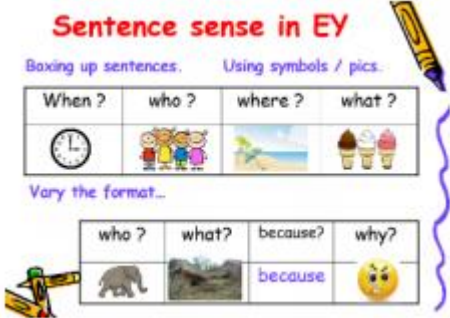


St. Gregory's Academy, Progression of Alan Peat Sentence Types draft



Stage	Sentence Type	Info and Examples	Teaching Points/ terminology
Foundation Stage	"sentence sense" Children gain an idea of a sentence through using images, symbols and words	Use sentence sequence boxes and human sentences with pictures to help children to understand concept of sentence. 	capital letter full stop question mark exclamation mark
	Add an adjective: (can also refer to these word as WOW words at this point) Short descriptive sentences Co-ordinating conjunction sentences (and, but)	Introduce children to the idea of describing things with exciting words. Start sharing and collecting exciting words, and displaying them. <i>He was a hungry wolf with an empty tummy.</i> <i>He was hungry and she was thirsty.</i> Coordinating conjunction sentences make compound sentences (joins two main clauses)	adjective/ WOW word

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Stage	Sentence Type	Info and examples	Teaching Points/ terminology
Year 1 & 2	2A sentences	2 adjectives before the noun: e.g. <i>Mr Twit was a dirty, horrible man.</i> Can be extended to 4A with 2 adjectives before the second noun: <i>There was a dark, gloomy wood, with a small, crumbling cottage</i>	teach expanded noun phrases adjectives
	BOYS sentences	2 part sentence: The first part ends with a comma, and the second part starts with but / or / because / so . e.g. <i>She was happily playing a game, but got upset when she lost.</i>	using a comma before come conjunctions . compound sentences
	LIST sentences	Has 3 or 4 adjectives before the noun. Commas between adjectives, (and can be used between the last two). e.g. <i>It was a cold, wet, miserable and misty morning.</i>	Teach children through this sentence type that list sentences can be adjectives as well as nouns
	What! How! sentences	Begin with what followed by an adjective to describe the final words of the sentence. e.g. <i>What a beautiful day! What an awful mess!</i> How sentences just use the adjective, without the following noun. e.g. <i>How beautiful! How awful!</i>	Exclamation mark Exclamation sentence (only starting with what or how for purposes of Y2 test) - teach children wider usage too
	ing, ing, ing sentences	e.g. <i>Hopping, skipping, jumping, he made his way to the park.</i>	discuss verb starters
	Question sentences	<i>Would the life boat save him?</i> <i>Who was she?</i> <i>Where is it?</i>	question mark

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Year 2 & 3	Verb, person sentences	Starts with a verb to give it more importance. The verb is followed by a comma and then a name / pronoun (he, she, they, it) followed by the rest of the sentence. <i>e.g. Tiptoeing, Jack tried to sneak past the giant's snoring body</i>	teach choosing powerful verbs to add emphasis. choose nouns / pronouns appropriately to make clear varying sentence starters
	Double ly sentences	The sentence must end with two adverbs, which add detail to, and describe how the verb within the sentence is being carried out. <i>e.g. They laughed loudly and shrilly.</i>	adverbs of manner
	Adverb sentences	Cohesive devices/ adverbs *use a comma* <i>Silently, the boy began to cry.</i> <i>First, the girl picked up the bowl.</i> <i>With thunderous frenzy, the monster rampaged. (adv. phr)</i>	adverbs of manner, place, time, frequency, reason
	Speech sentences	Use speech marks, new line or new speaker, punctuation to separate direct and reported speech: <i>"What are you doing?" asked Sarah.</i> <i>Alex crawled into the bush and whispered, "I'm hiding."</i>	speech marks, quotation marks, inverted commas, reported speech, direct speech
	Prepositional phrases sentences	<i>On the wall, hung a large mirror.</i> <i>Behind the door, stood the ancient grandfather clock.</i>	prepositional phrases can move within a sentence

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Stage	Sentence Type	Info and Examples	Teaching points / terminology
Year 3 & 4	Short sharp sentences	1 - 3 word sentences, possibly with an exclamation mark. e.g. <i>Everything failed! The ship exploded!</i>	model in context, and look for successful examples in guided reading. Ellipsis (...) may be used to indicate a stutter.
	3_ed /2_ed sentences	Three related adjectives, separated by a comma, each of which ends in _ed. Usually the adjectives will describe an emotion. Build a collection. e.g. <i>Frightened, terrified, exhausted, they ran from the creature.</i>	Ensure children recognise these as adjectives not verbs . Determiner - stands before any noun if necessary (the, a, my, this, any)
	2 pairs sentences	Begin with 2 pairs of related adjectives. Each pair is followed by a comma and separated by <i>and</i> . e.g. <i>Exhausted and worried, cold and hungry, they did not know how much further they had to go.</i>	varying sentence openers emphasising characters' emotion
	Simile sentences	Comparing one thing with another, using like a.... or as..... as..... e.g. <i>The huge monster chased after the children like a tornado. Although the giant was as tall as a mountain, he wasn't frightening.</i>	link to poetry and explore figurative language .
	Personification sentences	e.g. <i>The rain wept down his window - The rain wept pitifully down his window. e.g. The waves battered the little boat</i>	Determiner - stands before any noun if necessary to enable the sentence to make sense (the, a, this, my, any) 'The rain wept down his window.'
	Metaphor sentences	eg. <i>With a heart of stone, he continued to march towards the battle.</i>	link to poetry and explore figurative language .
	Alliteration sentences	eg. <i>Together we trundled tirelessly up the trail.</i>	Link to newspaper report and explore figurative language
	As sentences	<i>As the lightning hit the tree, the thunder bellowed in the distance.</i> <i>As we left the scene, the police arrived and began to investigate.</i>	subordinating conjunctions

