

Year 1 Objective		Year 1 Sentence Example
1.1	Identify and write a past tense action verb	Explanation: Verb shows something that has already happened. Example: <i>The boy jumped.</i>
1.2	Identify and write a simple subject	Explanation: Who or what the sentence is about. Example: <i>The cat slept.</i>
1.3	Identify and write a capital letter to begin a sentence	Explanation: Start every sentence with a capital. Example: <i>The dog ran.</i>
1.4	Identify and write a full stop to end a sentence	Explanation: Finish a sentence correctly. Example: <i>The girl smiled.</i>
1.5	Maintain a consistent past tense when writing	Explanation: Keep verbs in the past. Example: <i>He walked to school and played with his friends.</i>
1.6	Identify and write a direct object	Explanation: What receives the action. Example: <i>She kicked the ball.</i>
1.7	Identify and write nouns	Explanation: Name of a person, place or thing. Example: <i>The dog ran to the park.</i>
1.8	Identify and write a compound subject	Explanation: Two subjects joined with <i>and</i> . Example: <i>The boy and girl laughed.</i>
1.9	Identify and write a compound object	Explanation: Two objects in the sentence. Example: <i>I ate apples and bananas.</i>
1.10	Identify and write personal pronouns as subjects	Explanation: Pronoun replaces the subject. Example: <i>She ran home.</i>
1.11	Identify and write personal pronouns as objects	Explanation: Pronoun receives the action. Example: <i>Dad hugged me.</i>
1.12	Identify and write state of being verbs	Explanation: Forms of <i>to be</i> (is, am, are, was). Example: <i>The cat was sleepy.</i>
1.13	Identify and write an adjective after a state of being verb	Explanation: Describe after <i>is/was/are</i> . Example: <i>The dog is happy.</i>
1.14	Identify and write lists of two adjectives after a state of being verb	Explanation: Two describing words after <i>is/was</i> . Example: <i>The day was cold and wet.</i>
1.15	Distinguish between statements and questions	Explanation: Statement tells, question asks. Example: Statement: <i>It is raining.</i> Question: <i>Is it raining?</i>
1.16	Write the appropriate stop mark for questions and statements	Explanation: Use . or ? correctly. Example: <i>Where are you going?*** I am going home.***</i>
1.17	Identify and write questions	Explanation: Ask something using a question mark. Example: <i>What did you eat for lunch?</i>

Year 2 Objective		Year 2 Sentence Example
2.1	Distinguish between common and proper nouns	Proper noun: London, Izzy, Mr Brown Common noun: city, girl, teacher Example: <i>Izzy lives in the city.</i>
2.2	Identify and write lists of nouns joined with conjunctions	Explanation: Nouns are linked using <i>and, or, but</i> . Example: <i>I saw a cat and a dog in the park.</i>
2.3	Identify and write conjunctions to list nouns	Explanation: Use a conjunction to join items. Example: <i>I packed sandwiches and apples for lunch.</i>
2.4	Identify and write commas to list nouns	Explanation: Separate items in a list with commas. Example: <i>I bought apples, bananas and pears.</i>
2.5	Identify and write a present tense action verb	Explanation: Verb shows what is happening now. Example: <i>The boy runs to school.</i>
2.6	Maintain a consistent present tense when writing	Explanation: Keep verbs in the same tense. Example: <i>She walks to the park and plays on the swings.</i> (Not: <i>walks and played</i>)
2.7	Distinguish between statements and commands	Explanation: Statement gives information; command tells someone to do something. Example: Statement: <i>The door is open.</i> Command: <i>Close the door</i>
2.8	Identify and write commands	Explanation: Start with a bossy verb. Example: <i>Sit down quietly.</i>
2.9	Distinguish between singular and plural nouns	Explanation: One or more than one. Example: Singular: <i>dog</i> Plural: <i>dogs</i> Sentence: <i>Two dogs run in the park.</i>
2.10	Maintain the correct subject/verb agreement when writing with singular and plural subjects	Explanation: Verb matches the subject. Example: <i>The boy runs. The boys run.</i>
2.11	Identify and write adjectives before nouns acting as the subject	Explanation: Describe the subject. Example: <i>The small cat sleeps on the mat.</i>
2.12	Identify and write adjectives before nouns acting as the object	Explanation: Describe the object of the sentence. Example: <i>She kicks the red ball.</i>
2.13	Identify and write commas to list adjectives	Explanation: Separate describing words. Example: <i>It was a cold, windy and rainy day.</i>
2.14	Identify and write apostrophes for contraction	Explanation: Join two words and remove letters. Example: <i>I can't find my bag.</i> (cannot → can't)

