

Alan Peat - Creative Writing - Sentence Types Progression

Year 2	Sentence Type	Example	Rule	Link to National Curriculum
	2A Sentences	He was a <u>tall, awkward</u> man with an <u>old, crumpled</u> jacket. It was an <u>overgrown, messy</u> garden with a <u>leafless, lifeless</u> tree. The <u>huge, green</u> tractor ploughed the <u>wet, muddy</u> field.	A 2A sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.	Use expanded noun phrases.
	List sentences	It was a <u>dark, long, leafy</u> lane. She had a <u>cold, cruel cackle</u> . It was a <u>cold, wet, miserable</u> Wednesday afternoon. His hair was <u>long, brown</u> and <u>unwashed</u> .	- 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. - Expanded noun phrases to describe and specify [for example, the blue butterfly]
	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. - Learn how to use sentences with different forms: statement, question, exclamation, command.
	Sentences	He was a friendly man most of the time, <u>but</u> he could become nasty. He could be really friendly <u>or</u> he could be really miserable. It was a beautiful morning for a walk <u>so</u> he set off quite happily.-	A B.O.Y.S sentence is a two-part sentence. The last part of the sentence <u>always</u> begins with a conjunction.	Use co-ordinating conjunctions

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	e ad	He was a fast runner, fast because he needed to be. It was a silent town, silent because all the residents had fled. -	The sentence has two identical adjectives, one repeated shortly after the other. - Adjective - comma - adjective repeated - because...	- Begin to use commas to separate and mark phrases and clauses. - Use sentences with more than one clause
	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. - Using conjunctions, adverbs and prepositions to express time and cause.
	Doubly - 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.

Year 4	Sentence Type	Example	Rule	Link to National Curriculum
	Emotion, comma	Desperate, she screamed for help. Terrified, he froze instantly on the spot where he stood. Anxious, they began to realise they were lost. Happily, the astronaut stepped safely from the shuttle. -	- 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.
	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.

	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. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	- 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.
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Year 5 and 6	Sentence Type	Example	Rule	Link to National Curriculum
	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..	- using expanded noun phrases to convey complicated information concisely. - using commas to clarify meaning or avoid ambiguity in writing
	Noun, which/who/where	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> .	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
	2 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. Quickly and quietly, silently and carefully he tiptoed out of the house.	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.
	3 bad - (dash) question?	Cold, dark, airlessness - which would kill the spaceman first? Greed, jealousy, hatred - which of these is most evil?		Brackets, dashes or commas to indicate

			3 negative followed by a dash and then a question which relates to the three adjectives.	
	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). Bravely I looked behind me (but I was deeply worried).	• 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