



**Year 6**

<u>Sentence Type</u>	<u>Examples</u>	<u>Teaching Information</u>
De: de	1. I was exhausted: I hadn't slept for more than two days. 2. Snails are slow: they take hours to cross the shortest of distances.	A compound sentence in which two independent clauses are separated by a colon. The first clause is descriptive and the second adds further detail.
Tell: show 3; examples	1. He was feeling relaxed: shoes off; shirt undone; lying on the sofa. 2. James was happy: flashing a smile; skipping along; waving his hands. 3. The commander was tense: sweat dripping; eyes narrowed; staring out on to the battlefield.	This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion about a subject. 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 these are phrases (rather than single words) semicolons are used between the details rather than a comma.
3 bad – question?	1. Cold, dark, airlessness – which would kill the spaceman first? 2. Greed, jealousy, hatred – which of these is most evil?	Three negative adjectives followed by a dash then a question which relates to the three adjectives.
Some; others	1. <b>Some</b> people love football; <b>others</b> just can't stand it. 2. <b>Some</b> days are full of enjoyment; <b>others</b> begin and end terribly.	These are compound sentences which begin with the same word 'some' and have a semi-colon to replace the word 'but'.
Imagine 3 examples:	1. <b>Imagine</b> 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.	The sentence begins with the word 'imagine' then described three parts of something. The first two parts are separated by commas and the third ends with a colon.
Name – adjective pair- sentence	1. Little Tim – happy and generous – was always fun to be around. 2. Ben Roberts – weak and nervy – was actually a secret superhero. 3. Achilles – fiery and ferocious – led the Myrmidons through the formidable Trojan defences.	This sentence works on a show and tell basis, where the sentence is split with the noun at the beginning followed by an adjective pair which describes the qualities of the noun and then the rest of the sentence.
When; when; when, then.	1. 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. 2. When the air around you suddenly freezes; when your blood chills; when the sudden silence terrifies you, then the haunting begins. 3. When the	The concluding statement is preceded by three examples of occurrences which, when combined, lend credibility/prove/predict the final statement.
Emotion - consequence	1. David was angry – he threw his toy at the wall. 2. The professor was inconsolable – he wept for days on end. 3. 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 description of a consequence of that feeling.
The question is:	1. Jack disappeared. <b>The question is:</b> where did he go? 2. Theron had betrayed his king. <b>The question is:</b> could he still be trusted? 3. Tutankhamen was the youngest Pharaoh ever. <b>The question is:</b> how did he die?	The construction is actually composed of two sentences. The first is a short description of an action or statement of fact. The second begins with the phrase 'The question is:' followed by an intriguing question which draws the reader into the text.