

Sentence structure cards

To be cut in strips and reassembled.

Yesterday I went to WH Smith	and bought a newspaper.
Every day I go to the newsagent	and get a Daily Mail.
He likes his Ford Focus a lot	but thinks the suspension could be better.
They love their Vauxhall Astra	and say it's the best car ever.
Please bring with you:	a ruler, a pen and a notepad.
They had brought everything with them;	they were famous for being well-prepared.
We regret to inform you that	delivery of your parcel will be delayed.
Sorry, mate,	you won't be seeing your parcel this side of Thursday.
Because the train was delayed	I was late for college.
I would have been on time but	had to wait half an hour for a bus.
Mary asked Iqbal and Aziz	if she could study with them.
Lisa and Rachel asked Lauren	if they could visit her.

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Curriculum mapping

(Note that each level subsumes those beneath it).

Functional English coverage and range statements

Level 2

Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively

Punctuate written text using commas, apostrophes and inverted commas accurately

Entry 2

Construct compound sentences using common conjunctions

Reference: Ofqual (2009), *Functional Skills criteria for English, Mathematics and ICT*

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Adult literacy curriculum elements

Ws/L2.1 Construct complex sentences

(a) understand that complex sentences have more variety of structure than simple and compound sentences, and that this stops the writing becoming boring

(b) understand that complex sentences always have more than one part (clause) and the parts are more closely related to each other than two separate sentences

(c) understand that simple or compound sentences are preferable for some types of writing, e.g. instructions and directions

(d) understand that effective writing often uses a mixture of simple, compound and complex sentences

Ws/L1.1 Write in complete sentences

(a) understand that sentences can be joined with a wider range of conjunctions than as, and, but, for example if, so, while, though, since, when, to express meaning more precisely

(b) understand that complete sentences should not be strung together with commas (comma splicing) to make longer 'sentences', but should be split into separate sentences or be correctly joined e.g. by a conjunction

Ws/E3.1 write in complete sentences

(a) understand that simple and compound sentences can be amplified by expanding the information around the subject, object, complement and verb.

(b) understand that longer sentences may need conjunctions and connectives such as *and*, *but*, *because* to link different parts together.

Ws/E2.1 Construct simple and compound sentences, using common conjunctions to connect two clauses (e.g. as, but, and).

(a) understand that simple sentences can be combined to make compound sentences by using conjunctions

(b) understand that, if a compound sentence has too many bits added on, the reader will not be able to follow the sense.

(c) know some common conjunctions e.g. and, but, or, as.

Reference: Excellence Gateway (2009), *Skills for Life, Core Curriculum*

<http://www.excellencegateway.org.uk/sflcurriculum>