

I'm a St Wilfrid's Writer – Progression of skills – Conjunctions and Clauses

	Year 1	Year 2	Year 3								
National Curriculum Statements	<p><u>Year 1</u> NC - joining words and joining clauses using and.</p>	<p>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p>NC Years 3 and 4 extending range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. NC - Understand what the following words mean: conjunction, clause, subordinate clause.</p>								
Statutory requirements (Appendix 2)	<table border="1"> <tr> <td>Sentence</td> <td>How words can combine to make sentences Joining words and joining clauses using <i>and</i></td> </tr> <tr> <td>Text</td> <td>Sequencing sentences to form short narratives</td> </tr> </table>	Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Text	Sequencing sentences to form short narratives	<table border="1"> <tr> <td>Sentence</td> <td>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</td> </tr> </table>	Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)	<table border="1"> <tr> <td>Sentence</td> <td>Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]</td> </tr> </table>	Sentence	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]
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Clever Writer statements	<p>Join words using 'and'. <i>I like eating fish and chips.</i></p> <p>Use 'and' to join clauses. <i>Bill had a pie and he had chips.</i></p> <p>Use 'and' followed by a pronoun to join clauses. <i>... and he...</i> <i>... and she...</i> <i>... and it...</i> <i>... and they...</i> <i>... and the...</i></p>	<p>Use the conjunctions. <i>because, but, when, if, that, or, and.</i> <i>She looked down at the floor and it was like a soft, green and jewelled blanket beneath her feet!</i> <i>He saw mountains that were tall, icy and steep.</i> <i>She was petrified but was determined to not cry.</i> <i>Ask an adult to help you because the knife is sharp.</i> <i>You can sprinkle ham on the pizza or you can arrange some tomatoes over the creamy cheese.</i></p> <p>Use when and if as openers/at the start of a sentence.</p>	<p>Write compound sentences by including coordinating Conjunctions (or, and, but, so, yet). Use a comma before some Coordinating Conjunctions (or, but, so)</p> <p><i>She dreamed of a new coat, but didn't have enough money.</i> <i>They raced to the front of the theatre, so they would have the best view.</i> <i>You could use soap to wash his dirty skin, or you could apply shampoo and conditioner for an extra silky feel.</i></p> <p>Begin to extend sentences to add more detail by using a variety of subordinating conjunctions at the start of a sentence.</p>								

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		<p><i>If Tuffy brings home anymore dead animals Dad will be furious.</i></p> <p><i>When Tuffy drags poor, lifeless animals into the house Ellie's dad gets particularly cross.</i></p>	<p>Before, After, While, As (+ Year 2 When, If) Begin to extend sentences to add more detail by using a variety of subordinating conjunctions in the middle of a sentence.</p> <p>when, if, because, before, soon, after, while, as <i>Lola laughed because the clown was funny.</i> <i>Will jumped out of the chair when the buzzer went off.</i> <i>Adam ate his lunch before going out to play.</i></p> <p>Use conjunctions to show when something happened. (time) When / before / after / while / as / until / once. <i>Victoria devoured a slab of chocolate when / before / after / while / as / until / once / since she returned to the classroom.</i> Conjunctions that help show when an event happened are called time conjunctions. A conjunction must be followed by a clause with a verb.</p> <p>Conjunctions to show cause. If / because / as / since / consequently <i>I was late for school because / as / since my alarm clock did not go off.</i> <i>If we put the cause or reason first, we can use so / therefore / consequently.</i> <i>My alarm clock did not go off so / consequently / therefore I was late for school.</i></p>
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			<p>Conjunctions for place <i>Both where and wherever, both explain the location of the main clause.</i> <i>Sue always hid her cakes where no one else could find them, and, Pat reads her book wherever she is.</i> <i>These are the only conjunctions of place.</i></p>
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	Year 4	Year 5	Year 6
National Curriculum Statements	<p>NC Years 3 and 4</p> <p>extending range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>NC - Understand what the following words mean: conjunction, clause, subordinate clause.</p>	<p>Years 5 and 6</p> <p>NC - using commas to clarify meaning or avoid ambiguity in writing.</p> <p>NC - using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun</p>	
Statutory requirements (Appendix 2)	<p>Sentence Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>	<p>Sentence Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]</p>	
Clever Writer Statements.	<p>I can use a co-ordinating conjunction to write a compound sentence.</p> <p>Use the acronym FANBOYS to help me remember coordinating conjunctions (All of Year 3 + for, nor, yet).</p> <p><i>My maths teacher is impressed for I know all my times tables.</i></p> <p><i>Neither my mother nor my father enjoyed the meal.</i></p> <p><i>I tried my best, yet I still finished last in the race.</i></p> <p>Extend sentences to add more detail by using a variety of subordinating conjunctions (All of Year 3 + during, since)</p>	<p>Extend sentences to add more detail by using a variety of subordinating conjunctions (despite, even though and although) at the start and in the middle of a sentence.</p> <p>Use a comma to mark the subordinate clause when it is at the start of the sentence.</p> <p>Use relative clauses using relative pronouns such as <i>who, which</i> and <i>that</i> for people, animals and things, use commas accurately when creating a relative clause.</p> <p>When referring to a person, I use the relative pronoun 'who'.</p> <p>I use the relative pronoun 'that' or which to refer to things.</p>	<p>Use commas to demarcate relative clauses, reporting clauses, embedded clauses and to separate the subordinate clause from the main clause where the subordinate clause comes first.</p> <p><i>She lives in Worcester, which is a cathedral city.</i></p> <p><i>Rita said, "I'm feeling fine."</i></p> <p><i>My scooter, which is extremely old, is broken.</i></p> <p><i>Although I was scared, I ventured inside.</i></p> <p>Use relative clauses with an implied / omitted relative pronoun.</p> <p><i>The tree in my way was very tall.</i></p> <p><i>The tree, which was in my way, was very tall.</i></p>

