



Progression in Sentence Types

Year Group	Sentence type	Examples	Additional points to be taught through the sentence type
1	Simple sentence - Main clause A simple sentence with a capital letter, full stop and finger spaces.	<ul style="list-style-type: none"> I went to the park. The cat ran down the road. 	GPS Links Capital letter/finger spaces/full stop Could extend by including an adjective
	'Coordinating conjunction sentence' Two main clauses joined by a co-ordinating conjunction 'and'. (NC Appendix page 75)	<ul style="list-style-type: none"> Mum opened the door and she let the dog out. Ms Maple drank her cup of tea and she ate a biscuit. 	To begin to use coordinating conjunctions to link words and clauses. Main clause + and + main clause. The second noun is compared to the first noun.
	Noun phrase (Expanded noun phrase) An adjective before a noun .	<ul style="list-style-type: none"> <i>The black dog</i> barked loudly. There was <i>a tall man</i>. 	Using adjectives to create an expanded noun phrase in a sentence.
	Question sentence	Do you want to play a game together?	Simple question sentences ending with a question mark .
	Exclamation sentences	What a surprise!	To begin to use exclamation marks in sentences.
(NC Appendix page 75)			
2	Co-ordinating conjunction sentence Using a co-ordinating conjunction (and, but, or) Two main clauses joined by a conjunction 'and, or, but'.	<ul style="list-style-type: none"> The rain poured against the window, but inside it was dry. The girl wanted either a football or a shark for 	Compound sentences
	Sentences using subordinating conjunctions (when, if, that, because)	<ul style="list-style-type: none"> Dad turned on the car lights when it got dark. The dog ate the cake that was on the table. You will be a shining star if you work hard. The boy started to cry because he lost his ball. 	To begin to use subordinating conjunctions to link clauses. These sentences have a subordinate clause that starts with 'because.' 'when' 'if' 'that'

	Expanded noun phrase in a sentence One or more adjectives preceding a noun .	<ul style="list-style-type: none"> The black, smooth dog barked loudly. He was a tall, awkward man with an old, crumpled jacket. 	Expanded noun phrases Adjectives
	List sentences Sentence containing a list separated by commas.	<ul style="list-style-type: none"> It was a dark, long, leafy lane. The boy wore dirty, threadbare and oversized clothes. 	Make it explicit to the children that sometimes list sentences use a list of adjectives as well as nouns .
	Question sentences	<ul style="list-style-type: none"> Do you want to play a game together? 	Reinforcing the idea questions end with a question mark .
	Command sentences	<ul style="list-style-type: none"> <i>Shut</i> the door. Or <i>Shut</i> the door! 	To begin to write command sentences using the imperative verb .
	Exclamation sentences	<ul style="list-style-type: none"> What a beautiful surprise! 	To begin to use exclamation marks in sentences.
(NC Appendix pages 76+77)			
3	Adverbial phrase sentences (Fronted Adverbial Phrase) For Manner and Time Begins with an adverbial phrase .	<ul style="list-style-type: none"> Manner: Silently, the boy swam across the river. Time: After a few short moments, we crept after him. 	Fronted adverbial phrases Commas after fronted adverbials Phrase followed by main clause (clauses have verbs, phrases do not) Challenge: Use double adverb for manner
	Co-ordinating conjunction sentences For, And, But, Or, Yet, So Two part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (FABOYS).	<ul style="list-style-type: none"> He was a friendly man, but he could become nasty. It was a warm day, yet the clouds gathered. 	Co-ordination using a co-ordinating conjunction (e.g. For, And, But, Or, Yet, So) Expressing place and cause when using conjunctions
	Subordinating clause A sentence with a subordinate clause after the main clause	<ul style="list-style-type: none"> The children played outside, before it stopped raining. 	Subordinating conjunctions (Key differential teaching point - FA BOYS are the only co-ordinating conjunctions). Main clause followed by subordinate clause . Subordinating conjunctions examples: before, after, during, because
	Direct Speech	"It is raining outside," cried the children. John shouted, "Pass the ball!"	To identify and use inverted commas to punctuate direct speech.

		“How are you feeling today?” asked Mrs Miles.	
	<p>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.</p>	<p>The moon hung above us like a patient, pale white face. Although it was August, it was as cold as a late December evening.</p>	<p>Poetic device Figurative language</p>
(NC Appendix pages 77)			
4	<p>Expanded noun phrase One or more adjectives preceding a noun (also including prepositional phrase)</p>	<p>The black, smooth dog on the roof barked loudly. He was a tall, awkward man with an old, crumpled jacket.</p>	<p>Expanded noun phrases with a prepositional phrase. Adjectives Prepositional phrases</p>
	<p>Adverbial phrase sentences (Fronted Adverbial Phrase sentence) For Manner, Time, Place and Frequency Begins with an adverbial phrase</p>	<p>Place: In the dark forest, the wolf waited. Frequency: Every Tuesday, I have netball club.</p>	<p>Fronted adverbial phrases Commas after fronted adverbials Phrase followed by main clause (clauses have verbs, phrases do not) Challenge: Use double adverb for manner</p>
	<p>Subordinating clause A sentence with a subordinate clause before the main clause.</p>	<p>Although it was raining, the children still chose to play outside.</p>	<p>Subordinating conjunctions (FA BOYS are the only co-ordinating conjunctions). Subordinate clause followed by main clause. Subordinating conjunctions examples: however, although, moreover, therefore, furthermore, in addition to, also, because, due to the fact that etc.</p>
	<p>Subordinating clause A sentence with a subordinate clause after the main clause.</p>	<p>The children still chose to play outside, although it was raining.</p>	<p>Subordinating conjunctions (FA BOYS are the only co-ordinating conjunctions). Main clause followed by subordinate clause. Subordinating conjunctions examples: however, although, moreover, therefore,</p>

