

Progression in sentence structure

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>Write simple sentences which can be read by themselves and others</p> <p>Say a sentence, write and read it back to check it makes sense</p> <p>Use simple connectives</p> <ul style="list-style-type: none"> ○ And 	<p>Consolidate EYFS</p> <p>Introduce: Statements Questions Exclamations</p> <p>Compound sentences using connectives.</p> <p>Use of simple connectives: and, or, but, so, because, so that, then, that, while, when, where</p> <p>Also as openers: While.. When... Where...</p> <p>Embellish simple sentences by using adjectives.</p>	<p>Consolidate Year 1</p> <p>Types of sentences: Statements Questions Exclamations Commands</p> <p>Embellish sentences by using adjectives and adverbs.</p> <p>Vary sentence openers -'ly' starters</p> <p>secure use of compound sentences (coordination) using connectives and/or/but/so</p> <p>complex sentences (Subordination) using: Drop in relative clause: who/which</p> <p>Expanded noun phrases</p> <p>Use long and short sentences. Long sentences to add description, short sentences for emphasis</p>	<p>Consolidate Year 2</p> <p>Secure use of varying long and short sentences</p> <p>Use time adverbials</p> <p>Adverb starters to add detail E.g. Amazingly, small Carefully, she.....</p> <p>List of 3 for description</p> <p>Adverbial phrases used as a 'where', 'when', or 'how starter (Fronted adverbials)</p> <p>Prepositional phrases to place the action</p> <p>secure use of compound sentences (coordination) using connectives for/nor/yet</p> <p>Use of 'ing' clauses for starters e.g. Sighing, the boy ate his dinner.</p>	<p>Consolidate Year 3</p> <p>Introduce: Prepositions At, underneath, since, towards, beneath, beyond</p> <p>Comparative and superlative adjectives Proper nouns small...smaller...smallest</p> <p>Proper nouns</p> <p>The grammatical difference between plural and possessive</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was</p> <p>Fronted adverbials</p>	<p>Consolidate Year 4</p> <p>Introduce: Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Alliteration</p> <p>The difference between vocabulary typical of informal speech and writing</p> <p>Empty words e.g. someone, somewhere was out to get him</p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p>Verb prefixes (e.g dis-, de-, mis-, over-, and re-)</p> <p>Relative clauses beginning with who, which, where, whose or omitted relative pronoun.</p>	<p>Consolidate all years</p> <p>Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>How words are related as synonyms and antonyms</p> <p>Use subordinate clauses to write complex sentences</p> <p>Subjunctive form in some very formal speech and writing</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>Terminology: Ellipsis Subject Object Active Passive</p>

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<ul style="list-style-type: none"> ○ Who ○ But ○ Until <p>Use of compound sentences using connectives e.g. and/but</p> <p>Use of repetition for rhythm: e.g. He walked and walked A lean cat, a mean cat</p>		<p>Additional subordinating conjunctions e.g. what/while/when/where/because/then/so that/if/to/until</p> <p>Past/present tense</p>	<p>Drop in relative clause using: Who/whom/which/whose/That</p> <p>Sentence of three for description</p> <p>Pattern of three for persuasion</p> <p>Dialogue – powerful speech verb e.g. “Hello,” she whispered.</p>		<p>Indicate degrees of possibility by the use of modal verbs or adverbs</p>	
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