

1A Sentences

1A sentences have 1
adjective before a noun:

The **red** hat was on the **glass** table.

2A Sentences

2A sentences have 2
adjectives before a noun:

The **pretty, red** hat was on the table.

2 adjectives must be separated by a comma

5 of the W's sentences

Short sentences that begin with:
Who? What? When? Where? Why?

What next?

When is your birthday?

Year 1 Alan Peat

BOYS Sentences

BOYS sentences contain the conjunctions **but, or, yet, so.**

The princess was intelligent, **but** she was ugly.
The princess could kiss the frog, **or** she could leave him for others.
The frog was grotesque, **yet** he was rich.
The princess kissed the frog, **so** he ran away.

A comma must come before the conjunction!

What! Sentences

Exclamatory sentence starting with the word **what** or **how**.

What big eyes you have!

What a good answer!

How lucky we are!

All the W's sentences

Short sentences that begin with:

Who? What? When? Where? Why?

Would? Was? Will? What if?

What next?

Will that really be the end?

Year 2 Alan Peat

Verb, person Sentence

These sentences start with verb, followed by a comma, and then the name of a person along with the rest of the sentence.

Laughing, John was relieved it was only his dog.

Trembling, he fled from the beast.

Double ly ending sentences

Double ly ending sentences end with two adverbs, after a verb:

Joyfully and purposefully, they hurried along.
She searched frantically and determinedly.

A comma must come after the two adverbs if they are at the beginning of the sentence.

Year 3 Alan Peat

2- ed Sentences

These begin with 2 -ed adjectives

Tired and confused, Bill shrugged.

Annoyed and frustrated, Bilbo searched in the darkness for the ring.

A comma must come after the two adjective opener at the beginning of the sentence.

2 Pairs Sentences

2 pairs sentences begin with 2 pairs of related adjectives:

Exhausted and worried, cold and hungry, they did not know how much further they had to go.

Pay attention to the commas!

Simile Sentences

Similes contain '**...as a...**' or '**...like a...**'. They compare one thing to another.

The flames were **as fierce as a tiger** hunting for its prey.

The exploding bomb was **like a bubbling volcano**.

Year 3 Alan Peat

An ing, ed sentence

An **ing, ed** sentence always begins with a verb ending in 'ing'. This is followed by the location of the action and then a comma.

Driving to town, he **stopped** to watch the UFO land.
Running near the beach, he **halted** as the ground gave way.

FAN Sentences

Use **furthermore, although, nevertheless** to give extra information

I like rabbits, **although** they are not as easy to care for as you would think.

He was very tired; **nevertheless** he went on walking

Commas separate clauses, semi-colons can separate two main clauses. Which will you need to use?

Year 4 Alan Peat

Emotion word, comma sentence

Emotion word, comma sentences begin with a feeling word followed by a comma

Desperate, she screamed for help.
Terrified, she froze instantly on the spot where she stood.
Curious, she stood awhile in thought.

Personification of weather sentence

In this sentence, an aspect of weather is given a human trait. It helps to create a particular mood in a story.

The rain **wept** down the window.

The wind **screamed** through the branches.

Then; then; then, now

Each part of the sentence is a main clause.

Then thunder shook the ground; **then** blinding lightning tore through them; **then** storm clouds blocked every ray of hopeful light, **now** you know the Devil is approaching.

Check you have punctuated correctly with semi-colons before THEN and a comma before NOW.

Noun, which/ where/who

Noun, which/where/who sentences begin with a **noun** then a comma followed by **which** or **where** or **who**.

Cakes, **which taste great**, are not good for your health.
Mr. Tims, **who is my favourite teacher**, is leaving soon.

Year 5 Alan Peat

Outside. (Inside.) sentences

These are made up of 2 related sentences.
The first sentence tells the reader the character's outward actions.

He smiled and shook the man's hand warmly. (**Inside, however, he was more angry than he had ever been.**)

The second (placed in brackets) shows the character's true **INNER** feelings.

The more, the more

The more, the more sentences are in 2 parts.
The first more should be followed by an emotion word and the second more should be followed by a related emotion.

The more upset she was, **the more** her tears flowed.
The more confident she became, **the more** talkative she seemed to be.

Short sentences

These are used for tension.

I slowly crept nearer.

What was that?

A dog yelped.

De:De sentences (Description:Details)

A De: De sentence has 2 parts. The first part gives a description, the second gives further details.

The vampire is a dreadful creature: it kills by sucking all the blood from its victims.

Snails are slow: they take hours to move the shortest of distances.

Don't forget the colon

Year 5 Alan Peat

Some; others sentences

Some; others sentences begin with the word **some** and have a **semi-colon** instead of a 'but' to separate the two parts.

Some people love football; **others** just can't stand it.

Some evacuees had an awful time in World War Two; **other** evacuees enjoyed it.

Imagine and 3 examples:

These sentences begin with the word 'Imagine' and then describe 3 things about a place, time or person. After the 3rd description there is a **colon** followed by a statement saying there is such a time, place, person.

Imagine a time when people were not afraid, when life was much simpler, when everyone helped each other: **this is the story of that time.**

Ad, same ad sentence

This sentence has two identical adjectives, one repeated shortly after the other.

He was a **fast** runner, **fast** because he needed to be.

It was a **silent** town, **silent** because all the residents had fled.

One word, one phrase definition

These sentences begin with one word or phrase followed by a colon. This is then followed the word's definition.

Monday: the longest day of the week!

World War Two: a time when many people lost their lives.

Year 6 Alan Peat

Name - adjective pair

The name and details are the main clause.

These are then separated by dropping in an adjective pair to describe the named person.

Achilles led his army through the formidable Trojan defences. WILL BECOME...

Achilles - fiery and ferocious - led his army through the formidable Trojan defences.

Tell: show 3; examples

The first part tells states a fact about a subject:

He was feeling relaxed.

A colon is then used to introduce the list of examples:

He was feeling relaxed: shoes off; shirt undone; lying on the sofa.

The commander was tense: sweat dripping; eyes narrowed; staring out onto the battlefield.

Broken sentences

This mimics the way people speak and can indicate emotion such as astonishment, surprise, anger or happiness.

You. Horrible. Little. Man.

Complete. And Utter. Fool!

No. Flipping. Way!

This is that metaphor sentences

This is a metaphor: a figure of speech that describes a subject as an otherwise unrelated object.

His eyes were dark tunnels.

The lake was a mirror.

The explorers knew they were standing on the shoulders of giants.

Year 6 Alan Peat