Writing Exciting Sentences: Progression at Oakwood Primary

The national curriculum sets out expectations for children's writing skills from Year One to Year Six. In the introduction to the programmes for each block of study, it is clear that children need to be exploring a variety of sentence structures and drawing on this learning when composing their own writing. To ensure that children at Oakwood, acquire these skills, a range of sentence structures have been included in this policy. These are taken from a variety of sources, including Alan Peat's 'Writing Exciting Sentences' and Pie Corbett's Progression in Grammar document. They are linked to the grammar expectations for each year group and are built on each year. Many of the sentence types can be applied to narrative, non-fiction and even poetry so children will have ample opportunities to explore and understand each sentence type. In addition, children will have the opportunity to explore a range of punctuation in context at the appropriate time. There are a different number of sentences for 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**. By the end of Year Six, we hope that children will have a repertoire of 20+ exciting sentence types in their arsenal, as well as the sentence types that they have derived following the exploration of high quality texts.

As the policy is implemented, it is expected that there will be an element of 'catch up' required in the first year; exploring the sentence types from Year Three and Four with Year Five for example, but ultimately we aim to have a progression across the school where the children's learning of sentence types builds from year to year. This progression will continue to be reviewed and adapted when necessary.

	Sentence Type	Example	Rule
EYFS	Writes own name and words that have personal meaning.	my mum Esme My dog	Becoming aware of sound/letter combinations.
	Writes a simple phrase	the red bus pots and pans I can dig	Writes using simplified oral language structures.
	Children can write short sentences independently with known letter- sound correspondences that contain accurately spelt key words	i can see a bus the cat sat on a mat	Begin to recognise how words can combine to make simple sentences.

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Year	Sentence Type	Example	Rule
Year 1	Who + verb +who/what/where	• . The dog barked at the children. • Daisy danced in the garden.	Subject/verb/adverbial Orally rehearse then write simple sentences.
	'and' sentence	• Mum opened the door and let the dog out. • Ms Torjussen drank her cup of tea and ate a biscuit.	To begin to use coordinating conjunctions to link words and clauses. Main clause + and + main clause
	Opposite 'and' sentence	• The elephant is big and the mouse is small. • The tree is tall and the grass is short.	To begin to use coordinating conjunctions to link words and clauses. Clause + and + contrast clause Sentence joined by 'and' that has opposite words before and after the 'and'
	1A sentence	• The children played in the warm sand. • The brown dog jumped into the river.	To begin to use noun phrases to add detail. A sentence that contains one adjective.

Year	Sentence Type	Example	Rule
Year 2	Sentences with subordinating conjunctions-because, when, if, that	• .Ms Patchett started to cry because she had lost her dog. • Grace will get a prize if she wins her dance competition. • Noah ate the cake that was on the table. • Dad turned on the car lights when it got dark.	To begin to use subordinating conjunctions to link clauses. These sentences have a subordinate clause that starts with 'because.' 'when' 'if' 'that'
	but' sentence	• Ms Dowle got up early but she was still tired. • Mr Wills tripped but he did not fall over. • The sun is hot but the sea is cold. • I like sweetcorn but I don't like peas.	To begin to use coordinating conjunctions to link words and clauses. Sentence using 'but' to show something different. Sentence using 'but' to show opposites.
	Question sentence	• Where are you going? • Who has eaten the porridge?	Simple question sentences ending with a question mark.
	Command sentence	• Eat your dinner. • Cut the paper long the line.	To begin to write command sentences using the imperative verb.
	Exclamation Sentence.	• What a lovely day! • The ice cream was delicious!	To begin to use exclamation sentences.
	All the Ws	• Why do zebras have stripes? • Will you play with me? • Who was the strange boy at the door? • Where are you going? What a delicious meal!	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? Will
	AA (2 adjectives before noun) sentences	• He was a tall, skinny man. • The magnificent, emerald beast swooped elegantly through the sky.	An AA sentence has 2 adjectives before a noun. A comma separates the 2 different adjectives.
	List Sentences	• It was a frightful, frosty and freezing night. • The boy wore dirty, threadbare and oversized clothes. • His hair was long, brown and unwashed.	Sentence containing a list separated by commas.

