

Sentence Structure Progression Map KS2

Year 3	Year 4	Year 5	Year 6
Expectations from Previous Year ('Always Toolkit'): <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but). 	Expectations from Previous Year ('Always Toolkit'): <ul style="list-style-type: none"> Use conjunctions to express cause (e.g. when, before, after, while, so, because). Use adverbs and prepositions to express time and place (see description progression map). 	Expectations from Previous Year ('Always Toolkit'): <ul style="list-style-type: none"> Fronted adverbials (e.g. Later that day, I heard the bad news.) (See description toolkit.) 	Expectations from Previous Year ('Always Toolkit'): <ul style="list-style-type: none"> Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun (e.g. 'The TV show, which I saw at Grandma's, was terrific.' OR 'The TV show I saw at Grandma's was terrific.')
New Expectations: <ul style="list-style-type: none"> Use conjunctions to express cause (e.g. when, before, after, while, so, because). Use adverbs and prepositions to express time and place (see description progression map). 	New Expectations: <ul style="list-style-type: none"> Fronted adverbials marked with a comma (e.g. Later that day, I heard the bad news.) (See description/punctuation progression map.) 	New Expectations (NB: cross-reference with punctuation progression map): <ul style="list-style-type: none"> Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun (e.g. 'The TV show, which I saw at Grandma's, was terrific.' OR 'The TV show I saw at Grandma's was terrific.') 	New Expectations (NB: cross-reference with punctuation progression map): <ul style="list-style-type: none"> Use of the passive (e.g. I broke the window in the greenhouse <i>versus</i> The window in the greenhouse was broken). The difference between structures typical of informal and formal speech and writing (e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come).

Sentence Structure Progression Map KS1

EYFS	Year 1	Year 2
Expectations from Previous Year ('Always Toolkit'): <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	Expectations from Previous Year ('Always Toolkit'): <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	Expectations from Previous Year ('Always Toolkit'): <ul style="list-style-type: none"> • Use 'and' to join sentences.
New Expectations: <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	New Expectations: <ul style="list-style-type: none"> • Use 'and' to join sentences. 	New Expectations: <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but).