

	<u>Openers</u>					<u>Sentences of 3</u>		<u>Adjective focus</u>		<u>Clauses +</u>		<u>Other impact</u>			
	<u>Connective Opener</u>	<u>Fronted adverbials</u>	<u>-ly sentence</u>	<u>Ing opener</u>	<u>-ed Opener</u>	<u>sentence of 3 for description</u>	<u>Pattern of 3 for persuasion / impact</u>	<u>2A Sentence</u>	<u>List sentence</u>	<u>'Drop in' Sentence</u>	<u>FANBOYS Sentences</u>	<u>Short sentences</u>	<u>Speech</u>	<u>Colons and semi colons</u>	<u>Simile Sentence</u>
Year 3	<p>To begin a sentence using a phrase that starts with first, next, after, when or finally. Use the comma appropriately.</p> <p>e.g. Next, we will visit the sweet shop. When it stops raining, you may go out to play.</p> <p>After play, we always do literacy.</p>	<p>Think about specifics of time and place</p> <p>Later that day, I heard the bad news.</p> <p>In the winter, some animals hibernate.</p> <p>At last, I reached the finish line.</p> <p>A few days ago, we discovered a hidden box.</p>	<p>To begin a sentence with an -ly word.</p> <p>e.g. Amazingly, he didn't fall off the swing.</p> <p>Gently, she lifted the sleeping baby.</p> <p>Suddenly, the ground began to shake.</p>	<p>Start to use -ing' clauses as starters e.g.</p> <p>Sighing, the boy finished his homework.</p> <p>Grunting, the pig lay down to sleep.</p>	<p>To be able to write a sentence which contains one -ed word at the beginning</p> <p>e.g. Confused, she didn't know what had happened.</p> <p>Frightened, Tom ran straight home to avoid being caught.</p> <p>Exhausted, the Roman soldier collapsed at his post.</p>	<p>To be able to use a sentence of 3 for description</p> <p>e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p>	<p>To use a pattern of 3 for impact</p> <p>e.g. Visit, Swim, Enjoy!</p> <p>"Stop, Look and Listen"</p>	<p>To be able to write a sentence which contains two nouns, with two adjectives per noun.</p> <p>e.g. He was a tall, awkward man with an old, crumpled jacket.</p>	<p>To be able to write a sentence which has between two and four adjectives before the noun, separated by commas.</p> <p>e.g. It was a dark, long, leafy lane.</p>	<p>Drop in a relative clause using: who/whom/which/whose/that e.g. The girl, whom I remember, had long black hair.</p> <p>The boy, whose name is George, thinks he is very brave.</p> <p>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</p>	<p>Pupils to be able to use for, and, nor but, or yet and so (Compound sentences)</p> <p>e.g. He could be really friendly or he could be miserable.</p> <p>It was a warm day, yet storm clouds gathered over the distant mountains.</p>	<p>Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p>	<p>Dialogue – powerful speech verb e.g. "Hello," she whispered.</p>	<p>Colon before a list e.g. What you need: compass, knife, canteen etc.</p>	<p>Develop ideas, making them more interesting and less clichéd. Think of a simple simile and then add where.</p> <p>Introduce time similes.</p> <p>e.g. It was as cold as ice floating in the Arctic Ocean.</p> <p>He plodded along steadily and as slow as a snail.</p>
Year 4	<p>To begin a sentence using a phrase which begins with: as well as, since, while.</p> <p>e.g. Since Christmas, England have won every match.</p> <p>As well as house points, you can also earn stickers and other rewards.</p> <p>While we were driving along the country lanes, my baby sister was sick.</p>	<p>Develop and embed this skill:</p> <p>e.g. As soon as he could, Tom jumped off the train</p> <p>e.g. Every playtime, I play football.</p> <p>At the back of the eye, is the retina.</p> <p>In a strange way, he looked at me.</p>	<p>To be able to vary where in the sentence the -ly word goes – beginning, middle or end.</p> <p>e.g. He laughed quietly, not wanting to attract any attention.</p> <p>He rounded the keeper exquisitely.</p>	<p>Expanded -ing' clauses as starters e.g. Grinning menacingly, he slipped the treasure into his rucksack.</p> <p>e.g. Hopping speedily towards the pool, the frog dived underneath the leaves.</p>	<p>To be able to write a sentence which contains two -ed words at the beginning.</p> <p>e.g. Amazed and excited, he left the circus reluctantly.</p> <p>'ed' clauses as starters</p> <p>e.g. Teased by the boys, the dog growled.</p> <p>Frustrated by the lesson, the boy began to day-dream.</p>	<p>Sentence of 3 for action e.g.</p> <p>Sam rushed down the road, jumped on the bus and sank into his seat.</p> <p>The Romans enjoyed food, loved marching but hated the weather.</p> <p>He ran down the lane, jumped over the hedge and fell flat on his nose!</p>	<p>e.g. "Blood, sweat and tears" – General Patton</p> <p>"Friends, Romans, Countrymen" – William Shakespeare in Julius Caesar</p>	<p>Build upon previous knowledge, introducing the idea of alliteration e.g. It was an overgrown, messy garden with a lifeless, leafless tree.</p>	<p>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.</p> <p>e.g. It was a cold, wet, miserable and misty morning.</p>	<p>Drop in -ing' clause e.g. Jane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses.</p>	<p>Secure use of compound sentences (Coordination) using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p>	<p>Develop this skill still further</p> <p>Short sentences to move events on quickly e.g. It was midnight.</p> <p>It's great fun.</p>	<p>Dialogue - verb + adverb - e.g. "Hello," she whispered, shyly.</p>	<p><u>Some; others</u></p> <p>Some; others are sentences which begin with the word 'Some' and have a semi-colon separating it from another part beginning with 'others'</p> <p>e.g. Some people love football; others just can't stand it.</p> <p>Some days are full of sunshine; others begin and end with rain.</p>	<p>Develop this skill to Start with a simile</p> <p>e.g. As curved as a ball, the moon shone brightly in the night sky.</p> <p>Like a wailing cat, the ambulance screamed down the road.</p>