


RYTON ON DUNSMORE PROVOST WILLIAMS CE ACADEMY

Progression in Sentence types (based on Alan Peat sentences)

The National Curriculum requires children to be able to write a range of sentences, suit their writing to different purposes and create an effect on the reader. We teach these sentence types and the labels help children which one is which. We encourage children to see them as tools that can be used in writing to add detail or create the effect they want.

Year Group	Sentence Types	Examples	Comments	National Curriculum Link
Reception	Labels Captions SAM?	use sentence sequence boxes and human sentences with pictures to help children to understand concept of sentence 		Children use their phonic knowledge to write words in ways which match their spoken sounds. They write simple sentences which can be read by themselves and others. They use key features of narrative in their own writing.
	Add an Adjective (WOW word)	Introduce children to the idea of describing things with exciting words. Start sharing and collecting exciting words, and displaying. He was a hungry wolf with an empty tummy.		

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1	SAM	My name is Sam. I live in a house.	Please refer to the SAM posters!	<ul style="list-style-type: none"> - How words can combine to make sentences - Joining words and joining clauses using <i>and</i>
	And	I like fish and chips. I went to the shop and found a coin.		<ul style="list-style-type: none"> - How words can combine to make sentences - Joining words and joining clauses using and
	Question	Who are you? What are you doing?		<u>Introduction</u> to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
	Exclamation	It was so loud! Stop!		<u>Introduction</u> to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
	2A sentence	2 adjectives before the noun: e.g. <i>Mr Twit was a dirty, horrible man.</i>	teach expanded noun phrases adjectives	

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2	All the Ws	<p>Who would take over this role now?</p> <p>What if you had all of the money in the world?</p> <p>Why do zebras have stripes?</p> <p>Where shall I put my book?</p> <p>When will they get here?</p>		<ul style="list-style-type: none"> - Learn how to use: sentences with different forms: ... question - learning how to use both familiar and new punctuation correctly , including ... question marks
	List	<p>It was a long, dark, leafy lane.</p> <p>She had a cold, cruel cackle.</p> <p>It was a cold, wet, miserable Wednesday afternoon.</p> <p>His hair was long, brown and unwashed.</p> <p>I packed my goggles, ski boots and scarf.</p>	Use sparingly!	<ul style="list-style-type: none"> - learning how to use both familiar and new punctuation correctly including... commas for lists - learn how to use expanded noun phrases to describe and specify - show children that words can be nouns or adjectives
	2A	<p>He was a tall, awkward man with an old, crumpled jacket.</p> <p>It was an overgrown, messy garden with a leafless, lifeless tree.</p> <p>The huge, green tractor ploughed the wet, muddy field.</p>	Begin by using one adjective.	<ul style="list-style-type: none"> - learn how to use expanded noun phrases to describe and specify
	BOBS (but, or, because, so)	<p>He was a friendly man most of the time, but he could become nasty.</p> <p>He could be really friendly or he could be really miserable.</p> <p>It was a beautiful morning for a walk so he set off quite happily.</p>		<ul style="list-style-type: none"> - learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
	Simile sentence	<p>Comparing one thing with another, using like a.... or as..... as.....</p> <p><i>e.g. The huge monster chased after the children like a tornado. Although the giant was as tall as a mountain, he wasn't frightening.</i></p>	link to poetry and explore figurative language.	-
	What / How + ! sentences	<p>Begin with what followed by an adjective to describe the final words of the sentence. <i>e.g. What a beautiful day! What an awful mess!</i></p>	<p>Exclamation mark</p> <p>Exclamation sentence</p> <p>(only starting with what or how for purposes of Y2)</p>	-

		How sentences just use the adjective, without the following noun. <i>e.g. How beautiful! How awful!</i>	test) – teach children wider usage too.	
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3	1 Pair	Cold and hungry, they did not know how much further they had to go. Angry and bewildered, he couldn't believe that this was happening to him.	- See 2 Pairs below - Introduce the use of the comma after the second adjective	
	ing, ing, ing sentences	<i>e.g. Hopping, skipping, jumping, he made his way to the park.</i>	discuss verb starters	
	Simile ...like aas a ...	The moon hung above us like a patient, pale white face. Although it was August, it was as cold as a late December evening.		- in narratives, creating settings, characters and plot
	double ly ending	The sentence must end with two adverbs, which add detail to, and describe how the verb within the sentence is being carried out. <i>e.g. They laughed loudly and shrilly.</i>	adverbs of manner	-
	This is that	His eyes were dark tunnels. The lake was a mirror. The explorers knew they were standing on the shoulders of giants.	- This sentence is an example of a metaphor : a figure of speech that describes a subject by stating that it is, by way of a point of comparison, the same as another otherwise unrelated object.	
	If, if, if, then.	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. - Separate the clauses beginning with a comma.	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
	PPSA Position + place, subject +action	On the top floor of the museum, we looked at the remains of a real mummy. Inside the Trojan horse, the soldiers were waiting.	- Introduce the use of the comma after the position+ place	
	Short	She stopped.	- Short sentences create suspense in narrative.	