2.15	Identify and write prepositions of time, place and movement	<p>Explanation: Show when, where or how something moves.</p> <p>Example: Time: <i>at night</i> Place: <i>in the park</i> Movement: <i>across the road</i> Sentence: <i>She runs across the road.</i></p>
2.16	Distinguish between a main clause and a phrase	<p>Explanation: Clause makes sense alone; phrase does not.</p> <p>Example: Main clause: <i>The boy is running.</i> Phrase: <i>in the park</i></p>
2.17	Identify and write prepositional phrases of time , place and movement within simple sentences	<p>Explanation: Add detail inside a sentence.</p> <p>Example: <i>The dog sleeps on the sofa.</i></p>
2.18	Identify and write prepositional phrases of time, place and movement that begin simple sentences	<p>Explanation: Start with when/where/movement.</p> <p>Example: <i>After school, I play football.</i></p>
2.19	Identify and write adverbs of manner and time within a sentence	<p>Explanation: Describe how or when something happens.</p> <p>Example: <i>She runs quickly. He eats later.</i></p>
2.20	Identify and write adverbs of manner that begin a sentence	<p>Explanation: Start sentence with how.</p> <p>Example: <i>Carefully, the boy crossed the road.</i></p>

Year 3 Objective		Year 3 Sentence Example
3.1	Distinguish between statements and exclamations	Explanation: A statement tells the reader information and ends with a full stop. An exclamation shows strong feeling or surprise and ends with an exclamation mark. Example: The dog is barking. Example: What a loud noise that was!
3.2	Identify and write exclamations	Explanation: An exclamation shows strong emotions such as surprise, shock, or excitement. Example: What a brilliant idea that is!
3.3	Identify and write comparative adjectives	Explanation: A comparative adjective compares two things and often ends in “-er” or uses “more”. Example: This book is longer than the last one.
3.4	Identify and write superlative adjectives	Explanation: A superlative adjective compares more than two things and often ends in “-est” or uses “most”. Example: That was the tallest tower in the class.
3.5	Identify and write adverbs that modify adjectives	Explanation: These adverbs describe the adjective and show degree, such as “very”, “extremely” or “quite”. Example: The water was very cold.
3.6	Identify and write adverbs of place within a simple sentence	Explanation: An adverb of place tells the reader where something happens. Example: The children played outside.
3.7	Identify and write adverbial phrases of manner, time and place within simple sentences	Explanation: An adverbial phrase gives extra detail about how, when or where something happens. Example: We went to the library after lunch.
3.8	Identify and write adverbial phrases of time, place and manner that begin simple sentences	Explanation: These sentences begin with the adverbial phrase and are followed by a comma. Example: After lunch, we went to the library.
3.9	Identify and write compound sentences with the co-ordinating conjunction ‘and’	Explanation: “And” joins two main clauses to add extra information. Example: I opened the window and the breeze rushed in.
3.10	Identify and write compound sentences with the co-ordinating conjunction ‘but’	Explanation: “But” joins two main clauses that contrast. Example: I wanted to play outside, but it started to rain.
3.11	Identify and write compound sentences with the co-ordinating conjunction ‘yet’	Explanation: “Yet” joins two main clauses where the second is surprising or unexpected. Example: The water was freezing yet they still jumped in.
3.12	Distinguish between simple and compound sentences	Explanation: A simple sentence has one main clause. A compound sentence has two main clauses joined by a coordinating conjunction such as <i>and</i> , <i>but</i> , <i>or</i> , <i>yet</i> , or <i>so</i> . Example (simple sentence): The sun was shining. Example (compound sentence): The sun was shining and the birds were singing.

