

Sentence Structure - Progression in Teaching

Year	Sentence type	Example	Rule and links to NC
Year 1/2	Using 'and'	The little boy jumped and landed in a puddle	Conjunction
	Using adjectives to add description	The little girl had a red skirt.	Adjectives
	All the Ws	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?	- Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Question / question mark
	List sentences	It was a huge, hairy and dirty dog. His hair was long, brown and unwashed. The goblin was green, slimy and smelly. I went to the shops to buy eggs, milk, bread, bacon, baked beans and cheese.	- A list sentence can have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives. - A list sentence can contain a group of items (nouns) that are separated by a comma
	2 adjective Phase	He was a tall, awkward man ... It was an overgrown, messy garden ... The huge, green tractor ploughed the field. She had a cold, evil cackle ...	- 2 Adjective sentence has <u>two adjectives</u> before the first noun. This sentence creates a clear picture for the reader. Noun phrase
	A simile	The girl ran as fast as rocket	A figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. <i>as brave as a lion</i>).

Year 3 / 4

Year	Sentence Type	Example	Rule to be taught alongside
Year 3 / 4	Compound (BOYS) Sentences but, or, yet, so	He was a friendly man most of the time but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	- A compound sentence is a two-clause sentence. They are independent clauses. The conjunction joins the two clauses.
	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'.	- The first part of the sentence opens with an action description which starts with the word <i>As...</i> and ends with an adverb. A comma is used after the fronted adverbial. - The second part of the sentence is a description of a related, and often consequential, action.
	_ing,	Walking in the bush, she saw a fierce crocodile facing her. Running near the beach, he heard a mermaid singing . Jumping quickly through the air, she felt like she was flying	- The sentence begins with a verb ending in 'ing', followed by the location of the action.
	Short Snappy Sentence (SSS)	Oh no! Then it happened. He stopped. Everything failed. The door opened	- 1-3 word sentences possibly with an exclamation mark or question mark. These sentences are powerful in story writing.
	4A Sentences	Mr Twit was a dirty, horrible man with a long, soggy spaghetti in his beard. It was a sparse, dry desert with a calming, exotic oasis in the distance.	A 4 A sentence has two adjectives before the first noun and 2 more adjectives before the second noun. This sentence paints a picture for the reader.
	3 _ed	Frightened, terrified, exhausted , they ran from the creature. Amused, amazed, excited , he left the circus reluctantly. Confused, troubled, worried , she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words must be followed by commas.

Year	Sentence Type	Example	Rule
	Sound! Cause	Splat! The water balloon burst as it hit the wall. Bang! The lift exploded as it reached the ground floor, covering the hallway in thick smoke. Whump! Another sandstone block fell into place. The pyramid was beginning to take shape.	- - This sentence open with an attention grabbing onomatopoeic word and then unfolds with the explanation of what caused the sound.
	Emotion, 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.	- 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 a list of emotions the children could use.
	Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	- A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a personal pronoun (he, she, they, it) followed by the rest of the sentence.
	With a(n) action, more action	With a smile , Greg waved goodbye. With a weary wail , Thor launched his final attack.	- This two-part sentence starts with a subordinate clause which starts with the phrase ' With a(n)... ' followed by an action and a comma. The main clause
	Double adverb ending	He swam slowly and falteringly . He rode determinedly and swiftly . He laughed loudly and heartily . He tiptoed quietly and carefully .	- The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.
	Description, which + simile sentences	Greg had huge nostrils, which made him look like a hippo . Doctor Swogflop bathed only once a year, which meant he was as smelly as a skunk's bottom most of the time. The valleys have crooked ravines, which curve around like the blade of a scimitar .	- The sentence is introduced by a description which is followed by a comma (,) and then the word 'which' followed by a simile , further describing the description.

Year	Sentence Type	Example	Rule
Year 5 and 6	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.	<ul style="list-style-type: none"> - Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)
	Embedded relative clause	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.	<ul style="list-style-type: none"> - Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with a relative pronoun such as <u>which</u>, <u>who</u>, and that
	2 pairs sentences	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.	<ul style="list-style-type: none"> - Begins with two pairs of related adjectives. Each pair is: <ul style="list-style-type: none"> ○ Followed by a comma ○ Separated by <i>and</i>
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	<ul style="list-style-type: none"> - 3 negatives followed by a dash and then a question which relates to the three adjectives.
	The question is:	Jack disappeared. The question is: where did he go? Spiders spin webs. The question is: why do they? Tutankhamen was the youngest Pharaoh ever. The question is: how did he die?	<ul style="list-style-type: none"> - The first sentence is a short description of an action or statement of fact. - The second sentence begins with the phrase <i>The question is:</i> (colon) followed by an intriguing question which draws the reader in.
	This is that sentence	His eyes were dark tunnels. The lake was a mirror. The explorers knew they were standing on the shoulders of giants.	<ul style="list-style-type: none"> - 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.

Year	Sentence Type	Example	Rule
Year 5 and 6	Linked Clause	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 (:), a semi-colon or a dash. The second clause adds further detail to the first clause of the sentence
	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 semicolon.
	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.	<ul style="list-style-type: none"> - Sentence begins with - - The word imagine - Then describes three parts of something / The first two parts are separated by commas / The third ends with a colon
	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. The first more should be followed by an emotive word and the second more should be followed by a related action.
	'Irony' sentences	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.	<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.