

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Sentence structure</u>	Generate simple sentences (Subject, object, verb)	Generating simple and multclause sentences	Accurately including a range of simple and multclause sentences within writing so that ideas are explained and paragraphs do not become repetitive.	Recognise that simple sentences can be used for effect e.g. to build tension and multclause sentences can be used for greater detail and description. Selecting a range of simple and multi clause sentences across writing to help meet audience and purpose of writing.	Including a greater level of multclause sentences with increasing accuracy of commas to ensure clarity for audience.	Included multiple clauses within one sentence accurately punctuated for clarity.
						Using a range of sentence types to best suit the audience and purpose of writing.
<u>Tense/ voice</u>	Simple past, present future	Progressive tense	Past and present perfect form	Past and present perfect form to mark cause and time <i>e.g. I have lent you a pen so you can do your work</i>	Range of progressive and perfect tense across writing	Write consistently in the correct tense throughout a piece of writing
						Active/ passive voice and Subjunctive form → deciding when appropriate to use to enhance writing for audience and purpose
<u>Punctuation</u>	Use Capital letter and full stops	Use commas in a list	Place commas after fronted adverbials.	Use commas to separate main and subordinate clauses	Accurate use of commas to separate clauses for clarity.	Dashes for parenthesis at the end of sentences
	Explore using ? !	Generate: question, exclamations, statement and command sentences picking the correct punctuation to accompany (. ? !)		Use verb tense consistently and correctly throughout writing	Question marks for rhetorical questions.	Semi colons: - to join two clauses - within lists Colons:
					Brackets, dashes, commas for parenthesis	Hyphens to avoid ambiguity
<u>Speech</u>		-Accurately place speech marks around speech -Reporting clauses at end of speech and use one ‘said verb’ <i>e.g. “Can I borrow a pencil?” Harry asked.</i>	Begin to accurately punctuate direct when placing the reporting clause at the beginning and the end of speech <i>e.g. Tim cried, “I can’t believe I won!”</i> <i>“I can’t believe I won!” Cried Tim.</i>	-Accurately punctuate direct and indirect speech -reporting clause used in beginning, middle and end of sentence -Reporting clauses include at least 1 said verb and adverb <i>e.g. Mila sang happily, “Oh! I can’t wait for my party!”</i> <i>“Oh!” Mila sang happily, “I can’t wait for my party.</i>	-Reporting clauses include an action/ stage direction “Leave me alone!” Mathew roared as he slammed his bedroom door.	Integrate dialogue in narratives to convey character and advance the action
						Select punctuation and register of speech to enhance purpose and audience.
<u>Simple sentences</u>	Include adjectives within a simple sentence to enhance detail <i>e.g. the old house, the huge elephant</i>	Use multiple adjectives to create an expanded noun phrase <i>e.g. the excitable, tiny puppy</i>	Use a wide range of adjectives when creating expanded noun phrases.	Use the most appropriate and effective adjectives within noun phrases		
	Include adverbs in a sentence for description <i>e.g. He was running quickly.</i>	Use adverbs to show: -description <i>e.g. The sun rose slowly.</i> -Information <i>e.g. The cat needs to be held carefully.</i>				
		Use noun phrases and adverbs in the same sentence to develop detail.				

	Use the prepositions: up, down, in, into, onto, out	Use the prepositions: behind, above, along, before, between after	Use the prepositions: next to, by the side of, in front of, during, though,	Use the prepositions: at, underneath, since, towards, beneath, beyond, throughout,		
		Use singular power x 3 adjectives e.g. The school was huge, noisy and scary.	Use power x 3 for details e.g. <i>The dog was nervous, exploring its new home and searching for food.</i>			
Multiclaue	Begin to create compound sentences using co-ordinating conjunctions: and, but, <i>e.g. Rugby is fun but football is not.</i> <i>Mike was hungry and he got an apple.</i>	Create compound sentences using co-ordinating conjunctions: and, but, or, so	Use a range of co-ordinating conjunctions to create compound sentences across writing: and, but, or, so within writing.	Use a range of co-ordinating conjunctions to create compound sentences across writing: and, but, or, so/for/ nor/ yet		Select vocabulary and grammatical structures that reflect what the writing requires, doing this <u>mostly appropriately</u> (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
		Use subordinating conjunctions: because, if, when, that to include subordinate clauses at the beginning and end of sentences: <i>e.g. If you are good you can have a treat.</i> <i>You can have a treat if you are good.</i>	Using the subordinate conjunctions: when, while, after, if, until, before			
			Use a range of fronted adverbials: -ly words e.g. <i>nervously, anxiously, carefully</i> - ing words e.g. <i>laughing, sweating, shouting</i> -preposition of time and place e.g. <i>early in the morning,</i>	Use a range of fronted adverbial clauses to express manner, frequency, time, place, position (use prepositional phrases for this)		
			Using adverbs: then, next, soon, therefore to link sentences together.	Use adverbs: moreover, therefore, in fact, furthermore, otherwise, similarly, consequently, meanwhile to link ideas within a paragraph.	Use adverbs and fronted adverbials to link ideas within paragraphs and across a whole piece of writing.	
			Use relative clauses using relative pronouns: who and which	Use relative clauses using relative pronouns: who, whom, whose, which, that at the end of a sentence.	Use relative clauses to enhance description/ detail in the middle and end of sentences.	
					Use parenthesis to incorporate detail within sentences	