

Progression in sentences

Suggested Year	Sentence Type	Rule	Example	Link to National Curriculum
1 and 2	All the W's sentences	<p>Sentences must start with one of the following W words: Who? What? When? Where? Why? Would? Was? What if?</p> <p>Should not be scattered too frequently as will lose impact</p>	<p>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? Why do you think he ran away? What next? Why is our climate changing? Will that really be the end?</p>	<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 Could be used to teach rhetorical questions (in later years) Questions
	List sentences	<p>No less than three and no more than four adjectives before the noun. Can be very dramatic when combined with alliteration.</p> <p>Use <i>and</i> between the final 2 adjectives.</p> <p>Make it explicit to the children that sometimes list sentences use a list of adjectives as well as nouns</p>	<p>It was a dark, long, leafy lane. She had a cold, cruel cackle. It was a cold, wet, miserable Wednesday afternoon. His hair was long, brown and unwashed.</p>	<ul style="list-style-type: none"> Commas to separate items in a list. expanded noun phrases to describe and specify [for example, the blue butterfly]
	Short sentences	<p>Formed with one, two or three words. May be interjections requiring an exclamation mark. Model this sentence type in context. Ellipsis marks may be used also to indicate a stutter.</p>	<p>Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?</p>	<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.
	2A Sentences	<p>A 2A sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.</p>	<p>He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy</p>	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives,

		Alliteration can be used for effect.	garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	nouns and preposition phrases
	Similes	Some are overused (cold as ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché	The moon hung above us like a patient, pale white face Although it was August, it was as cold as a late December evening	<ul style="list-style-type: none"> Poetic device Figurative language Expanded noun phrases
	What +! Sentences Exclamations	Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.	What a lovely day! What a delicious smell! What an awful din! What big teeth you have!	<ul style="list-style-type: none"> Exclamations Exclamation mark Appropriate choice of pronoun or noun
3 and 4	Fronted adverbial sentences	Begins with an adverb	Silently, the bow swam across the river	<ul style="list-style-type: none"> Fronted adverbials Commas after fronted adverbials
	Ing, ing, ing sentences	3 verbs ending in ing	Hopping, skipping, jumping, he made his way to the park.	<ul style="list-style-type: none"> Word classes
	First word last sentences	Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence	Brilliant, the whole day was just brilliant!	<ul style="list-style-type: none"> Repetition Exclamation
	BOBS Sentences But, Or, Because, So	Two part sentence – first part ends with a comma and the last part <u>always</u> begins with a connective. (BOBS). No comma before because.	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. She ran down the road because a man was chasing her. He wept buckets, so he had to blow his nose.	<ul style="list-style-type: none"> Using conjunctions, adverbs and prepositions to express time and cause Expressing time, place and cause using conjunctions, adverbs or prepositions Compound sentences
	_ing, _ed	This sentence inverts typical sentence structure (subject-verb) and moves from present to past tense. Begins with a verb ending in <i>ing</i> followed by the location of the action and then a comma. After the comma, the latter part begins with a name or personal pronoun followed by a second verb with an <i>ed</i> ending and a pivotal incident	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"> subordinate clause Using conjunctions, adverbs and prepositions to express time and cause.

As –ly	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.	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"> Expressing time, place and cause using conjunctions, adverbs or prepositions subordinate clause
Doubly –ly ending	The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.	The worried people ran quickly and purposefully The worried people ran quickly and purposefully He swam slowly and carefully He rode determinedly and swiftly . He laughed loudly and heartily . He tiptoed quietly and carefully .	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions, adverbs or prepositions
Many questions sentences	Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a question mark Beware of unnecessary capitalisation	Where is the treasure? The diamonds? The gold? The rubies? Have you ever seen an alien? Have you ever experienced extra terrestrial travel? Have you ever been into space? Well I have and here’s my story.	<ul style="list-style-type: none"> Writing for effect Questions Repetition
Emotion, comma	Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. Rest of sentence describes actions related to the opening emotive adjective. When teaching, provide an A-Z list of emotions the children could use.	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"> Using fronted adverbials... using commas after fronted adverbials Adverbial phrases Openers
Verb, person	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.	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up. Flying , John had always been terrified of it.	<ul style="list-style-type: none"> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Varying sentence starters
If, if, if, then. (if, if, then for LA)	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.	If the alarm had gone off, if the bus had been on time, if the road repairs had been	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using

	Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)	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.	a wider range of conjunctions, including when, if, because, although
With a(n) action, more action	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 then describes more action which occurs simultaneously.	With a smile , Greg waved goodbye. With a weary wail , Thor launched his final attack. With a deep breath , Neil Armstrong stepped carefully on to the surface of the moon.	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
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. Once children have grasped this, introduce words other than because to bridge the sentence	He was a fast runner, fast because he needed to be	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)
2 pairs	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> 	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"> Indicating degrees of possibility using adverbs Varying sentence openers Expressing place and cause when using conjunctions
3 bad – (dash) question	Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil? Thirst, heatstroke, exhaustion – which would kill him first?	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Using dashes as progression from a list sentence

