Progression in Sentence Types – Using Alan Peat's Sentence Types Terminology pupils should be introduced to is in bold.

Reception/Year 1

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
YR/1	*Simple sentences, to include proper nouns and adjectives.*	It was a sunny day. The little boy ran to the exciting park. Keep your voice down! Are you happy today?	Capital letter **Full stop** **Finger spaces** Phonic application ! ? **Noun** **Adjective** **Verbs** Red words and Green words – application **Proper nouns**
YR/1	*Sound! Cause*	Splat! The water balloon burst as it hit the wall.	**Use of exclamation** **Onomatopoeia**
YR/1	*All the W's sentences* Short sentences. Should not be scattered too frequently as will lose impact	Why do you think he ran away? What next? Why is our climate changing? Will that really be the end?	Could be used to teach rhetorical questions (in later years) Question
YR	*What + !* Three part sentence that always begins with what which is followed by an adjective to describe the final word.	What a lovely day!	**Adjective** **Subject** **Exclamation mark**

Y1	First word last sentences, including 'un' – opposite words Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence	White, the snow was white! Evil, the queen was evil! Green, Shrek was really green! Unhappy, Princess Fiona was unhappy. Unkind, the evil queen was unkind.	Repetition **Exclamation mark** **Comma** Un – spelling rule
Y1	Compound sentences 2 independent clauses joined with and	Shrek was green and he had a round belly.	And **Compound sentence**

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Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y1	(Verb)ed next (verb)ed sentences First part of the sentence describes an initial action using the past tense. The second part of the sentence describes a subsequent action.	Jake jumped out of bed and sprinted down the hall.	**Ed endings** **Past tense** **Verb** **And**
Y1	Similes Some should be banned (cold as ice, hot as the sun etc) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché	The moon hung above us like a patient, pale white face Although it was August, it was as cold as a late December evening	**Poetic device** **Figurative language**

<u>Year 2</u>

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y2	*Simple sentences* *Statement* *Exclamation* *Question* *Command*	*The sky was blue.* *What a fantastic day!* *Is the sky blue?* *Go to the shop.*	**Simple sentences** **Statement** **Exclamation** **Question** **Command**
Y2	*2A sentences* Two adjectives preceding the first noun and two adjectives preceding a second noun	*He was a tall, awkward man with an old, crumpled jacket*	**Expanded noun phrases** **Adjectives and adjectival phrases**
Y2	*List sentences* No less than three and no more than four adjectives before the noun. Can be very dramatic when combined with alliteration	*It was a dark, long, leafy lane*	Make it explicit to the children that sometimes list sentences use a list of adjectives as well as nouns
Y2	*Eds and ings sentences* Teacher note there is a change of tense within the sentence.	*The rabbit turned towards the log, sniffing the air, then it hopped on top.*	Ing and ed endings within a sentence.
Y2	*BOBs sentences* But, Or, Because, So Two part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (BOBS). No comma before because.	*She ran down the road because a man was chasing her.* *He wept buckets, so he had to blow his nose.*	Comma before some conjunctions **Compound sentences** **Commas** **Conjunctions**
Y2	*Fronted adverbial sentences* Begins with an adverb	*Silently, the boat swam across the river.*	**Fronted adverbials** **Commas after fronted adverbials**
Y2	*Ing, ing, ing sentences*	*Hopping, skipping, jumping, he made his way to the park.*	Verbs and commas

Y2	*Past progressive and past simple* *An action that goes on for some time*	I washed my face – simple He was sleeping all night long - PP	**Past tense** **Past progressive**
Y2	*With an action, more action* *sentences 2 part sentence,* *subordinate clause.* *Starting with With, followed by an action* *and a comma*	With a smile, Greg waved goodbye. With a deep breath, the swimmer dived off the board.	**Subordination** **Subordinate clause** **Main clause**
Y2	*Simple direct speech.*	"Go to the park," shouted Pete.	Inverted commas Capital letter Comma 'said' word (synonym for said)
Y2	*Adverb from Adjective or/and* *Uses an example of an adjective in the first* *main clause and then uses the altered* *adjective as an adverb e.g. loud then loudly* *within the next clause .*	He was a horrible person, in fact he acted horribly all the time. The child kept her room neat, actually she was the neatest in her family.	**Adverb** **Adjective** **Main clause**

