)

Sentences with different forms: statement,
question, exclamation, command



Sentence of three for description

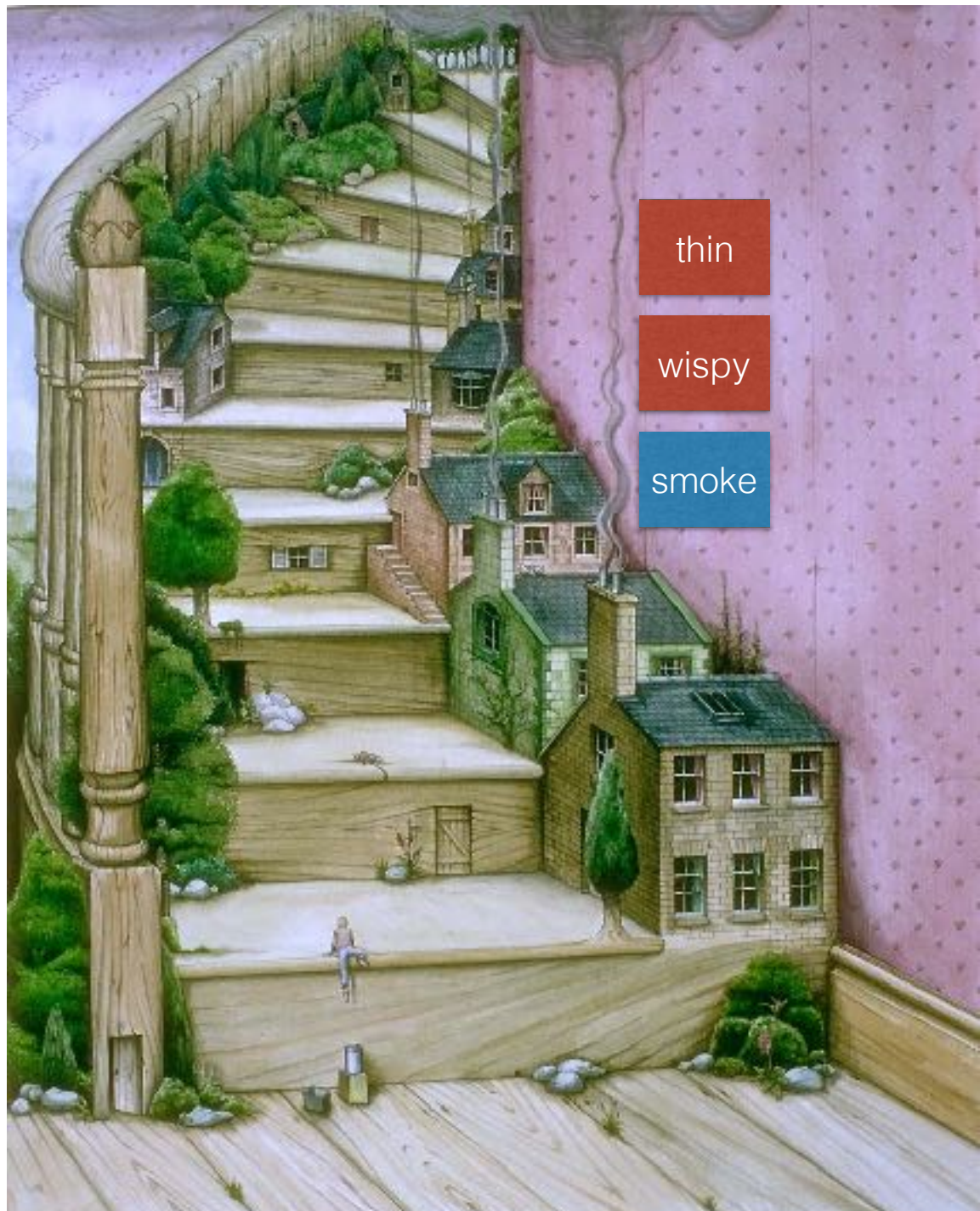
The thin, wispy smoke rose vertically, spread out and disappeared.

relative clause

The wooden staircase, **which narrowed at the top**, curved out of sight.

modal verb

I **should** be able to get through the small door on the next step, he thought.



