

## St Bede's Catholic Primary School – Progression in Sentence Structure

	Sentence types	Sentence openers	Range of conjunctions	Toolkit + example
<b>EYFS</b>	<ul style="list-style-type: none"> <li>Write simple sentence(s) which can be read by themselves or others.</li> </ul>			<ul style="list-style-type: none"> <li>Subject does the action e.g. <i>Max ran.</i></li> </ul>
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>Mostly uses simple sentence structures.</li> <li>Able to write compound sentences using 'and'.</li> </ul>	<ul style="list-style-type: none"> <li>Often repetitive (e.g. subject/verb).</li> <li>Beginning to show some variation.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the coordinating conjunction '<i>and</i>' to join clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops.</li> <li>Add a prepositional clause to explain where the action is happening e.g. <i>Little Max ran upstairs to his bedroom.</i></li> </ul>
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>Use different sentence types in writing (in context): statements, questions, exclamations and commands.</li> <li>Simple and compound sentences are usually grammatically accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses a variation of sentence openers.</li> <li>Shows ability to use adverbs to start a sentence as appropriate to genre and context.</li> </ul>	<ul style="list-style-type: none"> <li>Mostly uses co-ordination using <i>or, and, but</i>.</li> <li>Usually extends sentences using some subordination (e.g. <i>when, if, that, because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Extend sentences using some subordination e.g. <i>Little Max ran upstairs to his bedroom because mum told him off.</i></li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>Able to use a variety of sentence types including: simple, compound, and complex.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses adverbs as sentence openers (e.g. <i>Then, Next, Later</i>) and prepositions (e.g. <i>Before, In</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses a wider range of subordinating conjunctions (e.g. <i>when, before, after, because</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Use an adverb to describe how the action was performed e.g. <i>Little Max ran angrily upstairs to his bedroom because mum told him off, or, Angrily, little Max ran upstairs to his bedroom because mum told him off.</i></li> <li>Use a powerful verb e.g. <i>Little Max stormed upstairs to his bedroom because mum told him off.</i></li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>Continues to use a variety of sentence types including simple, compound and complex.</li> </ul>	Sometimes varies sentence structure through complex openings: <ul style="list-style-type: none"> <li>Adverbials (e.g. Sometime later...As we ran...Once we arrived...),</li> <li>Subject reference (e.g. The boys, Our gang...)</li> <li>Speech</li> </ul>	<ul style="list-style-type: none"> <li>Uses a growing range of subordinating conjunctions e.g. <i>previous range + until, unless, since, while, whereas</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Use a fronted adverbial to describe where, when or how the action was performed.</li> <li>Comma after fronted adverbial.</li> <li>E.g. <i>As soon as he got the chance, Little Max stormed angrily upstairs to his bedroom because mum told him off.</i></li> </ul>

	Sentence types	Sentence openers	Range of conjunctions	Toolkit + example
YEAR 5	<ul style="list-style-type: none"> <li>• Able to vary sentence length e.g. short sentences for pace and tension and longer sentences for detail and description.</li> <li>• Uses relative clauses (beginning with: who, which, why, whose, where, that)</li> <li>• Can use relative clauses with an omitted relative pronoun when appropriate (and when the omission of the relative pronoun makes the sentence more effective)</li> </ul>		<p>Developing the range of subordinating conjunctions used:</p> <ul style="list-style-type: none"> <li>• Contrast &amp; Concession – <i>although, still, even though, whereas</i></li> <li>• Condition – <i>if, unless, even if, providing, provided that</i></li> <li>• Cause and Reason – <i>because, so that, as, since</i></li> <li>• Time – <i>whenever, while</i></li> <li>• Uses some conjunctive adverbs e.g. <i>consequently, however, despite, furthermore, meanwhile, therefore.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Rule of three for action (comma for rule of three).</li> <li>• E.g. <i>As soon as he got the chance, Little Max stormed angrily upstairs, slammed the door and flew onto his bed, because mum told him off.</i></li> </ul>
YEAR 6	<ul style="list-style-type: none"> <li>• Demonstrates control over sentence length appropriate to purpose and context e.g. short sentences for tension and pace, longer sentences for description.</li> <li>• Usually uses a range of clauses – relative, embedded and subordinating.</li> <li>• Uses different sentence structures to show formal and informal speech.</li> <li>• Can use the passive voice to affect the presentation of information in a sentence.</li> </ul>		<ul style="list-style-type: none"> <li>• Able to use the full range of previously taught conjunctions to add detail, express time, show contrast, show concession, and show cause and effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Add in an independent clause.</li> <li>• Semi-colon for independent clause.</li> <li>• <i>As soon as he got the chance, Little Max stormed angrily upstairs, slammed the door and flew onto his bed; mum told him off for causing mischief around the house.</i></li> </ul>