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Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Yr3	*Review basic sentence punctuation*		CL . ? ! **verb**

Yr3	*Interrobang Sentence* *Speech using a question and an exclamation combination*	"Are you kidding me? Sarah asked in disbelief. "Jack read the book? He's only three!" exclaimed John.	**Direct speech** **Inverted commas** **Capital letter** **Comma** *'said' word (synonym for said) ?* *!*
Yr3	*Present Perfect* *Have/Has..ed* *Present tense of verb to have (has/have) + past tense verb with ed.* *Continuous to the present from the past.* *Something that started in the past and continues in the present.*	He has there for 10 years. He lived has guitar since he was a child. played I have been for an hour. walking	***Present perfect tense.*** ***Simple past tense***
Y3	*Position + Place, subject + action sentences* *Two part sentence that opens with a subordinate clause which describes position and place. of the action in specific terms* *A preposition is a word that shows the relationship of a noun or a pronoun to another word in a sentence.*	*At the top of the tallest tree, the monkey sat and gobbled down his banana.* *High up above the ruined sky scrapers, Jess could see clouds of giant insects swarming across the sky* *From the inside of the tunnel, she could hear herself in the echo around her.* *Just inside the classroom, the children gathered themselves together to listen to the teacher.*	*Prepositions (A preposition is a word that shows the relationship of a noun or a pronoun to another word in a sentence.)*

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y3	*Then and Now sentences* *The first part of this sentence opens with a timerelated statement which describes the state of things as they were then (positive, negative or simply informative) The second part of the sentences usually presents an opposing perspective which describes how things are now.*	*Months ago, I used to eat meat.* *Although this was a peaceful neighbourhood, now things are different.*	**Adverbial phrases**
Y3	*Two Place Sentence* *Gives two prepositions (as sub-clauses) before a main clause.* *Conjunctions and adverbs to indicate time or cause e.g.*	*Underneath the newspaper, in front of the coffee cup, Annie put down the newspaper.*	**Conjunctions**
Y3	*BOYS sentences*	*Tom was a friendly man, but he could be become nasty.* *Jim could be really friendly, or he could be miserable.* *It was a warm day, yet storm clouds gathered.* *It was a beautiful morning for a walk, so he set off happily.*	**Co-ordinating Conjunctions** *(and, but or, so because) Used when both clauses could be sentences in their own right.* **Subordinating conjunctions** *– when there is a main clause and a subordinate clause linked with a conjunction.* **Main clause** **Subordinate clause.**

| Y3 | *3_ed sentences*
 (2_ed for LA chn)
 Three related adjectives, each of which ends in –ed.
 Usually the adjectives will describe an emotion.
 Display a A-Z of –ed adjectives

 3 adjectives describing a noun followed by the main clause which is an action. | *Frightened, terrified, exhausted, they ran*
 from the/a creature

 Variation:
 Young, small, afraid, she ran away from the creature. | *Ensure these are taught as adjectives NOT verbs*
 Determiner – stands before any noun if necessary to enable the sentence to make sense (the, a, this, my, any)
 Article – a/an
 Adjective
 Noun |

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Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y3	*Name – adjective pair – sentences* *Works on a show and tell basis where name and details form the main clause*	*Little Tim – happy and generous – was always fun to be around.* *Little Tim – more interesting and less sporty than his brother – was always fun to be around.* *(comparative)* *Little Tim – the most silly and happiest of children – was always fun to be around.* *(superlative)*	***Adjectives*** ***Dash*** ***Noun phrases expanded by the addition of*** ***modifying adjectives, nouns and prepositional (Yr*** ***4 objective)*** ***Comparative*** ***Superlative***
Y3	*2 pairs sentences* *Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction and*	*Exhausted and worried, cold and hungry, they did not know how much further they could go.*	*Varying sentence openers* *Expressing place and cause when using conjunctions* *Commas* *Use of and.*

