



ALAN PEAT SENTENCE TYPES PROGRESSION

Morda C of E Primary School Years 2-6



Throughout Morda school we are using a system for teaching writing developed by the educational specialist Alan Peat.

We teach children how to use particular types of sentences, which have a handy names, so that children understand what is meant whichever class they are in in the school.

The sentence types are taught within literacy lessons to help children to write more exciting, sophisticate sentence structures. Teachers model which sorts of sentences should be used to create the right tone (author voice) for their purpose.

Some sentence types are more appropriate to non-fiction, and others, to fiction writing.

The document below shows how Alan Peat sentences are taught to we build children's confidence in using different sentence structures throughout the school.

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 2	All the Ws	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?	<ul style="list-style-type: none"> - Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if? 	<ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)
	List sentences	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 .	<ul style="list-style-type: none"> - A list sentence must have 3 or 4 adjectives before the noun. Use <i>and</i> between the final 2 adjectives. 	<ul style="list-style-type: none"> - Commas to separate items in a list p. 76 (English Appendix 2) - expanded noun phrases to describe and specify [for example, the blue butterfly] - p. 32 (LKS2 programme of study)
	Short	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	<ul style="list-style-type: none"> - 1-3 word sentences possibly with an exclamation mark or question mark. <p>Begin to discuss exclamations, questions, statements and commands with the children.</p>	<ul style="list-style-type: none"> - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command p. 75 (English Appendix 2) - Learn how to use sentences with different forms: statement, question, exclamation, command. p.32 (LKS2 programme of study)
	2a sentence	He was wearing an old, wrinkly shirt.	<ul style="list-style-type: none"> - A sentence which uses 2 adjectives separated by a comma to describe a noun. 	<ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)

Year 3	BOYS Sentences	<p>He was a friendly man most of the time, but he could become nasty.</p> <p>He could be really friendly or he could be really miserable.</p> <p>It was a beautiful morning for a walk so he set off quite happily.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - using conjunctions, adverbs and prepositions to express time and cause p.40 (English Appendix 2) - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)
	As –ly	<p>As the rain came down heavily, the children ran for shelter.</p> <p>As the wind screamed wildly, the lost giant lumbered along the path.</p> <p>As the water heats up quickly, a change of state happens called 'evaporation'.</p>	<ul style="list-style-type: none"> - The first part of the sentence opens with an action description which starts with the word <i>As...</i> and ends with an adverb. - The second part of the sentence is a description of a related, and often consequential, action. 	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2) - Terminology for pupils: subordinate clause (English Appendix 2)
	__ing, __ed.	<p>Walking in the bush, she stopped at the sight of a crocodile facing her.</p> <p>Running near the beach, he halted as the ground gave way.</p> <p>Jumping quickly through the air, she landed on her feet before sprinting away</p>	<ul style="list-style-type: none"> - The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action. - Focus on the use of prepositions in the first part of the sentence (subordinate clause) to explain where the action is happening. 	<ul style="list-style-type: none"> - Terminology for pupils: subordinate clause (English Appendix 2) - Using conjunctions, adverbs and prepositions to express time and cause. p.40 (English Appendix 2)
	Doubly –ly ending	<p>He swam slowly and falteringly.</p> <p>He rode determinedly and swiftly.</p> <p>He laughed loudly and heartily.</p> <p>He tiptoed quietly and carefully.</p>	<ul style="list-style-type: none"> - The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out. 	<ul style="list-style-type: none"> - Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)

Year 4	4A Sentences	<p>He was a tall, awkward man with an old, crumpled jacket.</p> <p>It was an overgrown, messy garden with a leafless, lifeless tree.</p> <p>The huge, green tractor ploughed the wet, muddy field.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2) -
	Emotion, comma	<p>Desperate, she screamed for help.</p> <p>Terrified, he froze instantly on the spot where he stood.</p> <p>Anxious, they began to realise they were lost.</p> <p>Happily, the astronaut stepped safely from the shuttle.</p>	<ul style="list-style-type: none"> - Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use. 	<ul style="list-style-type: none"> - Using fronted adverbials... using commas after fronted adverbials p.40 - Fronted adverbials p.77 (English Appendix 2)
	Verb, person	<p>Running, Sarah almost tripped over her own feet.</p> <p>Tiptoeing, he tried to sneak out across the landing without waking anybody up.</p>	<ul style="list-style-type: none"> - A sentence starts with a verb to give it more importance. 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. 	<ul style="list-style-type: none"> - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (p.40) (LKS2 programme of study)
	If, if, if, then.	<p>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time.</p> <p>If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.</p>	<ul style="list-style-type: none"> - Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.) 	<ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although p.40 (LKS2 programme of study)
	With a(n) action, more action	<p>With a smile, Greg waved goodbye.</p> <p>With a weary wail, Thor launched his final attack.</p> <p>With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.</p>	<ul style="list-style-type: none"> - This two-part sentence starts 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. 	<ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although p.40 (LKS2 programme of study)

