

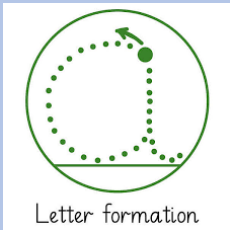
# Sentence Structure Progression Map Cycle A and B

“After nourishment, shelter and companionship; stories are the most  
are the thing we need most in the world”

Philip Pullman



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| <b>Objective</b><br>To know how to hold a pencil effectively.                                                                                                                                                                                                                          |
| <b>Enquiry</b><br>How can we hold a pencil comfortably?                                                                                                                                                                                                                                |
|                                                                                                                                                                                                       |
| <b>Substantive Knowledge (Content)</b> <ul style="list-style-type: none"> <li>How to hold a pencil – tripod grip</li> <li>‘Pinch and flip and holds it just like this’</li> <li>We usually use the tripod grip because this helps us write more comfortably and effectively</li> </ul> |
| <b>Assessment Point</b> <ul style="list-style-type: none"> <li>Children can hold a pencil comfortably</li> </ul>                                                                                                                                                                       |
| <b>EYFS coverage</b><br>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases <i>Fine Motor Skills ELG</i>                                                                                                                           |

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| <b>Objective</b><br>To know how to form letters correctly                                                                                                                                                                                                                                                                                                                      |
| <b>Enquiry</b><br>How do we form letters correctly?                                                                                                                                                                                                                                                                                                                            |
|  <p>Letter formation</p>                                                                                                                                                                                                                                                                    |
| <b>Substantive Knowledge (Content)</b> <ul style="list-style-type: none"> <li>Letter formation patter for each letter</li> <li>Starting point and formation for each letter</li> <li>We use this letter formation because it will help us write better when we are older and start joined-up writing</li> <li>Almost all letters (except d and e) start at the top.</li> </ul> |
| <b>Assessment Point</b> <ul style="list-style-type: none"> <li>Children can form letters correctly</li> </ul>                                                                                                                                                                                                                                                                  |
| <b>EYFS coverage</b><br>Write recognisable letters, most of which are correctly formed <i>Writing ELG</i>                                                                                                                                                                                                                                                                      |

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| <b>Objective</b><br>To know how to write words and sentences                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Enquiry</b><br>How do we write words and sentences?                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Substantive Knowledge (Content)</b> <ul style="list-style-type: none"> <li>How to write their name</li> <li>How to hear the initial sound in words</li> <li>How to hear medial and final sounds in words</li> <li>How to hear dominant sounds in words</li> <li>Words in sentences must be separated by finger spaces</li> <li>Sentences must start with a capital letter</li> <li>Sentences must end with a full stop, question mark or exclamation mark</li> </ul> |
| <b>Assessment Points</b> <ul style="list-style-type: none"> <li>Children can write words, captions and sentences using their phonic knowledge.</li> <li>Children separate words with finger spaces.</li> <li>Children begin to use capital letters and full stops in their sentences.</li> </ul>                                                                                                                                                                        |
| <b>EYFS coverage</b> <ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others <i>Writing ELG</i></li> </ul>                                                                                                                                                                                                         |