3.13	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	<p>Explanation: Using a mixture of simple and compound sentences creates variety and improves the flow of writing.</p> <p>Example: The sky went dark. The wind began to howl, and the trees shook in the breeze. Rain started to fall. I ran towards the house, but I slipped on the wet grass.</p>
3.14	Identify and write personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence	<p>Explanation: A pronoun replaces a repeated subject noun in the second clause of a compound sentence.</p> <p>Example: Tom grabbed his coat and he ran outside.</p>
3.15	Identify and write personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence	<p>Explanation: A pronoun replaces a repeated object noun in the second clause of a compound sentence.</p> <p>Example: I found the pencil and I used it immediately.</p>
3.16	Identify and write a prepositional phrase within a compound sentence	<p>Explanation: A prepositional phrase adds details about where or when something happens.</p> <p>Example: We walked along the river and we spotted a heron.</p>
3.17	Identify and write a prepositional phrase that begins a compound sentence	<p>Explanation: The prepositional phrase is at the start of the sentence and is followed by a comma.</p> <p>Example: In the garden, the birds were singing and the bees were buzzing.</p>
3.18	Identify and write compound sentences with the co-ordinating conjunction 'or'	<p>Explanation: "Or" joins two main clauses that offer a choice.</p> <p>Example: You can read your book, or you can finish your drawing.</p>
3.19	Identify and write compound sentences with the co-ordinating conjunction 'so'	<p>Explanation: "So" joins two main clauses where the second shows a result.</p> <p>Example: It was very cold, so we stayed inside.</p>
3.20	Identify and write a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so')	<p>Explanation: Using "or" shows choices, while "so" shows results. A mix of simple and compound sentences helps writing sound more natural.</p> <p>Example (simple sentence): The classroom was silent.</p> <p>Example (compound sentence): The classroom was silent so everyone could concentrate.</p>
3.21	Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences	<p>Explanation: Adverbs and adverbial phrases add detail to each clause in a compound sentence.</p> <p>Example: We left early and we arrived at the park quickly.</p>
3.22	Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences	<p>Explanation: An adverbial phrase is at the start of the sentence and is followed by a comma before the compound clause.</p> <p>Example: Before sunrise, the hikers set off and they climbed the hill.</p>
3.23	Identify and write apostrophes for singular possession	<p>Explanation: An apostrophe shows that one person or thing owns something.</p>

		Example: The girl's coat was hanging on the peg.
3.24	Identify and write apostrophes for plural possession	Explanation: An apostrophe shows that more than one person or thing owns something. Example: The teachers' laptops were on charge in the hall.
3.25	Convert spoken word into direct speech (statement) followed by a reporting clause	Explanation: A spoken statement is written inside inverted commas and followed by who said it. Example: "I love this story," said Ben.
3.26	Convert spoken word into direct speech (question and exclamation) followed by a reporting clause	Explanation: A spoken question or exclamation uses a question mark or exclamation mark inside the inverted commas before the reporting clause. Example: "Where are we going?" asked Mia.

Year 4 Objective		Year 4 Sentence Example
4.1	Identify and write compound sentences with semi-colons	Explanation: A semi-colon can join two closely related main clauses to form a compound sentence. Example: The storm clouds gathered overhead; the wind began to howl.
4.2	Distinguish between a main clause and a subordinate clause	Explanation: A main clause makes sense on its own, while a subordinate clause depends on the main clause for meaning. Example: I stayed inside because the rain was heavy.
4.3	Identify and write the subordinating conjunctions 'because', 'when' and 'although'	Explanation: These conjunctions introduce subordinate clauses that explain reasons, times, or contrasts. Example: I wore my coat because it was freezing.
4.4	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('because', 'when' and 'although')	Explanation: The sentence begins with a main clause and is followed by a subordinate clause introduced by <i>because, when</i> or <i>although</i> . Example: We ran to the shelter when the thunder rumbled.
4.5	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although')	Explanation: The sentence begins with a subordinate clause and is followed by a comma before the main clause. Example: Although it was late, we continued our journey.
4.6	Identify and write topic sentences that start new paragraphs in expository writing	Explanation: A topic sentence introduces the main idea of a new paragraph. Example: Volcanoes are powerful natural features that can dramatically change the landscape.
4.7	Identify and write supporting detail that elaborates on topic sentences in expository writing	Explanation: Supporting detail expands on the topic sentence by giving facts, explanations or examples. Example: They form when molten rock rises from deep underground and erupts onto the surface.
4.8	Identify and write concluding sentences that end paragraphs in expository writing	Explanation: A concluding sentence summarises the paragraph or reinforces the main idea. Example: For these reasons, volcanoes remain one of the most fascinating forces of nature.
4.9	Identify and write the subordinating conjunctions 'since', 'after/before' and 'even though'	Explanation: These conjunctions introduce subordinate clauses that show time, cause or contrast. Example: We waited before the gates opened.
4.10	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though')	Explanation: The sentence begins with a main clause and is followed by a subordinate clause using one of these conjunctions. Example: We stayed indoors since the weather had turned icy.
4.11	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though')	Explanation: The sentence begins with a subordinate clause and is followed by a comma before the main clause. Example: Even though the path was steep, we climbed to the top.
4.12	Convert spoken word into direct speech (question and exclamation) starting with a	Explanation: The reporting clause comes first, followed by a comma, then the spoken words in

