Euxton Primrose Hill- Whole School Sentence Progression

EYFS:

Technique	In Simple Terms	Punctuation
Simple sentence	One clear idea. Say aloud before writing to ensure it makes sense.	. CL Invisible pairs between words
Capital Letters and full stops	Start the sentence with a capital letter and end with a full stop.	
Spacing between words	Leave spaces between words (invisible pairs)	

Year 1:

Technique	In Simple Terms	Punctuation
Simple and compound sentences	One or two clear ideas. Say aloud before writing to ensure it makes sense.	. CL Invisible pairs between words ? !
Capital Letters and full stops	Start the sentence with a capital letter and end with a full stop. Use capital letters for names, places, days of the week and the word 'I'.	
Spacing between words	Leave spaces between words (invisible pairs)	
Coordination using and	Use and to join words or clauses	
Question sentence	Ask something to end with a question mark	
Exclamation sentence	Show exclamation, ending sentences with an exclamation mark	

Year 2:

Technique	In Simple Terms	Punctuation
Simple and compound sentences	One or two clear ideas. Say aloud before writing to ensure it makes sense.	.
Coordination using and, but, or, so	Use and, but, or, so to join two main clauses	CL
Complex sentences using subordination	Add dependent clauses using: when, if, because, before, after, to show reason and time	Invisible pairs between words ?
Use the four sentence forms and associated punctuation	Statements, questions, commands and exclamations	!
Build noun phrases	Add adjectives to describe or specify a noun	
Accurate simple and progressive tense	Use simple and progressive past and present tenses across writing	‘ for contraction and singular possession
Commas	Introduce the comma and use it to punctuate a list	, in a list
Apostrophes	Use apostrophes to replace missing letters within words for contraction or to show singular possession	

Year 3:

Technique	In Simple Terms	Punctuation
Create multi clause and complex sentences using conjunctions	Use coordination and subordination to join clauses using conjunctions such as: if, because, although, since, until, before, after, so	. CL Invisible pairs between words ? ! ‘ for contraction and singular possession , in a list and to separate main and subordinate clauses “ ”
Adverbs	Use adverbs within writing for cohesion such as suddenly, slowly, soon, next	
Prepositions	Use prepositions to indicate where such as beneath, outside, under	
Speech	Use inverted commas accurately to punctuate direct speech	
Accurate use of the present perfect form	Use the present perfect form of verbs in contrast to the simple past tense	

Year 4:

Technique	In Simple Terms	Punctuation
Create complex sentences which begin with subordinate clauses or adverbs	Start sentences with subordinate clauses or adverbs and punctuate these with a comma after	. CL Invisible pairs between words ? ! ‘ for contraction and singular and plural possession , in a list, to separate main and subordinate clauses, after fronted adverbials and within complex sentences “ ”
Fronted adverbials	Use fronted adverbials for how, when or where, following them with a comma	
Determiners	Use a range of determiners within writing and ensure correct inflection e.g. these/those/that/this	
Pronouns	Use a range of personal and possessive pronouns within writing such as his, her, my, mine, ours	
Accurate speech punctuation	Use speech marks accurately to punctuate direct speech, along with accurate use of wider speech punctuation such as capital letters to begin speech and commas between reporting clauses and direct speech	
Expand noun phrases	Add multiple adjectives to describe or specify a noun	
Accurate simple, progressive and perfect tense	Use simple, progressive and perfect past and present tenses across writing	
Verb inflections	Ensure consistency of verb inflections based on singular and plural nouns e.g. was/were is/are/am	

Year 5

Technique	In Simple Terms	Punctuation
Create complex sentences with relative clauses, both with and without the relative pronoun	Add information about a noun using relative pronouns such as: who, which, whose.	. CL Invisible pairs between words ? ! ‘ for contraction and singular and plural possession , in a list, to separate main and subordinate clauses, after fronted adverbials, within complex sentences, to avoid ambiguity and for parenthesis “ ” () - -
Use punctuation for parenthesis	Use brackets, dashes and commas to indicate parenthesis.	
Create complex sentences with a variety of sentence openers	Use openers such as ly, ed, ing or similes to begin sentences. Use commas accurately to punctuate these.	
Use expanded noun phrases to convey increasingly complex information	Add multiple adjectives to describe or specify a noun, conveying complicated information concisely	
Degrees of possibility and certainty	Use modal verbs and adverbs to indicate possibility or certainty e.g. could, should, may, will, maybe, possibly, certainly	
Speech	Use speech punctuation accurately. By doing so, enabling flexibility within speech e.g. using the reporting clause before speech or interrupting the speech within it.	

Year 6:

Technique	In Simple Terms	Punctuation
Manipulate complex sentences for effect	Use a wide range of devices e.g. ly, ed, ing, fronted adverbial, subordinate clauses, sentence structures and use these to different places within sentences or paragraphs for effect.	. CL Invisible pairs between words ? ! ‘ for contraction and singular and plural possession , in a list, to separate main and subordinate clauses, after fronted adverbials, within complex sentences, to avoid ambiguity and for parenthesis “ ” () - - - within words ; : …
Speech	Blend action, description and dialogue to advance action or support characterisation.	
Passive Voice	Use both the active and passive voice to change how information is presented, recognising how the subject and verb construction differ.	
Use varying levels of formality	Use the subjunctive form, standard English and appropriate register to control levels of formality.	
Cohesive devices	Use cohesive devices within sentences and across wider paragraphs to create flow within writing.	