



Ryton Federation Progression in Sentence Structure

	Sentence Types	Sentence Openers	Range of Conjunctions
EYFS	Write simple sentence/s which can be read by themselves or others		
Year 1	Mostly uses simple sentence structures. Able to write compound sentences using 'and'	*Often repetitive (e.g. subject/verb) *Beginning to show some variation	Uses the coordinating conjunction 'and' to join clauses
Year 2	*Writing evidences: statements, questions, exclamations and commands in context * Simple and compound sentences are usually grammatically accurate	*Mostly uses a variation of sentence openers *Shows ability to use adverbs to start a sentence as appropriate to genre and context	*Mostly uses co-ordination using or, and, but. *Usually includes some subordination (e.g. when, if, that, because)
Year 3	Able to use a variety of sentence types including: simple, compound, and complex	Usually uses adverbs as sentence openers (e.g. Then, Next, Later) and prepositions (e.g. Before, In)	Usually uses a wider range of subordinating conjunctions (e.g. when, before, after, because)
Year 4	Continues to use a variety of sentence types including simple, compound and complex	Sometimes varies sentence structure through complex openings: *Adverbials (e.g. Sometime later...As we ran...Once we arrived...), *Subject reference (e.g. The boys, Our gang...) *Speech	Uses a growing range of subordinating conjunctions e.g. previous range + until, unless, since, while, whereas
Year 5	*Able to vary sentence length e.g. short sentences for pace and tension and longer sentences for detail and description * Uses relative clauses (beginning with: who, which, why, whose, where, that) and can use relative clauses with an omitted relative pronoun when appropriate (and when the omission of the relative pronoun makes the sentence more effective)		Developing the range of subordinating conjunctions used e.g. *Contrast & Concession – <i>although, still, even though, whereas</i> *Condition – <i>if, unless, even if, providing, provided that</i> *Cause and Reason– <i>because, so that, as, since</i> *Time – <i>whenever, while</i> Uses some conjunctive adverbs e.g. <i>consequently, however, despite, furthermore, meanwhile, therefore</i>
Year 6	* Demonstrates control over sentence length appropriate to purpose and context e.g. short sentences for tension and pace, longer sentences for description *Usually uses a range of clauses – relative, embedded and subordinating *Uses different sentence structures to show formal and informal speech *Can use the passive voice to affect the presentation of information in a sentence		Able to use the full range of previously taught conjunctions to add detail, express time, show contrast, show concession and show cause and effect