



**‘How to write
exciting sentences.’**

**A whole school
approach to developing
writers**

March 2019

Dear Parents & Carers,

This year we will be focusing on literacy; and in particular, developing our children's writing skills. In light of the work of Alan Peat (an independent literacy consultant and former teacher), we have been trialling strategies of teaching specific sentence types to improve our whole-school consistent approach to the teaching of literacy skills. This progressive sentence based approach is a strategy we have introduced and evaluated. Through extensive moderation and pupil progress meetings, we have seen that it has had a positive impact upon our children's ability as writers.

Each year group will be introduced to sentence types which form part of a progressive structure from Early Years to Year 6. The booklet outlines the sentence types your child will be taught, which will of course be adapted to suit your child's needs.

We hope you find this booklet informative; should you have any queries or questions, please see your child's class teacher. Thank you for your support.

Kind regards,

Helen McElhattan
Literacy Co-ordinator

With support, most children will achieve the following
sentence types taught by year group

Year Group	Sentence Type to be introduced & taught	Page
Foundation Stage	Simple sentence structure to be verbalised List sentence - ly sentence Connective opener Introduce the question mark symbol	9 11 17
Year 1 & 2	Question sentences Simile sentences 2A sentence Short sentence But & so sentences (boys) Connective opener Revise & embed all previous types	13 7 5 21 4 17
Year 3 & 4	-ing clause Boys sentences Emotion word, comma - ed opener Choice – question Some _____; others _____ sentence 'Drop in' clause sentence Ad same ad sentence Revise & embed all previous types	12 4 22 8 20 14 6 23
Year 5 & 6	De _____ : De _____ Personification sentence The more, the more sentence Imagine plus 3 Irony sentence Outside (inside) sentence If, then sentence Revise & embed all previous types	10 15 24 25 16 18 19

Boys Sentences (Coordinating conjunction)

	End of Year expectation	Examples
Foundation Stage & Year 1 should	Pupils to be able to use but and so in a sentence spoken verbally.	He was a friendly man most of the time, but he could be nasty. It was a beautiful morning for a walk so he set off quite happily.
Year 2 should	Pupils to be able to use but and so in a sentence.	See above.
Year 3 & 4 should	Pupils to be able to use but, so, yet and or .	He could be really friendly or he could be miserable. It was a warm day, yet storm clouds gathered over the distant mountains.
	Begin to develop an understanding of when to use this type of sentence.	
Year 5 & 6 should	Continue to develop the understanding.	
	Embed sentences in writing, knowing how and when these should be used.	

2A Sentence (Extended noun phrases/Grouped adjectives)

	End of Year expectation	Examples
Foundation Stage		
Year 1 should	To be able to write a sentence which contains two adjectives separated by and .	He was a tall and awkward man.
Year 2 should	To be able to write a sentence which contains two adjectives separated by a comma.	He was a tall, awkward man.
Year 3 should	To be able to write a sentence which contains two nouns, with two adjectives per noun.	He was a tall, awkward man with an old, crumpled jacket.
Year 4 should	Build upon previous knowledge, introducing the idea of alliteration.	It was an overgrown, messy garden with a lifeless, leafless tree.
Year 5 should	Continue to develop the understanding.	
Year 6 should	Embed sentences in writing, knowing how and when these should be used.	

'Drop in' clause Sentence (Relative clause)

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 & Year 4 should	Introduce the idea of a 'drop in' sentence (who, when, which) using the idea of the 'drop in' bit being called extra information.	Cakes, which taste delicious, are not so good for your health.
Year 5 & 6 should	Continue to build upon previous learning. Introduce term relative clause and relative pronoun.	The lady, who lives in the bungalow, was out all day watering the plants.
	Embed sentences in writing, knowing how and when these should be used.	

Simile Sentence

	End of Year expectation	Examples
Foundation Stage		
Year 1 should	Through talk, develop similes.	Her jacket was as red as a rose. It was as huge as an elephant.
Year 2 should	Begin to write sentences which contain similes stressing: like a ...and...as a ...	Her skin felt as soft as velvet. The moon hung above us like a patient, pale face.
Year 3 should	Develop ideas, making them more interesting and less clichéd. Think of a simple simile and then add where . Introduce time similes.	It was as cold as ice floating in the Arctic Ocean. He plodded along as slowly as a snail on the wet grass.
Year 4 should	Develop ideas, making them more interesting and less clichéd. Think of a simple simile and then add where and when .	It was as cold as ice floating in the Arctic Ocean on a moonlit winter night.
Year 5 should	Continue to develop understanding.	
Year 6 should	Embed in their writing.	