End of key stage 1 statutory assessment – Working at the expected standard

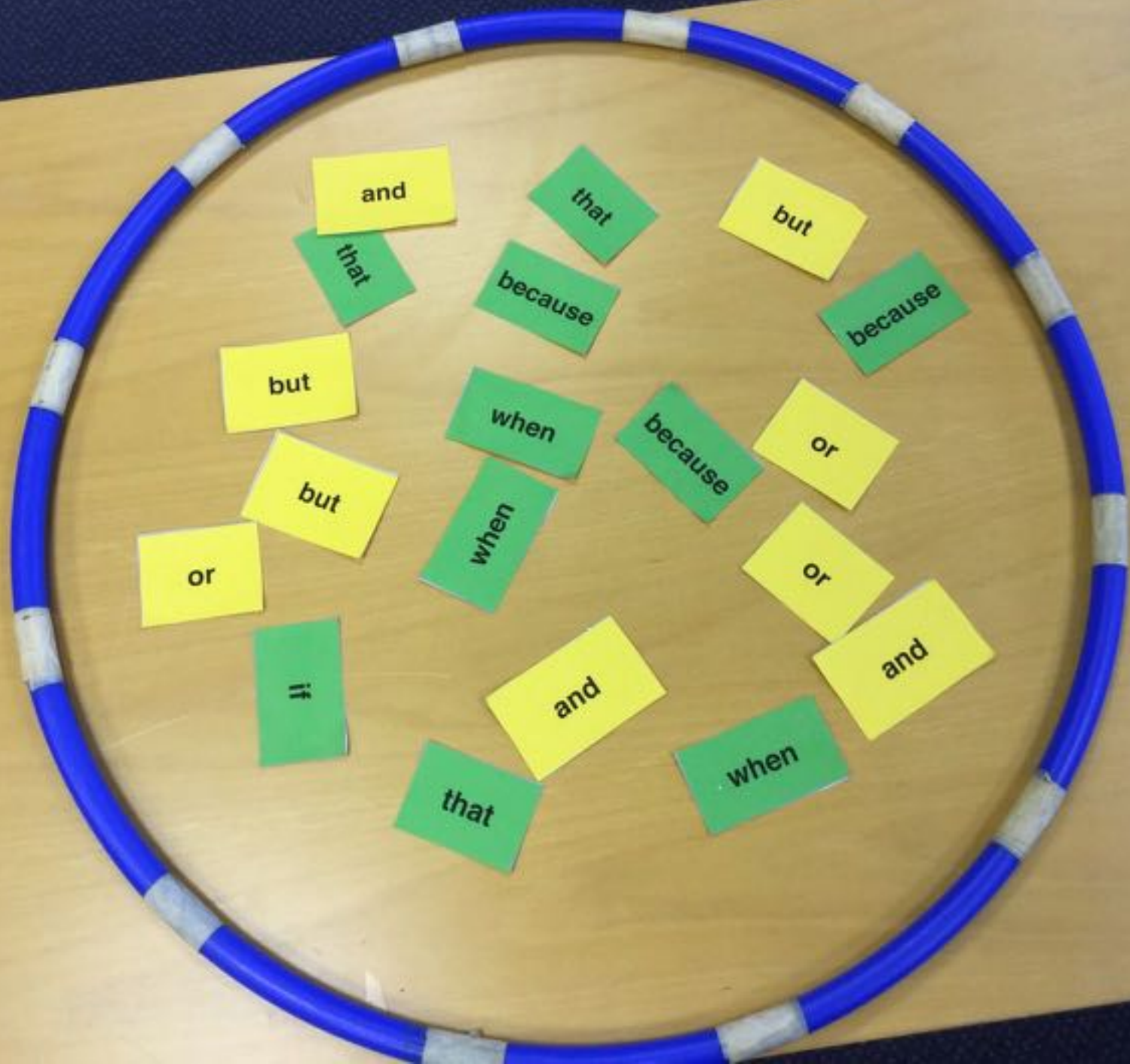
Name: Sam		A	B	C	D	E	F	Collection
The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:		Letter	Narrative	Book review	Information	Narrative	Description	
• demarcating most sentences with:	capital letters and full stops	✓	✓	✓	✓	✓	✓	✓
	and with some use of							
	question marks	✓	✓			✓	✓	✓
	exclamation marks	✓				✓	✓	✓
• using sentences with different forms in their writing:	statements	✓	✓	✓	✓	✓	✓	✓
	questions	✓	✓		✓	✓	✓	✓
	exclamations	✓				✓	✓	✓
	commands	✓	✓			✓		✓
• using some expanded noun phrases to describe and specify		✓	✓	✓	✓	✓	✓	✓
• using present and past tense mostly correctly and consistently		✓	✓	✓	✓	✓	✓	✓
• using co-ordination (or / and / but)		✓	✓	✓	✓	✓	✓	✓
• using some subordination (when / if / that / because)		✓	✓	✓	✓	✓	✓	✓
• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly		✓	✓	✓	✓	✓	✓	✓
• spelling many common exception words*		✓	✓	✓	✓	✓	✓	✓
• spelling some words with contracted forms*		✓	✓			✓	✓	✓
• adding suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly *		✓	✓	✓	✓	✓	✓	✓
• using the diagonal and horizontal strokes needed to join letters in some of their writing								
• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		✓	✓	✓	✓	✓	✓	✓
• using spacing between words that reflects the size of the letters.		✓	✓	✓	✓	✓	✓	✓

