Sentence Formula Progression

Each year will introduce new sentence types based on the National Curriculum content but sentence structures from previous years should continue to be used and modelled as children progress through school to continually remind them of all options.

Year	Sentence Type	Example	Rule
Year 3	Use when to open sentences. **(subordinating conjunctions)**	When he arrived at the peak, he,….	-Start with subordinate clause-when,while,as Comma after subordinate clause
	Use **when, although, if,as, because** clause within sentences. **(subordinating conjunctions)**	He went to bed **when** he got home. He wore his coat although he was boiling. I like cherries **because**……	No comma after main clause
	Use two independent clauses joined with **coordinating conjunction to** form compound sentence.	Jane liked the cake, **but** the cherries were very sour. I like coffee, **so** I drink it a lot.	Use -and, but ,or, so (yet, for,nor)between two main clauses So is **coordinating** when it has a meaning like 'therfore'. It is subordinating when it has the meaning 'in order that' e.g.) I wore a coat so I wouldn't get cold.
	Start with a 'when' adverb.	**Later,** he walked down to the beach. **After that,** I went home.	Start with a when adverb comma then what happened
	Include an exclamation in a sentence.	How ridiculous!	Begin with How or What
	Use a prepositional phrase in a sentence.	He saw the book **under the table.**	
	Include a precise powerful verb within a sentence.	The lanky gentleman **squeezed** into the jaguar.	
	Include a question in a sentence.	What shall we do now?	
	Use a command (imperative) to open a sentence.	**Spread** butter on the bread.	Start with imperative(bossy) verb.
	Use present perfect in a sentence.	She **has eaten** her lunch.	
	Use speech in a sentence	"Hello,"said Jane	
	Doubly –ly ending **(2 adverbs)**	He swam **slowly** and **falteringly.** 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.

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	2Ad Sentences **(Expanded noun phrases)**	He was a **tall, awkward** man with an **old, crumpled** jacket. It was an **overgrown, messy** garden with a **leafless, lifeless** tree.	A 2Ad 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.
	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.
	_ed sentence opener **(1 ,2 or 3)**	**Frightened**, they ran from the creature. **Amused, amazed, excited,** he left the circus reluctantly.	Start with one to three adjectives that end in _ed and describe emotions. The -ed words MUST be followed by commas.
	Emotion, comma **(adjective starters)**	**Desperate**, she screamed for help. **Anxious**, they began to realise they were lost.	Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion

Writerly technique/figurative language to be used

Technique	Example
Use onomatopoeia	Crash! The brick landed right next to him
Use repetition for effect	It rapped. It grated. It sizzled. The witches -Roald Dahl Behind him there were other figures, even more shadowy, even more silent. -The Amber Spyglass- Philip Pullman
Use alliteration	Terrible teeth in his terrible jaws. The Gruffalo-Julia Donaldson
Use simile using like	She was like a great white, soggy cabbage. James and the Giant Peach- Roald Dahl
Show not tell	Sweat trickled down her face

Terminology for Year 3	Grammar, punctuation and Terminology introduced in Year 1/2
Preposition Conjunction Word family/class Clause Subordinate clause Direct speech Inverted comma(speech marks) Consonant Vowel Prefix	**Past and present tense of verb(including progressive form- was running)** **Noun Verb Adjective Adverb Noun phrase** **Capital letter Full stop Question mark Exclamation mark** **Apostrophe(for omission) Comma** (used in list) **Suffix** **Past and present tense** (including using the progressive- e.g.) he is going/he was going) **Command Exclamation Question Statement**

