

**Alan Peat Sentence Structure - Progression from Year 2 to Year 6****Year 2** (Summer term only)

<u>Sentence Type</u>	<u>Examples</u>	<u>Teaching Information</u>
2a	<ol style="list-style-type: none">1. Mr Twit was a dirty, horrible man with long, soggy spaghetti in his beard.2. It was a sparse, dry desert with a calming, exotic oasis in the distance.	'2a' sentences use two adjectives to describe each noun.
Simile	<ol style="list-style-type: none">1. The huge, green monster chased after the children like a tornado.2. Although the pirate was as tall as a mountain, he wasn't frightening.	A simile creates a picture in the reader's mind. It compares one thing with another, using 'like a' and 'as a'.
3_ed	<ol style="list-style-type: none">1. Confused, shocked, scared, the children ran from the burning building.2. Excited, elated, thrilled, she won the dance competition.	A '3_ed' sentence starts with three adjectives that end in 'ed' and describe emotions. The 'ed' words must be followed by a comma.



Year 3

<u>Sentence Type</u>	<u>Examples</u>	<u>Teaching Information</u>
B.O.Y.S.	1. She was happily playing a game, but got upset when she lost. 2. The cookies could be double chocolate chip, or oat and raisin. 3. It was a warm day, yet storm clouds gathered over the distant horizon.	A 'B.O.Y.S.' sentence is a two-part sentence. The first part always ends with a comma and the last part always begins with 'but', 'or', 'yet' or 'so'.
List Sentences	1. It was a dark, long, leafy lane. 2. It was a cold, wet, miserable and misty morning.	'List' sentences must have three or four adjectives before the noun.
First word last	1. Brilliant , the whole day was just brilliant! 2. Rubbish , the whole thing is a load of rubbish! Madness , this is madness!	Starts with a key first word (usually an adjective derived from a character / authorial opinion) then continues by expanding upon the key word in a separate statement, which then ends with the same key word repeated at the end.
Emotion word, (comma)	1. Desperate , she screamed for help. 2. Terrified , he froze instantly to the spot.	The emotion needs to be first, followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.
Short	1. Everything failed! 2. The ship exploded!	1- 3 worded sentence, possibly with an exclamation mark.
Sound! Cause	1. Splat! The water balloon burst as it hit the wall. 2. Bang! The lift exploded as it reached the ground floor, covering the hallway in thick smoke.	The sentence opens with an attention-grabbing sound word and then unfolds with an explanation of what caused the sound.
Double ly ending	1. She sang soulfully and emotionally. 2. He exercised vigorously and enthusiastically.	The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.
Personification of weather	1. The wind stroked the space shuttle gently before lift-off. 2. Norman was beaten by the hail.	A type of weather is given a human mood/characteristic.
What +!	1. What a lovely day! 2. What a truly ghastly sight! 3. What a tragic event!	Always begins with 'What' which is then followed by an adjective which describes the final word/s of the sentence.