-ed Opener (Past participle)

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	To be able to write a sentence which contains one -ed word at the beginning.	Confused, she didn't know what had happened.
Year 4 should	To be able to write a sentence which contains two -ed words at the beginning.	Amazed and excited, he left the circus reluctantly.
Year 5 should	To be able to write a sentence which contains three -ed words at the beginning.	Frightened, terrified and exhausted, they ran from the creature.
Year 6 should	Develop the idea of when to use them effectively. Develop a bank of -ed words that could be used.	

List Sentence

	End of Year expectation	Examples
Foundation Stage	To be able to speak a simple list sentence. This must be modelled in writing by the teacher.	When mum went shopping, she bought some plums, oranges and lemons.
Year 1 should	To be able to speak a simple list sentence. This must be modelled in writing by the teacher.	At the fun fair, Jake saw a candy-floss stall, the helter-skelter and the big wheel.
Year 2 should	To be able to write a sentence which has between two and four adjectives before the noun, separated by commas.	It was a dark, long, leafy lane.
Year 3 should	To develop the adjectives used in the sentence described above.	
Year 4 should	To be able to write a sentence which has between two and four adjectives before the noun which are separated by commas and the word and .	It was a cold, wet, miserable and misty morning.
Year 5 should	To be able to write list sentences that contains one pair of related adjectives.	Exhausted and worried, they did not know how much further they had to go.
Year 6 should	To be able to write a list sentence that contains two pairs of related adjectives.	Injured and terrified, shell-shocked and lost, he wandered aimlessly across the battlefield.

De: De Sentence **(Description: Detail)**

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should		
Year 5 should	To be introduced to all pupils.	The vampire is a dreadful creature: it kills by sucking all the blood from its victims.
Year 6 should	To build upon previous learning and embed in writing.	I was exhausted: I hadn't slept for more than two days.

-ly sentence (Adverb)

	End of Year expectation	Examples
Foundation Stage	To be able to say a sentence that ends in one adverb.	She screamed loudly.
Year 1 should	To be able to write a sentence that ends in one adverb.	He ran quickly.
Year 2 should	To be able to write a sentence that ends in two adverbs separated by and .	He swam slowly and falteringly.
Year 3 should	To begin a sentence with an -ly word.	Amazingly, he didn't fall off the swing.
Year 4 should	To be able to vary where in the sentence the -ly word goes – beginning, middle or end.	He laughed quietly, not wanting to attract any attention.
Year 5 should	Begin to develop an understanding of when to add -ly words effectively.	
Year 6 should	Build upon the knowledge learnt in year 5. Two -ly words at the beginning of the sentence and adding detail to the phrase. (Fronted adverbial)	Amazingly, cautiously and without any practice, Roberto slowly stepped onto the tightrope which was situated high above the crowd.

-ing Clause (Fronted adverbial)

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	To be able to write a sentence that begins with an -ing word followed by a comma.	Hesitating, Phillip stayed where he was.
Year 4 should	To be able to write a sentence that begins with an -ing word followed by an adverb and then a comma.	Screaming hysterically, Lisa shouted for help.
Year 5 should	To be able to write a sentence that begins with a subordinate clause.	Creeping down the corridor, Phillip tried not to wake the sleeping teacher.
Year 6 should	To build upon previous learning and embed in writing.	

Question Sentence

	End of Year expectation	Examples
Foundation Stage	Introduce children to the question mark symbol.	
Year 1 should	Children to be able to recognise a question sentence.	
Year 2 should	Children to be able to write down a correctly punctuated question sentence using either who, what, when, where, why, would, was, will or what if at the beginning.	Why do you think he ran away? When are we going to the theatre? What flavour ice-cream would you like? Who is captain of the England team? Where are you going? What if it was raining?
Year 3 should	Build on knowledge.	
Year 4 should	Explore when the question sentence can be used in more detail.	
Year 5 should	Continue with Year 4.	
Year 6 should	Continue with Year 5.	

Some; others (Semi-Colon)

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should	To be taught to all pupils.	Some people love football; others can't stand it. Some days are full of enjoyment; others begin and end terribly.
Year 5 should	To build upon previous knowledge.	
Year 6 should	To build upon previous learning and embed in writing.	

Personification Sentence

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should		
Year 5 should	To begin to introduce all pupils.	The wind screamed through the branches.
Year 6 should	To build upon previous learning and embed in writing.	The sun smiled down from the sky.

Irony Sentence

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should		
Year 5 should		
Year 6 should	To be introduced only when the children are confident with all other sentence types.	Our 'luxury' hotel turned out to be a farm building.

