

## Writing Exciting Sentences

	Sentence Type	Example	Rule
Year 1	Simple Sentences	I like dogs and I like cats. I went to the park. The castle is haunted. Hannah has a blue car. This is a yellow box and it has blue spots. I like chips but I do not like fish.	Say a sentence, write and read it back to check it makes sense.  Use simple connectives such as <i>and</i> , <i>who</i> , <i>until</i> and <i>but</i> .  All sentences will have finger spaces,
	Prepositional sentences	<b>Through the deep dark</b> forest there is a long winding river. <b>Next</b> to the pig is the wolf.	Add where something happens in a sentence.  Use prepositions or prepositional phrases to add detail about where something happens in a piece of writing.

# Year 1 and 2

List sentences  
(Y1/Y2)

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.

Connected  
Sentences (Y1/Y2)

He couldn't see *because* it was dark.  
It was a cold

Write in sentences using a wider range of connectives:  
*And, or, but, so, because, so that, then, that, while, when, where*

# Year 2

	<p><b>All the Ws</b></p>	<p><b>Would</b> there ever be another opportunity like this one?  <b>Who</b> would take over this role now?  <b>What</b> if you had all of the money in the world?  <b>Why</b> do zebras have stripes?</p>	<p>Your short sentence must start with one of the following W words:          Who? What? When? Where? Why? Would? Was? What if?  <b>Y1 writing these sentences for questions but not using them in a text</b></p>
	<p><b>2A Sentences</b></p>	<p>He was a <b>tall, awkward</b> man with an <b>old, crumpled</b> jacket.          It was an <b>overgrown, messy</b> garden with a <b>leafless, lifeless</b> tree.          The <b>huge, green</b> tractor ploughed the <b>wet, muddy</b> field.</p>	<p>A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun.          This sentence creates a clear picture for the reader.</p>
	<p><b>BOYS Sentences</b></p>	<p>He was a friendly man most of the time, <b>but</b> he could become nasty.          He could be really friendly <b>or</b> he could be really miserable.          It was a beautiful morning for a walk <b>so</b> he set off quite happily.</p>	<p>A B.O.Y.S sentence is a two-part sentence. The first part of the sentence <u>always</u> ends with a comma (,) and the last part <u>always</u> begins with a connective.</p>
	<p><b>Double -ly sentences</b></p>	<p>He swam slowly and falteringly.          He rode determinedly and swiftly.          He laughed loudly and heartily.          He tiptoed quietly and carefully.</p>	<p>The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.</p>

# Year 3

	<p><b>If, then.</b></p>	<p>If the alarm had gone off, then he might have got to school on time.</p> <p>If I hadn't found the watch, then I wouldn't be sitting here today.</p>	<p>Summarising a dramatic plot (key plots) at beginning or the end of a story. The emphasis should be on using the comma after the fronted adverbial.</p> <p>The first clause always begins with an if and ends with a comma, the second clause begins with a <b>then</b> and ends with a full stop</p>
	<p><b>__ing, __ed.</b></p>	<p><b>Walking</b> in the bush, she stopped at the sight of a crocodile facing her.</p> <p><b>Running</b> near the beach, he halted as the ground gave way.</p> <p><b>Jumping</b> quickly through the air, she landed on her feet before sprinting away</p>	<p>The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action.</p> <p>Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening.</p>
	<p><b>With a(n) action, more action</b></p>	<p><b>With a smile</b>, Greg waved goodbye.</p> <p><b>With a weary wail</b>, Thor launched his final attack.</p> <p><b>With a deep breath</b>, Neil Armstrong stepped carefully on to the surface of the moon.</p>	<p>This two-part sentence starts with a subordinate clause which starts with the phrase '<b>With a(n)...</b>' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.</p>
	<p><b>As -ly</b></p>	<p><b>As</b> the rain came down heavily, the children ran for shelter.</p> <p><b>As</b> the wind screamed wildly, the lost giant lumbered along the path.</p>	<p>1. The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb.</p> <p>The second part of the sentence is a description of a related, and often consequential, action.</p>
	<p><b>When... sentences</b></p>	<p><b>When</b> it was dark the owls started to hoot.</p> <p><b>When</b> he was angry he stamped his feet.</p> <p><b>When</b> the door opened they could see some treasure.</p>	<p>Use 'When...' as an opener.</p> <p>Could begin to use 'While..' and 'As...' to extend.</p> <p>Commas do not need to be used to mark the clauses however this could be modelled but not taught explicitly.</p>

# Year 4

<p><b>The more, the more</b></p>	<p><b>The more</b> it rained, <b>the more</b> depressed he became.</p> <p><b>The more</b> the crowd cheered, <b>the more</b> he looked forward to the race.</p> <p><b>The more</b> upset she was, <b>the more</b> she cried.</p>	<p>This sentence type is particularly useful when developing a character trait in a story. The first <b>more</b> should be followed by an <b>emotive word</b> and the second more should be followed by a <b>related action</b>.</p>
<p><b>If, if, then.</b></p>	<p><b>If</b> the alarm had gone off, <b>if</b> the bus had been on time, <b>then</b> he might have got to school on time.</p> <p><b>If</b> I hadn't found the watch, <b>if</b> the alarm hadn't gone off, <b>then</b> I wouldn't be sitting here today.</p>	<p>Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 2. The emphasis should be on using the comma after each clause.</p> <p>Each of the first two clauses always begins with an <b>if</b> and ends with a comma, and the last clause starts with a <b>then</b> and ends with a full stop (.)</p>
<p><b>3 _ed</b></p>	<p><b>Frightened, terrified, exhausted,</b> they ran from the creature.</p> <p><b>Amused, amazed, excited,</b> he left the circus reluctantly.</p>	<p>Starts with three adjectives that end in _ed and describe emotions.</p> <p>The ed words <b>MUST</b> be followed by commas.</p>
<p><b>Emotion, comma</b></p>	<p><b>Desperate,</b> she screamed for help.</p> <p><b>Terrified,</b> he froze instantly on the spot where he stood.</p> <p><b>Anxious,</b> they began to realise they were lost.</p> <p><b>Happily,</b> the astronaut stepped safely from the shuttle.</p>	<p>Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</p> <p>When teaching, provide an A-Z list of emotions the children could use.</p>
<p><b>Verb, person</b></p>	<p><b>Running, Sarah</b> almost tripped over her own feet.</p> <p><b>Tiptoeing, he</b> tried to sneak out across the landing without waking anybody up.</p>	<p>A sentence starts with a verb to give it more importance.</p> <p>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.</p>

