Writing Exciting Sentences: Progression at Burradon Community Primary School

The National Curriculum sets out expectations for children's writing skills from Year One to Year Six. In the introduction to the programmes for each block of study, it is clear that children need to be exploring a variety of sentence structures and drawing on this learning when composing their own writing. To ensure that children at Burradon, acquire these skills, a range of sentence structures have been included in this policy. These are taken from a variety of sources, including Alan Peat's 'Writing Exciting Sentences' and Pie Corbett's Progression in Grammar document. They are linked to the grammar expectations for each year group and are built on each year. Many of the sentence types can be applied to narrative, non-fiction and even poetry so children will have ample opportunities to explore and understand each sentence type. In addition, children will have the opportunity to explore a range of punctuation in context at the appropriate time. There are a different number of sentences for each year group which means that these sentence types can be explored and extended throughout the year so that they are **completely embedded in the child's sentence repertoire**. By the end of Year Six, we hope that children will have a repertoire of 20+ exciting sentence types in their arsenal, as well as the sentence types that they have derived following the exploration of high quality texts.

As the policy is implemented, it is expected that there will be an element of 'catch up' required in the first year; exploring the sentence types from Year Three and Four with Year Five for example, but ultimately we aim to have a progression across the school where the children's learning of sentence types builds from year to year. This progression will continue to be reviewed and adapted when necessary.

	Sentence Type	Example	Rule	NC Link
EYFS	Writes own name and words that have personal meaning.	my mum my dog Emily	Becoming aware of sound/letter combinations.	
	Writes a simple phrase	the red bus pots and pans I can dig	Writes using simplified oral language structures.	
	Children can write short sentences independently with known letter-sound correspondences that contain accurately spelt	i can see a bus the cat sat on a mat	Begin to recognise how words can combine to make simple sentences.	

	Sentence Type	Example	Rule	NC Link
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.	
	'and' sentence	• Mum opened the door and let the dog out. • Mrs Smith drank her cup of tea and ate a biscuit.	To begin to use coordinating conjunctions to link words and clauses. **Main clause + and + main clause**	joining words and joining clauses using and
	Opposite 'and' sentence	• The elephant is big and the mouse is small. • The tree is tall and the grass is short.	To begin to use coordinating conjunctions to link words and clauses. **Clause + and + contrast clause** Sentence joined by 'and' that has opposite words before and after the 'and'.	joining words and joining clauses using and
	1A sentence	• The children played in the warm sand. • The brown dog jumped into the river.	To begin to use noun phrases to add detail. A sentence that contains one adjective.	

	Sentence Type	Example	Rule	NC Link
Year 2	Sentences with subordinating conjunctions- because, when, if, that	• Mrs Brown started to cry because she had lost her dog. • Grace will get a prize if she wins her dance competition. • Noah ate the cake that was on the table. • Dad turned on the car lights when it got dark.	These sentences have a subordinate clause that starts with 'because.' 'when' 'if' 'that'	To begin to use subordinating conjunctions to link clauses.
	but' sentence	• Mrs Park got up early but she was still tired. • Mr Wills tripped but he did not fall over. • The sun is hot but the sea is cold. • I like sweetcorn but I don't like peas.	Sentence using 'but' to show something different. Sentence using 'but' to show opposites.	To begin to use coordinating conjunctions to link words and clauses.
	Sentences with co-ordinating conjunctions- or, and	• Mrs Smith drank her cup of tea and ate a biscuit. • He could be really friendly or he could be really miserable.	The last part of the sentence always begins with a conjunction.	To begin to use coordinating conjunctions to link words and clauses.
	Question Sentence	• Where are you going? • Who has eaten the porridge?	Begin to discuss questions with the children.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Command Sentence	• Eat your dinner. • Cut the paper long the line.	To begin to write command sentences using the imperative verb.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

	Exclamation Sentence	• What a lovely day! • The ice cream was delicious!	Begin to discuss exclamations, questions, statements and commands with the children.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
	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.
	AA (2 adjectives before noun) sentences	• He was a tall, skinny man. • The magnificent, emerald beast swooped elegantly through the sky.	An AA sentence has 2 adjectives before a noun. A comma separates the 2 different adjectives.	Use expanded noun phrases. Commas to separate items in a list.
	List Sentences	• It was a frightful, frosty and freezing night. • The boy wore dirty, threadbare and oversized clothes. • His hair was long, brown and unwashed.	A list sentence must have 3 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]

