



Castleton, Glaisdale and Lealholm

Sentence Progression

Year	Name	Example	Rule	Link to NC	Progression
KS1	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?	Your short sentence must start with one of the following W words: - Who? What? When? Where? Why? Would? Was? What if?	Question 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)	Question, statement, exclamation, command
	1A/2A Sentence	The tall athlete jumped into the soft sand. The dancer wore a beautiful, delicate dress. The brave, strong girl climbed the ladder.	At least one adjective before the noun. Where two are used, they should be separated by a comma.		
	List Sentence	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.	- A list sentence must have 3 or 4 adjectives before the noun. Use and between the final 2 adjectives.	Expanded noun phrase 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)	Expanded noun phrases
	-ly sentence	The weather changed suddenly.	An adverb is used to modify the verb. Doesn't have to be an 'ly' adverb.	Adverbs (spelling suffixes) In Y2, children will be exposed to spelling rules with suffixes which turn adjectives into adverbs e.g. sudden into suddenly.	Adverbs of manner (Can be fronted but not a requirement until Y4)
	BOYS	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	A B.O.Y.S sentence is a two-part sentence. The first part of the sentence always ends with a comma (,) and the last part always begins with a conjunction.	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)	Conjunctions



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	Short Sentence	Oh no! Then it happened. He stopped. Everything failed. The door opened. What's wrong?	1-3 word sentences possibly with an exclamation mark or question mark. Begin to discuss exclamations, questions, statements and commands with the children.	Sentence Functions 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)	Question, statement, exclamation, command
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LKS2	BOYS	He was a friendly man most of the time, but he could become nasty. He could be really friendly or he could be really miserable. It was a beautiful morning for a walk so he set off quite happily.	A B.O.Y.S sentence is a two-part sentence. The first part of the sentence may end with a comma; the last part always begins with a conjunction.	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)	Conjunctions
	As - ly	As the rain came down heavily, the children ran for shelter. As the wind screamed wildly, the lost giant lumbered along the path. As the water heats up quickly, a change of state happens called 'evaporation'.	- The first part of the sentence opens with an action description which starts with the word As... and ends with an adverb. - The second part of the sentence is a description of a related, and often consequential, action.	Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2) - Terminology for pupils: subordinate clause (English Appendix 2)	Adverbials and fronted adverbials
	___ing, ___ed	Walking in the bush, she stopped at the sight of a crocodile facing her. Running near the beach, he halted as the ground gave way beneath him. Jumping quickly through the air, she landed on her feet before sprinting away	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.	- Terminology for pupils: subordinate clause (English Appendix 2) - Using conjunctions, adverbs and prepositions to express time and cause. p.40 (English Appendix 2)	Prepositions, prepositional phrases and adverbials
	Doubly -ly ending or beginning	He swam slowly and falteringly. He rode determinedly and swiftly. He laughed loudly and heartily. Quietly and carefully, he tiptoed through the room.	The sentence must end or begin with two adverbs which add detail to and describe how the verb within the sentence is being carried out.	Expressing time, place and cause using conjunctions, adverbs or prepositions (p. 76) (English Appendix 2)	Adverbs



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LKS2	2A, 2A Sentences	He was a tall, awkward man with an old, crumpled jacket. It was an overgrown, messy garden with a leafless, lifeless tree. The huge, green tractor ploughed the wet, muddy field.	A 2Ad sentence has two adjectives before the first noun and two adjectives before the second noun. This sentence creates a clear picture for the reader.	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases p.77 (English Appendix 2)	Description Prepositional phrases
	Emotion, comma	Desperate, she screamed for help. Terrified, he froze instantly on the spot where he stood. Anxious, they began to realise they were lost. Happily, the astronaut stepped safely from the shuttle.	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.	Using fronted adverbials... using commas after fronted adverbials p.40 - Fronted adverbials p.77 (English Appendix 2)	Fronted adverbials
	Verb, person	Running, Sarah almost tripped over her own feet. Tiptoeing, he tried to sneak out across the landing without waking anybody up.	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.	choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (p.40) (LKS2 programme of study)	Cohesion
	If, if, if, then.	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. 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.	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 (.)	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)	Conjunctions



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	With a(n) action, more action	With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack. With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.	This two-part sentence starts with a prepositional phrase 'With a(n)...' followed by an action and a comma. The main clause then describes more action.	Using prepositional phrases to add detail to a sentence.	Prepositional Phrases
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UKS2	3 __ed	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.	Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	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)	Expanded Noun Phrases
	Noun, which/who/where	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	Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)	Relative Clause
	2 pairs sentences	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. Slowly and gently, silently and gingerly he tiptoed out of the house.	Begins with two pairs of related adjectives. Each pair is: <ul style="list-style-type: none"> • Followed by a comma • Separated by 'and' 		Description
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	3 negatives followed by a dash and then a question which relates to the three adjectives.	Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)	Em dash
	Name – adjective pair – sentences	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.	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.	Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)	Parenthetic dashes



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UKS2	<p>O. (I.) Outside. (Inside.)</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>	<p>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.</p>	<p>Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)</p>	<p>Brackets</p>
	<p>De: De Sentence</p>	<p>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.</p>	<p>Two independent clauses (they make sense on their own) are separated by a colon (:). The first clause is descriptive. The second adds further detail.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)</p>	<p>Colon</p>
	<p>Some; others</p>	<p>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.</p>	<p>Some; others sentences begin with the word some and have a semi-colon to replace the word but. - There is no capital letter after the semicolon.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses p.79 (English Appendix 2)</p>	<p>Semi-colon</p>
	<p>Imagine 3 examples:</p>	<p>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</p>	<p>Sentence begins with - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, 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)</p>	<p>Relative Clause</p>
	<p>The more, the more</p>	<p>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.</p>	<p>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</p>	<p>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)</p>	<p>Cohesion</p>



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UKS2	‘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 scrapyard and a rubbish tip. The ‘trip of our dreams’ was, in fact, our worst nightmare.	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.	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.	Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)	Parenthetic dashes Em dash
	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, semicolons are used between the details rather than commas.		Colon Semicolon (list)
	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			Semicolon



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		advisors, then it is clear that the young Pharaoh's death should be treated as suspicious.			
All Years	Description, which + simile sentences	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. The valleys have crooked ravines, which curve around like the blade of a scimitar.	The sentence is introduced by a description which is followed by a comma (,) and then the word 'which' followed by a simile, further describing the description.	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2: Year 5) teachers should show pupils how to... develop their understanding of, and ability to use, figurative language' (p.15)	Simile Relative Clause
	This is that sentence	His eyes were dark tunnels. The lake was a mirror. The explorers knew they were standing on the shoulders of giants.	This sentence is an example of a metaphor: a figure of speech that describes a subject by stating that it is, by way of a point of comparison, the same as another otherwise unrelated object.	teachers should show pupils how to... develop their understanding of, and ability to use, figurative language' (p.15)	Metaphor
	Sound! Cause	Splat! The water balloon burst as it hit the wall. Bang! The lift exploded as it reached the ground floor, covering the hallway in thick smoke. Whump! Another sandstone block fell into place. The pyramid was beginning to take shape.	This sentence opens with an attention-grabbing onomatopoeic word and then unfolds with the explanation of what caused the sound.	As above	Onomatopoeia
	Speech				
	Command				
Alliterative					