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	<p>at the start and in the middle of a sentence.</p> <p>Include complex sentences in my writing which start with a subordinating conjunction and marking the subordinating clause with a comma.</p> <p><i>Since we arrived at the museum, we have been hungry.</i></p> <p><i>While we were at the farm, the chickens escaped.</i></p> <p><i>During the interval, we ate our ice-creams.</i></p> <p><i>Before the match, we all warmed up.</i></p> <p>Expand some sentences using subordinate clauses to give more detail about an event, and also leave some short for effect in narrative writing.</p> <p><i>She froze. The door opened. The image appeared!</i></p> <p><i>Words such as 'after' and 'since' can be prepositions or conjunctions depending on how they are used in a sentence.</i></p> <p><i>...after the performance ended – conjunction;</i></p> <p><i>...'after the performance' – preposition.</i></p> <p>Use commas to separate clauses.</p>	<p><i>Which is used when the added information is not essential and therefore a comma can be placed before it.</i></p> <p><i>The relative pronoun 'whose' is used in place of the possessive word. (the maiden's kindness)</i></p> <p><i>There was once a beautiful maiden who had long, auburn hair.</i></p> <p><i>The dress that she wore was made of silk.</i></p> <p><i>She had a tiara which glistened in the sun.</i></p> <p><i>She was the only maiden whose kindness shone through to all.</i></p> <p>Know that in some relative clauses the relative pronoun is missed out.</p> <p><i>The tiara that she wore was made of gold.</i></p> <p><i>The tiara she wore was made of gold.</i></p> <p>I use relative clauses beginning with the adverb where to refer to places.</p> <p><i>In the middle of the forest there was a beautiful clearing where the sounds of birds singing filled the air.</i></p> <p>Use a relative clause to give more information about the main clause, not just the noun.</p> <p><i>I had the best day ever when Mrs Perkins told me I had been selected for the Cross-Country Team.</i></p>	
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	<p><i>When a subordinate clause is placed at the beginning or front of a sentence, it is separated from the main clause by a comma.</i></p> <p><i>We use subordinating clauses starting with conjunctions to give more detail about the event in the main clause – for example, saying why, when or how an event happened. These subordinate clauses can function as adverbials because they add information to the main clause. Just like other adverbials, subordinate clauses can be moved and placed at the beginning of a sentence.</i></p>	<p>Use a comma to separate the main clause from the relative clause.</p> <p><i>Relative clauses to give more information about the main clause, not just the noun.</i></p> <p><i>Over time, countless British tennis players have attempted to win the US Open, which is one of the most prestigious Tennis Grand Slams in the world.</i></p> <p><i>In 2021 Emma Radacanu successfully won the final in straight sets, which was an unbelievable achievement for her age.</i></p> <p><i>In the first sentence, the relative clause gives more information relating to the noun – US Open. In the second sentence, the relative clause 'which was an unbelievable achievement' refers to Emma's success.</i></p> <p>Use relative clauses beginning with the adverb 'when' to refer to times.</p> <p><i>When the cockerel crows, jump out of bed.</i></p> <p>Use the relative clause 'where' to give more information about a place (tourist brochure).</p> <p><i>You should visit Stratford-upon-Avon where the beautiful houses will take you back in time.</i></p> <p><i>Visit the far end of England where the moors are purple, and light is exquisite. All your troubles will disappear when you breathe in the fresh Cornish air.</i></p>	
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Consciously use a broad range of sentence structures and lengths, varying sentence starters so that each sentence starts in a different way such as with fronted adverbials, conjunctions and verbs (present participle).
It all began first thing this morning, when Henry, who always brings flowers to my chamber, didn't appear when he usually does. After waiting and waiting for him to arrive, I eventually gave up and went to breakfast. Although Henry was already there, he didn't greet me in his usual way: with a kiss, a smile and a cheery greeting. Instead, he just grunted at me as he sat poking his food around the plate, but I could see he had hardly eaten a thing.