



ST JOHN'S CHURCH
OF ENGLAND (VA)
FIRST SCHOOL

"Together we will give our children
the roots to grow, and the wings to fly"

Sentence Skills Progression

A key factor for children to becoming independent, fluent and accurate writers is that they develop secure knowledge and understanding of sentences, sentence structure and how to punctuate them accurately. We focus on teaching these key skills and ensure that children have developed or are learning the appropriate skills for the writing tasks that they are being asked to complete.

The sentence writing skills need to be taught in order, only moving onto the next stage when the previous section has been mastered. If a child is not working at age related expectation (ARE), their learning should be focused on the section that is appropriate for their ability.

Year Group	Sentence Skills Progression	Teaching Explanation
EYFS	<ul style="list-style-type: none"> • Uses developing Phonics knowledge to write simple words 	
	<ul style="list-style-type: none"> • Forms many letters correctly 	
	<ul style="list-style-type: none"> • Verbally rehearses a phrase before they write it 	
	<ul style="list-style-type: none"> • Writes phrases that can be read by others 	
Year 1	<ul style="list-style-type: none"> • Has at least one way of writing (grapheme) every sound (phoneme) they want to write 	
	<ul style="list-style-type: none"> • Understands that we leave a finger space between each word 	
	<ul style="list-style-type: none"> • Uses correct letter formation for all lower case letters 	
	<ul style="list-style-type: none"> • Knows what a simple sentence is 	A sentence is a complete thought with a noun and a verb.
	<ul style="list-style-type: none"> • Understands what a noun is 	A noun is a word for a p erson, an o bject or a p lace (POP).
	<ul style="list-style-type: none"> • Understands what a verb is 	A verb is an action word.
	<ul style="list-style-type: none"> • Knows how to form all uppercase letters 	
	<ul style="list-style-type: none"> • Knows that all sentences end with a full stop 	All sentences end with a full stop.
	<ul style="list-style-type: none"> • Understands that all sentences start with a capital letter 	All sentences start with a capital letter.
	<ul style="list-style-type: none"> • Can use adjectives to describe a noun 	An adjective is a describing word that adds information to a noun.
<ul style="list-style-type: none"> • Uses 'and' to join words and clauses 		
End of Year Outcome:	<i>Write five technically accurate sentences with ideas that link into a short narrative.</i>	

Year 2	<ul style="list-style-type: none"> Can use adjectives to create a noun phrase 	We can extend our simple sentences by expanding the nouns into noun phrases. A phrase is a group of nouns and adjectives that work together.
	<ul style="list-style-type: none"> Can join two simple sentences using a coordinating conjunction 	A compound sentence is two simple sentences joined by a coordinating conjunction, such as 'and', 'or', 'but' or 'so'.
	<ul style="list-style-type: none"> Knows to end a question sentence with a question mark 	
	<ul style="list-style-type: none"> Knows to use an exclamation mark at the end of an exclamation sentence 	An exclamation sentence shows strong emotion, surprise or emphasis.
	<ul style="list-style-type: none"> Can use adverbs to add information about when, where and how a verb is taking place 	We can add information to verbs using adverbs.
	<ul style="list-style-type: none"> Can use 'when' adverbs to expand on the verb 	A 'when' adverb tells you when the verb is happening (e.g. next, then, after, before).
	<ul style="list-style-type: none"> Can use 'how' adverbs to expand on the verb 	A 'how' adverb tells you the way the verb is happening (e.g. suddenly, slowly, luckily, sadly).
	<ul style="list-style-type: none"> Uses past and present tense correctly and consistently within a piece of writing 	The past tense shows us that something has already happened. The present shows us that it is happening now.
	<ul style="list-style-type: none"> Uses complex sentences in their writing 	A complex sentence has more than one clause. A clause is a group of words which includes a verb. Most complex sentences have a subordinating conjunction (e.g. when, if, because, that).
	<ul style="list-style-type: none"> Begins to use commas in a list of items 	
<ul style="list-style-type: none"> Begins to use apostrophes to show possession and contraction 		

Year 3	<ul style="list-style-type: none"> • Can use 'where' adverbs (prepositions) to expand on the verb 	A 'where' adverb (preposition) tells you where the verb is happening (e.g. under, inside, behind).
	<ul style="list-style-type: none"> • Begins to use paragraphs to group related material 	A paragraph is a group of sentences that all talk about the same idea.
	<ul style="list-style-type: none"> • Uses commas in a list of items 	
	<ul style="list-style-type: none"> • Uses apostrophes to show possession and contraction 	
	<ul style="list-style-type: none"> • Uses inverted commas to punctuate direct speech 	Inverted commas are used to show what someone says. They are sometimes called speech marks.
Year 4	<ul style="list-style-type: none"> • Uses paragraphs to group related material 	
	<ul style="list-style-type: none"> • Uses fronted adverbials followed by a comma by moving adverbial phrases to the beginning of a sentence 	
	<ul style="list-style-type: none"> • Punctuates direct speech accurately (including punctuation before the end of the inverted commas) 	
	<ul style="list-style-type: none"> • Uses apostrophes to show plural possession 	