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| <b>Objective</b><br>To write for a range of purposes                                                                                                                                                                                                                                                                                                                                                 |
| <b>Enquiry</b><br>What do you want to write about?                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Substantive Knowledge (Content)</b> <ul style="list-style-type: none"> <li>We can record our ideas by writing them down.</li> <li>Writing helps us to remember things</li> <li>Writing helps us to share our ideas with other people</li> <li>We can write for lots of different purposes – signs, labels, captions, lists, menus, instructions, letters, cards, memos, stories, poems</li> </ul> |
| <b>Assessment Point</b> <ul style="list-style-type: none"> <li>Children write for a range of purposes</li> </ul>                                                                                                                                                                                                                                                                                     |
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| <b>Objective</b><br>To write coherent sentences that are grammatically correct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Enquiry</b><br>I wonder... Does my writing make sense?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Substantive Knowledge (Content)</b> <ul style="list-style-type: none"><li>To know noun phrases are used to describe nouns</li><li>To know that subordinate conjunctions join a main idea and an added information idea together i.e. because</li><li>To know that co-ordinating conjunctions join two separate ideas together i.e. for, and, nor, but, or, yet, so</li><li>To begin to use past and present tense consistently in writing</li></ul> <b>Y2 only</b> <ul style="list-style-type: none"><li>To begin to understand that the past progressive tense is used when an action goes on for a period of time in the past and to set the scene for another action i.e John was baking a cake when the storm started.</li><li>To begin to understand that the present progressive tense is used to express a current action, an action in progress or an unfinished action i.e. The children are sleeping right now.</li><li>To use subordinating conjunctions: when, if, then, because</li><li>To use coordinating conjunctions: but, or, and, so</li><li>To know there are four sentence types: statement, command, question, exclamation</li><li>To use adverbs to describe how, when, where, and to what extent something happens i.e. I started playing golf quite <u>recently</u>.</li></ul> |
| <b>Prior Learning</b><br><b>EYFS</b><br>Children will learn to hold a pencil effectively, write recognisable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters, write simple phrases and sentences that can be read by others and write for a range of purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Future learning</b><br><b>LKS2</b><br>Children will learn to use the full range of conjunctions and be taught to use the past and present perfect tense correctly. They will learn to use adverbials in their writing.<br><br><b>UKS2</b><br>Children will learn to add relative clauses and pronouns in their writing. They will be introduced to modal verbs, the subjunctive form and to use the active and passive voice in their writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Skills</b>                   |                                                                                                                                                                                |
| Fine Motor                      | Using fingers and the brain together for precise movements                                                                                                                     |
| Handwriting                     | Forming letters correctly                                                                                                                                                      |
| Pencil Grip                     | Holding a pencil, preferably with the tripod grip                                                                                                                              |
| Phoneme Grapheme Correspondence | Children to write the grapheme for the sound they hear                                                                                                                         |
| Posture                         | Sitting comfortably and correctly for writing                                                                                                                                  |
| Punctuating                     | Using punctuation in sentences                                                                                                                                                 |
| Spelling                        | Writing words with the correct spelling                                                                                                                                        |
| Stamina                         | Doing something for a long time                                                                                                                                                |
| Transcribing                    | Writing what you want to say                                                                                                                                                   |
| <b>Concepts</b>                 |                                                                                                                                                                                |
| Composition                     | The structure of different types of text                                                                                                                                       |
| Transcription                   | Write legibly and with increasingly accurate spelling                                                                                                                          |
| Planning                        | Different features of types of text and how to plan both orally and written.                                                                                                   |
| Structure                       | Write cohesively within a range of texts                                                                                                                                       |
| Vocabulary                      | Use a range of adventurous language                                                                                                                                            |
| Grammar                         | Construct sentences which are grammatically correct                                                                                                                            |
| Punctuation                     | Use accurate and increasingly higher level punctuation including punctuation to create specific effect                                                                         |
| Spelling                        | Different spelling strategies to improve their writing                                                                                                                         |
| Handwriting                     | Form letters correctly                                                                                                                                                         |
| <b>Key vocabulary</b>           |                                                                                                                                                                                |
| Subordinating conjunctions      | A word or phrase that links a dependent clause to an independent clause. This word or phrase indicates that a clause has informative value to add to the sentence's main idea, |
| Coordinating conjunctions       | A conjunction that connects words, phrases, and clauses that are coordinate, or equal to each other.                                                                           |
| Past progressive tense          | Used when an action goes on for a period of time in the past and to set the scene for another action                                                                           |
| Present progressive tense       | Used to express a current action, an action in progress or an unfinished action                                                                                                |
| Statement                       | A sentence that is used to convey an idea, statement, or fact to the person reading it.                                                                                        |
| Command                         | These give instructions and tell someone to do something. They use imperative or bossy verbs.                                                                                  |
| Question                        | These ask a question, typically to request information. They're identified by the question mark (?)                                                                            |
| exclamation                     | A sentence that expresses sudden or strong emotions and feelings and ends with an exclamation mark.                                                                            |
| Adverbs                         | Used to describe how, when, where, and to what extent something happens.                                                                                                       |

