



Progression in Sentence Types

Year	Sentence Type	Examples	Rule	Building on Previous Learning
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.	In Year R, children have begun to write simple sentences.
	'and' sentence	- Mum opened the door and let the dog out. - Jane drank her cup of tea and ate a biscuit.	Begin to use co-ordinating 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.	Begin to use co-ordinating conjunctions to link words and clauses. Clause + and + contrast clause	
	1 A sentence	- The children played in the warm sand. - The brown dog jumped into the river.	Begin to use noun phrases to add detail. Sentence that contains one adjective.	In Year R, children have written simple phrases.
	Similes – 'like'	- The ball flew into the net like a rocket. - Her eyes are like stars. - He eats like a pig.	Compare one thing to another, using the word 'like'.	



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Year 2	Sentences with subordinating conjunctions – because, when, if, that	- Miss Jones started to cry because she had lost her dog. - Grace will get a prize if she wins her dance competition. - Noah at the cake that was on the table. - Dad turned on the car lights when it got dark.	Begin to use subordinating conjunctions to link clauses.	In Year 1, children have used 'and' to join words and clauses.
	'but' sentence	- Jane got up early but she was still tired. - Tom tripped but he did not fall over. - The sun is hot but the sea is cold.	Begin to use co-ordinating conjunctions to link words and clauses. Sentences using 'but' to show something different or opposites.	In Year 1, children have used 'and' to join words and clauses.
	Different sentence types	Question sentence - Where are you going? - Who has eaten the porridge? Command sentence - Eat your dinner. - Cut the paper along the line. Exclamation sentence - What a lovely day! - The ice cream was delicious!	Use of question mark. Imperative verbs. Use of exclamation mark.	
	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.	
	AA (2 adjectives before the	- He was a tall, skinny man. - The magnificent, emerald beast swooped elegantly through the sky.	An AA sentence has 2 adjectives before the noun. A comma separates the two different adjectives.	In Year 1, children have used one adjective before the noun.



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	noun) sentences			
	List sentences	• It was a frightful, frosty and freezing night. • The boy wore dirty, threadbare and oversized clothes. • Hi hair was long, brown and unwashed.	Sentence containing a list separated by commas.	
	Speech bubbles		Children to be introduced to the idea of speech, using speech bubbles to hold spoken words.	
	Figurative language: Similes – 'like' or 'as' Onomatopoeia	• Her eyes were like stars. • Her eyes were as blue as the sky. • The rabbit jumped like a spring. • The trees were as tall as giants. • The firewoks popped, fizzed and banged!	Compare one thing with another using either 'like' or 'as...as...' Onomatopoeia – a word which sounds like it means – used to help bring a story or poem to life for the reader or to add humour.	In Year 1, children began to use 'like' to compare one thing with another.



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Year 3	Adverb (ly) starter	- Carefully, he unwrapped his birthday present. - Cautiously, Spy Fox crept into the room. Progression: (Adding an action after the adverb) - Quietly humming to herself, Nanna knitted a new scarf.	Using an adverb/adverbial to show how something is happening.	
	Speech sentence	"Good morning" said Mrs Smith. "Good morning," said Mrs Smith. "Help!" shouted Sam. "What time is it?" asked Jane. "Get my dinner, now!" shouted Granny. Introduce SCAPS – Speech marks, Capital letter, Actual words spoken, Punctuation, Speech marks.	Inverted commas to punctuate speech. Punctuation within the speech. Convey character through the spoken words. Keep to speech:reported clause format.	In Year 2, children learned to use speech bubbles to identify spoken words.
	B.O.Y.S. sentences But, Or, Yet, So	- She was happily playing a game, <u>but</u> got upset when she lost. - 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.	1-3 word sentences, possibly with an exclamation or question mark.	