Y3	Short sentences Formed with one, two or three words. May be interjections requiring an exclamation mark. Model this sentence type in context. Elipsis marks may be used also to indicate a stutter	Then it happened	Sentence Capital letter . ? ! (Extend by using these for impact.)
Y3	Double ly ending sentences Ends with two adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentence	The worried people ran quickly and purposefully He swam slowly and falteringly	Swapping adverbs and clauses
Y3	Adverb Manipulation – super ad comp sentence.	The cheery fans cheered more loudly and waved more wildly as their team clocked up a greater lead. comparative Some people climbed slowly (adverb) to the first peak, the fitter ones climbed higher (comparative) and the fittest climbed the highest (superlative) of all. (Manipulate the examples using the Unit text – adverbs, comparatives and superlatives.)	Adverb Comparative superlative

Year 4

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y4	Review basic sentence punctuation		CL . ? ! verb

Y4	Fronted adverbial sentences Begins with an adverb, then a comma, then the rest of the sentence. The fronted adverbial may also be an adverb clause		Fronted adverbials <u>With adverb</u> Silently, the boat swam across the river. Quickly, Sam hid the sweet he had found in his toy box. <u>With adverb clauses</u> Because it was dirty, she scrubbed the floor. Before the children came home, she scrubbed the floor. Later that day, the postman delivered the letter.	Fronted adverbials Comma (comes after the fronted adverbial word.) Adverb clause (Tells us about aw verb in a sentences. It has a subject and a verb and begins with a conjunction. Describes how, when or where something happened.
Y4	Verb, person sentences A typical sentence (subject+verb) inverted, opening with a verb to give it greater importance/weight. Chosen verb is followed by a comma then the name of a person or personal pronoun (he, she, they or it), followed by the remainder of the sentence		Flying, John was panicking because he had always been terrified of it. Skating, Jane was excellent at keeping her balance while doing it. Reading, the man did it as much as he could.	Choosing nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition Varying sentence starters.
Y4	_ing, _ed This sentence can be used to show the move from past progressive to past simple tense. Includes a verb ending in ing followed by the location of the action and then a comma. After the comma, the latter part begins with a name or personal pronoun followed by a second verb with an ed ending and a pivotal incident	Whilst she was walking in the bush, she stopped at the sight of a crocodile facing her. Tom was watching a film in the lounge, he turned it off to go to bed. The children were doing their homework at the table, they then played tennis for the rest of the evening.		**Standard English verb inflections** Past progressive tense -used to show an action has gone on for some time, using was or were (highlighted as bold in the examples) Past simple tense – made by adding d or ed to the verb family

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Y4	*Italics 'stressed word' sentences* *Occurs in written dialogue and helps the reader to hear a word.* *Perfect to use when word processing.*	*John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror.* *"John, please."*	***Italics*** ***Inverted commas*** ***Dialogue*** ***Direct Speech***
Y4	*First Word Last Sentences* *This sentence opens with a key first word (usually an adjective derived from a character/authorial opinion)* *"Brilliant," Then continues by expanding upon that key word in a separate statement, which then ends with the same key word repeated last.*	*"Brilliant, the whole day was just brilliant!" Tilly beamed.* *"Rubbish, the whole thing is a load of rubbish," Archer whispered.* *"Madness, This is madness!" declared the Spartan leader who was threatened by his opposition.*	***Inverted commas*** ***Dialogue*** ***Direct Speech***
Y4	*Ad, same ad sentences* *Two identical adjectives, one repeated shortly after the other.* *First opens the clause and the second comes immediately after the comma.* *Once children have grasped this, introduce words other than because to bridge the sentence*	*He was a fast runner, fast because he needed to be.* *It was a foolish animal, foolish in a way that will become obvious as this story unfolds.* *He was a smart dresser, smart because he had the money to but the best.*	*Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair.)*
Y4	*2A sentences* *Two adjectives preceding the first noun and two adjectives preceding a second noun.* *Try to use more adventurous adjective choices to improve the noun phrase impact.*	*He was a tall, awkward man with an old, crumpled jacket.* *It was an overgrown, messy garden with a lifeless, leafless tree.*	***Expanded noun phrases*** ***Comma between adjectives*** ***Adjectives and adjectival phrases***