Year 5

<p>3 __ed</p>	<p>Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.</p>	<ul style="list-style-type: none"> - Starts with three adjectives that end in <u>ed</u> and describe emotions. The <u>ed</u> words MUST be followed by commas. 	<ul style="list-style-type: none"> - using expanded noun phrases to convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.48 (UKS2 programme of study)
<p>Noun, which/who /where</p>	<p>Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.</p>	<ul style="list-style-type: none"> - 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>. 	<ul style="list-style-type: none"> - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)
<p>2 pairs sentences</p>	<p>Exhausted and worried, cold and hungry, they didn't know how much further they had to go. Injured and terrified, numb and fearful, he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.</p>	<ul style="list-style-type: none"> - Begins with two pairs of related adjectives. Each pair is: <ul style="list-style-type: none"> o Followed by a comma o Separated by <i>and</i> 	<ul style="list-style-type: none"> - Indicating degrees of possibility using adverbs p.78 (English Appendix 2)
<p>3 bad – (dash) question?</p>	<p>Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?</p>	<ul style="list-style-type: none"> - 3 negative followed by a dash and then a question which relates to the three adjectives. 	<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)
<p>Name – adjective pair – sentences</p>	<p>Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care.</p>	<ul style="list-style-type: none"> - 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. The two must be linked. 	<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)
<p>O. (I.)</p>	<p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.) I was delighted (but I felt scared that something was about to go wrong). Bravely I looked behind me (but I was deeply worried).</p>	<ul style="list-style-type: none"> - The first sentence tells the reader a character's outward action and the second reveals their true feelings. - 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. 	<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 6	De:de Sentence	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. I was exhausted: I hadn't slept for more than two days.	<ul style="list-style-type: none"> - Two independent clauses (they make sense on their own) are separated by a colon (:) o The first clause is descriptive o The second adds further detail 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)
	Some; others	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.	<ul style="list-style-type: none"> - Some; others sentences begin with the word <i>some</i> and have a semi-colon to replace the word <i>but</i>. - There is <u>no</u> capital letter after the semi-colon. 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2) -
	Imagine 3 examples:	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	Sentence begins with <ul style="list-style-type: none"> - The word <i>imagine</i> - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon 	<ul style="list-style-type: none"> - Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun p.78 (English Appendix 2) - Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)
	The more, the more	The more it rained, the more depressed he became. The more the crowd cheered, the more he looked forward to the race. The more upset she was, the more she cried.	<ul style="list-style-type: none"> - This sentence type is particularly useful when developing a character trait in a story. The first more should be followed by an emotive word and the second more should be followed by a related action. 	<ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis p.79 (English Appendix 2) -
	'Irony' sentences	Our 'luxury' hotel turned out to be a farm building. With dawn breaking, the 'beautiful view' which the brochure described, revealed itself to be a scrap-yard and a rubbish tip. The 'trip of our dreams' was, in fact, our worst nightmare.	<ul style="list-style-type: none"> - An irony sentence deliberately overstates how good or bad something is and this is placed in 'inverted commas'. The overstated word is then shown to be false through the remainder of the sentence which reveals the truth. 	<ul style="list-style-type: none"> - The difference between structures typical of informal speech and structures appropriate for formal speech and writing p.78 (English Appendix 2) -

Emotion – consequence	Davis was angry – he threw his toy at the wall. The professor was inconsolable – he wept for days on end. 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 a description of a consequence of that feeling.	-
Tell: show 3 examples; sentences	He was feeling relaxed: shoes off; shirt undone; lying on the sofa. The commander was tense: sweat dripping; eyes narrowed; staring out on the battlefield. It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun.	- This is a two part sentence. The first part tells the reader a broad-ranging fact/opinion. - 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 this is a phrase list, semi-colons are used between the details rather than commas.	-
When; when; when, then sentences.	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. When you look at the remains of Tutankhamen; when you examine the damage to his skull; when you look at the motives of his advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.	- The sentence type ends with a statement e.g. <i>the haunting begins</i> . -	-