Progression in Alan Peat Sentence Types

Terminology pupils should be introduced to is in **bold**

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type	Genre-specific examples
Year 1	**Expanded Noun Phrase** 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**	Persuasive arguments/ review/narrative /instructions
	All the W 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**	Autobiographies/ biographies/narrative/ recount
	3 Verbs sentences	Hopping, skipping, jumping he made his way to the park.		Narrative/ Poetry/ Recount
Year 2	**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	Narrative/recount/ playscript/poetry
	BOBs sentences (used to be BOYS) **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**	Narrative/recount/newspaper report

	Fronted adverbial sentence Begins with an **adverb**	Silently, the bow swam across the river	**Fronted adverbial** Commas after fronted adverbials	Narrative/ persuasive arguments/ review/ instructions
	First word last sentences Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence	Brilliant, the whole day was just brilliant!	**Repetition** **Exclamation**	Recount/ narrative/diary/ newspaper report
	What +! Sentences Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices.	What a lovely day! What a delicious smell! What an awful din!	**Exclamation mark** Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition	Recount/narrative/diary/ newspaper report
	Noun – adjective pair – sentences Works on a show and tell basis where name and details form the main clause	Little Johnny – happy and generous – was always fun to be around.	**Adjectives** **Noun**	Autobiography/ biography/ explanation texts/ non-chronological reports

Year 3	**Verb, person sentences (ing sentence)** 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 it), followed by the remainder of the sentence	Flying, John had always been terrified of it	Choosing **nouns** or **pronouns** appropriately to within a sentence to avoid ambiguity and repetition Varying sentence starters	Arguments/ Review/narrative/ Instructions
	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	Narrative/ Poetry/ Instructional texts
	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	**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)	Biography and auto-biography
	Emotion word, (comma) sentences Does not conform with traditional **subject-verb** combination sentence Uses adjective to describe emotion, followed by a **comma**. Rest of sentence describes actions related to the opening	Desperate, she screamed for help.	**Adverbial phrases** **Openers**	Arguments/ Review/ Narrative

	emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. Possible provide and A-Z of emotion words		
	Double adjective 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 **conjuctions**	Narrative/ arguments/ review/ recount
	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**	Arguments/ review/ narrative/ newspaper report

Year 4	Sentences using a colon A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in second clause will expand on information in the first part of the sentence Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example)	Snails are slow: they take hours to cross the shortest of distances She wondered if it would ever end: it soon would, but not as s/he expected!	**Relative clause** – a subordinate clause that modifies a noun already mentioned (tells us more about the noun) Snails are slow: they take hours to cross the shortest of distances Key: Noun, Relative clause NB – sentence with relative clause may not be demarcated with a colon She got herself a cake that she had bought yesterday. Use of colon	Explanation texts/non-chronological report
	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**	Frightened, terrified, exhausted, they ran 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)	Instructions: This can be tricky, so have your ingredients ready before you start. Biography, Persuasive, Explanation.

	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		Recount/review/newspaper report.
	Many questions sentences Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a **question mark** Beware of unnecessary capitalisation	Where is the treasure? the diamonds? the gold? the rubies?	Writing for effect	Recount/ newspaper/ narrative
	Embedded Clause 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	Cakes, which taste fantastic, are not so good for your health	**embedded/subordinate clause**	Recount/narrative/instructions/

	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.			
	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	If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed	**Subordination** using a **subordinating conjunction**	Narrative/ Recount/

Year 5	**Related 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	Newspaper report/reflective recount.

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	ALL narrative.
Listing, dash sentence 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	Explanation texts/ biography/ autobiography/ non-chronological report.
P.C. sentences (paired conjunctions) Some words demand a second second word in order to make sense – this is the essence of the paired conjunction. (BA) – both/and (NA) – not so/as (NN) – neither/nor (AA) – as/as	It was both cold and unpleasant for him to work there	**Conjunctions**	Narrative/biography/auto-biography.
Some; others sentences Compound sentences beginning with the word some and have a semi-colon instead of a	Some people love football; others just can't stand it	Use of the semi-colon, colon	Arguments/debate.

	conjunction separating the latter half of the sentence		and dash to mark the boundary between independent **clauses**	
	Personification of weather sentences An element of the weather is given a human attribute. When grasped, introduce an adverb	The rain wept down his window The rain wept pitifully down his window	**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.'	All narrative.
	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		Narrative/newspaper reports.

Year 6	**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 **may** not be afraid, when life **might** be much simpler, when everyone **could** help each other: this is the story of that time.' Colon	All narrative/explanation texts/biography/autobiography.
	<u>Active and passive sentences</u>	The school arranged a visit – **active** A visit was arranged by the school - **passive**		Narrative/newspaper reports.
	<u>Tell: show 3; examples sentences</u>	He was feeling relaxed: shoes off; shirt undone; lying on the sofa	Two part sentence. First part tells reader a fact or opinion. This is followed by a **colon**. After the **colon** a list of three examples follows. As this is a phrase lies (not single words) semi-colons are used.	Most genres.
	<u>Object/person (aka…) sentences</u> 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	Most genres.
	<u>Getting worse/getting better sentences</u> Used to dramatically heighten a text	We knew Tim was naughty, and his brother was uncontrollable, but		Narrative/biography/autobiography

		their cousin Damien was evil.		
	When ; when ; when ; then . **sentences** Ends with a statement, which is preceded by three examples of occurrences, which, when combined, lend credibility/prove/predict the final statement. Great striking paragraph or opening.	When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.	**Semi-colon** in a list	All narrative