

# The Journey of a Sentence...



**“Grammar is the business of taking a language to pieces to see how it works.” – Professor David Crystal**

Grammar provides the ‘rules’ for joining words and phrases into sentences. The function of a word or phrase within a sentence is key to understanding grammar so a good place to start is to encourage children to love reading and to experience quality written language.



# The Journey of a Sentence...



## **Grammatical knowledge:**

- Knowing the function of words in sentences and how sentences work and are tied together.

## **Grammatical skills:**

- Choosing the right words and phrases
- Constructing and varying sentences
- Linking texts together (cohesion)

(Pie Corbett)



# The Journey of a Sentence...

Write a sentence about the picture...



# The Journey of a Sentence...

The development:

Letters



Words



Phrases

(noun phrase/preposition phrase/verb phrase/adjectival phrase/adverbial phrase)



Sentences



Single-clause sentences

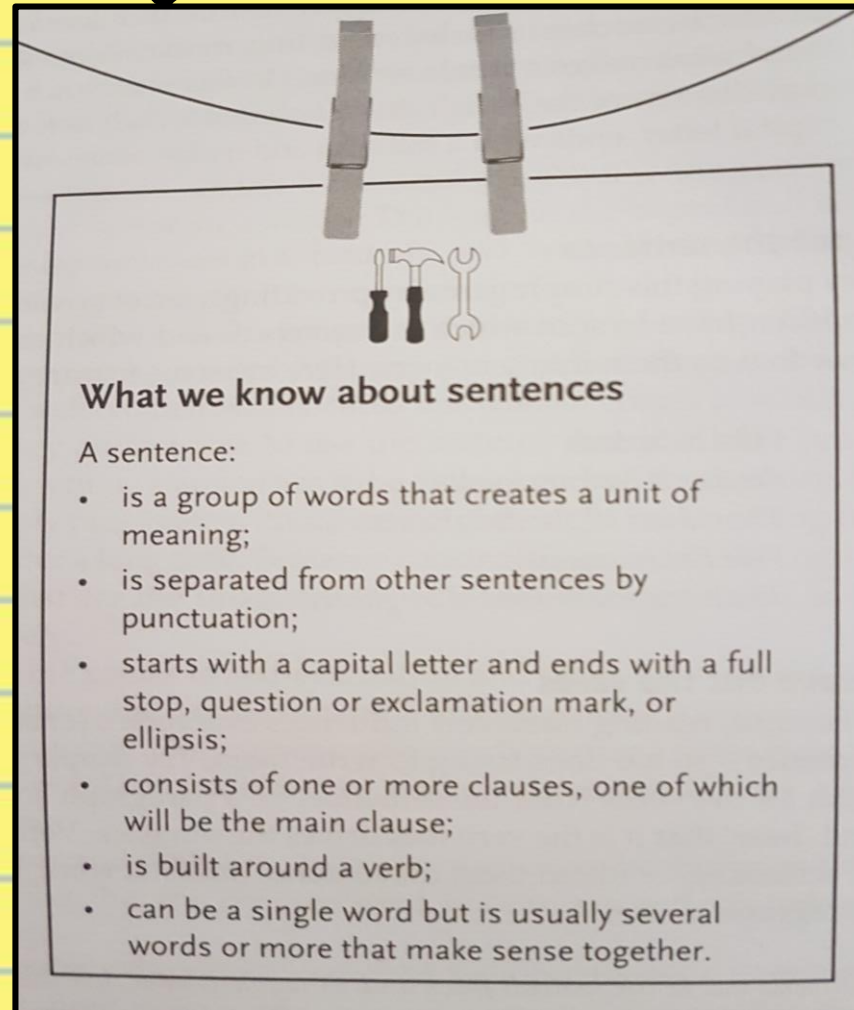


Multi-clause sentences



# The Journey of a Sentence...

## What is a sentence?



**What we know about sentences**

A sentence:

- is a group of words that creates a unit of meaning;
- is separated from other sentences by punctuation;
- starts with a capital letter and ends with a full stop, question or exclamation mark, or ellipsis;
- consists of one or more clauses, one of which will be the main clause;
- is built around a verb;
- can be a single word but is usually several words or more that make sense together.





# The Journey of a Sentence...

## Sentences can be:

- \* Statements

*The duckweed monster has five eyes.*

- \* Questions

*How many eyes does the duckweed monster have?*

- \* Commands

*Put me down immediately.*

- \* Exclamations

*What a relaxing day!*



# The Journey of a Sentence...

## \* Single-clause sentences \*

Main Clause

Example: The monster sat in the water.

