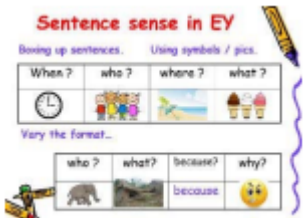




Sentence Types Progression Document
Early Years - Year 6

Year	Sentence Type	Example	Rule	Link to National Curriculum
EYFS	sentence sense: children gain idea of a sentence, through using images, symbols and words	<p>Use sentence sequence boxes and human sentences with pictures to help children to understand concept of sentence</p> 	<p>capital letter full stop question mark exclamation mark</p>	
	Add an adjective: (can also refer to these as WOW words at this point)	<p>He was a hungry wolf with an empty tummy.</p>	<p>Introduce children to the idea of describing things with exciting words.</p> <p>Start sharing and collecting exciting words, and displaying.</p>	

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 1	All the Ws	Who? Where? What? When? Why?	Short sentence starting with the all the Ws	
	List sentences	<p>It was a dark, long, 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>A list sentence must have 2 or 3 adjectives before the noun. Use and between the final 2 adjectives.</p> <p>Children to write without comma to start with</p>	<p>Commas to separate items in a list (English Appendix 2)(Y2)</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p>

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 2	What and How!	What a beautiful day! How awful!	Begin with what followed by an adjective to describe the final words of a sentence add !	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (English Appendix 2)
	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. Begin to discuss exclamations, questions, statements and commands with the children.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command (English Appendix 2) Learn how to use sentences with different forms: statement, question, exclamation, command.
	2A	It was an overgrown, messy garden. He had wild, crazy hair.	A 2Ad sentence has two adjectives before the first noun.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2 and preposition phrases (English Appendix 2)
	FANBOYS sentences (because, as, when and if are also used in Year 2)	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.	A B.O.Y.S sentence is a two-part sentence. The first part of the sentence does not end with a comma and the last part always begins with a conjunction.	using conjunctions, adverbs and prepositions to express time and cause (English Appendix 2)

		It was a beautiful morning for a walk so he set off quite happily. For, And, Nor, But, Or, Yet, So		Expressing time, place and cause using conjunctions, adverbs or prepositions (English Appendix 2)
	Similie	The huge monster chased the children like a tornado . The giant was as tall as a mountain .	Comparing one thing with another, using like a....or as a	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2)

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 3	As -ly	<p>As the rain came down heavily, the children ran for shelter.</p> <p>As the wind screamed wildly, the lost giant lumbered along the path.</p> <p>As the water heats up quickly, a change of state happens called 'evaporation'.</p>	<p>The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb.</p> <p>The second part of the sentence is a description of a related, and often consequential, action.</p>	Expressing time, place and cause using conjunctions, adverbs or prepositions (English Appendix 2) - Terminology for pupils: subordinate clause (English Appendix 2)
	__ing, __ed	<p>Walking in the bush, she stopped at the sight of a crocodile facing her.</p> <p>Running near the beach, he halted as the ground gave way.</p> <p>Jumping quickly through the air, she landed on her feet before sprinting away</p>	<p>The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action.</p> <p>Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.</p>	<p>Terminology for pupils: subordinate clause (English Appendix 2)</p> <p>Using conjunctions, adverbs and prepositions to express time and cause. (English Appendix 2)</p>
	Double -ly ending	<p>He swam slowly and falteringly.</p> <p>He rode determinedly and swiftly.</p> <p>He laughed loudly and heartily.</p> <p>He tiptoed quietly and carefully</p>	<p>The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.</p>	Expressing time, place and cause using conjunctions, adverbs or prepositions (English Appendix 2)
	4A Sentences (do not overuse)	<p>He was a tall, awkward man with an old, crumpled jacket.</p>	<p>-A 4Ad 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>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2)

		<p>It was an overgrown, messy garden with a leafless, lifeless tree.</p> <p>The huge, green tractor ploughed the wet, muddy field.</p>	<p>3A are used more frequently.</p> <p>He was a tall, awkward man with an old jacket.</p>	
If, if, if, then	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (LKS2 programme of study)</p>	
Emotion, comma	<p>Desperate, she screamed for help.</p> <p>Terrified, he froze instantly on the spot where he stood.</p> <p>Anxious, they began to realise they were lost.</p> <p>Happily, the astronaut stepped safely from the shuttle.</p>	<p>Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</p> <p>When teaching, provide an A-Z list of emotions the children could use.</p>	<p>Using fronted adverbials... using commas after fronted adverbials</p> <p>Fronted adverbials (English Appendix 2)</p>	
Verb, person	<p>Running, Sarah almost tripped over her own feet.</p> <p>Tiptoeing, he tried to sneak out across the landing without waking anybody up.</p>	<p>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.</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (LKS2 programme of study)</p>	

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 4	First word last sentence	Brilliant, the whole day was just brilliant!	Start with a key word, expand on that and then repeat key word at the end.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2)
	Emotion, comma	<p>Desperate, she screamed for help.</p> <p>Terrified, he froze instantly on the spot where he stood.</p> <p>Anxious, they began to realise they were lost.</p> <p>Happily, the astronaut stepped safely from the shuttle.</p>	<p>Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</p> <p>When teaching, provide an A-Z list of emotions the children could use.</p>	<p>Using fronted adverbials... using commas after fronted adverbials</p> <p>Fronted adverbials (English Appendix 2)</p>
	Personification of weather sentences	The rain wept down his window. The waves battered the boat.	An element of the weather is given a human attribute	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (English Appendix 2)
	With a(n) action, more action	<p>With a smile, Greg waved goodbye.</p> <p>With a weary wail, Thor launched his final attack.</p> <p>With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.</p>	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.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (LKS2 programme of study)