• demarcating most sentences with:	capital letters and full-stops
and some use of	question marks
	exclamation marks
• using sentences with different forms in their writing:	statements
	questions
	exclamations
	commands
• using some expanded noun phrases to describe and specify	
• using present and past tense mostly correctly and consistently	
• using co-ordination (or / and / but)	
• using some sub-ordination (when / if / that / because)	



The Hoop Game







and

but

so

or

They had a son called Michael **and** a daughter called Matilda.



If we wasn't all complaining
on the coach "Oh miss i'm feeling
sick"! We would have got to school
after a while because the coach
driver wouldn't have had an
awful headache and we would
all have been happy and
and wouldn't ~~that~~ have
been good?

Question

Squeeze the toothpaste onto
your toothbrush

Command

Have you cleaned your teeth

Exclamation

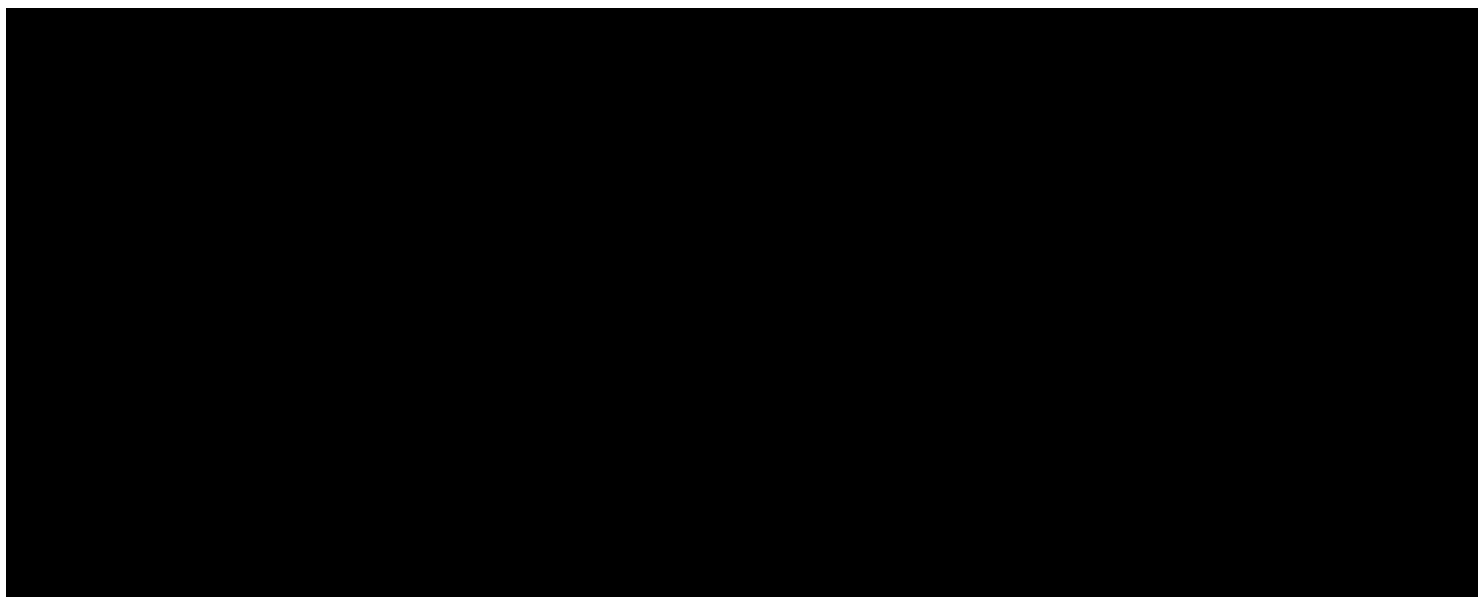
My tooth really hurts

Simple sentence	Compound sentence with <i>or</i>	Simple sentence
complex sentence (when - if - that - because)	A question	Compound sentence with <i>but</i>
A question	Compound sentence with <i>and</i>	Exclamation

Simple sentence	<i>or</i> sentence	Simple sentence
because sentence	?	<i>But</i> sentence
