The Gates Primary School
Sentence Progression

	Sentence Type	Example	Rules	Link to the National Curriculum
Year 2	**All the W's**	**Would** there ever be another opportunity like this one? **Who** would take over this role now? **What** if you had all of the money in the world? **Why** do zebras have stripes?	Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if?	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)
	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 p. 76 (English Appendix 2) - expanded noun phrases to describe and specify [for example, the blue butterfly] - p. 32 (LKS2 programme of study)
	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 p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)

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	Sentence Type	Example	Rules	Link to the National Curriculum
Year 3	**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 first part of the sentence always ends with a comma (,) and the last part always begins with a conjunction.	using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2) - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2
	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.	Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2) - Terminology for pupils: subordinate clause (English Appendix 2)
	____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 (English Appendix 2) - Using conjunctions, adverbs and prepositions to express time and cause. p.40 (English Appendix 2)
	Double –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 (p. 76) (English Appendix 2)

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	Sentence Type	Example	Rules	Link to the National Curriculum
Year 4	**2a Sentence (2 adjective sentence)**	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.	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)
	Emotion, comma	**Desperate**, she screamed for help. **Terrified**, he froze instantly on the spot where he stood.	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 p.40 - Fronted adverbials p.77 (English Appendix 2)
	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 (p.40) (LKS2 programme of study)
	If, if, if then.	**If** the alarm had gone off, **if** the bus had been on time, i**f** 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 (.)	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although p.40 (LKS2 programme of study)
	With a(n) action, more action	**With a smile**, Greg waved goodbye. **With a weary wail**, Thor launched his final attack.	This two-part sentence starts with a subordinate clause which starts with the phrase '**With a(n)…**' followed by an action and a comma.	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, **if**, because, although p.40 (LKS2 programme of study)

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	Sentence Type	Example	Rules	Link to the National Curriculum
Year 5	**3 __ ed**	**Frightened**, **terrified**, **exhausted**, they ran from the creature. **Amused**, **amazed**, **excited**, he left the circus reluctantly.	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 p.48 (UKS2 programme of study)
	2 pairs **(2 pairs of adjectives)**	**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	Indicating degrees of possibility using adverbs p.78 (English Appendix 2)
	Name – adjective pair – sentences	Little Tim – **happy** and **generous** – was always fun to be around. Ben Roberts – **weak** and **nervy** – was actually a secret superhero.	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	Brackets, **dashes** or commas to indicate parenthesis p.78 (English Appendix 2)
	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)	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 p.78 (English Appendix 2)

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	Sentence Type	Example	Rules	Link to the National Curriculum
Year 6	De:De Sentence	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.	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 p.79 (English Appendix 2)
	Some; others	**Some** people like football; **others** hate it. **Some** days are full of enjoyment; **others** are long and boring.	- 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 p.79 (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 p.78 (English Appendix 2) - Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)
	The more, the more	**The more** it rained, **the more** depressed he became. **The more** the crowd cheered, **the more** he looked forward to the race.	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**.	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis p.79 (English Appendix 2)
	Tell: show 3 examples; sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa.	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. As this is a phrase list, semicolons are used between the details rather than commas.	

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