

Sentence Types

WHOLE SCHOOL GUIDELINES

Through teaching different sentence types, pupils will write more varied sentences which engage and captivate the reader. Sentence types have been updated in line with the National Curriculum grammar requirements and are to be used as a tool to improve writing outcomes.

Each year group have specific sentence types (see year group sentence type progression document) which progress throughout school. These must be taught throughout the year, with an expectation for all children to fully understand each sentence type and apply them to appropriate genre type.

Teaching and Learning

Sentence types are to be clearly identified within the medium term planning, which must be linked to topics and the appropriate genre of writing throughout the half term. When introducing a new sentence type, lessons should be discrete, teaching the specific sentence skill. Keep it simple: make it stick. This must then be applied and embedded in writing pieces, providing a purpose for each sentence type.

Display

When year groups are in agreement that sentence types are embedded and understood, this must then be added to the writing checklist and evident to see in children's writing. Each sentence type has a poster to be displayed in classrooms. Learning aid mats are available for all year groups, displaying each of the year group sentence types. Children from year 4 upwards should be encouraged to use them independently.

Year	Sentence Types – linked closely to the requirements for Writing at KS1 and KS2 – and the year Group Grammar requirements
1	Simple sentence <i>(Contains one verb and one noun).</i> E.g. The man walked his dog. Short descriptive sentence <i>(Where one or two adjectives describe a noun.)</i> E.g. The old man walked his black dog. The tired old man... Co-ordinating Conjunction Sentence <i>(Using 'and')</i> - E.g. The man walked his dog and fed his cat.
2	Question Sentence <i>(Using 'how', 'why', 'when', 'where', 'what' and 'who' to ask a question.)</i> E.g. Why did the old man walk his dog? Exclamation Sentence <i>(Exclamation sentences begin with 'What' or 'How'. It is a full sentence, including a verb, which ends with an exclamation mark.)</i> E.g. What amazing children they are! Statement Sentence <i>(Statements are sentences which tell you something. They end with a full stop.)</i> E.g. Spiders have eight legs. Command Sentence <i>(Commands are sentences which tell you to do something. They are found in instructions. Commands can also be very urgent, angry and short.)</i> E.g. Get out of the puddle. Co-ordinating Conjunction Sentence <i>(Using and, but, and or to join two main clauses.)</i> E.g. My friend likes cheese but not on pizza. Subordinating Conjunction Sentence <i>(Using when, if, that or because to join a main clause and subordinate clause.)</i> E.g. It made Gru laugh when the children laughed. Expanded Noun Phrase <i>(Using adjectives to add precise details to a sentence.)</i> E.g. The beautiful, blue butterfly flew past the roses.

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3	Co-ordinating Conjunction Sentence (BOYS) <i>(Using coordinating conjunctions to give extra information in compound sentences. But, Or, Yet, So)</i> E.g. It was a warm sunny day yet storm clouds gathered over the distant mountains. Conjunction Sentence <i>(Using a wider range of conjunctions to give extra information in sentences. Unless when while despite since whereas if provided although because)</i> E.g. Despite it being freezing, the dog jumped in the lake anyway. Jo was going to be late unless she caught the 8 o'clock bus. Adverb Sentence <i>(Using adverbs to express how, when, how often, where and how much.)</i> E.g. The old man walked his dog daily. Preposition Sentence <i>(Use prepositions to show where. They are words or phrases to describe a time, place or cause.)</i> E.g. At 6 o'clock, the news came on the television. Golden rays of sun shone through the checked-curtains. Speech Sentence <i>(Accurately using speech marks “ ” to show when a character is talking.)</i> E.g. “I had a wonderful time at the ball,” said Cinderella. 4A Sentence <i>(Beginning to add more adjectives to create noun phrases within sentences. You must remember to separate adjectives with a comma [,].)</i> E.g. Tall, mean Mrs Trunchbull had dark, frizzy hair. Simile Sentence <i>...like aas a .. (Using comparisons to create a clear picture in your reader's mind.)</i> - E.g. Although it was August, it was as cold as a late December evening.

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4	Expanded Noun Phrase – adjectives <i>(Creating expanded noun phrases by modifying adjectives.)</i> E.g. The giant was very scary. Expanded Noun Phrase – adverbs <i>(Creating expanded noun phrases by modifying nouns with other nouns)</i> E.g. He rode his mountain bike up the steep hill. Expanded Noun Phrase – prepositional phrases <i>(Creating expanded noun phrases with prepositional phrases.)</i> E.g. All through the night, the dog barked. Fronted Adverbial Sentences <i>(Putting the adverb or adverbial phrase before the noun. A comma [,] always comes after a fronted adverbial.)</i> E.g. Somewhat flustered, Sam’s cheeks went a little pink. Adjective List Sentence <i>(Using good quality adjectives in a list to give the reader a clear image of the noun being described. Adjectives should be separated with commas [,].)</i> E.g. It was a cold, wet, miserable and misty morning. Relative Clause Sentence <i>(Using a relative clause to give extra information about the main clause. The relative clause must be introduced with a comma and end with a comma. ‘who’, ‘which’ and ‘where’ can be used at the start of your embedded clause.)</i> E.g. The garage, where he had his car repaired, has been closed down. 3’ed’ Adjective Opener <i>(A sentence which begins with three related adjectives that end in ‘ed’. The adjectives must be separated by a comma.)</i> E.g. Frightened, terrified and confused, they ran from the creature. ‘ing’ verb opener <i>(A sentence which begins with a verb that ends in ‘ing’. You must remember to separate the opening subordinate clause from the main clause with a comma.)</i> E.g. Crying, Ellie said goodbye to the Tuffy. Repeated Phrase Sentence <i>(A sentence containing two or more identical adjectives/phrases which are repeated for effect.)</i> E.g. The creature crept closer and closer and closer. Short Sentence for Effect/Tension. Something rustled loudly nearby. Then, it happened again!