Year	Sentence Type	Example	Rule
Year 3	ly starter	• Carefully, he unwrapped his birthday present. • Cautiously making sure he didn't spill any on his new suit, Spy Fox sat in his spacious burrow drinking a hot coffee and reading the morning newspaper.	. Using an adverb/adverbial to show how something is happening.
	Verb, person	• Running, Mr Crook almost tripped over her own feet. • Tiptoeing, he tried to sneak out without waking anybody up.	The verb is always followed by a comma and then a name/personal pronoun followed by the rest of the sentence.
	Double –ly ending	• He swam slowly and falteringly. • They laughed loudly and heartily. • She tiptoed quietly and carefully.	The sentence must end in two adverbs which add detail and describes how the verb within the sentence is being carried out.
	Speech sentence	• "Good morning," said Mrs Raven. • "How are you feeling today?" asked Mr Cawley. • "What a commotion!" exclaimed Mrs Bateman.	To identify and use inverted commas to punctuate direct speech.
	Power of 3	• The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. • Rainbow dragons are covered with many different coloured scales, have red eyes and swim on the surface of the water. • The beast stalked closer, closer, closer….	To use repletion for emphasis and effect. Description or words are repeated x3 to help the reader visualise and feel the action.
	B.O.Y.S. sentences	• She was happily playing a game, <u>but</u> got upset when she lost. • I don't like Maths or English. • It was a warm day, <u>yet</u> storm clouds gathered over the distant horizon	A B.O.Y.S. sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma and the last part <u>always</u> begins with a conjunction.
	Short Sentences	• The door opened. • The ship exploded! • He stopped • What's wrong?	· 1-3 word sentences, possibly with an exclamation or question mark.

Year	Sentence Type	Example	Rule
Year 4	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 2AD sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.
	Emotion, comma	• Desperate, she screamed for help. • Terrified, he froze instantly on the spot. • 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. When teaching, provide an A-Z list of emotions the children could use.
	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 As… and ends with an adverb. The second part of the sentence is a description of a related, and often consequential, action.
	__ing, __ed	• Dancing in the studio, she watched in the mirror as a ghost appeared. • Skipping along the street, he stopped abruptly when a car screeched past. Running near the beach, he halted as the ground gave way.	The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by a 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.
	If, if, if, then	· If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, 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 a comma after each clause.
	With a(n) action, more action	• With a smile, Greg waved goodbye. • With a weary wail, Thor launched his final attack. • With a deep breath, Neil Armstrong stepped carefully on the moon.	This two-part sentence starts with a subordinate clause which starts with the phrase 'With a …' followed by an action and comma. The main clause then describes more action which occurs simultaneously.
	P.C. sentences (paired conjunctions)	• Neither money nor gifts could make him visit the haunted mansion again. • It was both cold and unpleasant for him to work there.	P.C. is short for Paired Conjunctions. This is when some words need a second word in order to make sense.

Year	Sentence Type	Example	Rule
Year 5	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.
	Noun, which, who, where	• Snakes, which scare me, are not always poisonous. • Tom, who was a little shorter than the others, still made it into the team • The beach, where the shipwreck was found, can only be reached by boat.	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.
	2 pairs sentences	• Exhausted and worried, cold and hungry, they did not know how much further than had to go. • Injured and terrified, numb and fearful, he couldn't believe this was happening to him.	Begins with two pairs of related adjectives. Each pair is: followed by a comma; separated by *and*.
	3 bad – (dash) question?	• Cold, dark, airlessness – which would kill the spaceman first? • Greed, jealousy, hatred – which of these is most evil?	3 negative adjectives followed by a dash then a question which relates to the 3 adjectives.
	Name – adjective pair – sentences	• Little Tim – happy and generous – was always fun to be around. • 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.
	O. (I.) sentences *Outside: Inside sentences*	• Kate ate the cake that was given to her with delight. (Inside however, she wished she had turned it down.) • She smiled at the cheeky boy (At the same time she was hurt by his tricks.)	They are Outside: Inside sentences made up of two related sentences. The first sentence tells the reader a character's outward action and the second reveals their true feelings.
	Last word, first word / ad, same ad	· Building the new motorway would be disastrous. Disastrous because lots of houses will need to be destroyed.	Made up of two sentences. The second sentence begins with the word or phrase which the first sentence ends with.

Year	Sentence Type	Example	Rule
	De: De sentences (description: details)	• I was exhausted: I hadn't slept for more than two days. • Vampires are dreadful creatures: they kill by sucking the blood of their victims.	Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail.
	One word/phrase: definition	• Monday: the longest day of the week. • World War Two: a time when many people lost their lives.	Sentences begin with one word or phrase followed by a colon. This is then followed by a definition of the word.
	Some; others	• Some people like football; others hate it. • Some days are full of enjoyment; others are long and boring.	Some; others sentences are compound sentences which begin with the word *some* and have a semi-colon to replace the word *but*.
	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' It 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 angry he became, the more he hammered his fist on the table. • The more it rained, the more depressed he became.	This sentence 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 rubbish tip. • The 'trip of our dreams' was, in fact, our worst nightmare.	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.
	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.

	Tell: show 3 examples; sentences	• 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.	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 follow. As this is a phrase list, semi-colons are used between the details rather than commas.
	When; when; when, then sentences	• 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.	The sentence type ends with a statement, e.g. *the haunting begins*.
	The question is:	• Jack disappeared. The question is: where did he go? • Theron had betrayed his king. The question is: could he still be trusted?	The first sentence is a short description of an action or statement of fact. The second sentence begins with the phrase *The question is:* followed by an intriguing question which draws the reader in.