	reporting clause	inverted commas with the correct punctuation inside. Example: Mia asked, "Where are we meeting?" Example: Ben shouted, "Watch out!"
4.13	Convert spoken word into direct speech (statement) starting with a reporting clause	Explanation: The reporting clause introduces the spoken words, which are written inside inverted commas and end with a full stop inside the speech marks. Example: The teacher said, "We will begin the experiment now."
4.14	Identify and write appropriate verbs in reporting clauses for characterisation	Explanation: Reporting clauses can use precise verbs to show how something is said, such as <i>whispered</i> , <i>muttered</i> , <i>explained</i> or <i>warned</i> . Example: Tom whispered, "I think someone is coming."
4.15	Identify and write new paragraphs for new speakers	Explanation: When writing dialogue, a new paragraph is started each time a different character speaks. Example: Tom sighed, "I'm not sure this will work." Mia replied, "We just need to try again."
4.16	Identify and write the subordinating conjunctions 'as', 'while' and 'if'	Explanation: These conjunctions introduce subordinate clauses that show time, cause or condition. Example: We waited quietly while the teacher gave instructions.
4.17	Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if')	Explanation: The sentence begins with a main clause and is followed by a subordinate clause using <i>as</i> , <i>while</i> or <i>if</i> . Example: We packed our bags as the coach arrived.
4.18	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if')	Explanation: The sentence begins with a subordinate clause and is followed by a comma before the main clause. Example: If the rain stops, we will go outside.
4.19	Identify and write sentences that open with present or past participles	Explanation: A present participle ends in <i>-ing</i> and a past participle often ends in <i>-ed</i> ; both can be used to open a sentence and add detail. Example: Shivering in the cold, the children hurried inside. Example: Exhausted from the climb, the hikers rested on the rocks.
4.20	Identify and write sentences that open with present or past participle phrases	Explanation: A participle phrase begins with a present or past participle and includes extra detail before the main clause. Example: Holding the map tightly, Sam led the group through the forest.

Year 5 Objective		Year 5 Sentence Example
5.1	Identify and write adverbs followed by present and past participle openers	<p>Explanation: An adverbial opener starts a sentence and is followed by a verb ending in -ing (present participle) or -ed (past participle). It tells us how, when or why something happens</p> <p>Example: <i>Carefully stepping over the puddle, Mia crossed the road.</i> <i>Exhausted from the race, Ben collapsed onto the grass.</i></p>
5.2	To identify and write expanded noun phrases that include a prepositional phrase	<p>Explanation: An expanded noun phrase gives more detail about a noun. It can include adjectives and a prepositional phrase (e.g. under the table, with a red lid).</p> <p>Example: The ancient, crumbling castle on the hill looked mysterious.</p>
5.3	Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis	<p>Explanation: A relative clause gives extra information about a noun. It often starts with who, which, that, where. When it's extra information, it can be added as parenthesis using commas.</p> <p>Example: <i>The dog, which was soaking wet, shook itself.</i></p>
5.4	To substitute commas for brackets and dashes when demarcating relative clauses as parenthesis	<p>Explanation: Relative clauses can be separated using commas, brackets, or dashes. Commas are the most common in writing.</p> <p>Example: The river, which floods every winter, burst its banks.</p>
5.5	Identify and write appositives (embedded and at the end of the main clause) as parenthesis	<p>Explanation: An appositive is a noun phrase that explains or renames another noun. It can be embedded or placed at the end and separated by commas.</p> <p>Example: Mr Jones, our headteacher, spoke in assembly.</p>
5.6	Write relative clauses and appositives within compound and complex sentences	<p>Explanation: Relative clauses and appositives can be used in longer sentences that include conjunctions.</p> <p>Example: The cat, which hated water, hid under the bed and refused to move.</p>
5.7	To identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time	<p>Explanation: A new paragraph shows the reader that something has changed — such as who is speaking, where the story is set, or when events happen.</p> <p>Example: New paragraph when the story moves from the playground to the classroom.</p>
5.8	Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded	<p>Explanation: Direct speech shows the exact words spoken. The reporting clause (e.g. he said) can be placed in the middle.</p> <p>Example: "I don't understand," she whispered, "this question at all!"</p>