	The more, the more sentences The first more should be followed by an emotive word and the second more should be followed by a related action. Provide a list of human emotions When grasped introduce The less, the less sentence	The more upset she was, the more her tears flowed The less happy he became, the less likely he was to smile	Adverbial starters

Year 5

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y5	*If, if, if, then sentences* *(if, if, then for those who can't)* *Three dependent clauses in series. It is necessary to use a comma after each of the clauses beginning with if. To include the relevant key grammar teaching point include the modal verbs following each 'if' or 'then'.*	*If the alarm would have gone off, if the bus could have been on time, if the road repairs could have been completed, then his life would not have been destroyed.*	*Independent clauses* *Use this sentence type to make use of modal verbs (examples highlighted in bold in the text) to indicate possibility of the events occurring. Other modal verbs include: may, can, might, must, could, would, should.*
Y5	*Imagine 3 examples: sentences* *Begin with the word imagine, then describe three facets of something (often times or places). The first two facets are separated by commas and the third concludes with a colon. The writer then explains that such a time or place exists.*	*Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time*	***Modal verb** – used to express degrees of certainty, or ability and obligation (will, could, can, could, may, might, shall, should, must and ought)* *'Imagine a time when people <u>may</u> not be afraid, when life <u>might</u> be much simpler, when everyone <u>could</u> help each other: this is the story of that time.'* *Colon*

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Y5	3 bad – (dash) question sentences Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic	Thirst, heatstroke, exhaustion – which would kill him first?	Using dashes as progression from a list sentence.
Y5	Emotion – Consequence	David was angry – he threw his toys at the wall. King Henry was furious – he ordered the execution of his wife.	**Dashes** to add additional information (parenthesis).
Y5	Subject – three examples – Are all This is a three part sentence. The subject opens the sentences, followed by three examples of the subject (with a dash before and a dash after). Finally, a common feature of the three examples concludes the sentence, which is introduced by the words are all	My favourite animals –lions, tigers and sharks - are all owners of very sharp teeth. Cosmic events – shooting stars, eclipses and auroras – are all infrequent and impressive in equal measure.	Dashes to add additional information (parenthesis).

Year 5
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Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y5	Name – adjective pair – sentences Works on a show and tell basis where name and details form the main clause and are separated and explained by the qualities described in the adjective pair.	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret super hero. Achilles – fiery and ferocious – led the Myrmidons through the formidable Trojan forces.	Adjectives Dash Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional.

Y5	Object/person (aka…) sentences aka (ay-kay-ay) is an abbreviation for 'also known as'	John Wilson (aka The Bonecrusher) seemed quite ordinary when you first met him.	**Brackets** **Acronyms**
Y5	O.(I.) sentences OR Outside: Inside sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings) Bracketed sentence shows viewpoint. Possible words for beginning second sentence: However…In truth…Secretly…Happy/sad…Brave/terrified etc	She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)	Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion **Viewpoint** **Parenthesis**
Y5	Noun, which/who/where sentences Has an embedded/subordinate clause. Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun. A subordinate clause does not have to begin with which.	Cakes, which taste fantastic, are not so good for your health	Commas – for parenthesis

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Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y5	Relative clause Must include a main clause and then a relative clauses beginning with… who, which, where, when, whose, that Could include personification.	The wind screamed through the branches, which made the forest a scary place. The waves laughed, when the storm dashed the pirate ship in to the rocks.	Main clause **Relative clause** **Personification**

