|  | EYFS | Year 1  | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sentence structure | Simple sentencesOrally 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 yearSubordination- ‘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 yearRelative clauses, parenthesis to add further detail- children to choose where to put the additional information | Reinforce learning from previous year Separate clause with Passive voiceFormal/ informal  |
| Cohesion |  | Link sentences to narrativesRe-read sentences | Use correct tense, conjunctions, punctuation, how actions are done (ly) | AdverbsAdverbials- **when, where, how**ConjunctionsPrepositions Paragraphs introduced | Use of pronouns and alternative nouns Fronted adverbials Paragraphs to organise ideas togethersubordination | Reinforce learning from previous year.Linking ideas across and within paragraphs  | Use of a variety of organisational and presentational devicesRepetition 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 2Inverted commas | Reinforce previous learningCommas after fronted adverbialsPunctuating speechPlural possession apostrophe | Brackets, commas and dashes for parenthesisCommas for clarity | Use of semi colon, colon, dashes, hyphens to avoid ambiguity Bullet pointsColons to introduce lists and semi colons to separate items in a lists |
| Vocabulary/ description | 30-50 months Linked to experiences40-60 months- more imaginative language- going beyond experiences | Broaden vocabulary used by children through readingUse of specific nounsUse of verbs | Expanded noun phraseBroaden vocabulary through readingAdjectives  | Reinforce vocabulary from Year 2Rich and varied vocabulary- use of synonyms | Expanded noun phrases/ prepositional phrasesRich and varied vocabulary- synonyms | ParenthesisSelecting vocabulary for effect | Vocab for formal writingHyphen adjectivesConcise 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 verbsProgressive past (I was )Present tenseAwareness 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 learningPast perfect ‘ The plane had left by the time I got to the airport’Modal verbs- to indicate degrees of possibility | Reinforce from previous learningPassive formSubjunctive 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 happenIntroduce 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 repetitionPunctuating 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-fictionReinforce learning from previous year |