

Progression in Sentence Construction

Year 1	Sentence Construction	Terminology
	Statements Questions Exclamations Simple sentences using adjectives Compound sentences (coordinating conjunctions)	Letter, capital letter Word, singular, plural Sentence Punctuation, full stop, question mark, exclamation Speech bubble Bullet point

Year 1

Year 1	Grammar and Punctuation	Examples
	Use punctuation to demarcate simple sentences - capital letters and full stops.	<ul style="list-style-type: none"> • The cars zoom down the road. • Mrs Jones went to the market to buy some bread.
	Use capital letter for personal pronoun I.	<ul style="list-style-type: none"> • I like eating pizza. • I went on a trip to the zoo.
	Identify and use question marks and exclamation marks.	<ul style="list-style-type: none"> • Where do polar bears live? (Who, what, where, when, why, how). • What a beautiful day !
	Use the joining word 'and' to link words.	<ul style="list-style-type: none"> • The child had crisps and an ice-cream. • We went to the shops and bought some sweets.
	Use the joining word 'and' to link clauses.	<ul style="list-style-type: none"> • The dog barked and Tilly ran away. • The horse ran and chased the dog.
	Use the joining word 'but' to link words and clauses.	<ul style="list-style-type: none"> • The sun is bright but it is still cold. • Milly tried the food but she didn't like it.
	Use the joining word 'or' to link words	<ul style="list-style-type: none"> • Liam likes chicken or beef crisps.

Year 2	Sentence Construction	Terminology
	Statements, questions, exclamation, command _ly starters Embellished simple sentences Secure use of compound sentences Complex sentences using relative clauses, who, which Expanded noun phrases	Punctuation, full stop, question mark, exclamation mark Noun, noun phrase Statement, question, exclamation, command Compound, adjective, verb Suffix Adverb Tense (past, present) Apostrophe, comma

Year 2	Grammar and Punctuation	Examples
	Say, write and punctuate compound sentences using joining word 'and'	<ul style="list-style-type: none"> The dragon lived in a cave and he ate little children for lunch. Dogs chase cats and they eat bones.
	Say, write and punctuate compound sentences using joining word 'but'	<ul style="list-style-type: none"> The pirate found the treasure chest but it had no gold in it. You will like the walk but don't forget to bring an umbrella.
	Say, write and punctuate compound sentences using joining word 'or'.	<ul style="list-style-type: none"> Tom needed to find the key or he wouldn't be able to open the back door. Harry needed to do his homework or he would get into trouble.
	Say, write and punctuate sentences using joining word 'so'.	<ul style="list-style-type: none"> Joe hid behind a tree so he wouldn't get caught. Plants need food so they don't stop growing
	Say, write and punctuate sentences using joining word 'because'	<ul style="list-style-type: none"> Mrs Jones was very unhappy because her cat died. Because her cat died, Mrs Jones was very unhappy.
	Say, write and punctuate sentences using joining word 'if'.	<ul style="list-style-type: none"> We can play out if it is not raining. If it is not raining, we can play out.
	Use sentences with different forms - statements	<ul style="list-style-type: none"> The sun is shining today.
	Use sentences with different forms - questions.	<ul style="list-style-type: none"> How did that window get broken? Why are you late for school?
	Use sentences with different forms - commands.	<ul style="list-style-type: none"> Please put the pencils away.

