

Progression in Sentence Types - Using Alan Peat's 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
1 & 2	2A sentences 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
	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 <i>if</i>	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	
	All the W's 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
	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
	BOBs sentences 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
	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
	Fronted adverbial sentences Begins with an adverb	Silently, the bow swam across the river	Fronted adverbials Commas after fronted adverbials

	<p>Name - adjective pair - sentences Works on a show and tell basis where name and details form the main clause</p>	<p>Little Tim - happy and generous - was always fun to be around.</p>	<p>Adjectives Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional (Yr 4 objective)</p>
	<p>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</p>	<p>Brilliant, the whole day was just brilliant!</p>	<p>Repetition Exclamation</p>
	<p>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.</p>	<p>What a lovely day! What a delicious smell! What an awful din!</p>	<p>Exclamation mark Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
	<p>Ing, ing, ing sentences</p>	<p>Hopping, skipping, jumping, he made his way to the park.</p>	

<p>3 & 4</p>	<p>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</p>	<p>Frightened, terrified, 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 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>2 pairs sentences Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction and</p>	<p>Exhausted and worried, cold and hungry, they did not know how much further they could go</p>	<p>Varying sentence openers Expressing place and cause when using conjunctions</p>
	<p>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</p>	<p>Then it happened</p>	
	<p>De: De OR Description: Details sentences 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)</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>Relative clause - a subordinate clause that modifies a noun already mentioned (tells us more about the noun)</p> <p>Snails are slow: they take hours to cross the shortest of distances</p> <p><u>Key:</u> Noun, Relative clause NB - sentence with relative clause may not be demarcated with a colon</p> <p>She got herself a cake that she had bought</p>

			yesterday. Use of colon
Verb, person sentences 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	
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. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)	
BOYS sentences But, Or, Yet, So Two part sentence - first part ends with a comma and second part begins with a co-ordinating conjunction (BOYS)	He was a friendly man, but he could become nasty It was a warm day, yet the clouds gathered	Subordination using a subordinating conjunction (e.g. <i>when, if, that</i> or <i>because</i>) Co-ordination using a co-ordinating conjunction (e.g. <i>or, and</i> or <i>but</i>) Expressing place and cause when using conjunctions	
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	
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	
3 bad - (dash) question sentences Sentence begins with three negative words	Thirst, heatstroke, exhaustion - which would kill him first?	Using dashes as progression from a list sentence	

	<p>(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</p>		
	<p>Noun, which/who/where 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 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 <i>which</i>.</p>	<p>Cakes, which taste fantastic, are not so good for your health</p>	
	<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 cold and</i> unpleasant for him to work there</p>	<p>Conjunctions</p>
	<p>Italics 'stressed word' sentences Occurs in written dialogue and helps the reader to <i>hear</i> a word. Perfect to use when word processing.</p>	<p>John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror. <i>"John, please."</i></p>	<p>Italics</p>

5 & 6	<p>O.(I.) sentences OR 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</p>	<p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p>	<p>Choosing nouns and pronouns (me, him, he himself, his etc) appropriately for clarity and cohesion</p> <p>Viewpoint</p> <p>Parenthesis</p>
	<p>Some; others sentences 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>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p>
	<p>Personification of weather sentences An element of the weather is given a human attribute. When grasped, introduce an adverb</p>	<p>The rain wept down his window</p> <p>The rain wept pitifully down his window</p>	<p>Determiner - stands before any noun if necessary to enable the sentence to make sense (<i>the, a, this, my, any</i>)</p> <p>'The rain wept down his window.'</p>
	<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>	<p>Adverbial starters</p>
	<p>_ing, _ed 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</p>	<p>Walking in the bush, she stopped at the sight of a crocodile facing her.</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 in the bush, she stopped at the</p>

	<p>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>		<p>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>
	<p>Irony sentences Deliberately overstates how good or bad something is. The overstated word (such as <i>wonderful</i> 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.</p>	<p>Our 'luxury' hotel turned out to be a Farm outbuilding</p>	

<p>Imagine 3 examples: sentences Begin with the word <i>imagine</i>, 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>Active and passive sentences</p>	<p>The school arranged a visit - active A visit was arranged by the school - passive</p>	
<p>Tell: show 3; examples sentences</p>	<p>He was feeling relaxed: shoes off; shirt undone; lying on the sofa</p>	<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 this is a phrase lies (not single words) semi-colons are used.</p>
<p>Object/person (aka...) sentences aka (ay-kay-ay) is an abbreviation for 'also known as'</p>	<p>John Wilson (aka The Bonecrusher) seemed quite ordinary when you first met him.</p>	<p>Brackets Acronyms</p>
<p>Getting worse/getting better sentences Used to dramatically heighten a text</p>	<p>We knew Tim was <i>naughty</i>, and his brother was <i>uncontrollable</i>, but their cousin Damien was <i>evil</i>.</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>	<p>Semi-colon in a list</p>