



## **Sentence Mastery Sequence for Reception to Year 6**

### **Phase 1: Foundations of Sentence Construction**

- **Objective:** Understand what a sentence is and how it works.
- **Focus Areas:**
  - Capital letters and full stops
  - Subject + verb structure
  - Simple sentence construction
- **Activities:**
  - Sentence sorting (complete vs. incomplete)
  - Oral rehearsal of simple sentences
  - “Say it, write it, check it” routines

### **Phase 2: Expanding Sentences**

- **Objective:** Add detail and variety to basic sentences.
- **Focus Areas:**
  - Adjectives and noun phrases
  - Conjunctions (and, but, because)
  - Prepositional phrases
- **Activities:**
  - Sentence stretching games
  - “Before and after” sentence transformations
  - Picture-based sentence expansion

### **Phase 3: Sentence Variety and Control**

- **Objective:** Use different sentence types for effect.
- **Focus Areas:**
  - Questions, commands, exclamations
  - Fronted adverbials
  - Subordinate clauses
- **Activities:**
  - Sentence type matching
  - Rearranging sentence parts
  - Oral storytelling with varied sentence openers

### **Phase 4: Mastery Through Application**

- **Objective:** Apply sentence skills in authentic writing.
- **Focus Areas:**
  - Sentence fluency in paragraphs
  - Editing for sentence clarity and variety
  - Oral rehearsal before writing



- **Activities:**
  - Peer sentence coaching
  - Sentence fluency checklists
  - Dictogloss\* (listen–reconstruct–refine)

## **The writing framework 2025**

- The framework stresses **talk as the foundation of writing**, which your oracy-first approach supports.
- It recommends **sequenced, cumulative instruction**, which your mastery model provides.
- It encourages **motivation and confidence**, which your structured, success-oriented activities promote.

## **Reception**

### **Framework Emphasis:**

- Oral composition before transcription
- Explicit teaching of handwriting and phonics
- Dictated sentences and sentence-level rehearsal

### **Your Sequence Match:**

- **Phase 1:** Simple sentence construction and oral rehearsal
- Activities like “Say it, write it, check it” and sentence sorting directly support these goals

## **Reception: Building Sentence Awareness**

**Focus:** Spoken sentences, sentence boundaries, and meaning-making through talk.

- **Key Concepts:**
  - Speaking in full sentences
  - Using capital letters and full stops orally
  - Oral storytelling and sentence repetition
- **Activities:**
  - “My turn, your turn” sentence modelling
  - Sentence building with visuals
  - Puppet talk: character sentences



## **Key Stage 1 (Years 1–2)**

### **Framework Emphasis:**

- Mastering sentence construction before extended writing
- Teaching grammar in context
- Building vocabulary and sentence fluency

### **Your Sequence Match:**

- **Phase 2:** Expanding sentences with adjectives, conjunctions, and prepositional phrases
- **Phase 3:** Introducing sentence types (questions, commands, etc.)
- Oral storytelling and sentence transformation activities support fluency and structure

## **Year 1: Writing Simple Sentences**

**Focus:** Moving from oral to written sentences with basic structure.

- **Key Concepts:**
  - Capital letters, finger spaces, full stops
  - Sentence = who + what (subject + verb)
  - Joining ideas with *and*
- **Activities:**
  - Sentence starters and finishers
  - Sentence scrambles
  - Say it – build it – write it

## **Year 2: Expanding Sentences**

**Focus:** Adding detail and variety to simple sentences.

- **Key Concepts:**
  - Noun phrases (e.g. *the big dog*)
  - Coordinating conjunctions (*and, but, or*)
  - Subordination (*because, when, if*)
- **Activities:**
  - Sentence stretching
  - “Because” builders
  - Oral rehearsal with sentence stems



## **Key Stage 2 (Years 3–6)**

### **Framework Emphasis:**

- Paragraph construction built on sentence mastery
- Grammar and punctuation taught meaningfully
- Writing for audience and purpose
- Revising and editing as part of the writing process

### **Your Sequence Match:**

- **Phase 3 & 4:** Sentence variety, fronted adverbials, subordinate clauses, and paragraph fluency
- Emphasis on editing, peer coaching, and oral rehearsal supports the writing process
- Activities like dictogloss\* and fluency checklists align with the framework's focus on quality over quantity

## **Year 3: Sentence Variety and Control**

**Focus:** Introducing more complex sentence structures.

- **Key Concepts:**
  - Fronted adverbials (e.g. *After lunch, we...*)
  - Subordinate clauses
  - Paragraph-level sentence fluency
- **Activities:**
  - Sentence openers sort
  - “Say it differently” challenges
  - Sentence stacking for short narratives

## **Year 4: Precision and Punctuation**

**Focus:** Controlling sentence length and punctuation for effect.

- **Key Concepts:**
  - Embedded clauses
  - Commas for clarity
  - Sentence types (statements, questions, commands, exclamations)
- **Activities:**
  - Sentence surgery (edit and improve)



- Punctuation detectives
- Oral rehearsal with varied sentence types

## Year 5: Stylistic Sentence Crafting

**Focus:** Using sentence structure to shape tone and meaning.

- **Key Concepts:**
  - Relative clauses
  - Modal verbs and adverbs
  - Varying sentence length for effect
- **Activities:**
  - Sentence mimicry from model texts
  - “Short burst” sentence challenges
  - Debate prep: sentence starters for persuasion

## Year 6: Mastery and Manipulation

**Focus:** Full control over sentence structure for audience and purpose.

- **Key Concepts:**
  - Passive voice
  - Hyphenation and semi-colons
  - Manipulating sentence structure for cohesion and emphasis
- **Activities:**
  - Sentence transformations
  - Author’s voice analysis
  - Oracy-to-writing: formal vs informal sentence crafting

\*Dictogloss

Dictogloss is a collaborative reconstruction activity where learners listen to a short text, take notes, and then work together to recreate the text as accurately as possible, focusing on sentence structure, grammar, and vocabulary.



## How Dictogloss Works:

1. **Preparation:**
  - Choose or write a short, rich text (around 4–6 sentences) that includes target sentence structures or vocabulary.
  - Read it aloud at a natural pace.
2. **First Listening:**
  - Pupils just listen—no writing.
  - Focus is on understanding the overall meaning.
3. **Second Listening:**
  - Pupils take notes (key words, phrases, punctuation clues).
  - They do not try to write the whole text.
4. **Reconstruction:**
  - In pairs or small groups, pupils use their notes to rebuild the text.
  - They focus on grammar, sentence structure, and cohesion.
5. **Comparison and Reflection:**
  - Compare reconstructions with the original.
  - Discuss differences, sentence choices, and grammar.

## Why It's Effective:

- Encourages **active listening** and **note-taking**.
- Reinforces **sentence-level grammar** in context.
- Promotes **collaborative talk** and **metalinguistic awareness**.
- Bridges **oracy and writing**—perfect for mastery-focused classrooms.