		<ul style="list-style-type: none"> • Cut up the carrots and put them in the pan.
	Use sentences with different forms - exclamations.	<ul style="list-style-type: none"> • What a lovely pair of shoes ! • How lovely of you to visit !
	Use commas to separate items in a list.	<ul style="list-style-type: none"> • He had blue eyes, blond hair and a wart on the end of his nose.
	Use subordination for time using 'when'.	<ul style="list-style-type: none"> • When the bus arrived, all the children pushed to get on. • All the children pushed to get on when the bus arrived. • Children love dressing up when it is Halloween. • When it is Halloween, children love to dress up..
	Use subordination for time using 'before'	<ul style="list-style-type: none"> • We washed our hands before we started baking. • Before we started baking, we washed our hands.
	Use subordination for time using 'after'.	<ul style="list-style-type: none"> • The children raced towards the playground after the bell rang. • After the bell rang, the children raced towards the playground.
	Say, write and punctuate sentences using joining word 'that'.	<ul style="list-style-type: none"> • I hope that it doesn't rain on Tuesday because it is our Sports Day. • I hope that I win Star of The Week.
	Identify, generate and effectively use nouns.	<ul style="list-style-type: none"> • The forest was full of trees. • The forest was full a beech and sycamore trees.
	Identify, generate and effectively use verbs.	<ul style="list-style-type: none"> • Tom went to the shop. • Tom ran/rushed/raced to the shop.
	Identify, generate and effectively use adjectives including suffixes er/est.	<ul style="list-style-type: none"> • Elephants are the largest animals in the zoo. • Cheetahs run faster than lions.
	Identify, generate and effectively use adverbs using suffix ly.	<ul style="list-style-type: none"> • Slowly the boy came into the classroom. • The boy came into the classroom slowly. • The boy slowly came into the classroom.
	Identify, generate and effectively use noun phrases for description.	<ul style="list-style-type: none"> • The crocodile looked at the huge, silver fish. • The girl on the bus sat with his friend. • A slimy, green monster with sharp teeth chased the boy.
	Identify, generate and effectively use noun phrases for specification.	<ul style="list-style-type: none"> • Sprinkle chocolate flakes on top of the delicious cream cake. • The instructor asked us to put safety helmets on.
	Explore the progressive form of verbs in the present tense.	<ul style="list-style-type: none"> • Molly is peering through the window.
	Explore the progressive form of verbs in the past tense.	<ul style="list-style-type: none"> • Tom was zooming through the streets on his hoverboard.

Year 3	Sentence Construction	Terminology
	Vary long and short sentences Adverb starters to add detail Adverbial phrases Compound sentences: and, or, but,so,for,nor,yet Develop complex sentences with a range of subordinating conjunctions _ing clauses as starters Drop in a relative clause using: who, whom, which, whose	Adverb, preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant letter, vowel letter Inverted commas/speech marks Alliteration Simile Colon (for instructions) Synonyms

Year 3	Grammar and Punctuation	Example
	Explore, identify and create complex sentences using the conjunction - when.	<ul style="list-style-type: none"> • When the lady had finished her tea she peered through the window. • The old lady peered through the window when she had finished her tea.
	Explore, identify and create complex sentences using the conjunction - after.	<ul style="list-style-type: none"> • After he had won the prize he felt extremely proud. • He felt extremely proud after he had won the prize.
	Explore, identify and create complex sentences using the conjunction - before.	<ul style="list-style-type: none"> • The hotel was very popular before the rats arrived. • Before the rats arrived, the hotel was very popular.
	Explore, identify and create complex sentences using the conjunction - until.	<ul style="list-style-type: none"> • The owl did not return until after the sun went down.
	Explore, identify and create complex sentences using the conjunction - while.	<ul style="list-style-type: none"> • Tilly tidied the house while her mum slept. • While Her mum slept, Tilly tidied the house.
	Explore, identify and create complex sentences using the conjunction - since.	<ul style="list-style-type: none"> • Hannah hadn't seen Jade since they had been on holiday. • Since they had been on holiday, Hannah hadn't seen Jade.
	Explore, identify and create complex sentences using the conjunction - because.	<ul style="list-style-type: none"> • Because the road was flooded they were late for school. • They were late for school because the road was flooded.

