Sentence level grammar progression grid from Reception to Year 6:

Sentence level	Sentence examples		Punctuation
Reception			
Simple sentence mastery: subject and verb	• Jack had magic beans. • Mum was sad.		• Finger spaces and full stop • CL for the personal pronoun I and their own name
Year 1:			
Joining words and joining clauses using **and**	• Jack went to the market. • Mum was sad and she threw the beans. • He saw a giant and a pot of gold. • Jack took the hen and the harp.		• CL and full stop • CL for names and for the personal pronoun I • Exclamation mark • Question mark
Year 2:			
co-ordination and, **or, but** Subordination coming second in the sentence with <u>no comma</u> **when, if, that, because** Expanded noun phrases within a sentence for description and specification Questions, statements and commands	• Jack got magic beans from an old man but his mum was angry. • Jack's mother told him to sell the cow because they needed money. • Jack saw an enormous, sleeping giant. • The beans grew into a big beanstalk. • Why did Jack climb the beanstalk? • What a beautiful castle!		• CL and full stop • Exclamation mark • Question mark • Comma to separate lists • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Year 3			

co-ordination and, or, but Learn that the subordinate clause can also come first, but that if it does, it comes with a comma when, if, that, because, **so**, **as, once** expressing time, place and cause through adverbs and prepositions: adverbs: Then, Next, Soon, Therefore, Finally, Carefully, Prepositions: Before After During In Because of On	• Once his mother had gone to bed, Jack climbed the beanstalk. • Finally, Jack arrived at the castle on top of the clouds. • Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity.		• “” to indicate direct speech • CL at the start of speech • Full stop or comma before closing direct speech
Year 4			
co-ordination and, or, but Revise subordination can come either before (with comma) or after the main clause when, if, that, because, so, as, once, **while, before, after, although**	• Jack was exhausted when he eventually reached the top of the gigantic beanstalk. • After saying farewell to his mother, Jack carefully climbed the gigantic beanstalk.		• “ “ (*inverted commas*) to indicate direct speech; • CL at start of speech sentence. • , at the end of the speech sentence. • Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names] • Comma after a fronted adverbial

Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials i.e. later that day			
Year 5			
co-ordination and, or, but Subordinating conjunctions when, if, that, because, so, as, once,while, before, after, although **whilst, even though, since** Teach relative clause starts with a relative pronoun **who, which, where when, that, whose or an omitted relative pronoun** Adverbs indicating degrees of possibility for example **perhaps, surely** Modal verbs: Might, should, will, must adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]	• Through the small crack in the castle door, Jack could see the enormous giant, who was asleep in the kitchen. • A magnificent castle, which had a huge front door, stood on top of the clouds. • Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive. • The giant was certainly going to be angry when he noticed his harp was missing.		• Explicitly teach the rule of a pair of commas around the relative clause to demarcate it from the main clause. • Use of commas to clarify meaning or avoid ambiguity. • Parenthesis: brackets, dashes and commas Each has specific purposes for authorial effect: ( ) in non-fiction for factual information, e.g. The criminal (aged 49)… - - in narrative to slow the reader down or emphasise a word choice, e.g. Lord Montague – staggering – was shaken by the horrifying news. , , in relative clause complex sentences for varying sentence structures to aid text cohesion.

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]			
Year 6			
until, whenever, once, whether revise relative clauses beginning with the relative pronouns who, which, where when, that, whose or an omitted relative pronoun Adverbs: On the other hand, In contrast, As a consequence,	• The enraged giant chased Jack down the gigantic beanstalk. • Jack was chased down the gigantic beanstalk by the enraged giant.		• semi-colon, colon and dash to mark the boundary between independent clauses • colon to introduce a list and use of semi-colons within lists • bullet points to list information • How hyphens can be used to avoid ambiguity