Nailsworth Primary School
Strong sentence continuum

Teachers refer to good quality sentences as strong sentences.

A strong sentence for each child varies, depending on their ability and the success criteria

(Information drawn from English writing ARE grids and SPAG continuum)

[KEY: Full stops (FS) Question marks (?) Exclamation marks (!) Capital letters (CLs)]

Year 3

Strong sentences success criteria Everything from previous year (see Yr 2 class page) PLUS:		
Use FS ? ! CL correctly	Pronouns used to avoid repetition	Tense used accurate
Use possessive apostrophes for plural nouns	Appropriate choice of adjectives used in noun phrases	Present perfect form of verbs
Accurate use of commas used to separate lists	Conjunctions used to express time and cause Coordinating conjunctions used to create a mixture of simple and compound sentences Subordinating conjunctions used accurately to write complex sentences	
Inverted commas around direct speech Reporting clause use to tell the reader who is speaking	Adverbs of manner Adverbs of time	
Commas used in lists in fiction and non-fiction	Simile	
	Alliteration	
	Start to use IAMACE (adverb, connective, movement)	

Year 4

<table>
<tr>
<td colspan="3">Strong sentences success criteria
Everything from previous year PLUS:</td>
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<tr>
<td>Use FS ? ! CL correctly</td>
<td>Expanded noun phrases through addition of precise and appropriate adjectives and prepositional phrases</td>
<td>Use present and past accurately throughout a piece of writing (including continuous and perfect forms of verbs)</td>
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<tr>
<td>Apostrophe to mark plural and singular nouns</td>
<td>Adverbial phrases used at different places in the sentence</td>
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<tr>
<td>Commas after fronted adverbials (IAMACE)</td>
<td>Fronted adverbial phrases / IAMACE</td>
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<tr>
<td>Inverted commas around direct speech
Reporting clause use to tell the reader who is speaking
Comma to separate reporting clause with direct speech
End punctuation within inverted commas</td>
<td>Use a wide range of conjunctions
Coordinating conjunctions used to create a mixture of simple and compound sentences
Subordinating conjunctions used accurately to write complex sentences</td>
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<tr>
<td>Ellipsis</td>
<td>Similes</td>
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<td>Hyperboles</td>
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<td>Relative clauses (embedded clause starting with who and which)</td>
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Year 5

Strong sentences success criteria Everything from previous year PLUS:		
Commas to mark clauses in complex sentences and to avoid ambiguity	Expanded noun phrases through addition of precise and appropriate adjectives and prepositional phrases	Subject verb agreement is correct
Apostrophe to mark single and plural possession	Indicate degrees of possibility using modal verbs	
Inverted commas around direct speech Reporting clause use to tell the reader who is speaking Comma to separate reporting clause with direct speech End punctuation within inverted commas	Figurative devices include: Metaphors, personification, repetition for effect and allusion	Consistent and appropriate use of tense throughout a piece of writing
Use and punctuate reported speech	Use an increasingly wide range of conjunctions	
Brackets, dashes, commas to mark parenthesis	Use adverbs of: Time, place, frequency and manner, degree	
Hyphens	Use relative clauses	
Bullet points	Subordinate clauses change position within a sentence	

Year 6

Strong sentences success criteria Everything from previous year PLUS:		
Commas to mark clauses in complex sentences and to avoid ambiguity	Expanded noun phrases convey information in a concise manner	Subject verb agreement is correct
Apostrophe to mark single and plural possession	Indicate degrees of possibility using modal verbs	Passive voice
Inverted commas around direct speech Reporting clause use to tell the reader who is speaking Comma to separate reporting clause with direct speech End punctuation within inverted commas	Deliberate and precise vocabulary choice	Consistent and appropriate use of tense throughout a piece of writing
Use and punctuate reported speech	Figurative devices include: Extended metaphors and colloquialisms	Perfect form of verbs to mark relationship of clause and time
Semi-colons, colons, dashes to mark clauses	Use an increasingly wide range of conjunctions	Formal language structures including subjunctive and question tags
Colons to introduce a list	Use adverbs of: Time, place, frequency and manner, degree	
Semi-colon used within a list	Multiple clauses used within a sentence	
Hyphens	Sentence structure varied for effect	
Bullet points		