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5	Relative Clause Sentence <i>(Using a relative clause to give extra information about the main clause. The relative clause can be introduced with a comma and end with a comma. Beginning with a relative pronoun: who, which, where, when, whose, or that. Or by removing the relative pronoun.)</i> E.g. I read the book which I'd bought earlier. I read the book I'd bought earlier. Colon Explanation Sentence <i>(Linking two main clauses together using a colon to make a compound sentence. The second clause should explain more about the first clause.)</i> E.g. Snails are slow: they take hours to cross the shortest of distances. Brackets Sentence - for Parenthesis <i>(Using brackets in non-fiction to explain acronyms or technical vocabulary. Using brackets to give extra information. The information in brackets should be able to be removed and the sentence still make sense.)</i> E.g. Jamie (a boy in my class) loves to read The Hobbit. M.O.D (Ministry of Defence) T-Rex (Tyrannasaurus Rex). Dash Sentence - for Parenthesis <i>(Using dashes in to give extra information in a sentence.)</i> E.g. On Wednesday - Mum's birthday – we went out for tea. Comma Sentence - for Parenthesis <i>(Using commas in to give extra information in a sentence.)</i> E.g. My sister, who adores swimming, is going to compete in the local gala. Co-ordinating Conjunction Sentence (FANBOYS) <i>(To use varying co-ordinating conjunctions to give extra information. For, And, Nor, But, Or, Yet, So)</i> E.g. I don't like sprouts, nor do I like carrots. Modal Verb Sentence <i>(Using modal verbs to indicate possibility in sentences.)</i> E.g. David might run for president one day. Adverb Possibility Sentence <i>(Using adverbs to indicate possibility in sentences.)</i> E.g. If you haven't tried the pie, then you certainly should! Expanded Noun Phrases – adding concise detail <i>(To convey complicated ideas concisely and effectively.)</i> E.g. A deep, mournful howl echoed through the rows of cages as the creature's rich fur scraped along the sharp, metal shards by the doorway. 'ly' Adverb opener <i>(Using a 'ly' adverb to open a sentence.)</i> E.g. Wearily, Tracey made her way back to the Dumping Ground. Adjective Pair Opener <i>(Two pairs of adjectives to open a sentence. Each pair of adjectives must be separated by the conjunction 'and'. Each pair must always be followed by a comma.)</i> E.g. Injured and terrified, shell-shocked and lost, he wandered aimlessly across the battlefield. Emotive Adjective Opener <i>(Using an adjective to open a sentence which describes an emotion. It should always be followed by a comma. The rest of the sentence explains what is happening in relation to the emotion.)</i> E.g. Excited, he rushed to open the next tin.

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6	Colon Explanation Sentence <i>(Linking two main clauses together using a colon to make a compound sentence. The second clause should explain more about the first clause.)</i> E.g. Lucy was terrified: the wolves had come out of the walls. Semi-Colon Sentence <i>(Using a semi-colon to mark the boundary between independent clauses. The semi-colon replaces the conjunction in a compound sentence. The two clauses should be related.)</i> E.g. Some days are full of enjoyment; others begin and end terribly. Dash Sentence – boundary <i>(Using a dash to mark the boundary between independent clauses. The dash introduces additional information. The two clauses should be related.)</i> E.g. We have had an excellent day out – we should definitely do it again sometime soon. Choice Questions Sentence <i>(Opening a question with three choice adjectives. The actual question is then linked with a dash.)</i> E.g. Flatulence, greed or laziness – which was his worst trait? Many Questions Sentence <i>(Linking similar questions to build tension. Remember to end each question with a question mark [?].)</i> E.g. Where is the treasure? The diamonds? The gold? The rubies? Imagine Sentence <i>(Join three subordinate clauses to explain why such a time or place exists.)</i> E.g. Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other : this is the story of that time. Conditional Clause Sentence <i>(Using ‘If, if, if, then’ to join three subordinate clauses. Great for building tension or developing an argument.)</i> E.g. 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. Personification Sentence <i>(Describing lifeless objects using human features.)</i> E.g. Fingers of ivy climbed up the iron rails of the hotel’s gate. Hyphen Sentence <i>(Using hyphens to give clarity and avoid confusion when describing nouns.)</i> E.g. Blood-red eyes stared out from the darkness. Semi-Colon List Sentence <i>(Using a semi-colon separate items in a descriptive list.)</i> E.g. Firstly, we went to Norwich, with its fine Cathedral; then to Southend, whose wonderful pier entranced us; to Epping Forest, muddy footpaths and all and lastly, with the cliffs towering above the blue-grey sea, was Dover.