			furthermore, in addition to, also, because, due to the fact that etc.
(NC Appendix pages 78+79)			
5	<p>Relative Clause A sentence that contains a relative clause (Parenthesis)</p> <p>Has an embedded/relative clause. Always follows a 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.</p>	<p>Cakes, which taste fantastic, are not so good for your health.</p> <p>Darcy – who looked very surprised – was running away from the mouse.</p> <p>Jupiter (the biggest planet in the solar system) is covered in endless storms.</p>	<p>Relative clauses Cakes, which taste fantastic, are not so good for your health.</p> <p><u>Key:</u> Noun, Relative clause, rest of main clause</p> <p>Relative pronouns (that, which, who, whom, whose)</p> <p>Parenthesis – any part of a sentence that can be taken out and the sentence still makes sense. Can be punctuated with a pair of commas, dashes or brackets.</p>
	<p>Some; others sentences</p> <p>Compound sentences beginning with the word <i>some</i> and have a semi-colon instead of a conjunction separating the latter half of the sentence</p>	<p>Some people love football; others just can't stand it.</p> <p>NOTE: Can be varied so not always some; others e.g. Most; some, The majority; a few etc.</p>	<p>Use of the semi-colon to mark the boundary between independent (main) clauses</p>
	<p>De: De OR Description: Details sentences</p> <p>A compound sentence in which two main 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</p> <p>Once children have grasped this, the first clause</p>	<p>Snails are slow: they take hours to cross the shortest of distances.</p> <p>She wondered if it would ever end: it soon would, but not as s/he expected!</p>	<p>Use of the colon to mark the boundary between independent (main) clauses</p>

	could be an implied question, then the second an answer (see second example)		
	<p><u>_ing, _ed</u> This sentence inverts typical sentence structure (subject-verb) and moves from present to past tense. Begins with a verb ending in <i>ing</i> 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 <i>ed</i> ending and a pivotal incident</p>	Walking in the bush, she stopped at the sight of a crocodile facing her.	<p>Complex sentences: subordinate clause followed by main clause</p> <p>Preposition – links a following noun or pronoun to some other word in the sentence (unlike conjunctions, they cannot link clauses)</p> <p>‘Walking <u>in</u> the bush, she stopped <u>at</u> the sight of a crocodile facing her.’ ‘She waved <u>to</u> her mother and watched her as she disappeared <u>in</u> the fog <u>at</u> the bottom of the street.’</p>
(NC Appendix pages 78+79)			
6	Tell: prove; prove; prove	He was feeling relaxed: shoes off; shirt undone; lying on the sofa.	<p>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 the list is made up of clauses (not phrases) semi-colons are used.</p> <p>Clauses contain verbs, phrases do not.</p>

Extra sentence types that might be applicable with certain genres/year groups			
	<p>If, if, if, then sentences (if, if, then for those who can't)</p> <p>Three dependent clauses in series. It is necessary to use a comma after each of the clauses beginning with <i>if</i></p>	<p>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.</p>	
	<p>First word last sentences</p> <p>Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence</p>	<p>Brilliant, the whole day was just brilliant!</p>	<p>Repetition Exclamation</p>
	<p>List of emotions</p> <p>Three related adjectives, each of which ends in –ed. Usually the adjectives will describe an emotion. Display a A-Z of –ed adjectives</p>	<p>Frightened, terrified and exhausted, they ran from the creature.</p>	<p>Ensure these are taught as adjectives NOT verbs Determiner – stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>)</p>
	<p>Emotion word, (comma) sentences</p> <p>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 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</p>	<p>Desperate, she screamed for help.</p>	<p>Adverbial phrases Openers</p>
	<p>Verb, person sentences</p> <p>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</p>	<p>Flying, John had always been terrified of it.</p>	<p>Choosing nouns or pronouns appropriately to within a sentence to avoid ambiguity and repetition Varying sentence starters</p>
	<p>3 bad – (dash) question sentences</p> <p>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</p>	<p>Thirst, heatstroke, exhaustion – which would kill him first?</p>	<p>Using dashes as progression from a list sentence</p>

	dramatic		
	<p>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</p>	<p>It was <i>both</i> cold <i>and</i> unpleasant for him to work there.</p>	Conjunctions
	<p>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 <i>The less, the less sentence</i></p>	<p>The more upset she was, the more her tears flowed.</p> <p>The less happy he became, the less likely he was to smile.</p>	Adverbial starters
	<p>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.</p>	<p>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.</p>	<p>Modal verb – used to express degrees of certainty, or ability and obligation (<i>will, could, can, could, may, might, shall, should, must and ought</i>)</p> <p>‘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.’</p> <p>Colon</p>
	<p>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.</p>	<p>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.</p>	Semi-colon in a list