Xavier CET – Writing Progression Sentence Structures

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6 Greater Depth
Captions and phrases (phonics application and common exception words) the red bus my pots and pans	**Simple sentence** The dog **sat** down. Sarah w**alked** to the park. He **threw** the ball. *A simple sentence starting with a noun/pronoun* *followed by a **verb** then a preposition or object.*	**All the Ws** **Would** there ever be another opportunity like this one? **Who** would take over this role now? **What** if you had all of the money in the world? **Why** do zebras have stripes? *Short sentence must start with one of the following W words:* *Who? What? When? Where? Why? Would?* *Was? What if?*	**BOYS Sentences** He was a friendly man most of the time, **but** he could become nasty. He could be really friendly, **or** he could be really miserable. It was a warm day, **yet** the storm clouds gathers over the distant mountains It was a beautiful morning for a walk, **so** he set off quite happily. *A B.O.Y.S sentence is a two-part sentence. The* *first part of the sentence always ends with a* *comma (,) and the last part always begins with* *a conjunction.*	**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.*	**3 ed,** **Frightened, terrified, exhausted,** they ran from the creature. A**mused, 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.*	**De:De Sentence** 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 (they make sense on* *their own) are separated by a colon (:)* *The first clause is **descriptive*** *The second adds further **detail***	**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.*
Simple sentences I **push** the bus. My pen **is** red. The dog **sat** on the mat. I **jump** at the park. He **plays** with a car. *A simple sentence starting with a noun/pronoun followed by a **verb** then a preposition or object*	**Exclamation (what/how) sentence** **How** marvellous this drawing **is!** What a wonderful day **to go** for a bike ride! *Sentences start with What or How, have a verb and end with an exclamation mark (!).*	**List sentences** It was a **dark, long, leafy** lane. She had a **cold, cruel** cackle. It was a **cold, wet, miserable** Wednesday afternoon. His hair was long, brown and unwashed. *A list sentence must have 3 or 4 adjectives before the noun. Use and between the final 2 adjectives.*	**As –ly,** **As** the rain came down **heavily,** the children ran for shelter. **As** the wind screamed **wildly,** the lost giant lumbered along the path. **As** the water heats up **quickly,** a change of state happens called 'evaporation'. *The first part of the sentence opens with an action description which starts with the word As… and ends with an adverb.* *The second part of the sentence is a description of a related, and often consequential, action.*	**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.*	**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 which, who or where.*	**Some; others** **Some** people like football**; others** hate it. **Some** days are full of enjoyment**; others** are long and boring. **Some** dogs were running around **happily;** others looked tired. *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.*	**Tell: show 3 examples; sentences** He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun. *This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion.* *This is followed by a colon which demonstrates that a list of examples will follow.* *After the colon the list of 3 examples follows.* *As this is a phrase list, semi-colons are used between the details rather than commas.*
	Question sentence Where are you going? What are you doing**?** Who has eaten the porridge**?** *Simple question sentences ending with question* *mark (?)*	**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.*	**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.*	**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.*	**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*	**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* *Then describes three parts of something* *The first two parts are separated by commas* *The third ends with a colon*	**When; when; when, then sentences.** 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. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious. *The sentence type ends with a statement e.g.* *the haunting begins.*

	Expanded nouns within a simple sentence Lucy ate the **delicious** bananas. *The adjective comes before the noun.*	**Coordinating Conjunctions – and, but, because, or)** It was raining outside **but** we still went out to play. We **can play** in the garden **or** we **can go** to the park. *Both clauses have a verb. The two clauses are* *joined together with the conjunction* ***'and', 'but' 'because' or 'or'.***	**Double –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.*	**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 (.)*	**3 bad – (dash) question?** **Cold, dark, airlessness – which** would kill the spaceman first**?** **Greed, jealousy, hatred – which** of these is most evil? *3 negative adjectives followed by a dash and then a* *question which relates to the three adjectives.*	**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.*	
	Sentences joined with 'and' Adam **sat** down on a blanket **and** he **ate** a picnic. The boy **had** a party **and** he **invited** his friends. I **crawled** on the grass **and** I **got** dirty knees. *Both clauses could be a simple sentence as* *both clauses have a verb. The two clauses are* *joined together with the conjunction* ***'and'****.* *Extend to* ***'but' and 'because'*** *The girl lost her purse* ***but*** she *found it.*	**Subordinating conjunctions-before and after** Before the dog barked, a man approached the door. After a seed is planted, it needs light, water and warmth.	**Subordinating conjunctions- even though, whenever and although.** Even though it rained a lot, I enjoyed the holiday. Although it was raining, I still went outside. Whenever it is warm, I want to play outside.	**With a/an 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 to the surface of the moon. *This two-part sentence starts with a subordinate* *clause which starts with the phrase 'With a/an…' followed by an action and a comma. The* *main clause then describes more action which* *occurs simultaneously.*	**Name – adjective pair – sentences** Little Tim **– happy and generous –** was always fun to be around. Ben Roberts **– weak and nervy –** was actually a secret superhero. 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.*	**'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.	
	Sentence expansion 'When', 'where' and 'why' At night (when) In the forest (where) He wanted to get to the cave (why)	**Subordinating conjunctions – when, if** When the music started, the guests danced. If Sam misses the bus, he will be late for school Teach using subordinating conjunctions at the beginning of the sentence first..		**Subordinating conjunctions-since** She hasn't ridden a bike, since she was a girl. Since they were all dressed up, she assumed they were going to a party.	**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.*		
	Sentence stems with before and after Before I go to school,,,,,,, After lunch…… Children complete the sentence stems given by the teacher.			**A second noun** The Olympics, a series of contests, were held in honor of the Greek gods. Mr Smith, Charlie's teacher, drove a red sports car.	**Subordinating conjunctions-while, unless** Unless he was very ill, he would be at work. While we were eating dinner, the radio was playing. The phone rang while he was in a meeting.		