|  | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sentence structure | Simple sentences  Orally rehearse  Based on personal experience | Compound sentences- using ‘and’ | Use of coordinating (FANBOYS) and subordinating conjunctions   * Commands * Questions * Exclamation | Reinforce learning from Year 2 | Reinforce learning from previous year  Subordination- ‘When the sun came out, I went to the park to play with my friends’  Change the position of the subordinate clause | Reinforce learning from previous year  Relative clauses, parenthesis to add further detail- children to choose where to put the additional information | Reinforce learning from previous year  Separate clause with  Passive voice  Formal/ informal |
| Cohesion |  | Link sentences to narratives  Re-read sentences | Use correct tense, conjunctions, punctuation, how actions are done (ly) | Adverbs  Adverbials- **when, where, how**  Conjunctions  Prepositions  Paragraphs introduced | Use of pronouns and alternative nouns  Fronted adverbials  Paragraphs to organise ideas together  subordination | Reinforce learning from previous year.  Linking ideas across and within paragraphs | Use of a variety of organisational and presentational devices  Repetition for effect |
| Punctuation | Draw attention to punctuation in reading | Some sentences demarcated with capital letters/ full stops and an awareness of question marks and exclamation marks | * Capital letters * Full stops * Question marks * Exclamation marks * Commas in a list for objects * Apostrophe for contraction, singular possession | Consolidate punctuation from Year 2  Inverted commas | Reinforce previous learning  Commas after fronted adverbials  Punctuating speech  Plural possession apostrophe | Brackets, commas and dashes for parenthesis  Commas for clarity | Use of semi colon, colon, dashes, hyphens to avoid ambiguity  Bullet points  Colons to introduce lists and semi colons to separate items in a lists |
| Vocabulary/ description | 30-50 months Linked to experiences  40-60 months- more imaginative language- going beyond experiences | Broaden vocabulary used by children through reading  Use of specific nouns  Use of verbs | Expanded noun phrase  Broaden vocabulary through reading  Adjectives | Reinforce vocabulary from Year 2  Rich and varied vocabulary- use of synonyms | Expanded noun phrases/ prepositional phrases  Rich and varied vocabulary- synonyms | Parenthesis  Selecting vocabulary for effect | Vocab for formal writing  Hyphen adjectives  Concise description |
|  | EYFS | Year 1 | Year 2 | Year 3 | * Year 4 | Year 5 | Year 6 |
| Tense/ Person | Use of ‘I’ | Use of past, present, future tenses | Simple past tense (ed) + irregular verbs  Progressive past (I was )  Present tense  Awareness of 1st, 2nd and 3rd person | Reinforce from Year 2  Present perfect tense- ‘I have eaten my lunch’ | * Simple past tense * Present perfect * Past progressive   ‘When I was eating my lunch, Karen walked into the room’ | Reinforce from previous learning  Past perfect  ‘ The plane had left by the time I got to the airport’  Modal verbs- to indicate degrees of possibility | Reinforce from previous learning  Passive form  Subjunctive form |
| Paragraphs/ Dialogue |  |  |  | **begin** to use paragraphs that are group related ideas use conjunctions, adverbs and prepositions to provide information about ‘when’ ‘where’ and ‘how’ things happen  Introduce speech marks | paragraphs are used to **organise** ideas (detail provided by noun phrases) around a theme; cohesion **within** paragraphs is created through the use of fronted adverbials, and appropriate choice of nouns and pronouns to avoid repetition  Punctuating dialogue correctly | use a wide range of devices to build cohesion **within** a paragraph (e.g. adverbs then, at last, later) and **link** ideas **cross** paragraphs using adverbials of time, place and number or tense choices ‘**had’**  Use dialogue to progress action in narratives | use a **wider range** of cohesive devices to link ideas **across** paragraphs, e.g. repetition of a word of phrase, grammatical connections (e.g. adverbials such as *on the other hand*, *in contrast* or *as a consequence*) and ellipsis; different layout devices are used to structure text in non-fiction  Reinforce learning from previous year |