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Progression in Sentence Types

There are a minimum of three sentences and a maximum of six in each year group which means that these sentence types can be explored and extended throughout the year so that they are completely embedded in the child's sentence repertoire. Also, many of the sentence types can be applied to narrative, non-fiction and even poetry so children will have ample time to understand this. By the end of year 4, we hope that children will have a repertoire of 10+ exciting sentence types as well as the sentence types that they have derived following the exploration of the target sentences. As well as the sentence types applied to each year group, we also have additional sentence types which could be used in each year group. These sentences are particularly focused on figurative language and will give teachers the opportunity to explore complex narrative techniques with children when it is appropriate in their learning journey.

Each year group also follows a termly progressive grammar focus and teach dictated sentences to work on these sentence types alongside spellings/relative phonics focus.

	Sentence Type	Example	Rule	Link to National Curriculum
Year 1 and 2	2A Sentences	He was a **tall, awkward** man with an **old, crumpled** jacket. It was an **overgrown, messy** garden with a **leafless, lifeless** tree. The **huge, green** tractor ploughed the **wet, muddy** field.	- A 2A sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.	- Use expanded noun phrases.
	List sentences	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**.	- A list sentence must have 3 or 4 adjectives before the noun. Use *and* between the final 2 adjectives.	- Commas to separate items in a list. - Expanded noun phrases to describe and specify [for example, the blue butterfly]
	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. - Learn how to use sentences with different forms: statement, question, exclamation, command.
	BOYS Sentences	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 B.O.Y.S sentence is a two-part sentence. The last part of the sentence <u>always</u> begins with a conjunction.	- Use co-ordinating conjunctions. -

	Sentence Type	Example	Rule	Link to National Curriculum
Year 3	Ad, same ad	He was a **fast** runner, **fast** because he needed to be. It was a **silent** town, **silent** because all the residents had fled.	- The sentence has two identical adjectives, one repeated shortly after the other. - Adjective – comma – adjective repeated – because...	- Begin to use commas to separate and mark phrases and clauses. - Use sentences with more than 1 clause.
	__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	- 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.	- Terminology for pupils: subordinate clause. - Using conjunctions, adverbs and **prepositions** to express time and cause.
	Doubly –ly 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.	- Expressing time, place and cause using conjunctions, **adverbs** or prepositions.

	Sentence Type	Example	Rule	Link to National Curriculum
Year 4	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 an A-Z list of emotions the children could use.	- Using fronted adverbials... using commas after fronted adverbials. - Fronted adverbials.
	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. -	- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
	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. 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 (.)	- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, **if**, because, although.

	Sentence Type	Example	Rule	Link to National Curriculum
Stretch and challenge	**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.	- using expanded noun phrases to convey complicated information concisely. - using commas to clarify meaning or avoid ambiguity in writing.
	Noun, which/who/where	**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.	- 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>	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. -
	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. **Quickly and quietly, silently and carefully** he tiptoed out of the house.	- Begins with two pairs of related adjectives. Each pair is: ○ Followed by a comma ○ Separated by *and*	- Indicating degrees of possibility using adverbs.
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	- 3 negative followed by a dash and then a question which relates to the three adjectives.	- Brackets, **dashes** or commas to indicate parenthesis.
	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.