

## Writing Progression - Sentence Structure

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can recognise sentence boundaries in spoken sentences.</p> <p>I can use simple words, phrases and clauses in sentence-like structures to communicate meaning.</p> <p>I can write a simple sentence starting with a noun/proper noun.</p> <p>I can write a simple sentence with straightforward subject/verb agreement.</p> <p>I can write sentences by saying out loud what I am going to write about.</p> <p>I can write a simple sentence starting with a personal</p>	<p>I can write an appropriate mixture of both simple and compound sentences accurately.</p> <p>I know how to use sentences with different forms e.g. command.</p> <p>I can use a variety of sentence openers.</p>	<p>I can vary sentences somewhat, through sentence type (statement, question, exclamation, and command), length and structure (simple, compound).</p> <p>I can use an increasing range of sentences with more than one clause using coordinating and subordinating conjunctions taught so far.</p> <p>I can apply confident and consistent use of inverted commas to punctuate direct speech.</p>	<p>I can show variation in sentence structure including simple, compound and complex structures.</p> <p>I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2).</p> <p>I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied</p>	<p>I can make tense choices generally appropriately; use some variation of modal verbs to express possibility.</p> <p>I can produce writing where sentences are mostly grammatically sound, (e.g. correct subject/verb agreement, security of tense and person).</p> <p>I can produce writing where sentences are mostly grammatically sound, (e.g. correct use of subordination).</p>	<p>I can draw on a repertoire of sentence structures, including simple, compound, and complex to, for example, expand ideas, convey key information, and provide emphasis, detail and description.</p> <p>I can manipulate the order of elements within a sentence (e.g. fronted adverbials, subordinate clauses, embedded relative clauses).</p> <p>I can vary sentence structure in line with the expectations of National Curriculum English Appendix 2.</p>

<p>pronoun. I can write reliably formed simple and compound sentences.</p>		<p>I can write with some variation of modal verbs to express possibility.</p>	<p>and rich vocabulary and an increasing range of sentence structures (National Curriculum English Appendix 2).</p> <p>I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' at the beginning and within sentences.</p>	<p>I can vary sentence structure in line with the expectations of National Curriculum English Appendix 2.</p>	<p>I can select appropriate grammar, understanding how such choices change and enhance meaning.</p>
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