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4	__ing, __ed.	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way. Jumping quickly through the air, she landed on her feet before sprinting away.	<ul style="list-style-type: none"> - The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening. 	<ul style="list-style-type: none"> - Use of commas after fronted adverbials - using conjunctions, adverbs and prepositions to express time and cause
	2 Pairs	Exhausted and worried, cold and hungry , they didn't know how much further they had to go. Injured and terrified, numb and fearful , he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully , he tiptoed out of the house.	<ul style="list-style-type: none"> - Begins with two pairs of related adjectives. Each pair is: - Followed by a comma - Separated by <i>and</i> 	<ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
	3_ed sentences (or 2_ed)	Three related adjectives, separated by a comma, each of which ends in _ed. Usually the adjectives will describe an emotion. Build a collection. <i>e.g. Frightened, terrified, exhausted, they ran from the creature.</i>	Ensure children recognise these as adjectives not verbs. Determiner – stands before any noun if necessary (the, a, my, this, any)	-
	Name – adjective pair – sentences	Works on a show and tell basis where name and details form the main clause <i>e.g. Little Tim – happy and generous – was always fun to be around.</i>	Adjectives Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional (<i>Yr 4 objective</i>)	-
	1 or 2 -ed , next - ed	Terrified , they ran from the creature. Delighted , she placed the birthday cake in the middle of the table. Amazed and excited , he left the circus reluctantly. Confused and troubled , she didn't know what had happened.	Noun phrases expanded by the addition of modifying adjectives , nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	-

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4	As –ly	As the rain came down heavily , the children ran for shelter. As the wind screamed wildly , the lost giant lumbered along the path. As the water heats up quickly , a change of state happens called 'evaporation'.	<ul style="list-style-type: none"> The first part of the sentence opens with an action description which starts with the word <i>As...</i> and ends with an adverb. The second part of the sentence is a description of a related, and often consequential, action. 	<ul style="list-style-type: none"> Use of commas after fronted adverbials Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
	Emotion word, comma	Desperate , she screamed for help. Terrified , he froze instantly on the spot where he stood. Anxious , they began to realise they were lost. Happily , the astronaut stepped safely from the shuttle.	<ul style="list-style-type: none"> Emotion first, followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. When teaching, provide an A-Z list of emotions the children could use. 	<ul style="list-style-type: none"> Use of commas after fronted adverbials
	Short	She stopped. The door opened.	<ul style="list-style-type: none"> Short sentences create suspense. 	-
	All the Ws	Short sentence (introduce rhetorical questions), starting with the following W words: Who? What? When? Where? Why? Would? Was? Will? What if? <i>e.g.</i> <i>Would there ever be another opportunity like this one?</i> <i>Who would take over his role now?</i>	rhetorical questions for persuasive writing	-
	Many questions	Start with a question and a question mark, followed by further words or phrases which pose linked, additional questions (ending with a ?). n.b. the additional phrases do not need capitals. <i>e.g. Where was the treasure? the diamonds? the rubies? the riches?</i> <i>e.g. What if she was lost? trapped? captured? or murdered?</i>	writing for effect	-
	FANBOYS sentence	Using a co-ordinating conjunction: for, and, nor, but, or, yet, so. Two independent clauses, the first part of the sentence ends with a comma, and the second begins with these conjunctions. <i>e.g. He was a friendly man, but he could become nasty.</i>	Subordination (when, if, that, because) and co-ordination (FANBOYS)	-

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5	Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	1-3 word sentences possibly with an exclamation mark or question mark. Children will have written short sentences before now but the focus is now on the impact these can create on the reader in a wider range of settings: breaking up text, creating build up, showing a response to what has happened.	<ul style="list-style-type: none"> How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Learn how to use sentences with different forms: statement, question, exclamation, command. Choose and order words to create an effect
	Outside. (Inside)	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely he looked behind him (although inside he was deeply worried).	<ul style="list-style-type: none"> The first sentence tells the reader a character's outward action and the second reveals their true feelings. If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside. Links to HOW in DASH 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis
	The more, the more..	Particularly useful for developing a character trait. The first more is followed by an emotive word , the second more is followed by a related action . e.g. <i>The more angry he became, the more he hammered his fist.</i>	When grasped, then can introduce 'The less, the less....' Adverbials	-
	All the Ws	Short sentence (introduce rhetorical questions), starting with the following W words: Who? What? When? Where? Why? Would? Was? Will? What if? e.g. <i>Would there ever be another opportunity like this one?</i> <i>Who would take over his role now?</i>	rhetorical questions for narrative and non fiction writing	-