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Year 4 & 5	Emotion sentences	Uses an adjective, here and emotion word, first, followed by the actions that are caused by the emotion. Lends emphasis to the emotion. e.g. <i>Desperate, she screamed for help.</i>	adverbial phrases openers
	Parenthesis sentences	Use commas to embed a clause in a sentence, adding extra information, starting the clause with which, who or where. Embedded clauses are subordinate clauses - this part can be omitted and the sentence will still make sense. They are enclosed by commas. e.g. <i>Snakes, which scare me, are not always poisonous.</i> <i>My pet dog, who only has 3 legs, loves to chase seagulls.</i>	embedded clause - 'drop in' introduce idea of main clause / subordinate clause omitted commas
	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. e.g. <i>He was a fast runner, fast because he needed to be.</i>	noun phrases expanded by the addition of modifying adjectives (e.g. the teacher - the strict maths teacher etc)
	FANBOYS sentences	Using a co-ordinating conjunction: for, and, nor, but, or, yet, so. Two independent clauses, the first part of the sentence ends with a comma, and the second begins with these conjunctions. e.g. <i>He was a friendly man, but he could become nasty.</i>	subordination (when, if, that, because) and co-ordination (FANBOYS)
	Many questions sentences	Start with a question and a question mark, followed by further words or phrases which pose linked, additional questions (ending with a ?). The additional phrases do not need capitals. e.g. <i>Where was the treasure? the diamonds? the rubies? the riches?</i> e.g. <i>What if she was lost? trapped? captured? or murdered?</i>	writing for effect
	ing, _ed sentences	The verb ending 'ing' is followed by a location of the action, and then a comma. The second part of the sentence starts with a name or pronoun. It then moves from present to past tense , and indicates a pivotal incident. e.g. <i>Dancing in the studio, he watched in the mirror as a ghost appeared.</i>	Preposition - links a following noun or pronoun to some other word in the sentence (unlike conjunctions , they cannot link clauses)

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	Name-adjective pair sentences	Works on a show and tell basis where name and details form the main clause e.g. <i>Little Tim - happy and generous - was always fun to be around.</i>	Adjectives Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional (Yr 4 objective)
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draft



Stage	Sentence Type	Info and Examples	Teaching Points / terminology
Year 5 & 6	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. e.g. <i>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</i>	Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion viewpoint parenthesis
	De: de sentences (description: detail)	A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and the second clause adds further details. The colon links - signalling that the second clause will expand on the first. e.g. <i>Snails are slow: they take hours to travel the shortest of distances.</i>	colon independent clause / main clause
	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 e.g. <i>Some people love football; others just can't stand it</i>	Teach use of the semi-colon , colon and dash to mark the boundary between independent clauses
	3 bad - (dash) question sentences	Can also be 3 good. Sentence starts with 3 (often negative - often adjective) words. First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. e.g. <i>Thirst, heatstroke, exhaustion - which would kill him first? e.g. Generosity, compassion, kindness - which was Miss Honey's finest quality?</i>	Using dashes (progression from list sentence) Writing for impact and effect
	P.C sentences (paired conjunctions)	When some words need a second word in order to make sense e.g. neither nor - Neither money nor gifts could make him go back to the haunted hut. e.g. <i>both and - It was both creepy and unpleasant for him to work there.</i>	conjunctions

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<p>if, if, if then sentences</p>	<p>Summarising a dramatic plot at start / end of a story, in groups of 3. Need to use a comma after each clause beginning with if. <i>e.g. If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</i></p>	<p>3 dependent clauses in series, beginning with if</p>
<p>Irony sentences</p>	<p>Deliberately overstates how good or bad something is (often signalling by quote marks). The overstated word is then shown to be false, through the remainder of the sentence. <i>e.g. Our 'luxury' hotel turned out to be a farm outbuilding, complete with chickens!</i> <i>e.g. As the sun rose, our advertised 'beautiful view' revealed itself to be a scrapyard and a rubbish tip.</i></p>	<p>useful when writing letters of complaint. collect superlatives to use as the overstated word.</p>
<p>Imagine 3 sentences</p>	<p>Begin with the word 'imagine', then describe three parts of something (often times of places). The first two parts are separated by commas and the third with a colon. Then explain that there is such a place / thing. <i>e.g. Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: on Andromeda 5, there is such a planet</i></p>	<p>Modal verb - used to express degrees of certainty / ability / obligation (will, could, can, could, may, might, shall, should, must, ought) Imagine a time where everyone could help each other, when life might be simpler etc....</p>
<p>Tell: show 3 sentences</p>	<p>Two part sentence. First part tells the reader a fact or opinion. This is followed by a colon. After the colon a list of 3 examples follows. As this is a phrase list (not single words), semi-colons are used to separate the items. <i>e.g. He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</i></p>	<p>colon semi-colon</p>
<p>The more, the more sentences</p>	<p>Particularly useful for developing a character trait. The first more is followed by an emotive word, the second more is followed by a related action. <i>e.g. The more angry he became, the more he hammered his fist.</i></p>	<p>When grasped, then can introduce 'The less, the less...' adverbials</p>