

Sentence Level Progression- Grammar & Text 2024-25

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar							
Tenses	After modelling, children begin to explain their ideas and experiences using the simple past and present tense.	Begin to use present tense and past tense appropriately.	Use present tense mostly correctly including the progressive form to mark actions in progress (e.g. she is drumming). Use past tense mostly correctly including the progressive form to mark actions in progress (e.g. was shouting).	Use present tense correctly including the progressive form to mark actions in progress (e.g. she is drumming). Use past tense correctly including the progressive form to mark actions in progress (e.g. He was shouting).	Use the present correctly. Use past tense correctly including both the present perfect form of verbs in contrast to the past tense and Standard English forms for verbs.	Use a range of verb tenses consistently and correctly. Use present perfect forms of verbs.	Use a range of verb tenses consistently and correctly. Use present perfect forms of verbs and perfect forms of verbs.
Conjunctions	After modelling, children may begin to join their ideas using and	Join words and join clauses using 'and'.	Use co-ordinating conjunctions (e.g. or / and / but) to join clauses. Use subordinating conjunctions (e.g. when / if / that / because)	Express time and cause using a range of conjunctions (e.g. when, before, after, while, so, because).	Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once).	Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, before, while, so, if, because, although, once, in spite of, wherever, as a result of, as well as, in addition to, moreover, therefore, subsequently, on the other hand).	

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			to join clauses.				
Sentences and clauses	Write simple sentences which can be read by themselves and others.	Understand that words can join to form sentences and write simple and compound sentences which can be read by themselves and others. Use statement and question sentences.	Use sentences of a variety of forms and understand their functionality (statement, question, exclamation or command).	Begin to vary the position of subordinating clauses.	Begin to vary the position of subordinating clauses with intention and effect.	Use a range of clause structures, varying the position of subordinating clauses with intention and effect. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Use a range of clause structures, varying the position of subordinating clauses with intention and effect, including subordinate clauses with no conjunction (i.e. ...ing verbs, ...ed verbs). Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Nouns and noun phrases	After modelling, children begin to add detail to their sentences/ ideas – verbally and then in writing..	Begin to add adjectives to modify nouns.	Use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).	Use expanded noun phrases for description and specification throughout writing, beginning to expand by the addition of preposition phrases (e.g. the black cat under the creaky stairs). Use the correct	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the black cat under the creaky stairs). Use the correct forms 'a' or 'an' according to whether the next word	Use a range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. a flock of sheep) and abstract	Use a wide range of precise nouns and expanded noun phrases to add qualification, detail and precision (e.g. the black, sly cat under the creaky stairs), including collective nouns (e.g. a flock of sheep) and abstract nouns (e.g. friendship).

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.	begins with a consonant or a vowel.	nouns (e.g. friendship).	
Adverbials and prepositional phrases	Children use simple prepositiins – for example: in, on, under, over. This may be verbally or in writing.		Use a small number of '-ly' adverbs to express time, place, manner or cause.	Use adverbs to express time, place, manner and cause.	Use adverbs, including fronted adverbials, to express time, place, manner and cause.	Use a range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place in order to add detail, qualification and increased precision. Use some adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.	Use a wide range of adverbs, adverbial phrases and prepositional phrases to describe when, where, how frequently, how and to what extend verbs to take place, in order to add detail, qualification and increased precision. The position of these are varied with intention and effect. Use a range of adverbs (e.g. possibly, clearly, surely, obviously, perhaps) to indicate degrees of possibility.
Cohesion	Write simple sentences which can be read by themselves and others.	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Use of paragraphs to organise ideas around a theme Appropriate choice of	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,

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			<p>coordinating and sime subordinating conjunctins</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>		pronoun or noun within and across sentences to aid cohesion and avoid repetition	<p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Terminology	Sentence, word,	sentence, question statement conjunction – and	noun, noun phrase, statement, question, exclamation, command, compound, adjective,	adverb, preposition conjunction clause, subordinate clause,	determiner, pronoun, adverbial	modal verb, relative pronoun, relative clause, cohesion, ambiguity	subject, object, active, passive,