5.9	To open, embed or end a paragraph with direct speech	Explanation: Direct speech can start, appear in the middle of, or end a paragraph to create impact Example: <i>“Run!” shouted Tom. They didn’t wait to ask why.</i>
5.10	To expand on direct speech with narrative to advance the plot	Explanation: Narrative around speech adds action, thoughts or description to move the story forward. Example: “I’ll go first,” she said, gripping the torch as the door creaked open.
5.11	Identify and write ellipsis as a stop mark and an incomplete thought	Explanation: Ellipsis (...) can show that a sentence is unfinished or a thought trails off. Example: “I thought I saw something, but then...”
5.12	Identify and write ellipsis as a pause	Explanation: Ellipsis can also show hesitation or suspense. Example: He opened the box and inside was... a puppy!
5.13	To identify and write conjunctive adverbs to open sentences	Explanation: Conjunctive adverbs link ideas between sentences (e.g. <i>however, therefore, meanwhile</i>). Example: However, nobody believed his story.
5.14	To identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses	Explanation: A semicolon joins two main clauses, and the conjunctive adverb shows the relationship. Example: I wanted to go outside; however , it was raining.
5.15	Identify and write an introductory paragraph in expository writing	Explanation: An introduction tells the reader what the text will be about and grabs attention. Example: Plastic pollution is a growing problem that affects oceans around the world.
5.16	Identify and write a concluding paragraph in expository writing	Explanation: A conclusion sums up ideas and may give a final opinion or call to action. Example: <i>In conclusion, reducing plastic use can help protect our planet.</i>
5.17	Identify and write similes	Explanation: A simile compares something using <i>like</i> or <i>as</i> Example: The playground was as loud as a zoo.
5.18	Identify and write metaphor	Explanation: A metaphor describes something by saying it <i>is</i> something else. Example: The classroom was a furnace in the summer heat.
5.19	Identify and write personification	Explanation: Personification gives human qualities to non-human things. Example: The wind whispered through the trees.

Year 6 Objective		Year 6 Sentence Example
6.1	Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions	Explanation: Compound sentences use and, but, or, so to join main clauses. Example: I finished my homework and I packed my bag, but I forgot my lunch.
6.2	Identify and write multi-clause complex sentences joined with two different subordinating conjunctions	Explanation: Complex sentences include subordinating conjunctions like because, although, when . Example: Although it was late, we kept walking because we were nearly there.
6.3	Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction	Example: When the bell rang, we lined up and we walked inside quietly
6.4	Identify and write a combination of sentence types to avoid repetition	Explanation: Writers vary sentences to avoid repetition and keep writing interesting. Example: The storm grew louder. Thunder cracked overhead. We ran.
6.5	Identify and write simple sentences to enhance the mood and/or add emphasis	Explanation: Short sentences can slow the pace or create tension. Example: Something moved.
6.6	Identify and use colons to introduce lists	Explanation: A colon introduces a list after a main clause. Example: You will need: a pen, a ruler and a notebook.
6.7	Identify and use colons to explain	Explanation: A colon can introduce an explanation. Example: He had one fear: spiders.
6.8	Distinguish between active and passive voice	Explanation: Active: the subject does the action. Passive: the subject receives the action. Example: <i>The dog chased the ball. (active) The ball was chased by the dog. (passive)</i>
6.9	Identify and use dashes and ellipses in direct speech for characterisation	Explanation: They show interruption, hesitation or emotion. Example: "I was just—well... I didn't mean to," he muttered.
6.10	Identify and write non-standard English in direct speech for characterisation	Explanation: Non-standard English shows character or accent (used only in speech). Example: "I ain't going nowhere," he said.
6.11	Identify and write conjunctive adverbs to link paragraphs	Explanation: These words help ideas flow between paragraphs. Example: Meanwhile, life in the village continued as normal.
6.12	Identify and write cohesive paragraphs where the topic sentence links to the preceding concluding sentence	Explanation: The topic sentence links back to the previous paragraph's conclusion. Example: Ending: <i>Pollution harms wildlife.</i> Next topic sentence: <i>This damage can be seen most clearly in the oceans.</i>
6.13	Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative	Explanation: Used for impact, tension or pace. Example: Then the lights went out.
6.14	Identify and write anaphora	Explanation: Repeating a word or phrase at the start of sentences. Example: We will try. We will learn. We will succeed.
6.15	Identify and write epistrophe	Explanation: Repeating a word or phrase at the end of sentences. Example: She believed in hope, fought for hope, lived for hope.
6.16	Identify and write exaggeration	Explanation: Exaggeration makes something seem bigger or stronger for effect. Example: I've told you a million times!