Year 4

<u>Sentence Type</u>	<u>Examples</u>	<u>Teaching Information</u>
Many Questions	<ol style="list-style-type: none"> Where is the treasure? the diamonds? the gold? the rubies? What if she was lost? trapped? captures? murdered? 	Start with a question and a question mark, followed by further words or phrases which pose linked questions. Beware – you don't need to start each phrase with a capital letter.
All the Ws	<ol style="list-style-type: none"> 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? 	Your short sentence must start with one of the following words: Who? What? When? Where? Why? Would? Was? Will? What if?
Verb, person	<ol style="list-style-type: none"> Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up. 	The sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name or a pronoun followed by the rest of the sentence.
P.C (Paired conjunctions)	<ol style="list-style-type: none"> Neither money nor gifts could make him visit the haunted mansion again. It was both cold and unpleasant for him to work there. 	'P.C' sentences use a pair of conjunctions.
Description, which + simile	<ol style="list-style-type: none"> Greg had huge nostrils, which made him look like a hippo. Doctor Swogflop bathed only once a year, which meant he was as smelly as a skunk's bottom most of the time! 	This is a two-part sentence. A simile is employed in the second part which elaborates on the description presented in the first part.
Position + place, subject + action	<ol style="list-style-type: none"> At the top of the tallest tree, the monkey sat and gobbled down the banana. High up above the ruined skyscrapers, Jess could see clouds of giant insects swarming across the sky. 	Opens with a subordinate clause which describes the position + place of the action in specific terms. The main clause which follows opens with a naming of the subject, followed by an appropriate description of an action.
Trailing off...	<ol style="list-style-type: none"> The Trojans pulled the wooden horse inside their walls and retired for a peaceful sleep... He smiled, took her hand and led her away from the house... I watched my husband fall, the second bullet struck him and then... 	The ellipsis is used to indicate that something is missing – the end of the sentence.
So...	<ol style="list-style-type: none"> He'd never felt so...old. Howard Carter could not believe what he had discovered. It was just so...astounding. 	The ellipsis is used to indicate a character's struggle to 'get a handle' on the moment or gain an understanding of an emotion or event.



Year 5

<u>Sentence Type</u>	<u>Examples</u>	<u>Teaching Information</u>
Noun, which, who, where	1. Snakes, which scare me , are not always poisonous. 2. My pet dog, who only has three legs , loves to chase seagulls. 3. The deserted beach, where the shipwreck was found , can only be reached by sea.	Use commas to embed a clause in a sentence, add information that links with the sentence topic and start the clause with which, who or where.
2 pairs	1. Exhausted and worried, cold and hungry , they did not know how much further they had to go.	Begins with two pairs of related adjectives. Each pair is followed by a comma and separated by 'and'.
The more, the more	1. The more angry he became, the more he hammered his fist on the table.	The first more should be followed by an emotive word and the second more should be followed by a related action.
Irony	1. Our 'luxury' hotel turned out to be a farm outbuilding. 2. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip.	An irony sentence deliberately overstates how good or bad something is. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth.
Ad, same ad	1. He was a fast runner, fast because he needed to be. 2. It was a cold planet, cold due to the distance from the sun.	The same adjective is used twice. The second adjective repeated straight after a comma.
Outside (inside)	1. Claire ate the cake that was given to her with enthusiasm and delight. (Inside, however she wished she has turned down the offer.) 2. She smiled at the cheeky little boy. (At the same time she was hurt by his tricks.)	Made up of two related sentences. The first sentence tells the reader a character's outward action on the second reveals their true feelings.
If, if, if, then	1. If the alarm hadn't gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed. 2. If Ben had not of answered back, if Charlie hadn't of been so annoying, if the teacher had only been further away, then Ben wouldn't have got into so much trouble.	Summarising a dramatic plot at the beginning or end of a story in groups of three. The emphasis is on using commas after each clause.
Object/person (aka...)	1. The brave policeman (aka P.C. No-nonsense) rounded up the mean bullies. 2. John Wilson (aka The Bonecrusher) seemed quite ordinary when you first met him. 3. Jesse James (aka Tom Howard) was one of the most feared outlaws of the Wild West.	This can also be used figuratively and sarcastically.
With a (n) action, more action	1. With a smile, Greg waved goodbye. 2. With a weary wail, Thor launched his final attack. 3. With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.	This two-part sentence begins with a subordinate clause which starts with the phrase 'With a (n)', followed by an action and a comma. The main clause then describes more action which occurs simultaneously.



Year 6

<u>Sentence Type</u>	<u>Examples</u>	<u>Teaching Information</u>
De: de	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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?	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Some people love football; others just can't stand it. 2. Some days are full of enjoyment; others 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:	<ol style="list-style-type: none"> 1. 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. 	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	<ol style="list-style-type: none"> 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.	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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:	<ol style="list-style-type: none"> 1. Jack disappeared. The question is: where did he go? 2. Theron had betrayed his king. The question is: could he still be trusted? 3. Tutankhamen was the youngest Pharaoh ever. The question is: 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.