?	<i>and</i> sentence	!

France

France is in Europe. France is near England. You can get there by train plane. They take you about two hours. French as well as English and Spanish. The weather is like hot and little bit cloudy. It is not close to the equator. you need to wear sunglasses.



Dear

Please could we watch Ratatouille? **What a treat it would be!**
The story happens in Paris **and** Paris is beautiful. There is **huge metal tower** there called the Eiffel Tower. I would like to see it in the film **but** I don't know if I would be brave enough to go up it!
Would you like to? Ratatouille is a really cool film **because** it is about a rat called Remy **but** he is not a normal rat.



and



but



or



so



when



if



because



statement



exclamation



command

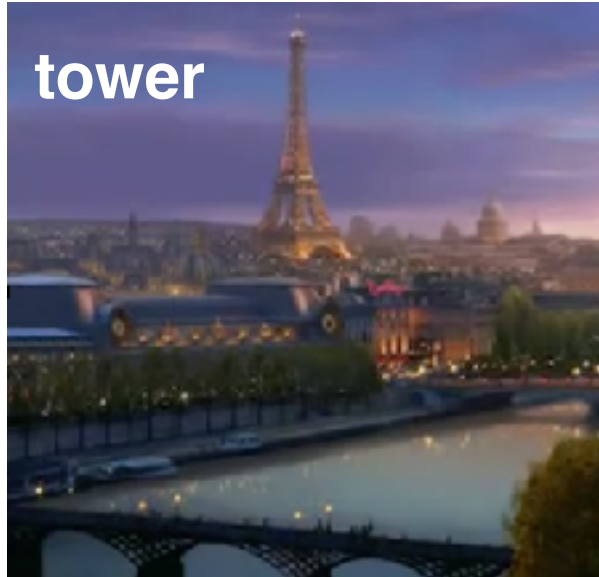


question

huge metal tower

huge, metal

tower





noun phrase



noun phrase



noun phrase



noun phrase



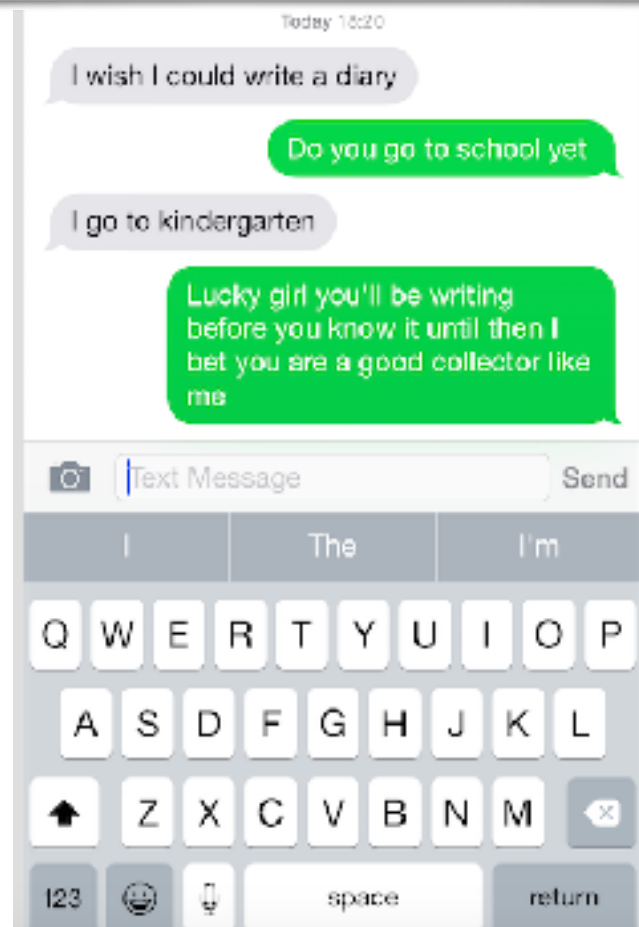
noun phrase



noun phrase

Punctuation

Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]



Sentence Soup



Working in groups, writing as many of our word class trophies, verbs, adjectives, adverbs as we can. Words must be linked to fairy tales.