Subject      Verb      Object



NB: Typical sentence order in English is:

**subject** (carries out action), **verb**, **object** (action is done to it).



# The Journey of a Sentence...

## \* Single-clause sentences \*

Main Clause

Example: The monster sat in the water.

Example: The hairy monster sat happily  
in the dark green lake.





# The Journey of a Sentence...

## \* Multi-clause sentences \*

Main Clause + Main Clause



Co-ordinating Conjunction

F

for

A

and

N

nor

B

but

O

or

Y

yet

S

so



# The Journey of a Sentence...

## \* Multi-clause sentences \*

Main Clause + Main Clause



Co-ordinating Conjunction

Example:



The hairy monster peacefully sat in the green lake and the children loved to climb on him.



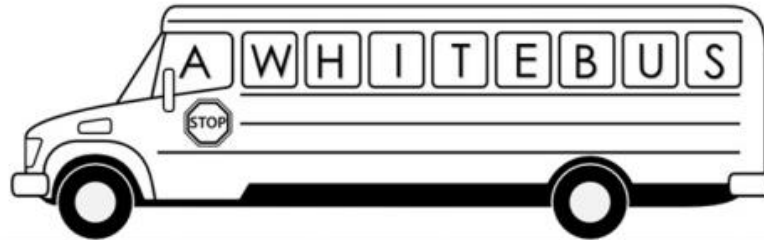
# The Journey of a Sentence...

## \* Multi-clause sentences \*

Main Clause + Subordinate Clause



Subordinating Conjunction



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since



# The Journey of a Sentence...

## \* Multi-clause sentences \*

Main Clause + Subordinate Clause  
↑  
Subordinating Conjunction

Example:

The hairy monster sat in the green lake  
because he had nothing else better to do.



(From Year 2)



# The Journey of a Sentence...

## \* Multi-clause sentences \*

Subordinate Clause, + Main Clause



Subordinating  
Conjunction



Comma

Example:



Because he had nothing else better to do,  
the hairy monster sat in the green lake.

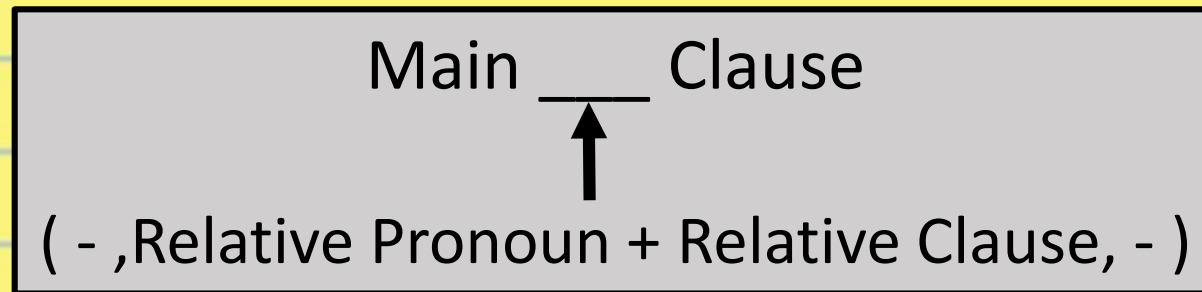
(From Year 4)





# The Journey of a Sentence...

## \* Multi-clause sentences \*



NB. Sometimes known as an **Embedded Clause** or 'Drop In' Clause.

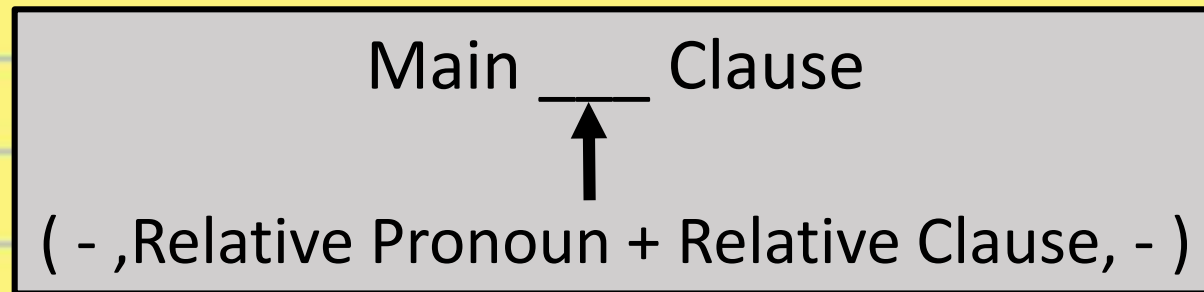
A relative clause is a special type of subordinate clause that modifies a noun.

