

| Progression in sentence building |   |   |
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|                                  | Construction  | Punctuation   |
| Year R                           | Captions and labels<br>Expressions through simple phrases and sentences which can be read by others   | Capital letter for name<br>Sentence punctuation modelled by adult   |
| Y1                               | Sentence-like constructions and some successful sentences<br>Commonly uses <i>and</i> to join clauses   | Uses capital letter to name some proper nouns<br>Beginning to punctuate sentences with a capital letter and end punctuation e.g. full stop, question mark or exclamation mark for effect  |
| Y2                               | Mainly writes coordinating sentences, but with some subordination e.g. using <i>because</i> , <i>when</i> and <i>if</i><br>Includes lists within sentences<br>Sometimes writes questions<br>Writes sentences in different forms e.g. statement, command, exclamation<br>Usually maintains tense e.g. simple past or present tense | Most sentences are demarcated with capital letters and end punctuation, including some question marks and exclamation marks for effect<br>Commas in lists<br>Apostrophe for singular possession and contractions                    |
| Y3                               | Writes a variation of coordinating and subordinating sentences<br>Writes questions<br>Uses the adult model of fronted adverbials<br>Uses the adult model of including dialogue in narratives<br>Maintains the tense e.g. simple past, present tense and progressive tense   | Sentences are mostly demarcated<br>Commas in lists<br>Beginning to use commas between clauses<br>Beginning to use inverted commas for dialogue<br>Uses apostrophe for regular plurals   |
| Y4                               | Varies position of the main clause within sentences, either before or after the subordinating clause<br>Successfully uses fronted adverbials to open sentences<br>Writes more complex lists of longer items<br>Includes dialogue within narratives  | All sentences demarcated<br>Commas between clauses<br>Commas after fronted adverbials<br>Uses a colon to introduce a long list<br>Uses inverted commas accurately for dialogue<br>Uses apostrophe for regular and irregular plurals |

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|    | Uses a range of tenses accurately, maintaining the chosen tense  |   |
| Y5 | <p>Includes parenthesis within sentences</p> <p>Uses relative conjunctions e.g. <i>that, which, who</i></p> <p>Writes short, irregular sentences for effect</p> <p>Begins to use the passive voice</p> <p>When tense is varied, it is appropriate to the writing</p> <p>Writes dialogue alongside narrative successfully</p> <p>Writes two main clauses within the same sentence</p> | <p>Uses punctuation associated with parenthesis, e.g, pair of commas / pair of dashes / brackets</p> <p>Uses all internal punctuation within speech</p> <p>Begins to use alternative punctuation to separate two main clauses e.g. semi-colon / colon</p>   |
| Y6 | <p>Controls a varied range of sentences, including parenthesis</p> <p>Writes dialogue accurately and independently</p> <p>Maintains a range of tenses mostly successfully, even when alterations in tense are required e.g. shifts between past and present</p>  | <p>Uses a range of punctuation to demarcate parenthesis</p> <p>Independently uses commas to separate clauses and avoid ambiguity</p> <p>Uses semi-colons and colons to separate clauses</p> <p>Independently uses all punctuation associated with dialogue</p> <p>Uses single inverted commas to cite a quotation</p> |