In our new groups with a noun person, verb person, adjective person and adverb person.



Writing sentences using a chosen word from each category!

PICCOLLAGE

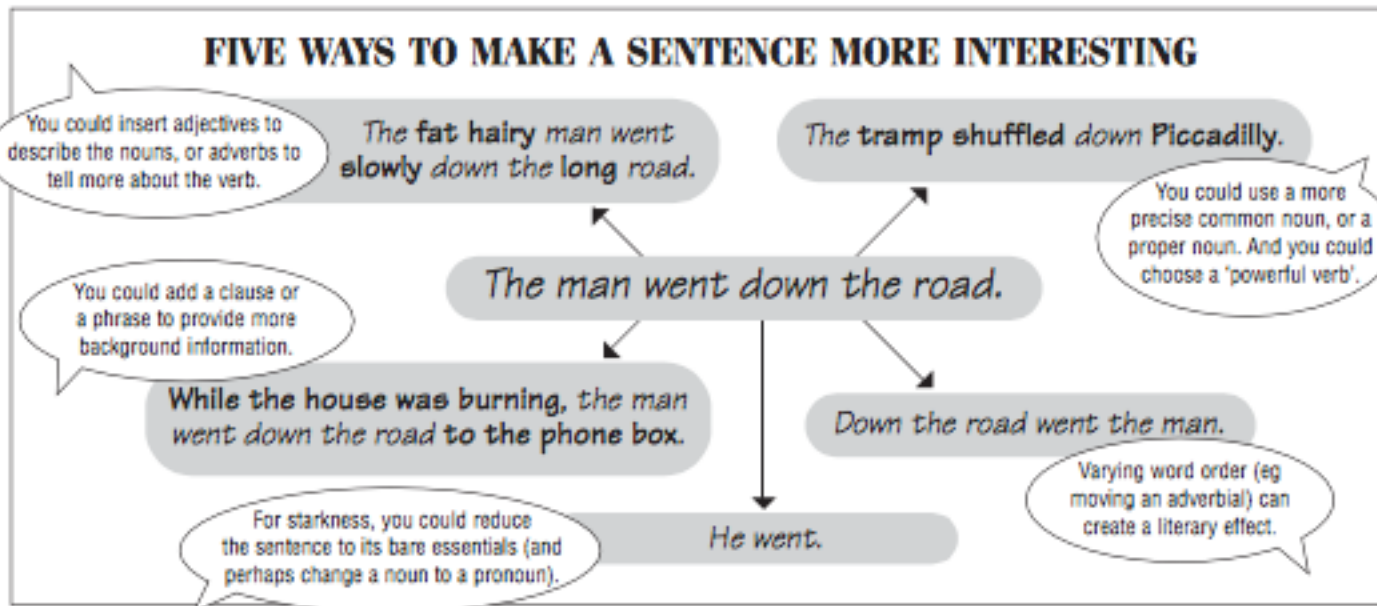
Nouns

Verbs

Adjectives

Adverbs

Super Sentences



Stretching a Sentence

You can add lots more detail into a sentence just by using the 5 'w' questions...