which      that      who      whose      when      where



# The Journey of a Sentence...

## \* Multi-clause sentences \*

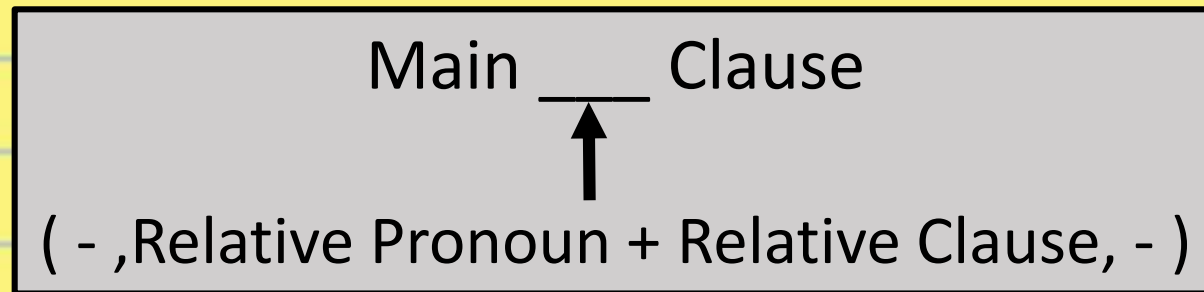


Example:      **The monster**, who was green, **sat in the water**.



# The Journey of a Sentence...

## \* Multi-clause sentences \*



Example:      **The monster** (who was green, had long tentacles and five eyes of differing sizes) **sat in the water.**



# The Journey of a Sentence...

## \* Multi-clause sentences \*

Main          Clause



( - ,Relative Pronoun + Relative Clause, - )

Example:



**Ominously, the monster** – who was covered in green hairs, had incredibly long tentacles capable of coiling around a small child and was spying on everything that was going on with its five piercing eyes of differing sizes – **was sitting perfectly still in the murky lake.**



# The Journey of a Sentence...

Year	Toolkit	Example
	Subject does the action.	Max <b>ran</b> .
Year 1	Add a prepositional clause to explain where the action is happening.  Capital letters and full stops.	Little Max ran <b>upstairs to his bedroom</b> .
Year 2	Extend sentence using subordination (e.g. when, if, that or because).	Little Max ran upstairs to his bedroom <b>because mum told him off</b> .
Year 3	Use an adverb to describe how the action was performed.  Use a powerful verb.	Little Max ran <b>angrily</b> upstairs to his bedroom because mum told him off. <b>Angrily</b> , little Max ran upstairs to his bedroom because mum told him off.  Little Max <b>stormed</b> upstairs to his bedroom because mum told him off.
Year 4	Use a fronted adverbial to describe where, when or how the action was performed.  Comma after fronted adverbial.	<b>As soon as he got the chance</b> , Little Max stormed angrily upstairs to his bedroom because mum told him off.
Year 5	Rule of three for action.  Comma for rule of three.	As soon as he got the chance, Little Max <b>stormed angrily upstairs, slammed the door and flew onto his bed</b> , because mum told him off.
Year 6	Add in an independent clause.  Semi-colon for independent clause.	As soon as he got the chance, Little Max stormed angrily upstairs, slammed the door and flew onto his bed; <b>mum told him off for causing mischief around the house</b> .





# The Journey of a Sentence...

## End of Year 6 Expectations :

**Working at Expected Level =**

*using a wide range of clause structures, sometimes varying their position within the sentence*

**Working at Greater Depth =**

*managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures*

The ground was barren, empty, apart from one bush, which looked as though it had always been there, but to anyone who knew the area, not that anybody did, it was a new feature of the landscape.



# The Journey of a Sentence...

## \* How to help your child \*

- discuss terminology
- look for examples as you read together
- encourage your child to ‘stretch their sentences’  
(add detail)

## Useful documents/links:

- National Curriculum Glossary
- Spelling, Grammar & Punctuation Dictionary
- <http://www.bbc.co.uk/skillswise/game/en30stru-game-make-a-sentence>
- ‘Grammarsaurus’ <https://www.youtube.com/channel/UCMhWKrdwzFr994ZhwaG4nIA/videos>