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Year	Sentence Type	Example	Rule
Year 4	Use when, while, although, as , because, if ,clause to open sentences. **(subordinating conjunctions)**	**When** he arrived at the peak, he,…. **Although** it was freezing, he still chose to wear his shorts.	Start with subordinate clause-when,while,as Comma after subordinate clause
	2 –adjective 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.	Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by *and*
	2- adverb pairs sentences	**Quickly and quietly**, **silently and carefully**, he tiptoed out of the house.	Begins with two pairs of related adverbs. Each pair is: o Followed by a comma Separated by *and*
	Present participle -ing starter	**Trembling,** Sarah backed away. **Smiling**, she picked up the baby. **Tiptoeing,** he tried to sneak out across the landing without waking anybody up.	A sentence starts with a –ing word to give it more importance. The -ing starter 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.
	-ing starter adverb (emotion/SNOT)	**Shaking violently**, she stopped at the sight of a crocodile facing her. **Smiling gleefully**, she raced towards her grandma.	
	With a(n) action, more action **(Fronted adverbial of manner/how)**	**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.	Start with adverbial of manner(how) comma then what happened.
	Start with a when adverbial **(Fronted adverbial of time)**	**Later that day,**	Adverbial followed by comma.
	Start with a where adverbial**(Prepositional phrase/fronted adverbial)**	**Beneath the thirty or forty feet of the tree,** the world seemed to have been devastated.	Start with a where adverbial comma then what was there.
	Use three verbs in a row.	The monstrous fungi **billowed, swelled ,rose** up and up, surrounding the base of the tree**.**	
	Use a **possessive apostrophe** in a sentence followed by a **pronoun**.	**Jane's** books were very interesting so she spent hours reading. **The bees'** nest was a hive of activity and **they** buzzed around **it** frantically.	Focus on difference between possessive s and plural s
	Three adjective starter	**Fraught, tired, alone,** I was no longer the person who had walked innocently into the forest	

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	Use correctly punctuated speech in a sentence following by an –ing action.	**"Look!" Mary shouted, pointing at the sky.**	
	Use more than one or more **possessive pronouns** in a sentence for effect.	I wish the house could be **mine** and **mine** alone. It was **his** book. He found it. It wasn't **theirs**.	

Writerly technique/figurative language to be used	
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Use simile using like	She was like a great white, soggy cabbage. James and the Giant Peach- Roald Dahl
Show not tell	Sweat trickled down her face.
New in Year 4 -Metaphor	He got so angry that his anger became a storm cloud exploding thunder and lightning and hailstones. Angry Arthur by Hiawyn Oram

Terminology in Year 4	Terminology in Year 3		
Determiner Pronoun Possessive pronoun Adverbial	Preposition Clause Inverted comma(speech marks) Consonant	Conjunction Subordinate clause Vowel	Word family/class Direct speech Prefix

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Year	Sentence Type	Example	Rule
Year 5	Comma sandwich which/who/where/that **(embedded relative clauses)**	**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>
	Use who/which/where to add detail to the end of a sentence. (**relative clause**)	He walked to the end of the road **where his mother was waiting eagerly.** He ate the ice-cream **which was delicious.** I called the doctor **who said I should go to hospital immediately.**	
	Subordinate clause, main clause. **Any subordinating conjunction**	**Despite it being cold,** he still wore his shorts. **Because it was the first sign of life,** George's heart began to pound.	Comma after subordinate clause.
	Main clause subordinate clause. **Any subordinating conjunction**	**H**e still wore his shorts d**espite it being cold.**	No comma after main clause.
	Include one or more modal verbs in one or consecutive sentences for effect. **(modal verb)**	This **might** be the last time she saw Mr Blake. This **might** be the last time she visited grandma. It **migh**t be the last time she saw her that house. It **might** be the end of everything. "You **will** go to the ball. You **will** dance with the prince," she said.	
	Start with an adverb which gives a degree of possibility.	**Surely** she would see her tonight. **Perhaps** it would be better if we all gave up and went home.	
	3 negative adverbs – (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.
	Name – adjective pair – sentences **(dashes for parenthesis)**	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.	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.
	Use the **past perfect** in a sentence to show relationships in time.	He **had been** there before. She **had wondered** how long it would take him to respond.	
	Use extended –ed starter	**Exhausted from the long journey**, John flopped down on the cold floor. **Worried by the news**, she called the hospital.	The sentence must begin with an 'ed' starter which is extended then comma followed by main clause