	<p>This is that sentence</p>	<p>His eyes were dark tunnels.</p> <p>The lake was a mirror.</p> <p>The explorers knew they were standing on the shoulders of giants.</p>	<p>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</p>	<p>Teachers should show pupils how to... develop their understanding of, and ability to use, figurative language'</p>
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Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 5	3__ed	<p>Frightened, terrified, exhausted, they ran from the creature.</p> <p>Amused, amazed, excited, he left the circus reluctantly.</p> <p>Confused, troubled, worried, she didn't know what had happened.</p>	Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	Using expanded noun phrases to convey complicated information concisely p.40 Using commas to clarify meaning or avoid ambiguity in writing (UKS2 programme of study)
	Noun, Which/who/where	<p>Cakes, which taste fantastic, are not so good for your health.</p> <p>Snakes, which scare me, are not always poisonous.</p> <p>Tom, who was a little shorter than the others, still made it into the football team</p>	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where .	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (English Appendix 2)
	2 pairs sentences	<p>Exhausted and worried, cold and hungry, they didn't know how much further they had to go.</p> <p>Injured and terrified, numb and fearful, he couldn't believe that this was happening to him.</p> <p>Quickly and quietly, silently and carefully he tiptoed out of the house</p>	<p>Begins with two pairs of related adjectives.</p> <p>Each pair is:</p> <ul style="list-style-type: none"> ● Followed by a comma ● Separated by and 	Indicating degrees of possibility using adverbs (English Appendix 2)
	Name-adjective pair-sentences	<p>Little Tim – happy and generous – was always fun to be around.</p>	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	Brackets, dashes or commas to indicate parenthesis (English Appendix 2)

		Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.	what the character was like. The two must be linked.	
	Ing__ed	Dancing tin the studio, he watched in the mirror as a ghost disappeared.	The verb ending 'ing' is followed by a location of the action and then a comma. The second part of the sentence starts with the name or the pronoun. It then moves from present to past tense and indicates a pivotal incident	Using fronted adverbials... using commas after fronted adverbials Fronted adverbials (English Appendix 2)
	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 attentiongrabbing onomatopoeic word and then unfolds with the explanation of what caused the sound.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (English Appendix 2: Year 5)
	O. (I.)	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).	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 .	Brackets , dashes or commas to indicate parenthesis (English Appendix 2)

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 6	De:De Sentence	<p>The vampire is a dreadful creature: It kills by sucking all the blood from its victims.</p> <p>Snails are slow: They take hours to cross the shortest of distances.</p> <p>I was exhausted: I hadn't slept for more than two days.</p>	Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (English Appendix 2)
	Some; others	<p>Some people like football; others hate it.</p> <p>Some days are full of enjoyment; others are long and boring.</p> <p>Some dogs were running around happily; others looked tired.</p>	Some; others sentences begin with the word some and have a semi-colon to replace the word but. There is no capital letter after the semicolon.	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (English Appendix 2)
	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 The word imagine Then describes three parts of something The first two parts are separated by commas The third ends with a colon	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun (English Appendix 2) Use of the colon to introduce a list and use of semi-colons within lists (English Appendix 2)

	The more, the more	<p>The more it rained, the more depressed he became.</p> <p>The more the crowd cheered, the more he looked forward to the race.</p> <p>The more upset she was, the more she cried.</p>	<p>This sentence type is particularly useful when developing a character trait in a story.</p> <p>The first more should be followed by an emotive word and the second more should be followed by a related action.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis (English Appendix 2)</p>
	3 bad – (dash)	<p>Cold, dark, airlessness – which would kill the spaceman first?</p> <p>Greed, jealousy, hatred – which of these is most evil?</p>	<p>3 negative followed by a dash and then a question which relates to the three adjectives.</p>	<p>Brackets, dashes or commas to indicate parenthesis (English Appendix 2)</p>
	'Irony' sentences	<p>Our 'luxury' hotel turned out to be a farm building.</p> <p>With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip.</p> <p>The 'trip of our dreams' was, in fact, our worst nightmare.</p>	<p>- 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.</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing p.78 (English Appendix 2)</p>
	Emotion-consequence	<p>Davis was angry – he threw his toy at the wall.</p> <p>The professor was inconsolable – he wept for days on end.</p> <p>King Henry was furious – he ordered the execution of his wife.</p>	<p>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.</p>	

	<p>Tell: show 3 examples; sentences</p>	<p>He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</p> <p>The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield.</p> <p>It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.</p>	<p>This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion.</p> <p>This is followed by a colon which demonstrates that a list of examples will follow.</p> <p>After the colon the list of 3 examples follows. As this is a phrase list, semicolons are used between the details rather than commas.</p>	
	<p>When; when; when, then sentences</p>	<p>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.</p> <p>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.</p>	<p>The sentence type ends with a statement e.g. the haunting begins</p>	