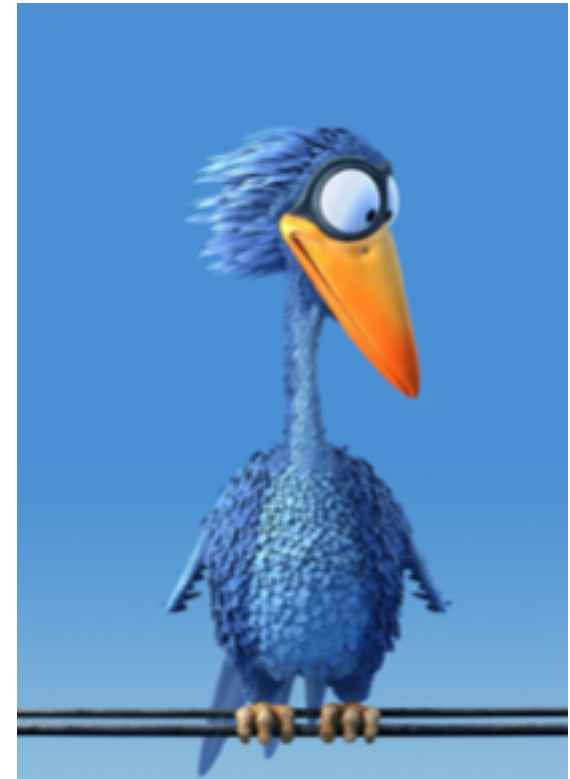
Who? My crazy cat.

What? My crazy cat is running around.

When? All day long, my crazy cat is running around.

Where? All day long, my crazy cat is running around my bedroom.

Why? All day long, my crazy cat is running around my bedroom because she wants me to let her outside.



The big bird.

Start

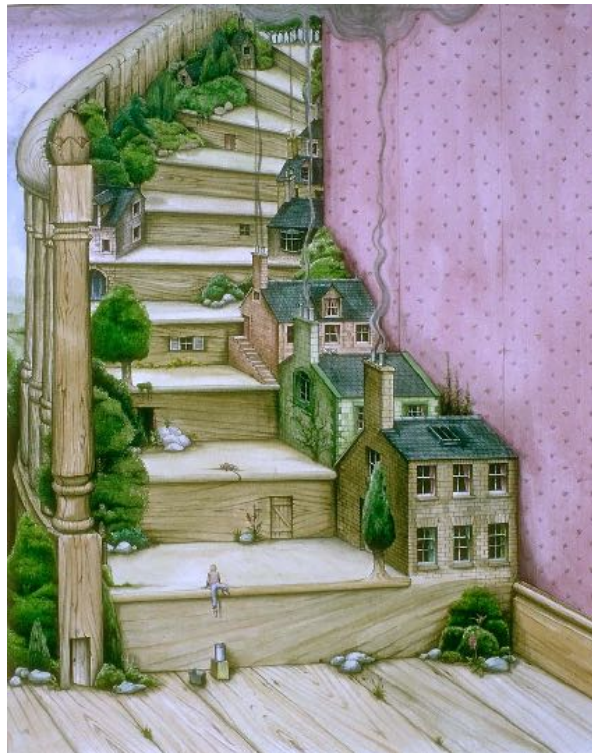


Grand Prix

modal verb

sentence of three

relative clause



The small figure clambered up the steep, wooden step. I **should** be able to get through the small door on the next step, he thought. He looked at the scene in from of him. At the first house, thin wispy smoke rose vertically, spread out and disappeared. Beyond that, the wooden staircase, which narrowed at the top, curved out of site.

The small figure clambered up the steep, wooden step. I **should** be able to get through the small door on the next step , he thought. He looked at the scene in from of him. At the first house, thin wispy smoke rose vertically, spread out and disappeared. Beyond that, the wooden staircase, which narrowed at the top, curved out of site.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Year Group

Techniques

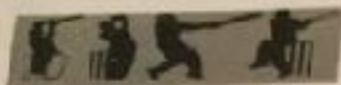
The Picture

Your writing

Annotations

Punctuation Cricket

Punctuation Mark	Runs	1st Innings	2nd Innings
. and cap	1		
?	1		
!	1		
, in list	1		
, to separate clauses	4		
“....speech....”	4		
‘ for omission	1		



Punctuation Cricket



Punctuation type

Runs

First innings

Second innings

- Full stop and capital letter

1

LHT LHT LHT 15

- ? Question mark - ends a question

2

11 6

- ! Exclamation mark - shows feeling or emotion

2

11 4

- , Commas in a list

1

11 1

- , Comma - to separate clauses

4

LHT 11 28

- “ ” Speech marks - to mark speech

6

11 12

- ’ Apostrophe - shows omission or possession

2

0

TOTAL

66 points.

delicious ice cream, the about the beach is build enormous hole. It was

Finish My Sentence

The boy was eating

At the pet shop...