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| <b>End Points</b><br><b>Show</b> an understanding of the past and present progressive tense<br><b>Describe</b> and use the four sentence types<br><b>Use</b> adverbs to describe how, when, where and to what extent something happens<br><b>Add</b> extra information to sentences / ideas using subordination conjunctions                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>National Curriculum Coverage</b><br><b>Y1</b> - Pupils should be taught to: write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher<br><b>Y2</b> -<br>Pupils should be taught to: develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes |
| <b>Minimum expectations, including for pupils with SEND</b><br><b>Describe</b> a noun using an appropriate adjective<br><b>Join</b> sentences / ideas together using coordinating conjunctions<br><b>Use</b> the past tense correctly<br><b>Use</b> the present tense correctly                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>High prior attainment and extension opportunities, including for pupils with SEND</b><br>Children can edit and make suggestions for improvement in own written work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Objective</b><br>To write coherent sentences that are grammatically correct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Enquiry</b><br>I wonder...Does my writing make sense?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Substantive Knowledge (Content)</b> <ul style="list-style-type: none"><li>To know noun phrases are used to describe nouns</li><li>To know that subordinate conjunctions join a main idea and an added information idea together i.e. because</li><li>To use the subordinate clauses: AWHITEBUS (A – Although, W – When, I – If, T - T – than, though, E – even though, even if, B – because, before, U – unless, until, S – since, so that)</li><li>To begin to understand that the past progressive tense is used when an action goes on for a period of time in the past and to set the scene for another action i.e. John was baking a cake when the storm started.</li><li>To begin to understand that the present progressive tense is used to express a current action, an action in progress or an unfinished action i.e. The children are sleeping right now.</li><li>To use coordinating conjunctions: for, and, nor, but, or, yet, so</li><li>To know there are four sentence types: statement, command, question, exclamation</li><li>To use adverbs to describe how, when, where, to what extent and the <u>manner</u> in which something happens i.e. I started playing golf quite <u>well</u>, recently.</li><li>To know to begin to understand that the past perfect is the form of a verb used to show that an action had already finished when another action happened i.e. He had taken the selfie.</li></ul> |
| <b>Y4 only</b> <ul style="list-style-type: none"><li>To begin to understand that the present perfect is the form of the verb used for actions or events that have been completed or have happened in a period of time up to now i.e. He has read various kinds of books.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Prior Learning</b><br><b>EYFS</b><br>Children will learn to hold a pencil effectively, write recognisable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters, write simple phrases and sentences that can be read by others and write for a range of purposes<br><b>KS1</b><br>Children will begin to learn about grammatical terms such as nouns, adverbs, co-ordinating conjunctions and the different types of sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Future learning</b><br><b>UKS2</b><br>Children will learn to add relative clauses and pronouns in their writing. They will be introduced to modal verbs, the subjunctive form and to use the active and passive voice in their writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Skills                          |                                                                                                                                                                                |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fine Motor                      | Using fingers and the brain together for precise movements                                                                                                                     |
| Handwriting                     | Forming letters correctly                                                                                                                                                      |
| Pencil Grip                     | Holding a pencil, preferably with the tripod grip                                                                                                                              |
| Phoneme Grapheme Correspondence | Children to write the grapheme for the sound they hear                                                                                                                         |
| Posture                         | Sitting comfortably and correctly for writing                                                                                                                                  |
| Punctuating                     | Using punctuation in sentences                                                                                                                                                 |
| Spelling                        | Writing words with the correct spelling                                                                                                                                        |
| Stamina                         | Doing something for a long time                                                                                                                                                |
