



Sentence Progression

This document shows the sentence progression from the Early Years Foundation Stage through to Year 2.

WTS Working towards (**Below**)

EXS At Age Related Expectations (Just at and Securely at)

GD Greater Depth

All objectives derived from the National Curriculum or the Statutory Framework for the Early Years Foundation Stage are typed in **black**. Additional objectives are typed in **purple**. Statements in the Teacher Assessment Frameworks appear in **bold**. Key Objectives are underlined. These are the most important objectives in each year group. They must be mastered in the year group in which they appear.

Sentences			
	EYFS	Year 1	Year 2
Punctuation	<p>Use a capital letter to begin a sentence Use a full stop to end a sentence <u>Demarcate some sentences with capital letters and full stops (WTS KS1)</u></p>	<p><u>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</u> Use capital letters for people, places, days of the week and 'I' Use question marks (EXS KS1, WTS KS2) Understand the uses of exclamation marks Use exclamation marks (contributes to GD KS1)</p>	<p>Avoid using conjunctions and full stops together Use commas for lists (contributes to GD KS1, WTS KS2)</p>
Captions and phrases	<p>Captions and phrases phonics application and common exception words in a phrase or caption</p> <p><i>the red bus my pots and pans</i></p>		
Simple Sentences		<p>Simple sentence with correct tense, sometimes past. A simple sentence must have a verb and a noun, a capital letter at the start and full stop at the end.</p>	<p>Simple sentences A simple sentence must have a verb and a noun, a capital letter at the start and full stop at the end.</p> <p><i>I push the bus.</i></p>



		<p>The dog sat down. Sarah walked to the park. He threw the ball.</p>	<p><i>My pen is red. The dog sat on the mat. I jump at the park. He plays with a car.</i></p>
Question sentences		<p>Question sentence Simple question sentences ending with question mark (?) <i>Where are you going? What are you doing? Who has eaten the porridge?</i></p>	<p>W questions Short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? What if? <i>Would there ever be another opportunity like this one? Who would take over this role now? What if you had all of the money in the world? Why do zebras have stripes? What's wrong?</i></p>
Sentences for effect		<p>Exclamation Sentence Sentences start with What or How, have a verb and end with an exclamation mark (!). <i>How marvellous this drawing is! What a wonderful day to go for a bike ride!</i></p>	<p>Short sentence for effect 1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children. <i>Oh no! Then it happened. He stopped. Everything failed. The door opened.</i></p>
Noun phrase sentences		<p>Noun phrase sentence One adjective comes before the noun. <i>Lucy ate the delicious bananas.</i></p>	<p>Noun Phrase sentences A noun phrase sentence must have 2 or 3 adjectives before the noun. Use a comma to separate adjectives, except the last adjective, which is preceded with 'and'. <i>It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.</i></p>
Compound sentences		<p>Compound sentences joined with 'and' Both clauses could be a simple sentence as both clauses have a verb. The two clauses are joined together with the conjunction 'and'</p>	<p>Compound sentences Both clauses have a verb. The two clauses are joined together with the conjunction 'and', 'but' or 'or'. (co-ordination – and, but, or) <i>It was raining outside but we still went out to play. We can play in the garden or we can go to the park.</i></p>



		<p><i>Adam sat down on a blanket and he ate a picnic.</i></p> <p><i>The boy had a party and he invited his friends.</i></p> <p><i>I crawled on the grass and I got dirty knees.</i></p>	
Subordination sentences			<p>Subordination Sentences (sub-ordination – when, if, because, that)</p> <p>Both clauses have a verb. The two clauses are joined together with the conjunction 'because', when', 'if' or 'that' Once the subordinate clause is mastered at the end of the sentence, it can go at the beginning and be demarcated with a comma before the simple sentence.</p> <p><i>I ran back to classroom because I had forgotten my coat.</i></p> <p><i>The girls started to dance when they heard the music.</i></p> <p><i>If you eat all of your dinner, you can have dessert.</i></p>