

ENGLISH LESSON – 11.5.20

Exciting Sentences

This document is also on the school website in the Writing Section if you need to see it at 100% of its size.

HOME LEARNING ▾	
Whole School	
EYFS	
Year One	
Year Two	
Year Three	
Year Four	
Year Five	
Year Six	
Maths Resources	
Reading Resources	
Writing Resources	

SPS EXCITING SENTENCES PROGRESSION

Y2	Y3	Y4	Y5	Y6
<p>2Ad</p> <p>Two adjectives before the first noun and two adjectives before the second noun.</p> <p><i>E.g. It was an old, creepy house with an overgrown, untidy garden.</i></p>	<p>B.O.Y.S</p> <p>A two-part sentence using but, or, yet, so.</p> <p><i>E.g. She was happily playing a game but got upset when she lost.</i></p> <p><i>Mr File was hungry so he ate all the chocolate biscuits.</i></p>	<p>Verb, person</p> <p>Verb followed by a comma and then a name or a personal pronoun followed by the rest of the sentence.</p> <p><i>E.g. Running, Sarah almost tripped over her own feet.</i></p>	<p>3-Ed</p> <p>Start with 3 adjectives that end in -ed and describe emotions. The -ed words must be followed by commas.</p> <p><i>E.g. Dazed, confused, worried, he ran as fast as he could.</i></p>	<p>De : De</p> <p>Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail.</p> <p><i>E.g. I was exhausted : I hadn't slept for more than two days..</i></p>
<p>List</p> <p>List 3 or 4 adjectives before the noun, separated by commas. Use and to join the last two adjectives.</p> <p><i>E.g. The man wore a long, ripped, oversized and dirty cloak.</i></p>	<p>P.C</p> <p>Paired conjunctions. Sentences where some words need another word in order to make sense.</p> <p><i>E.g. It was both hot and sunny in the desert.</i></p> <p><i>Neither friends nor family would ever make her happy</i></p>	<p>2 pairs</p> <p>Begin with 2 pairs of related adjectives.</p> <p>Each pair is followed by a comma and separated by and.</p> <p><i>E.g. Scared and upset, exhausted and hungry, they ran as fast as they could through the forest.</i></p>	<p>Noun, who, which, where</p> <p>Use commas to embed a relative clause in a sentence, add information that links and start the clause with who, which or where.</p> <p><i>E.g. Tom, who practiced football every day, dreamed of playing for Manchester United.</i></p>	<p>Some ; others</p> <p>Begin with the word some and use a semi-colon to replace the word but.</p> <p><i>E.g. Some children walk to school ; others travel by car. Some children love to wear a school uniform ; others simply detest it.</i></p>
<p>Simile</p> <p>Must create a picture in the reader's mind using:</p> <p>- like ...</p> <p>- as ... as</p> <p><i>E.g. She was as cold as ice. She shivered like a leaf drifting through the woods on a cool autumn evening.</i></p>	<p>If, if, if, then</p> <p>Used at the beginning or end of a story. Use a comma after each clause.</p> <p><i>E.g. If I had remembered to set the alarm, if the cat hadn't knocked my cereal onto the floor, if the car would have started, then I wouldn't have been late for work.</i></p>	<p>Ad, same Ad</p> <p>Use the same adjective twice. Write the second adjective immediately after a comma.</p> <p><i>E.g. He was a caring man, caring because he looked after all the stray animals. It was a busy city, busy in a way that made you feel exhausted.</i></p>	<p>Emotion word</p> <p>Emotion followed by a comma and then the actions that are caused by the emotion.</p> <p><i>E.g. Terrified, he sat rocking with his head in his hands. Exhausted, he collapsed onto his bed and fell fast asleep.</i></p>	<p>Imagine 3 examples</p> <p>Begin with 'Imagine' then describe 3 parts of something. Separate first 2 parts by commas and end the 3rd with a colon.</p> <p><i>E.g. Imagine a place where the sun always shines, where was never happen, where no one ever dies; in the Andromeda 5 system, there is such a planet.</i></p>
<p>Short</p> <p>1-3 word sentences possibly followed by an exclamation mark.</p> <p><i>e.g. He was tired. Everything failed! The ship exploded! What a mess!</i></p>	<p>Double I.Y ending</p> <p>End in 2 adverbs that add detail to, and describe how the verb was being done</p> <p><i>E.g. The competitive girl ran quickly and determinedly. Extend with an explanation e.g as she knew she had to win the race.</i></p>	<p>The more, the more</p> <p>The first more should be followed by an emotion word and the second more should be followed by a related action.</p> <p><i>E.g. The more relaxed she was, the more she laughed.</i></p>	<p>-ing, -ed</p> <p>Begin with an -ing verb followed by a preposition and a comma and then an -ed verb and related action.</p> <p><i>E.g. Skipping down the road, he stopped suddenly as a car screeched to a halt beside him</i></p>	<p>3 bad – (dash) question</p> <p>3 negative adjectives followed by a dash then a question that relates to the 3 adjectives.</p> <p><i>E.g. Fed up, sad, depressed - would he ever feel happy again? Terrified, anxious, perplexed - how would she ever escape?</i></p>

- Look at the examples of sentences that can be used by your Year Group.
- Read the instruction for how to put one of these sentences together.
- Look at the example sentence to see what this looks like.
- Write some sentences of your own using these techniques.
- You should try to write 5 of each type of sentence.
- Make sure you use powerful, interesting vocabulary in your sentences.