



***Hoole Primary School  
Progression of skills- Sentence structure***

## Sentence progression

<b>EYFS</b>	<ul style="list-style-type: none"><li>• Gives meaning to marks they make as they draw, write and paint.</li><li>• Some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li><li>• Writes own name and other things such as labels, captions.</li><li>• Begin to write simple sentences in meaningful contexts.</li></ul>
<b>Year 1</b>	<ul style="list-style-type: none"><li>• The concept of a sentence - taught through regular oral sentence imitation activities.</li><li>• How words can combine to make sentences.</li><li>• How <b>and</b> can join words and join sentences.</li></ul> <p style="text-align: center;"><b>Examples</b></p> <ul style="list-style-type: none"><li>• <b>Apple and pears</b></li><li>• <b>I have a dog and he is called Milo.</b></li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Introduction of <b>subordination</b> using <i>when, if, that, because</i>. <b>Example: I went to the park because I needed to walk my dog.</b></li><li>• Introduction of <b>coordination</b> using <i>or, and, but</i>. <b>Example: I like apples but I prefer pears.</b></li><li>• Expanded noun phrases for description and specification. <b>Example: the blue butterfly, plain flour, the man in the moon</b></li><li>• Sentences with different forms: <b>statement, question, exclamation, command.</b><p style="text-align: center;"><b>I like dogs. – statement</b> <b>What is your favourite animal? – question</b> <b>What a lovely day! – exclamation</b> <b>Pass me that pen. – command</b></p></li><li>• Proof reading and editing to check sentences make sense.</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Expressing time and cause using <b>conjunctions (when, before, after, while, because)</b>, <b>adverbs (then, next, soon, so)</b>, or <b>prepositions (before, after, during, in, because of)</b><p style="text-align: center;"><b>Examples</b> <b>I wear my coat when it rains.</b> <b>Next I went to the park to see my friend.</b> <b>I went home before it started to rain.</b></p></li><li>• Appropriate use of nouns or pronouns to avoid repetition. <b>Example: Sarah went to the park because Sarah was bored</b> versus <b>Sarah went to the park because she was bore.</b></li></ul>

	<ul style="list-style-type: none"> <li>Use of <b>adverbs</b> to begin a sentence. (<i>Suddenly..., Carefully...</i>) <b>Example: Suddenly, the ground began to shake.</b> Note: comma after the adverb will be taught in Year 4.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li><b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases. <b>Example: the teacher</b> versus <b>the strict maths teacher with curly hair</b></li> <li><b>Fronted adverbials</b> <b>Quickly, she put all the ingredients into the bowl.</b> <b>With great care, he picked up the egg.</b> <b>In December I shall go to London.</b> <b>Behind the dustbin. I found a little black dog.</b></li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li><b>Relative clauses</b> beginning with <i>who, which, where, why, or whose</i>. <b>Examples</b> <b>The boy, whose name was Tom, couldn't believe his eyes.</b> <b>A lizard has impenetrable skin which helps to protect it.</b></li> <li>Use of words that indicate degrees of possibility. (e.g. <b>modal verbs such as might, should, will, must or adverbs such as perhaps, surely</b>) <b>Examples</b> <b>This should work.</b> <b>Surely it can't rain forever.</b></li> <li><b>Expanded noun phrases</b> to convey complicated information concisely. <b>Example: 'The boy who jumped over the fence is over there.'</b> or <b>'The fact that it was raining meant the end of sports day.'</b></li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Use of the <b>passive voice</b> to affect the presentation of information in a sentence. <b>Example: 'I broke the window in the greenhouse.'</b> versus <b>'The window in the greenhouse was broken.'</b></li> <li>The use of the <b>subjunctive form</b>. Subjunctives are a form of verb or mood which is used to talk about things that should or could happen. Subjunctives are used to express demands, suggestions, hopes and wishes. <b>Examples</b> <b>I insist that she write to her local MP.</b> <b>She asks that he join the committee.</b> <b>We urge that you reconsider your decision.</b></li> </ul>

**Note: More information on the words in black bold can be found in the glossary.**