| Transcribing                    | Writing what you want to say                                                                                                                                                   |
| Concepts                        |                                                                                                                                                                                |
| Composition                     | The structure of different types of text                                                                                                                                       |
| Transcription                   | Write legibly and with increasingly accurate spelling                                                                                                                          |
| Planning                        | Different features of types of text and how to plan both orally and written.                                                                                                   |
| Structure                       | Write cohesively within a range of texts                                                                                                                                       |
| Vocabulary                      | Use a range of adventurous language                                                                                                                                            |
| Grammar                         | Construct sentences which are grammatically correct                                                                                                                            |
| Punctuation                     | Use accurate and increasingly higher level punctuation including punctuation to create specific effect                                                                         |
| Spelling                        | Different spelling strategies to improve their writing                                                                                                                         |
| Handwriting                     | Form letters correctly                                                                                                                                                         |
| Key vocabulary                  |                                                                                                                                                                                |
| Subordinating conjunctions      | A word or phrase that links a dependent clause to an independent clause. This word or phrase indicates that a clause has informative value to add to the sentence's main idea, |
| Coordinating conjunctions       | A conjunction that connects words, phrases, and clauses that are coordinate, or equal to each other.                                                                           |
| Past progressive tense          | Used when an action goes on for a period of time in the past and to set the scene for another action                                                                           |
| Present progressive tense       | Used to express a current action, an action in progress or an unfinished action                                                                                                |
| Adverbs                         | Used to describe how, when, where, to what extent and the manner in which something happens.                                                                                   |
| Subordinating conjunctions      | A word or phrase that links a dependent clause to an independent clause. This word or phrase indicates that a clause has informative value to add to the sentence's main idea, |
| Past perfect                    | A verb used to show that an action had already finished when another action happened                                                                                           |
| Present perfect                 | A verb used for actions or events that have been completed or have happened in a period of time up to now                                                                      |
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| <b>End Points</b><br><b>Show</b> an understanding of the past and present progressive tense<br><b>Describe</b> the four sentence types<br><b>Use</b> adverbs to describe how, when, where, to what extent and in what manner something happens<br><b>Add</b> extra information to sentences / ideas using the full range of subordinating conjunctions<br><b>Show</b> an understanding of the past and present perfect tense                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>National Curriculum Coverage (LKS2)</b><br>Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas, draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme, in non-narrative material, using simple organisational devices [for example ,headings and sub-headings, evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements, read aloud their own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| <b>Minimum expectations, including for pupils with SEND</b><br><b>Use</b> adverbs to describe how, when, where, to what extent and in what manner something happens<br><b>Add</b> extra information to sentences / ideas using the full range of subordinating conjunctions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>High prior attainment and extension opportunities, including for pupils with SEND</b><br>Children could demonstrate their use of grammatical features learnt in their own writing and check their understanding through peer assessment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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**Objective**  
To write coherent sentences that are grammatically correct

