

Progression in sentence structure

Most children learn to:

- Vary and adapt sentence structure for meaning and effect
- Convey meaning through grammatically accurate and correctly punctuated sentences

Year	Key learning	Additional information	Links to support materials
FS	begin to form simple sentences	<ul style="list-style-type: none"> • Oral rehearsal essential • Manipulation of words to create a simple sentence 	<ul style="list-style-type: none"> • Letters and Sounds Phase 3/4 • See Developing Early Writing (DEW) pg 75 (Developing the Concept of a Sentence)
1	compose and write simple sentences independently to communicate meaning	<p>As above, plus:</p> <ul style="list-style-type: none"> • Knowledge about what a sentence is and that it needs to make sense 	<ul style="list-style-type: none"> • Letters and Sounds Phase 4/5 • DEW Units 4-9 • See DEW pg 75 (Developing the Concept of a Sentence)
2	<p>Write simple and compound sentences and begin to use subordination in relation to time and reason.</p> <p>Compose sentences using tense consistently (past and present)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Compound sentences are created by joining two clauses of equal weight with <i>and, but, or, so</i> • Subordination – one clause is not as strong as the other • Use of adverbial phrases to add detail of ‘when’: <i>yesterday, last night, next, after that...</i> • Introduce <i>because</i> to add a reason • Awareness of verbs and how they change according to when it happened 	<ul style="list-style-type: none"> • Letters and Sounds Phase 6 • DEW Units 10-15 • DEW Sentence units A,B, H, I • Grammar for Writing (GfW) Units 1, 2, 6, 18
3	<p>Show relationship of time, reason and cause through subordination and connectives</p> <p>Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Build a collection of connectives under each heading from children’s reading • Awareness of the function of words within a sentence – adjectives, verbs, nouns, connectives • Time – see above • Reason/cause – <i>because, so that, as...</i> • Begin to introduce complex sentences 	<ul style="list-style-type: none"> • Grammar for Writing Units 1, 2, 6,10, 12, 13, 14, 17, 18, 20 • GfW Generic sentence activities pg 156>>

4	Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)	<p>As above, plus:</p> <ul style="list-style-type: none"> • simple, compound and complex sentences • understanding of ‘phrase’ and ‘clause’ • varied sentence openings, including adverbial phrases (where, when, how) • pronoun use • Experiment with changing verb tense and first/second/third person 	<ul style="list-style-type: none"> • Grammar for Writing Units 20, 21, 22, 23, 26, 28, 31, 32, 34,
5	Adapt sentence construction to different text types, purposes and readers	<p>As above, plus:</p> <ul style="list-style-type: none"> • In reading, recognise the different sentence structures in different text types and consider the impact • Write for different audiences and purposes • Complex sentences using a wider range of subordinating connectives appropriate to purpose • Embedded clauses to add relevant detail (especially in narrative) 	<ul style="list-style-type: none"> • Grammar for Writing Units 33, 34, 35, 37, 39, 40, 41, 42, 43, 44, 46, 47,
6	Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways	<p>As above, plus:</p> <ul style="list-style-type: none"> • Extend the range of connecting words and phrases through gathering them in reading (less frequently used in everyday speech) and discussing purpose (<i>however, although, therefore, on the other hand...</i>) • Knowledge of complex sentences extended to include cause and effect (for explaining ideas) and alternative viewpoints (for argument and persuasion) • Conditional sentence structure (if...then) and modal verbs (<i>could, might, should...</i>) used to construct sentences expressing possibility • Active/passive voice identified in reading and used appropriately 	<ul style="list-style-type: none"> • Grammar for Writing Units 44, 45, 46, 47, 48, 49, 50, 51
>>Y7	Extend their use and control of complex sentences by deploying subordinate clauses effectively	<p>As above</p> <ul style="list-style-type: none"> • Extended range of writing for different purposes and audiences 	<ul style="list-style-type: none"> • Grammar for Writing Unit 53