# Year 5

<p><b>Noun, which/who/where</b></p>	<p><b>Cakes, which</b> taste fantastic, are not so good for your health.</p> <p><b>Snakes, which</b> scare me, are not always poisonous.</p> <p><b>Tom, who</b> was a little shorter than the others, still made it into the football team.</p>	<p>Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u>, <u>who</u> or <u>where</u>.</p>
<p><b>Name – adjective pair – sentences</b></p>	<p>Little Tim – <b>happy and generous</b> – was always fun to be around.</p> <p>Ben Roberts – <b>weak and nervy</b> – was actually a secret superhero.</p> <p>Glass – <b>fragile and dangerous</b> – must be handled with care.</p>	<p>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.</p> <p>The two must be linked.</p>
<p><b>Tell: show 3 examples, (comma) sentences</b></p>	<p>He was feeling relaxed: shoes off, shirt undone lying on the sofa.</p> <p>The commander was tense: sweat dripping, eyes narrowed, staring out on the battlefield.</p>	<p>This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion.</p> <p>This is followed by a colon which demonstrates that a list of examples will follow.</p> <p>After the colon the list of 3 examples follows using commas to demarcate the list.</p>
<p><b>2 pairs sentences</b></p>	<p><b>Exhausted and worried, cold and hungry,</b> they didn't know how much further they had to go.</p> <p><b>Injured and terrified, numb and fearful,</b> he couldn't believe that this was happening to him.</p>	<p>Begins with two pairs of related adjectives. Each pair is:</p> <ul style="list-style-type: none"> <li>– Followed by a comma</li> <li>– Separated by <i>and</i></li> </ul>
<p><b>Emotion – consequence</b></p>	<p>Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end.</p> <p>King Henry was furious – he ordered the execution of his wife.</p>	<p>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.</p>

# Year 6

<p><b>Description, which + simile sentences</b></p>	<p>Greg had huge nostrils, which made him look <b>like a hippo</b>.</p> <p>The valleys have crooked ravines, which curve around <b>like the blade of a scimitar</b>.</p>	<p>The sentence is introduced by a description which is followed by a comma (,) and then the word 'which' followed by a simile, further describing the description.</p>
<p><b>O. (I.)</b></p>	<p>She told the little girl not to be so naughty (however, she was secretly amused by what she had done.)</p> <p>I was delighted and shrieked at the top of my voice so that everyone could hear (but inside I felt scared that something was about to go wrong).</p>	<p>The first sentence tells the reader a character's outward action and the second reveals their true feelings.</p> <p>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.</p>
<p><b>Tell: show 3 examples, (comma) sentences</b></p>	<p>It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun. The playground was madness: children screaming at the top of their lungs; boys shooting each other with their imaginary guns; skipping ropes flying in every direction.</p>	<p>This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion.</p> <p>This is followed by a colon which demonstrates that a list of examples will follow.</p> <p>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.</p>
<p><b>De:De Sentence</b></p>	<p>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.</p> <p>I was exhausted: I hadn't slept for more than two days.</p>	<p>Two independent clauses (they make sense on their own) are separated by a colon (:)</p> <ul style="list-style-type: none"> <li>- The first clause is descriptive</li> <li>- The second adds further detail</li> </ul>
<p><b>Some; others</b></p>	<p>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.</p>	<p>Some; others sentences begin with the word some and have a semi-colon to replace the word but.</p> <p>There is no capital letter after the semi-colon.</p>

# Year 6 (Greater Depth)

<p><b>Imagine 3 examples:</b></p>	<p>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</p>	<p>Sentence begins with:</p> <ul style="list-style-type: none"> <li>– The word imagine</li> <li>– Then describes three parts of something</li> <li>– The first two parts are separated by commas</li> <li>– The third ends with a colon</li> </ul>
<p><b>Tell: show 3 examples; sentences</b></p>	<p>He was feeling relaxed: shoes off; shirt undone; lying on the sofa.</p> <p>The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield.</p> <p>It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.</p>	<p>This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion.</p> <p>This is followed by a colon which demonstrates that a list of examples will follow.</p> <p>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.</p>
<p><b>3 bad – (dash) question?</b></p>	<p>Cold, dark, airlessness – which would kill the spaceman first?</p> <p>Greed, jealousy, hatred – which of these is most evil?</p>	<p>3 negative followed by a dash and then a question which relates to the three adjectives.</p>
<p><b>The question is:</b></p>	<p>Jack disappeared. <b>The question is:</b> where did he go?</p> <p>Theron had betrayed his king. <b>The question is:</b> could he still be trusted?</p> <p>Tutankhamen was the youngest Pharaoh ever. <b>The question is:</b> how did he die?</p>	<p>The first sentence is a short description of an action or statement of fact.</p> <p>The second sentence begins with the phrase The question is: (colon) followed by an intriguing question which draws the reader into the text.</p>