

Key Stage 2 and 3 Sentences for Physics Literacy

Year Group	Complex Sentences	Prepositional Phrases
<p>Year 3</p>	<p>Expected Standard: Attempts complex sentences using subordinating conjunctions ("because", "if") to explain basic functions, though occasionally awkward. (Example: "The magnet is strong because if you put a paperclip near it it jumps to it.")</p> <p>Greater Depth Standard: Effective use of introductory subordinating clauses (like "when") to sequence events clearly and fluidly. (Example: "When we bring the two north poles together, they push away from each other.")</p>	<p>Expected Standard: Basic but effective variety used to describe physical locations and object movements. (Example: "...slides across the table and it pulls the metal objects towards the magnet.")</p> <p>Greater Depth Standard: Highly effective spatial and directional phrases that map physical movement. (Example: "...the magnetic force travels through the wood and into the iron nail...")</p>
<p>Year 4</p>	<p>Expected Standard: Attempts complex cause-and-effect structures but struggles slightly with run-ons or misplaced clauses. (Example: "After you hit the drum it makes a loud noise using vibrations to travel to your ear...")</p> <p>Greater Depth Standard: Strong grasp of "when" to explain sequential scientific processes smoothly. (Example: "When the string vibrates, it sends sound waves through the air.")</p>	<p>Expected Standard: Good use of directional phrases to track the travel of physical phenomena, with minor informalities. (Example: "...travel down into your ear and vibrate inside of your head.")</p> <p>Greater Depth Standard: Precise phrases describing transformation and movement through different mediums. (Example: "The sound waves travel from the tuning fork, through the water, and to our ears...")</p>

<p>Year 5</p>	<p>Expected Standard: Improved use of complex structures for cause-and-effect, though punctuation errors (like comma splices) persist. (Example: "When the parachute opens the air pushes up and makes it slower than before falling down...")</p> <p>Greater Depth Standard: Highly effective complex sentences that accurately illustrate cause and effect. (Example: "When the surface is rougher, it creates more friction, which slows down the moving car.")</p>	<p>Expected Standard: Effective phrases detailing forces and general locations. (Example: "...pushing against the wheels of the car...")</p> <p>Greater Depth Standard: Complex prepositional phrases that accurately pinpoint abstract scientific states and locations. (Example: "The strongest air resistance acts against the bottom of the parachute during its descent...")</p>
<p>Year 6</p>	<p>Expected Standard: Better complex syntax for explaining simultaneous processes, often using "as". (Example: "As the light hits the mirror it bounces off at the exact same angle.")</p> <p>Greater Depth Standard: Excellent control of subordinating conjunctions (like "since" or "whereas") to contrast scientific concepts. (Example: "Since light travels in straight lines, a shadow is formed whereas transparent objects let the light pass through...")</p>	<p>Expected Standard: Strong use of phrases to establish setting and physical states. (Example: "...shining the torch onto the screen...")</p> <p>Greater Depth Standard: Advanced prepositional usage that enhances the explanation of light travel and reflection mechanisms. (Example: "...reflecting off the smooth surface and into the periscope.")</p>
<p>Year 7</p>	<p>Expected Standard: Uses subordinating clauses to add qualifying details or consequences, though occasional fragments occur. (Example: "Jupiter has a lot of mass which means the gravitational pull is much stronger.")</p> <p>Greater Depth Standard: Strong, descriptive complex sentences seamlessly detailing long-term</p>	<p>Expected Standard: Uses phrases to explain categorization and physical impacts clearly. (Example: "Forces are measured in units called Newtons...")</p> <p>Greater Depth Standard: Mature use of phrases to describe vast spatial relationships and distances. (Example: "The gravitational</p>

	<p>astronomical or physical processes. (Example: "...kept in orbit for billions of years, when the planets were initially formed by dust clouds.")</p>	<p>attraction between the Earth and the Moon...")</p>
<p>Year 8</p>	<p>Expected Standard: Strong conditional ("If... then") complex sentences used to explain physical consequences. (Example: "So if you decrease the area, the pressure will increase by pushing on a smaller space...")</p> <p>Greater Depth Standard: Highly effective complex sentences utilized to compare experimental data seamlessly. (Example: "As shown in the graph, an object with a larger surface area does not sink as deep into the sand...")</p>	<p>Expected Standard: Effective use of phrases to present statistical data and physical vectors. (Example: "...the speed is increased from 10 m/s to 20 m/s...")</p> <p>Greater Depth Standard: Sophisticated phrases explaining complex, intricate physical mechanisms and energy transfers. (Example: "...transfers the kinetic energy from the moving object to the surroundings.")</p>
<p>Year 9</p>	<p>Expected Standard: Uses "once" and "after" to open complex sentences organizing procedural text, with minor run-ons. (Example: "Once you have connected the ammeter in series you add a voltmeter in parallel to measure the potential difference.")</p> <p>Greater Depth Standard: Mature complex sentences clearly explaining the scientific rationale behind each procedural step. (Example: "You need the wire to be longer so the electrons experience more resistance as they flow.")</p>	<p>Expected Standard: Clearer procedural instructions incorporating specific angles, circuits, and tools. (Example: "...connect the crocodile clips across the resistor...")</p> <p>Greater Depth Standard: Highly specific phrases detailing equipment use and exact spatial locations on the apparatus. (Example: "...place the variable resistor in series with the main circuit...")</p>