Later that day...

Sentence Count

There was once a king who ruled over all he could see. The king had a son who would one day inherit the land. His son was called Prince Louis.



Traffic Light Sentence



Once there was a beautiful princess and she lived in a tall tower.

Rainbow Sentences



Once there was a handsome prince. He lived in a faraway land. The prince was lonely.

Beginnings and Ends

I can see a

got in bed.

The boy is

boy at the bus stop.

The penguin

at home.

Is it a Sentence?

I can see a.

The boy sat on the chair.

The boy and the penguin.

Rainbow Sentences

Once there was a boy and one day he found a penguin at his door. The boy didn't know where it had come from but it began to follow him everywhere. The penguin looked sad and the boy thought it must be lost.

We went to the coach and
we went to Breutstet
beas. we played on the slide
on the slide and then we
played in slide. Then we
danced with Breutstet
beas and I like to dance
with Breutstet beas. Then
we went to stives and
In stives we ate at
lunch. Then we played soon
we went to feed the ducks.
Then we went to school on
the coach.

no copy.

Dr. Webb says that today and

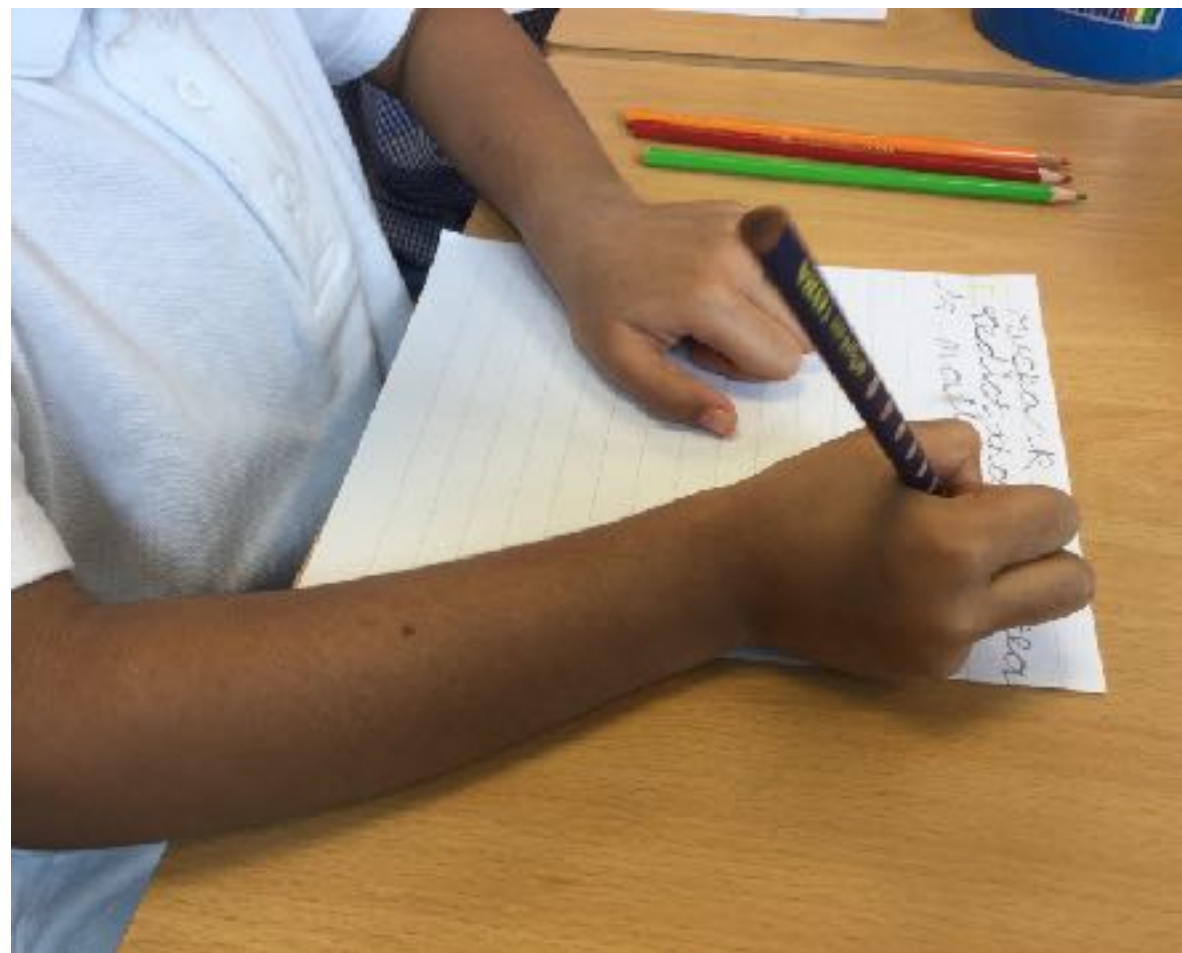
no copy.