<p>Noun, who, which, where</p>	<p>Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.</p>		<ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Use of commas to clarify meaning or avoid ambiguity
<p>Some; others Ssentences</p>	<p>Compound sentences beginning with the word <i>some</i> and have a semi-colon instead of a conjunction separating the latter half of the sentence</p> <p><i>e.g. Some people love football; others just can't stand it</i></p>	<p>Teach use of the semi-colon, colon and dash to mark the boundary between independent clauses</p>	<ul style="list-style-type: none"> -
<p>Noun, adjective pair</p>	<p>Lizzie – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.</p>		<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis
<p>Personification of weather sentences</p>	<p>An element of the weather is given a human attribute. When grasped, introduce an adverb</p> <p><i>e.g. The rain wept down his window - The rain wept pitifully down his window. e.g. The waves battered the little boat</i></p>	<p>Determiner – stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>)</p> <p><i>'The rain wept down his window.'</i></p>	<ul style="list-style-type: none"> -
<p>end with Rule of 3</p>	<p>She looked up, tired, battered and hungry. He leapt in, slashing, striking and diving.</p>	<p>Extension of Y4's 2 Ed. Link to ing verb work.</p>	<ul style="list-style-type: none"> -
<p>Ing starter</p>	<p>Jumping to his feet and grabbing his sword, Beowulf leaped towards the monster. Leading to the inner ear, the ear canal... Having excellent eyesight, the tiger hunts at</p>	<p>Leads on from Ing -Ed in Y4 This is a non-finite subordinate clause (jumping does not show a tense on its own). Children need to know it is a</p>	

		night...	subordinate clause, and make sure they have a main clause. Very useful for action.	
	3 bad – (dash) question	Can also be 3 good. Sentence starts with 3 (often negative – often adjective) words. First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. <i>e.g. Thirst, heatstroke, exhaustion – which would kill him first?</i> <i>e.g. Generosity, compassion, kindness – which was Miss Honey’s finest quality?</i>	Using dashes (progression from list sentence). Writing for impact and effect	
	Ad, same ad sentences	Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma. <i>e.g. He was a fast runner, fast because he needed to be.</i>	noun phrases expanded by the addition of modifying adjectives (e.g. the teacher - the strict maths teacher etc)	
	P.C. sentences (paired conjunctions)	When some words need a second word in order to make sense <i>e.g. neither nor – Neither money nor gifts could make him go back to the haunted hut.</i> <i>e.g. both and - It was both creepy and unpleasant for him to work there.</i>	conjunctions	

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6	De:De	The vampire is a dreadful creature: It kills by sucking all the blood from its victims. Snails are slow: They take hours to cross the shortest of distances. I was exhausted: I hadn't slept for more than two days.	<ul style="list-style-type: none"> • Two independent clauses (they make sense on their own) are separated by a colon. - The first clause is descriptive. - The second adds further detail 	- Use of the semi-colon, colon and dash to mark the boundary between independent clauses
	If __, if __, if __, then.	Summarising a dramatic plot at start / end of a story, in groups of 3. Need to use a comma after each clause beginning with if. <i>e.g. If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</i>	3 dependent clauses in series, beginning with if.	-
	Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	Sentence begins with <ul style="list-style-type: none"> - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon 	<ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Use of the colon to introduce a list and use of semi-colons within lists
	Some; others	Some people like football; others hate it. Some days are full of enjoyment; others are long and boring. Some dogs were running around happily; others looked tired.	<ul style="list-style-type: none"> - Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. - There is <u>no</u> capital letter after the semi-colon. - There could be a conjunction between instead of the ; whereas, although, but 	- Use of the semi-colon , colon and dash to mark the boundary between independent clauses
	The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	<ul style="list-style-type: none"> - This sentence type is particularly useful when developing a character trait in a story. 	- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis

<p>Active and passive</p>	<p>The Anglo-Saxons invaded England. England was invaded by the Anglo Saxons</p>	<p>- Vital for non fiction which must sound more formal and impersonal.</p>	<p>-</p>
<p>Tell: (colon) show 3 examples</p>	<p>Two part sentence. First part tells the reader a fact or opinion. This is followed by a colon. After the colon a list of 3 examples follows. As this is a phrase list (not single words), semi-colons are used to separate the items. <i>e.g. He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</i></p>	<p>colon semi-colon</p>	<p>-</p>
<p>When_; when_; when_; then_.</p>	<p>Ends with a statement, which is preceded by 3 occurrences, which, when combined, predict the final statement. <i>e.g. When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light; then the beast will awaken.</i></p>	<p>Writing for effect: great striking paragraph or opening. semi-colon in a list</p>	<p>-</p>
<p>'Irony' sentences</p>	<p>Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.</p>	<ul style="list-style-type: none"> • An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth. 	<ul style="list-style-type: none"> • The difference between structures typical of informal speech and structures appropriate for formal speech and writing