	Explore, identify and create complex sentences using the conjunction - if.	<ul style="list-style-type: none"> • We will go to the concert if there are any tickets left. • If there are any tickets left, we will go to the concert.
	Explore, identify and create complex sentences using the conjunction - so.	
	Explore, identify and create complex sentences using the conjunction - although.	
	Identify, select, generate and effectively use prepositions - below beneath above inside outside through beyond across.	<ul style="list-style-type: none"> • The baby rabbits slept soundly beneath the shady tree. • Beneath the shady tree, the baby rabbits slept soundly. • Put the yellow ribbon around the oak tree. • Around oak tree, put the yellow ribbon.
	Select generate and use adverbs using suffix ly.	<ul style="list-style-type: none"> • Noisily, the children rushed down the corridor. • The children noisily rushed down the corridor. • The children rushed down the corridor noisily.
	Select, generate and use adverbs for time e.g. soon after next meanwhile later	<ul style="list-style-type: none"> • Meanwhile, Harry set off for home. • Stan hoped Mary would be home soon.
	Use inverted commas to punctuate direct speech (speech marks).	<ul style="list-style-type: none"> • I'm off to Manchester," announced Joe. • "Where have you been?" said Olly crossly.
	Use perfect form of verbs using have and has to indicate a completed action.	<ul style="list-style-type: none"> • I have learned about fractions in Year 2. • She has written a poem.
	Use the determiner a or an according to whether the next word begins with a consonant or a vowel.	<ul style="list-style-type: none"> • a bird, a crocodile, a dog, a fish. • an apple, an egg, an ice-cream, an orange. • At the zoo I saw an elephant and a crocodile.

Year 4	Sentence Construction	Terminology
	Long and short sentences Simile sentences Secure use of compound sentences using coordinating conjunctions Complex sentences with a range of subordinating conjunctions <ul style="list-style-type: none"> - ed clauses as starters - ing clauses as starters 	Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe - possession Ellipsis Inverted commas Antonyms Determiner

Year 4	Grammar and Punctuation	Example
	Create complex sentences with adverb starters.	<ul style="list-style-type: none"> • Accidentally knocking over the drink, Molly stared in horror.
	Create sentences with fronted adverbials for when.	<ul style="list-style-type: none"> • Before long, the children had all disappeared. • After a few hours, the crowds had gone.
	Create sentences with fronted adverbials for where.	<ul style="list-style-type: none"> • In the distance, Lucy could see the mountains.
	Use inverted commas and other punctuation to indicate direct speech.	<ul style="list-style-type: none"> • "You naughty dog," roared the old man. "You've done it again haven't you?"
	Identify, select and effectively use pronouns:	
	♦ 1st person.	<ul style="list-style-type: none"> • I tiptoed up the stairs taking the cake with me.
	♦ 2nd person.	<ul style="list-style-type: none"> • You can try the delicious food at the party.
	♦ 3rd person.	<ul style="list-style-type: none"> • They are filled with cream and dipped in sugar.
	Use nouns for precision.	<ul style="list-style-type: none"> • The man got in his car. • Usain Bolt got into his lamborghini.
	Explore, identify, collect and use noun phrases.	<ul style="list-style-type: none"> • Tess chose the comfy chair with the fluffy cushions. • Take a look at the tiny, thatched cottages with pastel painted doors.

Year 5	Sentence Construction	Terminology
	Secure use of embellished simple sentences Secure use of compound sentences Develop complex sentences; main and subordinate clauses with a full range of conjunctions Elaboration of starters using adverbial phrases	Relative clause Modal verb Parenthesis Bracket Dash Determiner/article Cohesion Metaphor Personification Onomatopoeia Rhetorical question Colon - instructions Ellipsis

Year 5	Grammar and Punctuation	Example
	Create complex sentences by using relative clauses with relative pronouns - who, where, which, whose, that.	<ul style="list-style-type: none"> • Mary was going to meet her friend who lived in Manchester. • Kim's house, which had an oak front door, stood at the top of the hill.
	Create and punctuate complex sentences using ed opening clause.	<ul style="list-style-type: none"> • Horrified to find the money missing, Polly began searching for it.
	Create and punctuate complex sentences using ing opening clause	<ul style="list-style-type: none"> • Clambering through the overgrown garden, Daisy spied her chance to catch a butterfly.
	Create and punctuate sentences using simile starters.	<ul style="list-style-type: none"> • With a face like thunder, the teacher stormed out of the room.
	Use commas to avoid ambiguity.	<ul style="list-style-type: none"> • Lucy walked on her head a little higher than usual. • Lucy walked on, her head a little higher than usual.
	Identify and use commas to demarcate parenthesis.	<ul style="list-style-type: none"> • Sam is, I believe, our best pupil.
	Identify and use brackets to indicate parenthesis.	<ul style="list-style-type: none"> • Sam and Emma (his oldest children) are coming to visit him next weekend.