Y5	Comma correct WARNING - These should be used to highlight the correct use or misuse of the comma and how to use it to avoid ambiguity.	Comparing examples Pandas eat shoots and leaves. or Pandas eat, shoot and leaves. May we eat Mum? or May we eat, Mum?	Comma used to clarify meaning or avoid ambiguity.
Y5	Italics 'stressed word' sentences Occurs in written dialogue and helps the reader to hear a word. Perfect to use when word processing.	John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror. "John, please."	**Italics** **Inverted commas** **Dialogue** **Direct Speech**
Y5	First Word Last Sentences This sentence opens with a key first word (usually an adjective derived from a character/authorial opinion) "Brilliant," Then continues by expanding upon that key word in a separate statement, which then ends with the same key word repeated last.	"Brilliant, the whole day was just brilliant!" Tilly beamed. "Rubbish, the whole thing is a load of rubbish," Archer whispered. "Madness, This is madness!" declared the Spartan leader who was threatened by his opposition.	**Inverted commas** **Dialogue** **Direct Speech**
Y5	Getting worse/getting better sentences Used to dramatically heighten a text	We knew Tim was naughty, and his brother was uncontrollable, but their cousin Damien was evil.	**Synonyms** **Superlatives**

Year
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Year Group	Sentence type	Examples	Additional points to be taught through the sentence type

Y6	*Hyphen correct* *WARNING - These should be used to highlight the correct use or misuse of the hyphen and how to use it to avoid ambiguity.*	*Comparing examples* *Man eating sharks.* *or* *Man-eating sharks.* *I must re-cover the* *chair. or* *I must recover the chair.* *I hope you recover from your illness soon.* *I hope you re-cover from your illness soon.*	**Hyphen** *is a small dash used between words.*
Y6	*When; when; when; then* *This sentence type ends with a statement. This concluding statement is preceded by three examples of occurrences which, when combined, lend credibility/prove/predict the final statement. This sentences is often used as a visually striking paragraph (or story opening).*	*When the air around you suddenly freezes; when your blood chills; when the sudden silence terrifies you; then the haunting begins.* *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.*	**Semicolon** *(sometimes written as semi-colon; separates two or more statements which are related to each other, within a sentence. Semicolons can also be used between phrases within lists – see below.)*
Y6	*Tell: show three examples* *Two part sentence. The first part tells the reader a broad-ranging fact/opinion about a subject. This is followed by a colon which demonstrates that a list of examples will follow. After the colon. the list of three examples follow*	*He was feeling relaxed: shoes off; shirt undone; lying on the sofa.* *It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.*	**Colon** *(In this case is used to introduce a list.* *The colon can also be used to introduce a result or an example as well as to balance one statement against another.)* *Semicolon (Used between phrases in a list.)*

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
Y6	*Some; others sentences* Compound sentences beginning with the word some and have a semi-colon instead of a conjunction separating the latter half of the sentence	Some people love football; others just can't stand it. Some days are full of enjoyment; others begin and terribly.	Use of the semicolon (in this case it replaces the word but) colon and dash to mark the boundary between independent clauses
Y6	*Something; something; something...*	Something was there; something was lurking; something was looking. Something passed me by, someone was there.	Semicolon
Y6	*Something: someone…*	Something passed me by, someone was there.	Semicolon
Y6	*Revise - 3 bad – (dash) question sentences* Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic	Thirst, heatstroke, exhaustion – which would kill him first?	Using dashes as progression from a list sentence.
Y6	*Revise - Emotion –* *Consequence*	David was angry – he threw his toys at the wall. King Henry was furious – he ordered the execution of his wife.	Dashes to add additional information (parenthesis).

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Y6	Formal or Informal	Use examples within the appropriate content. "Will you lot come with me when we go round me mate's house?" said Trev.	Use of **contractions** when showing informality and use of no contractions (will not) for formality.
Y6	Irony sentences Deliberately overstates how good or bad something is. The overstated word (such as wonderful is then shown to be a falsehood in the remainder of the sentence, when truth is evidenced. Begin by collecting superlatives which can be used in the initial, ironic part of the sentence. Display as a A-Z of these.	Our 'luxury' hotel turned out to be a Farm outbuilding	
Y6	Active and passive sentences	The school arranged a visit – active A visit was arranged by the school - passive	**Active and Passive Voice** Object and Subject of the sentence.