Connective Opener

	End of Year expectation	Examples
Foundation Stage	Verbally and modelled by the teacher.	First...Next...After that...Finally...
Year 1 should	As above.	
Year 2 should	Writing the sentence	As above(At this stage they may or may not use the comma)
Year 3 should	To begin a sentence using a phrase that starts with first, next, after, when or finally . Use the comma appropriately.	Next, we will visit the sweet shop. When it stops raining, you may go out to play. After play, we always do literacy. When the rain stops, we will go outside.
Year 4 should	To begin a sentence using a phrase which begins with: as well as, since, while .	Since Christmas, England have won every match. As well as house points, you can also earn stickers and other rewards. While we were driving along the country lanes, my baby sister was sick.
	To begin a sentence using a phrase which begins with one of the following connectives: because, if, as .	Because of the rain, we had to stay inside at playtime. If I eat all my vegetables, I can have a chunk of Toblerone. As we had worked so hard, Mrs. Scattergood said we could have five minutes extra playtime.
Year 5 should	To begin a sentence using a phrase which begins with one of the following connectives: however, meanwhile, although .	Meanwhile, back in the classroom, Adam was completing his work. Although the sun was shining, it felt extremely cold in the brisk autumn wind. However, some people believe that chocolate is not delicious.
Year 6 should	Consolidate and embed in their writing.	

Outside (Inside) Sentences

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 4 should		
Year 5 should		
Year 6 should	To write two linked sentences to greatly improve characterisation. The first sentence shows what is happening on the outside (what the character is doing). The second sentence, within brackets, lets the reader know the characters' true inner feelings.	He smiled and shook the man's hand warmly. (Inside, however, he was more angry than he had ever been.) Jonathan said how pleased he was to be at the party. (It wasn't the truth – he longed to be elsewhere.)

If, Then Sentences (Conditional)

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should		
Year 5 should	To be able to write a sentence which contains one or more 'if' phrase.	If the alarm had gone off, then his life would not have been destroyed.
Year 6 should	To be able to write a sentence which contains one or more 'if' phrase. To know how this effect could be used as either an effective narrative opening or narrative ending.	If the alarm had gone off, if the bus has been on time, if the road repairs had been completed, then his life would not have been destroyed. If I hadn't found that watch, if the alarm hadn't gone off, if it hadn't scared those burglars, then I wouldn't be sitting here today.

Choice – Question?

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	To write a sentence which begins with related words / phrases (adjectives are the easiest) and then finishes with a related question.	Odd or even – which number would be Charlie's lucky choice?
Year 4 should	To refine and expand the word choices.	North, south, east or west – which direction would Peter choose?
Year 5 should	As above.	To turn around or continue on course – which decision would Becky make?
Year 6 should	As above.	Greed, jealousy, hatred – which of these was John Brown's worst trait? Incompetence, arrogance, stupidity – which of these was John's fatal flaw? Thirst, heatstroke, exhaustion – which would kill him first?

Short Sentences

	End of Year expectation	Examples
Foundation Stage	As y1	
Year 1 should	Teacher to identify short sentences in work read by / written by the teacher.	
Year 2 should	To be able to write a one or two word sentence for dramatic effect in a story.	Stop! Help! Oh no!
Year 3 should	To build upon previous learning and embed in writing to develop tension within a narrative.	Then it happened. Everything failed.
Year 4 should	To build upon previous learning and embed in narrative writing for dramatic effect. To develop tension within the plot, and in speech to indicate tension.	"Up there." "Where?"
Year 5 should	To develop and embed in narrative writing.	
Year 6 should	To embed and extend in narrative writing.	

Emotion word, comma (Adjectival opener)

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	To be able to write a sentence which contains an emotive adjective at the beginning, followed by a comma.	Angry, Mum shouted across the kitchen.
Year 4 should		Desperate, she screamed for help. Anxious, they began to realise that they were lost in the forest.
Year 5 & 6 should	To develop and embed in narrative writing.	

Ad, same ad

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	To be able to write a sentence which contains two identical adjectives, one repeated shortly after the other	He was a fast runner, fast because he needed to be.
Year 4 should		He was scared, scared because he was about to face his fears. She was cruel, cruel because she tormented her sister.
Year 5 & 6 should	To develop and embed in narrative writing.	

The more, the more

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	.	
Year 4 should		
Year 5 & 6 should	To be able to write a sentence using a paired form. The first more should be followed by an emotion word and the second more should be followed by a related action	The more upset she was, the more her tears flowed. The more excited she became, the more talkative she seemed to be. The more furious he became, the more he hammered his fist on the table.
	Can be extended to The less, the less sentence	The less confident he became, the less he wanted to join in.

Imagine plus 3

	End of Year expectation	Examples
Foundation Stage		
Year 1 should		
Year 2 should		
Year 3 should	.	
Year 4 should		
Year 5 & 6 should	These sentences begin with the word <i>Imagine</i> and then describe 3 examples. The first two examples are separated with a comma and the last concludes with a colon.	Imagine a time when people were not afraid, when life was simpler, when everyone helped each other: this is the story of that time. Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda system there is such a planet.