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		What's wrong?		
	Power of three	- The beast stalked closer, closer, closer. - Down, down, down went the rabbit into the hole. - The haunted house was dark, cold and mysterious.	Use repetition for emphasis and effect. Words are repeated x3 to help the reader visualise and feel the action. Focus on repetition of the same word, and using three adjectives in a list.	In Year 2, children have used two adjectives before the noun, separated by a comma. They have also used three adjectives in a list, separated by commas.
	Figurative language – similes, alliteration, personification	- The leaf fluttered to the ground like a butterfly. - The children walked down the corridor as quietly as mice. - The slippery snake slides silently over the smooth sand. - The burning, crimson lava spat and hissed at me with fury.	Consolidate use of similes by adding in action Alliteration – using repeated initial sounds to enhance description Personification – giving human feelings and actions to objects or ideas	In Year 2, children used similes both with 'like' and 'as...as...' to compare one thing with another
	Rhetorical Questions	What do you think you are doing?	A question that is asked to create dramatic effect or to make a point rather than to get an answer.	



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Year	Sentence Type	Examples	Rule	Building on Previous Learning
Year 4	As ...'ly'	- As the rain came down heavily, the children ran for shelter. - As Little Red Riding Hood skipped along happily, the wolf watched her from behind a tree.	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.	In Year 3 , children were taught adverb (ly) starters.
	Speech sentence	"Get my dinner now!" shouted Granny. - Granny shouted, "Get my dinner now!" "Get my dinner now!" demanded Granny angrily. Continue to embed SCAPS – Speech marks, Capital letter, Actual words spoken, Punctuation, Speech marks.	Continue to embed speech punctuation. Change order – - speech first, then reported clause - reported clause first, then speech Convey character with words spoken, verb choice and adverb.	In Year 3, children were taught to use inverted commas, punctuation within the inverted commas, and how to convey character using the words spoken. <i>"Get my dinner, now!" shouted Granny.</i> Speech:reported clause format
	With a(n) action, more action	- With a smile, Greg waved goodbye. - With a weary wail, Thor launched his final attack.	Two part sentence starting with a subordinate clause which starts with the phrase 'With a...' followed by an action and a comma. The main clause then described more action which occurs simultaneously.	



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	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 emotion first gives it more weight.	
	__ing, __ed	- Dancing in the studio, she watched in the mirror as a ghost appeared. - Skiping along the street, he stopped abruptly when a car screeched past.	Begin with a subordinate clause starting with a verb ending in 'ing', followed by a location of the action. Focus on use of prepositions in the first part of the sentence.	
	Power of three	The Iron Man lifted his great iron foot, stepped into the air and fell to the ground.	Use of three clauses, separated by commas, to describe action	In Year 3 , children have repeated words for emphasis, and three adjectives.
	Figurative language – metaphor, onomatopoeia	- Ben was a cheetah at the race today! - The snow was a white blanket on the ground. - The fire crackled and flickered. - The ringmaster cracked his whip. - The fly buzzed frantically as it flew repeatedly against the window.	Metaphors compare one thing with another, but are stronger than similes because they do not use 'like' or 'as'. The say one thing is another. Onomatopoeia – a word which sounds like it means – used to help bring a story or poem to life for the reader or to add humour.	In Year 3, children have used similes, alliteration, personification In Year 2, children touched on onomatopoeia.