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	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.	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 (.)
	Imagine 3 sentence **(use commas to separate items in a list) Teach once**	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

Writerly/Figurative language	
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Show not tell	Sweat trickled down her face.
Metaphor	He got so angry that his anger became a storm cloud exploding thunder and lightning and hailstones. Angry Arthur by Hiawyn Oram
New in Year 5 -Pathetic fallacy	Thunder crashed against the corners of the world and lightening split the sky as we reached the road,but we did not stop. We had to reach Papa…… Roll of Thunder, Hear my Cry by Mildred D. Taylor.
New in Year 5- Pun	The master was an old Turtle-we used to call his Tortoise-'Why did you call him Tortoise if he wasn't one?'Alice asked. We called him Tortoise because he taught us. Alice in Wonderland Lewis Carroll

Terminology Year 5	Terminology Year 4
Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash **Cohesion Ambiguity** Adverbs of number(e.g. firstly, secondly)	Determiner Pronoun Possessive pronoun Adverbial

Year	Sentence Type	Example	Rule

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Year 6	Semi-colon split Closely related sentences(can replace and or but)	The birds had long since disappeared; the forest was almost deserted**.**	Two independent (main clauses) must be used. These are closely related so something les than a full stop is required to keep them apart
	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.	Some; others sentences begin with the word *some* and have a semi-colon to replace the word *but*. There is <u>no</u> capital letter after the semi-colon.
	Colon Clarification. (Colon =that is to say)	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.	Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive The second adds further detail or expalins
	Tell: show 1-3 examples (Colon to introduce a list)	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.	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.
	Dash-clarification	It was freezing in the park-she felt like her fingers had turned to ice.	Two independent clauses (they make sense on their own) are separated by a dash o The first clause describes The second adds further detail or explains
	-ing clause starter (showing 2 concurrent event)	**Cautiously creeping into the woods**, James felt his heart pound**.** **Standing in the queue,** I realised I didn't have any money.	Used to show 2 events happening simultaneously. The subject is assumed in the first part and stated in main clause.
	-Ing clause ending (to show result of an action)	The bomb exploded**, destroying the building.**	
	Emotion – consequence	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.	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.
	Write a passive voice sentence to add suspense or mystery or create a sense of objectivity.	He **was hit** (by a flying bottle) He **was followed**. She **was bitten**.	The word in the sentence that was the object moves to the position where the subject was. The agent of the action can be missed out for the purposes of bias/objectivity or suspense/mystery.
	Not only……but also	Not only did the war cause destruction but it also caused immense suffering.	

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	The more, the more The less, the less	**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.	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.**
	Use adverbials to compare and contrast	On the contrary…. In contrast…. However… On the other hand ……	
	Use adverbs/adverbials to introduce arguments	Furthermore In addition Moreover More importantly Not only Finally	

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Pun	The master was an old Turtle-we used to call his Tortoise-'Why did you call him Tortoise if he wasn't one?'Alice asked. We called him Tortoise because he taught us. Alice in Wonderland Lewis Carroll
New in Year 6- personification	The cruel waves screamed and swallowed the boat.
New in Year 6- symbolism(extended metaphor)	Themed idea throughout a text e.g.) e.g) multiple references to incarceration, being trapped, stifled, locked up as an extended metaphor relating to prison might be used in a piece of writing about zoos.

Terminology in Year 6	Terminology in Year 5
Subject Object Active Passive Synonym Antonym **Ellipsis-omission of expected words-e.g. Frankie waved to Ivana and ~~she~~ watched her drive away**. Hyphen Colon Semi-colon **Bullet points**	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Adverbs of number(e.g. firstly, secondly)