	Sentence Type	Example	Rule	NC Link
Year 3	Sentences with subordinating conjunctions- because, when, if, although	• Mrs Brown started to cry because she had lost her dog. • Grace will get a prize if she wins her dance competition. • Dad turned on the car lights when it got dark. • He says he has the team shirt, although I've never seen him wear it.	These sentences have a subordinate clause that starts with 'because.' 'when' 'if' 'although'	To begin to use subordinating conjunctions to link clauses.
	All the Ws (Short sentences)	• 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!	Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? Will	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.
	ly starter	• Carefully, he unwrapped his birthday present. • Cautiously making sure he didn't spill any on his new suit, Spy Fox sat in his spacious burrow drinking a hot coffee and reading the morning newspaper.	Terminology for pupils: subordinate clause. Using conjunctions, adverbs and prepositions to express time and cause.	Expressing time, place and cause using conjunctions, **adverbs** or prepositions.

	Speech sentence	• "Good morning," said Mrs Raven. • "How are you feeling today?" asked Mr Cawley. • "What a commotion!" exclaimed Mrs Bateman.		Using and punctuating direct speech
	Power of 3	• The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight. • Rainbow dragons are covered with many different coloured scales, have red eyes and swim on the surface of the water. • The beast stalked closer, closer, closer….	To use repetition for emphasis and effect. Description or words are repeated x3 to help the reader visualise and feel the action.	

	Sentence Type	Example	Rule	NC Link
Year 4	-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.
	2AD sentences	• He was a tall, awkward man with an old, crumpled jacket. • It was an overgrown, messy garden with a leafless, lifeless tree. • The huge, green tractor ploughed the wet, muddy field.	A 2AD sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.	
	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 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 completed, 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 a comma after each clause.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
	ISAWAWABUB	I did not feel good about the test as I hadn't practised enough. Since you've been good, you can have some ice cream. While you are here, we can practice our dance. Lucy is going to the park while it is sunny. Ryan can have a doughnut after his dinner.	The conjunction can be placed in the middle of the sentence or the beginning. If it is placed at the beginning, then a comma needs to be used after the subordinate clause.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including as, although, while, after, before, until, since
	With a(n) action, more action	• With a smile, Greg waved goodbye. • With a weary wail, Thor launched his final attack. • With a deep breath, Neil Armstrong stepped carefully on the moon.	This two-part sentence starts with a subordinate clause which starts with the phrase 'With a …' followed by an action and comma. The main clause then describes more action which occurs simultaneously.	

	Ad, same 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 1 clause.

	Sentence Type	Example	Rule	NC Link
Year 5	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	• Snakes, which scare me, are not always poisonous. • Tom, who was a little shorter than the others, still made it into the football team. • The beach, where the shipwreck was found, can only be reached by, boat.	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.	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: Followed by a comma; 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?	3 negatives followed by a dash and then a question which relates to the three adjectives.	Brackets, dashes or commas to indicate parenthesis.
	Name – adjective pair – sentences	• Little Tim – happy and generous – was always fun to be around. • Glass – fragile and dangerous – must be handled with care.	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.
	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.
	Last word, first word / ad, same ad	• Building the new motorway would be disastrous. Disastrous because lots of houses will need to be destroyed.	Made up of two sentences. The second sentence begins with the word or phrase which the first sentence ends with.	

	Sentence Type	Example	Rule	NC Link
Year 6	De: De sentences (description: details)	• 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. • I was exhausted: I hadn't slept for more than two days.	Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail.	Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
	One word/phrase: definition	• Monday: the longest day of the week. • World War Two: a time when many people lost their lives.	Sentences begin with one word or phrase followed by a colon. This is then followed by a definition of the word.	Use of the semi-colon, **colon** and dash to mark the boundary between independent clauses.
	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 semi-colon.	Use of the **semi-colon,** colon and dash to mark the boundary between independent clauses.
	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'. It then describes three parts of something: the first two parts are separated by commas, the third ends with a colon.	Use of the semi-colon, **colon** and dash to mark the boundary between independent clauses.

	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. • The more upset she was, the more she cried.	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.
	'Irony' sentences	• Our 'luxury' hotel turned out to be a farm building. • With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. • The 'trip of our dreams' was, in fact, our worst nightmare.	An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.	The difference between structures typical of informal speech and structures appropriate for formal speech and writing.
	Emotion – consequence	• Davis was angry – he threw his toy at the wall. • The professor was inconsolable – he wept for days on end. • King Henry was furious – he ordered the execution of his wife.	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.	Use of the semi-colon, colon and **dash** to mark the boundary between independent clauses.