

Progression of sentence structure	
EYFS	Early learning goal for Writing: Write simple phrases and sentences that can be read by others. <i>Sentence examples:</i> <i>Jack had magic beans. *(Phonetically plausible: magic, beans)</i> <i>Mum was sad.</i>
Y1	Sentence • How words can combine to make sentences • Joining words and joining clauses using and Punctuation • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun <i>Sentence examples:</i> <i>Jack went to the market.</i> <i>Mum was sad and she threw the beans.</i> <i>He saw a giant and a pot of gold.</i> <i>Jack took the hen and the harp.</i>
Y2	Sentence • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Punctuation • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns <i>Sentence examples</i> <i>Jack's mother told him to sell the cow because they needed money.</i> <i>Jack got magic beans from an old man but his mum was angry.</i> <i>Jack saw an enormous, sleeping giant.</i> <i>The beans grew into a big beanstalk.</i> <i>Why did Jack climb the beanstalk?</i> <i>What a beautiful castle!</i> <i>Climb the beanstalk.</i>
Y3	Sentence • Expressing time, place and cause using conjunctions, adverbs and prepositions Punctuation • Introduction to inverted commas to punctuate direct speech <i>Sentence examples</i> <i>Jack climbed the beanstalk once his mother had gone to bed.</i> <i>Finally, Jack arrived at the castle on top of the clouds.</i> <i>Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity.</i>
Y4	Sentence • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials Punctuation

	• Use of inverted commas and other punctuation to indicate direct speech • Apostrophes to mark plural possession • Use of commas after fronted adverbials <i>Sentence examples</i> <i>After saying farewell to his mother, Jack carefully climbed the gigantic beanstalk until he reached the magnificent castle in the clouds.</i> <i>When he eventually reached the top of the gigantic beanstalk, Jack was exhausted.</i>
Y5	Sentence • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs or modal verbs Punctuation • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity <i>Sentence examples</i> <i>Through the small crack in the castle door, Jack could see the enormous giant who was asleep in the kitchen.</i> <i>A magnificent castle, which had a huge front door, stood on top of the clouds.</i> <i>Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive.</i> <i>The giant was certainly going to be angry when he noticed his harp was missing.</i>
Y6	Sentence • Use of the passive to affect the presentation of information in a sentence • The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms Punctuation • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity <i>Sentence examples</i> <i>The enraged giant chased Jack down the gigantic beanstalk.</i> <i>Jack was chased down the gigantic beanstalk by the enraged giant.</i>