

*Sentence and Text Structure Progression*

<b>EYFS</b>	<p><b>Writing sentences which can be read by themselves and others.</b>  <i>Some words in their sentences are spelt correctly and others are phonetically plausible.</i>  <b>Playing and experimenting with writing and watching others write (shared writing).</b>  <b>Using opportunities for writing to communicate.</b> <i>(E.g. through notes, reminders, lists, and access to and encouragement to use writing materials in meaningful situations)</i>  <b>Writing sentences about what they know.</b> <i>For this reason, writing recounts about significant events is important</i>  <b>Write their own names correctly.</b>  <b>Begin to form sentences, sometimes using punctuation.</b>  <b>When speaking:</b>  <i>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i>  <i>They develop their own narratives and explanations by connecting ideas or events.</i>  <i>Extend their vocabulary, exploring the meaning and sounds of new words.</i>  <i>Retell narratives in the correct sequence, drawing on the language patterns of stories.</i></p>
<b>Year 1</b>	<p><b>Beginning to understand how words can combine to make sentences.</b>  <b>Joining words and joining sentences using the conjunction 'and'.</b>  <b>Writing simple sentences correctly.</b>  <b>Beginning to use co-ordination (or, and, but) and use subordination (when, if, that, because).</b>  <b>By the end of Year 1 children can write a simple narrative recount with some connectives other than and or then (even if the punctuation is not always accurate).</b>  <b>Sequencing sentences to form short narratives.</b>  <i>The reader knows what has happened in parts of my story.</i>  <i>Most of the time, the reader can understand how each part of the story fits together.</i></p>
<b>Year 2</b>	<p><b>Writing simple sentences correctly.</b>  <b>Understanding the terminology 'main clause' and 'phrase'.</b> <i>Being able to relate their understanding to the presence of verbs.</i>  <b>Beginning to understand that connectives: link ideas within a sentence, link sentences and link paragraphs.</b>  <b>Linking ideas within a sentence, using co-ordination or subordination.</b> <i>Using co-ordination (or, and, but) and using Subordination (when, if, that, because).</i>  <b>Using conjunctions to link ideas within a sentence.</b>  <b>Beginning to understand that when they using a co-ordinating conjunction—for, and, nor, but, or, yet, so (FANBOYS) - to join two main clauses that they are writing a compound sentence.</b>  <b>Using connecting adverbs to link ideas in sentences and paragraphs.</b>  <b>Using connecting adverbs:</b> <ul style="list-style-type: none"> <li>• to explain (e.g. because, as).</li> <li>• to order (e.g. next, then, after).</li> </ul> <b>Expanded noun phrases for description and specification</b> <i>(e.g. the blue butterfly, plain flour, the man in the moon).</i>  <b>Writing sentences with different forms: statement, question, exclamation, command.</b>  <b>Correct choice and consistent use of present tense and past tense throughout writing.</b>  <i>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</i></p>
<b>Year 3</b>	<p><b>Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), prepositions (e.g. before, after, during, in, because of).</b>  <b>Understanding that connectives: link ideas within a sentence (conjunction), link sentences and link paragraphs (connecting adverbs or prepositions).</b>  <b>Extending ideas using co-ordinating conjunctions and subordinating conjunctions.</b>  <b>Understanding what a co-ordinating conjunction is and using them correctly in compound sentences.</b>  <i>Children understand that a compound sentence is two or more main clauses joined by a co-ordinating conjunction—FANBOYS.</i>  <b>Writing compound sentences correctly.</b>  <b>Using subordinating conjunctions to extend their ideas—when, if, that, because.</b>  <i>Children do not need to understand that they are using a subordinating conjunction. They need to be aware that they are extending their ideas within a sentence.</i>  <b>Beginning to use a wider range of subordinating conjunctions, such as after, although, as, before, even if, even though, so that, than, that, though, unless.</b>  <b>Beginning to understand how to punctuate connecting adverbs if they link ideas in two or more sentences.</b> <i>(e.g. The school bus arrived. Therefore, I climbed aboard.)</i>  <b>Beginning to use a range of connecting adverbs:</b> <ul style="list-style-type: none"> <li>• to order and link paragraphs (e.g. secondly, meanwhile, finally).</li> <li>• to explain (e.g. as, when, since).</li> <li>• to change or to say the opposite or to compare (e.g. such as, but, on the other hand).</li> </ul> <b>Introduction to paragraphs as a way to group related material.</b>  <i>Understanding when and why to start a new paragraph.</i>  <b>Headings and sub-headings to aid presentation.</b>  <b>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</b></p>