**Enquiry**  
I wonder... Does my writing make sense?

**Substantive Knowledge (Content)**

- To know and use all LKS2 grammatical knowledge
- To know that relative clauses are part of a sentence that cannot exist independently and describes a noun that comes before it in the main part of the sentence i.e. in the sentence ‘The woman who I met was wearing a brown hat.’
- To know that relative clauses contain the relative pronouns such as **who, which, or that.**
- To know that relative pronoun is a pronoun used to introduce a relative clause
- To know that modal verbs are used along with a main verb to express possibility, ability, permission, or necessity i.e. ‘You must leave!’ ‘must’ is the modal verb and ‘leave’ is the main verb
- To know that the ten most common modal verbs are: can, could, may, might, will, would, shall, should, must, ought to

**Y6 only**

- To know and use all above grammatical structures in own writing
- To know that the subjunctive form is the verb form used to explore a hypothetical situation (for example, If I were you) or to express a wish, a demand, or a suggestion (For example, I demand he be present)
- To know that the active voice describes when a subject performs the action described by its verb i.e Emma made the coffee.
- To know that the passive voice describes when the subject of the sentence is acted on by the verb. i.e. The coffee was made by Emma.

**Prior Learning**  
**EYFS**  
Children will learn to hold a pencil effectively, write recognisable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters, write simple phrases and sentences that can be read by others and write for a range of purposes  
**KS1**  
Children will begin to learn about grammatical terms such as nouns, adverbs, co-ordinating conjunctions and the different types of sentences.  
**LKS2**  
Children will learn to use the full range of conjunctions and be taught to use the past and present perfect tense correctly. They will learn to use adverbials in their writing.

**Future learning**  
KS3 Children use their grammatical knowledge correctly in own writing

|                                 |                                                            |
|---------------------------------|------------------------------------------------------------|
| tor                             | Using fingers and the brain together for precise movements |
| Handwriting                     | Forming letters correctly                                  |
| Pencil Grip                     | Holding a pencil, preferably with the tripod grip          |
| Phoneme Grapheme Correspondence | Children to write the grapheme for the sound they hear     |
| Posture                         | Sitting comfortably and correctly for writing              |
| Punctuating                     | Using punctuation in sentences                             |
| Spelling                        | Writing words with the correct spelling                    |
| Stamina                         | Doing something for a long time                            |
| Transcribing                    | Writing what you want to say                               |

**Concepts**

|               |                                                                                                        |
|---------------|--------------------------------------------------------------------------------------------------------|
| Composition   | The structure of different types of text                                                               |
| Transcription | Write legibly and with increasingly accurate spelling                                                  |
| Planning      | Different features of types of text and how to plan both orally and written.                           |
| Structure     | Write cohesively within a range of texts                                                               |
| Vocabulary    | Use a range of adventurous language                                                                    |
| Grammar       | Construct sentences which are grammatically correct                                                    |
| Punctuation   | Use accurate and increasingly higher level punctuation including punctuation to create specific effect |
| Spelling      | Different spelling strategies to improve their writing                                                 |
| Handwriting   | Form letters correctly                                                                                 |

**Key vocabulary**

|                   |                                                                                                                               |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Relative clauses  | Part of a sentence that cannot exist independently and describes a noun that comes before it in the main part of the sentence |
| Relative pronouns | A pronoun used to introduce a relative clause                                                                                 |
| Modal Verb        | Used along with a main verb to express possibility, ability, permission, or necessity                                         |
| Subjunctive form  | The verb form used to explore a hypothetical situation, to express a wish, a demand, or a suggestion                          |
| Active voice      | When a subject performs the action described by its verb                                                                      |
| Passive voice     | When the subject of the sentence is acted on by the verb                                                                      |
|                   |                                                                                                                               |
|                   |                                                                                                                               |

**End Points**  
**Use** adverbs to describe how, when, where, to what extent and in what manner something happens  
**Add** extra information to sentences / ideas using the full range of subordinating conjunctions  
**Show** an understanding of the past and present perfect tense  
**Use** relative clauses to add interest to their sentences  
**Recall** the relative pronouns  
**Use** modal verbs to express possibility, ability, permission or necessity  
**Recall** the ten most common modal verbs  
**Show** an understanding of the subjunctive form to explore hypothetical, to express a wish, a demand or a suggestion  
**Use** the active and passive voice in their writing for effect

**National Curriculum Coverage (UKS2)**  
Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary, selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, précising longer passages, using a wide range of devices to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and to guide the reader, evaluate and edit, distinguishing between the language of speech and writing and choosing the appropriate register

**Minimum expectations, including for pupils with SEND**  
**Use** relative clauses to add interest to their sentences  
**Recall** the relative pronouns  
**Use** modal verbs to express possibility, ability, permission or necessity  
**Recall** the ten most common modal verbs

**High prior attainment and extension opportunities, including for pupils with SEND**  
Children could demonstrate their use of grammatical features learnt in their own writing and check their understanding through peer assessment.