Traffic light sentences

So the boy decided to help the penguin find its way home. **H**e checked in the Lost and Found office. **B**ut no one was missing a penguin.

Traffic Light Sentences

He wanted to help the penguin but he didn't know how to .



13.02.15

Maria

WALT

Check our writing
sentence by sentence

LO:



The hedgehog finds
trouble finding their food
at winter because the
snow gets in the way.
The hedgehog eats a
fat slug and a worm.



How does the character feel/change at different points in the story?

At the beginning of the story the boy feels wishful because he wants a golden star.

Hamza

Next he feels hopeful when he is trying to watch the star.

Then he felt angry because the white seagull ignored him.

Zain

Finally he felt excited when he found a shiny golden star.

Hamza, Zain

Dislikes

He doesn't like the seagull because he ignored him.

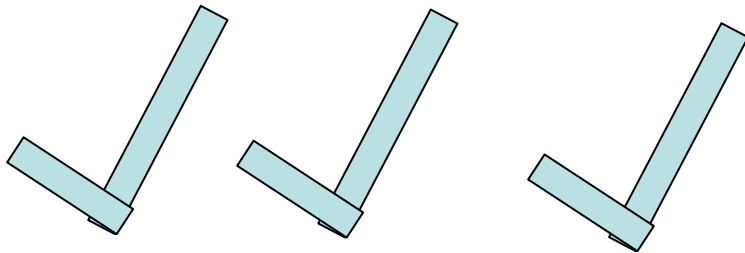
Likes

The boy likes shiny stars.

Zachary

Sentence count

Once there was a boy and one day he found a penguin at his door. The boy didn't know where it had come from but it began to follow him everywhere. The penguin looked sad and the boy thought it must be lost.



Sentences

Rainbow Sentences



Traffic Light Sentences



Sentence Count

a silvery grey enormous dog.

The other character is a lime green dragon and it has a long red tongue. He also has sharp teeth.

Human sentences

Write each word of a sentence, and the full stop, on separate cards.

Give each card to a child, and ask the children to sequence the words to make a sentence.
For examples of sentences at each phonic phase, see [CLLD: Letters and Sounds](#).

All the children can then read the sentence together.

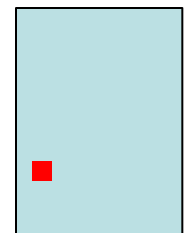
boy

The

the

door

shut



Beginnings and Ends

Write out some sentences on cards, and cut each sentence into two parts. The sentences could be taken from a familiar book or from **CLLD: Letters and Sounds**. Give each child a card, and ask them to find the other part of their sentence. Each pair should show their sentence and read it to the rest of the group.

I can see a

at the bus stop.

The boy is

boy at the door.

The penguin

got in the boys bed.

Is it a sentence?

Write some sentences and non-sentences on strips of card. Some examples are shown below.

The boy sat on the chair.

The boy and the radio.

Got into bed.

The penguin went up the hill.

- Sam sat on the chair.
- The dog ran up the hill.
- The cat and the fish.
- Jumps on the bed.
- The doll is in the cot.
- On top of the rock.
- I can go to the log hut.

Finish my sentence

Give the children an oral sentence starter, such as 'My favourite food is...' or 'When it rains...' or 'In the middle of the wood I saw...'.

Ask for several suggestions to add to each starter in order to make a sentence.

The boy was eating...

At the pet shop...

In the library the boy...

Noisy sentences

Read a text together. Ask the children to clap, knock on the floor or click their fingers every time they come to a full stop. Different sounds can be used for question marks and exclamation marks.

Once there was a boy and one day he found a penguin at his door. The boy didn't know where it had come from but it began to follow him everywhere. The penguin looked sad and the boy thought it must be lost.

Sentence Savings