Year 4	<p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition</p> <p>Understanding that connectives: link ideas within a sentence (conjunction), link paragraphs (connecting adverbs or prepositions).</p> <p>Linking and extending within their sentences using conjunctions.</p> <p>Children understand that 'linking within the sentence' is the function of co-ordinating and subordinating conjunctions</p> <p>Using co-ordinating conjunctions correctly in compound sentences and subordinating conjunctions correctly in complex sentences.</p> <ul style="list-style-type: none"> <li>- Children understand that a compound sentence is two or more main clauses joined by a co-ordinating conjunction. FANBOYS.</li> <li>- Children understand that a complex sentence is a sentence which contains one main clause and one or more subordinate clauses.</li> <li>- Using a range of subordinating conjunctions in their writing, such as although, as, before, even if, even though, so that, than, that, though, unless.</li> </ul> <p>Children understand the difference between a main clause, subordinate clause and a phrase.</p> <p>Using subordinating clauses during the beginning or end of their complex sentences to extend their ideas.</p> <p>Writing simple, compound and complex sentences correctly.</p> <p>Punctuating connecting adverbs if they link ideas in two or more sentences</p> <p>Becoming aware that not all connectives at the beginning of a sentence will be followed by a comma</p> <p>Beginning to use a range of connecting adverbs:</p> <ul style="list-style-type: none"> <li>• to order sentences (e.g. secondly, meanwhile, finally).</li> <li>• to explain (e.g. as, when, since, due to the fact that).</li> <li>• to say the opposite or to compare (e.g. but, on the other hand, whereas, however, although).</li> <li>• to add information (e.g. also, in addition).</li> </ul> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Understanding when to start a new paragraph and the reasons for this.</p> <p>Use Fronted adverbials. Fronted adverbials are usually followed by a comma.</p>
Year 5	<p>Writing a variety of simple, compound and complex sentences correctly, using correct punctuation.</p> <p>Children are secure with terminology: co-ordinating conjunctions for compound sentences, subordinating conjunctions for complex sentences.</p> <p>Understanding that connectives: link ideas within a sentence, link sentences and link paragraphs.</p> <p>They are either conjunctions, adverbs or prepositions.</p> <p>Understanding that not all connectives at the beginning of a sentence will be followed by a comma (e.g. Suddenly he was there.)</p> <p>Punctuating connecting adverbs that link ideas in two or more sentences correctly (e.g. The school bus arrived. Therefore, I climbed aboard.)</p> <p>Punctuating connecting adverbs which show the relationship between ideas within an independent clause correctly (e.g. This young man is determined, nevertheless, to finish his report.)</p> <p>Using a range of connecting adverbs:</p> <ul style="list-style-type: none"> <li>• to add more information or further evidence/examples (e.g. Furthermore, in addition, moreover).</li> <li>• to say the opposite or to compare (e.g. whereas, however, on the other hand, although).</li> <li>• to explain (e.g. in order to, in case, due to the fact that and therefore).</li> </ul> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number</p> <p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will,) or adverbs (e.g. perhaps)</p>
Year 6	<p>Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus he window in the greenhouse was broken).</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. The boy that jumped over the fence is over there, or The fact that it was raining meant the end of sports day).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing—such as the use of question tags, (e.g. He's your friend, isn't he?), or the use of the subjunctive in some very formal writing and speech.</p> <p>Writing a variety of simple, compound and complex sentences.</p> <ul style="list-style-type: none"> <li>- Children can write a variety of simple, compound and complex sentences correctly.</li> <li>- Children are secure with terminology: co-ordinating conjunctions for compound sentences, subordinating conjunctions, relative pronouns for complex sentences.</li> <li>- When writing complex sentences, children can punctuate the subordinate clause or relative clause correctly, dependant on the position of this clause in the sentence.</li> </ul> <p>Understanding how to punctuate connecting adverbs if they link ideas in two or more sentences.</p> <p>Punctuating connecting adverbs which show the relationship between ideas within an independent clause.</p> <p>Using connecting adverbs to indicate a connection between two independent clauses in one sentence</p> <p>Using a range of connecting adverbs:</p> <ul style="list-style-type: none"> <li>• to add more information or further evidence/examples (e.g. furthermore, in addition, moreover).</li> <li>• to say the opposite or to compare (e.g. nevertheless, whereas, however, on the other hand, although).</li> <li>• to explain (e.g. in order to, in case, due to the fact that, consequently, therefore).</li> </ul> <p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>