	Identify and use dashes to indicate parenthesis.	<ul style="list-style-type: none"> • Molly is very angry - she has worked all morning - but has not been paid.
	Link ideas across paragraphs using adverbials for time.	<ul style="list-style-type: none"> • Later that afternoon • Just at that moment
	Link ideas across paragraphs using adverbials for place.	<ul style="list-style-type: none"> • Under the blazing sun,
	Link ideas across paragraphs using adverbials with numbers/frequency e.g. a second reason, thirdly, regularly, seldom, never etc.	<ul style="list-style-type: none"> • A second reason in support of this argument is that children should be allowed...
	Use expanded noun phrases to convey complicated information precisely.	<ul style="list-style-type: none"> • The countryside is full of hibernating animals that store their food in well-hidden places.
	Explore, collect and use modal verbs to indicate degrees of possibility, e.g. can/could, will/would, shall/should, may/might, must/ought	<ul style="list-style-type: none"> • He might be able to rescue the cat if he climbs up on the garage roof.
	Explore, collect and use adverbs to indicate degrees of possibility, e.g. maybe - perhaps - certainly - definitely - maybe - possibly clearly - obviously - perhaps - probably.	<ul style="list-style-type: none"> • Perhaps children can reach a compromise about the amount of computer time they are permitted.

Year 6	Sentence Construction	Terminology
	<p>Secure use of simple/embellished/compound sentences</p> <p>Secure use of complex sentences</p> <p>Active and passive verbs used to create effect</p> <p>Use of rhetorical questions</p> <p>Expanded noun phrases to convey information concisely</p> <p>Formal / informal speech</p> <p>Use of subjunctive for very formal writing</p>	<p>Consolidation of all terminology</p>

Year 6	Grammar and Punctuation	Example
	Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts	<ul style="list-style-type: none"> • On the other hand, some people believe that animals should not be kept in captivity. • This causes damage to the environment.
	Use devices to build cohesion between paragraphs in narrative.	<ul style="list-style-type: none"> • As soon as Tom walked in the door, the trap was triggered.
	Use ellipses to link ideas between paragraphs	<ul style="list-style-type: none"> • Only time would tell...
	Use repetition of a word or phrase to link ideas between paragraphs.	<ul style="list-style-type: none"> • Water is collected and flows into a pipe. The pipe, which is there to collect the water, sends it to a collection tank.
	Identify and use semi-colons to mark the boundary between independent clauses.	<ul style="list-style-type: none"> • Birds are found all over Britain; some migrate during the winter.
	Identify the subject and object of a sentence. Explore and investigate active and passive	<ul style="list-style-type: none"> • The dog (subject) bit Billy. (Object). • Anna plays the violin. (Active) • The violin is played by Anna. (Passive)
Explore, collect and use the perfect form of verbs to mark the relationship of time and cause using: <ul style="list-style-type: none"> ◆ Past perfect - had. ◆ Present perfect - have/has. ◆ Future perfect - will have. 	<ul style="list-style-type: none"> • Jenny had eaten all her lunch. • I have completed all the chores my mum left me. • I will have finished my homework by tea-time. 	

	Identify and use colons to introduce a list.	<ul style="list-style-type: none"> You need four things to make your pizza: dough, cheese, tomatoes and pepperoni.
	Identify and use semi-colons within lists	<ul style="list-style-type: none"> I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta and a jar of black olives.
	Explore how hyphens can be used to avoid ambiguity.	<ul style="list-style-type: none"> The footballer resigned from his position. The footballer re-signed his contract.
	Explore, collect and use the subjunctive forms for formal speech and writing.	<ul style="list-style-type: none"> If I were to win the lottery, I would move to Australia.