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Year 5	Embedded Clause which, who, where	- Professor Slughorn, who had always been fond of talented students, invited Harry to join his exclusive club. - Harry pulled out the old, battered Potions book, which had once belonged to the mysterious 'Half-Blood Prince,' and glanced at the scribbled notes inside. - They met in the Room of Requirement, where hidden treasures lay scattered, hoping to find a clue.	Use commas to embed a clause within a sentence Add information that links with the sentence topic and start the clause with which, who and where.	
	Outside Inside sentence	- Ron smiled bravely and called for Hagrid. However inside, his stomach churned with dread. - He laughed heartily at the joke. At the same time, he felt very embarrassed. - She told Jo not be so naughty. However, she secretly thought it was quite funny.	Made up of two related sentences. The first character tells the reader a character's outward action and the second reveals their true feelings.	
	Emotion – consequence	Uggie's stomach was in knots – his hands trembled as he tried to open his locker. He felt a wave of dread wash over him – his heart raced as he spotted the other kids whispering and staring.	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.	
	Name – adjective pair – sentences	- Mr. Tushman – kind and understanding – made me feel welcome. - Jack Will – friendly and easygoing – helped me find my way around, which made the day a little better.	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.	
	Speech Sentences Adding an action to a speech sentence to convey character and advance the action. Interrupted speech where the reported clause interrupts a sentence of dialogue.	"We will not back down!" roared Thora, <i>her eyes blazing with determination.</i> "We will not back down!" roared Thora, <i>gripping her axe tightly as she stepped forward.</i> Progression could involve both conveying character and moving action forward: "We will not back down!" roared Thora, gripping her axe tightly as she stepped forward, her eyes blazing with determination. "I can't believe it," <i>she said,</i> "this is amazing!" "If you keep going," <i>he warned,</i> "you'll regret it."	Add an appropriate action as part of the speech sentence - before or after the speech - that <i>conveys character</i> and/or <i>moves the action forward</i>. Begin the dialogue. Insert the reporting clause set off by commas Continue the dialogue after the reporting clause.	In Year 4 children have experimented with manipulating the reporting clause in Speech First Sentences and Speech Second Sentences. They have also practised conveying character through the actual words spoken and adding an appropriate adverb.
	Power of Three	Your actions have disgraced yourself, disgraced the family and disgraced the whole wizarding world!	Repetition of the beginning of the clause or sentence.	In Year 4 children have used three clauses, separated by commas, to describe action



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	Figurative Language -	- The doctor's care was out of this world. - The children always gave it 200%!	Hyperbole – used to exaggerate, intensify and emphasis different points in your writing – not meant to be taken literally. Continue to consolidate figurative language from previous year groups.	In Year 3, children have used similes, alliteration, personification In Year 4, children have used metaphors and further developed onomatopoeia.
	Rhetorical Questions	- What in Merlin's name made you think it wise to tamper with the restricted potions stores? - Do you know how long it took me to find your wand lodged behind the couch in the common room?	A question that is asked to create dramatic effect or to make a point rather than to get an answer.	In Year 3 children have been introduced to the use of rhetorical questions.



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Year 6	De:De Sentences	- The factory floor was unbearable: the air was thick with dust, and the machines roared without stopping. - Francis was terrified: she had never encountered anything like this before.	Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail.	
	Imagine 3 examples	- Imagine a child working long hours in a dark, dusty factory, struggling to keep up with the machines, barely stopping for food or rest: this was the harsh reality of child labour during Victorian times. - Imagine a world torn by war, soldiers fighting for survival, and a brave stand against tyranny: a pivotal moment in history.	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	Rock was 'unstoppable', yet he crumbled the moment he faced Scissors, revealing just how fragile he really was.	An 'irony' sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'.	



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		"Sure, landing on the beaches of Normandy was an absolute dream," Private Thompson muttered, wincing as the sound of artillery fire echoed through the air, "especially with the ocean turning red and bullets flying in every direction."	The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.	
	Speech Sentences Conveying the character and moving on the action-choosing whether to use Speech first, speech second or interrupted speech.	"We land by sunrise," Sergeant Jones barked, his eyes scanning the tense faces of his men, "and those who falter in their duty will answer to me — and to the storm."	Add an appropriate action as part of the speech sentence-before, after or at appropriate pause between the speech-that conveys the character of the narrator and moves the action forward.	In Year 5 children have added an action to a speech sentence to convey character and advance the action. They have been introduced to Interrupted speech where the reported clause interrupts a sentence of dialogue.
	Power of Three	- Disneyland is the most exciting, wonderful, unbelievable theme park. - Delicious pizza, delicious pasta, delicious everything! - The mountains were taller than skyscrapers, wider than the ocean and more beautiful than anything I had ever seen.	Children to experiment with the Power of Three in a variety of structures.	In Years 3, 4 and 5 children have learned various sentence structures utilising the power of three.
	Figurative Language		Children to choose appropriate figurative language for the writing they are crafting.	Children have learned about alliteration, personification, simile, metaphor,



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				onomatopoeia and hyperbole.
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