<p>The more, the more</p>	<p>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. Provide a list of human emotions When grasped introduce <i>The less, the less sentence</i></p>	<p>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. The less happy he became, the less likely he was to smile</p>	<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Adverbial starters
<p>Personification of weather sentences</p>	<p>An element of the weather is given a human attribute. When grasped, introduce an adverb</p>	<p>The rain wept down his window The rain wept pitifully down his window</p>	<ul style="list-style-type: none"> • Determiner – stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>)
<p>Imagine 3 examples:</p>	<p>Sentence begins with</p> <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 <p>The first two facets are separated by commas and the third concludes with a colon. The writer then explains that such a time or place exists.</p>	<p>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 Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time.</p>	<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 • Modal verb – used to express degrees of certainty, or ability and obligation (<i>will, could, can, could, may, might, shall, should, must and ought</i>)
<p>3 __ed</p>	<p>Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas. Display a A-Z of –ed adjectives Ensure these are taught as adjectives NOT verbs</p>	<p>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.</p>	<ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely • Using commas to clarify meaning or avoid

		Determiner – stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>)		ambiguity in writing
5 and 6	P.C. sentences (paired conjunctions)	Some words demand a second word in order to make sense – this is the essence of the paired conjunction. (BA) – both/and (NA) – not so/as (NN) – neither/nor (AA) – as/as	It was both cold and unpleasant for him to work there	<ul style="list-style-type: none"> Conjunctions
	Noun, which/who/where	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u> , <u>who</u> or <u>where</u> . A subordinate clause does not have to begin with <i>which</i> .	Cakes, which tastes 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"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
	Name – adjective pair	This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.	Little Tim – 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.	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Adjectives Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional
	O. (I.) Outside, Inside	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. Possible words for beginning second sentence: however, in truth, secretly, Happy / sad, brave, terrified	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 I looked behind me (but I was deeply worried).	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion Viewpoint
	De:De Sentence	Two independent clauses (they make sense on their own) are separated by a colon (:) <ul style="list-style-type: none"> The first clause is descriptive The second adds further detail Sentence with relative clause may not be demarcated with a colon	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	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses Relative clause – a

		Once children have grasped this, the first clause could be an implied question, then the second an answer (see third example)	distances. I was exhausted: I hadn't slept for more than two days. She wondered if it would ever end: it soon would, but not as s/he expected!	subordinate clause that modifies a noun already mentioned (tells us more about the noun)
	Italics 'stressed word' sentences	Occurs in written dialogue and helps the reader to <i>hear</i> a word. Perfect to use when word processing.	John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror. "John, <i>please</i> ."	<ul style="list-style-type: none"> • Writing for effect
	Some; others	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.	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"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses
	'Irony' sentences	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. Begin by collecting superlatives which can be used in the initial, ironic part of the sentence. Display as a A-Z of these.	Our ' luxury ' hotel turned out to be a farm outbuilding 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"> • The difference between structures typical of informal speech and structures appropriate for formal speech and writing

When; when; when, then sentences.	The sentence type ends with a statement e.g. <i>the haunting begins</i> . Ends with a statement, which is preceded by three examples of occurrences, which, when combined, lend credibility/prove/predict the final statement. Great striking paragraph or opening.	When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.	<ul style="list-style-type: none"> • Semi-colon in a list
Tell: show 3 examples; sentences	<ul style="list-style-type: none"> • This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. • This is followed by a colon which demonstrates that a list of examples will follow. • After the colon the list of 3 examples follows. As this is a phrase list, semi-colons are used between the details rather than commas. 	He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	<ul style="list-style-type: none"> • Colons and semi colons
Emotion – consequence	This two part sentence starts with a description of a character's emotion followed by a dash (-) and a description of a consequence of that feeling.	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. King Henry was furious – he ordered the execution of his wife.	<ul style="list-style-type: none"> • Dash
Object/person (aka...) sentences	aka (ay-kay-ay) is an abbreviation for 'also known as' aka is used within the brackets	John Wilson (aka The Bonecrusher) seemed quite ordinary when you first met him.	<ul style="list-style-type: none"> • Brackets • Acronyms
Getting worse/getting better sentences	Used to dramatically heighten a text	We knew Tim was <i>naughty</i> , and his brother was <i>uncontrollable</i> , but their cousin Damien was <i>evil</i> .	<ul style="list-style-type: none"> • Writing for effect