

Alan Peat's Exciting Sentences Year 3

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 3	Doubly –ly Ending	<p>He swam <b>slowly</b> and <b>falteringly</b>.</p> <p>He rode <b>determinedly</b> and <b>swiftly</b>.</p> <p>He laughed <b>loudly</b> and <b>heartily</b>.</p> <p>He tiptoed <b>quietly</b> and <b>carefully</b>.</p>	- The sentence must end in two adverbs which add detail to and describe how the verb within the sentence is being carried out.	- <i>Expressing time, place and cause using conjunctions, <b>adverbs</b> or prepositions.</i>
	Verb, Person	<p><b>Running, Sarah</b> almost tripped over her own feet.</p> <p><b>Tiptoeing, he</b> tried to sneak out across the landing without waking anybody up.</p>	- A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name (proper noun) or a personal pronoun (he, she, they, it) followed by the rest of the sentence.	- <i>Choosing <b>nouns</b> or <b>pronouns</b> appropriately for clarity and cohesion and to avoid repetition.</i>
	Position+Place, Subject+Action	<p><b>At the top</b> of the tallest <b>tree</b>, the <b>monkey sat</b> and <b>devoured</b> its banana.</p> <p><b>Deep beneath</b> the crashing <b>waves</b>, the <b>torpedo moved</b> silently towards its target.</p> <p><b>High above</b> the <b>skyscrapers</b>, dark <b>clouds</b> were <b>huddling</b> together.</p>	<p>- Opens with a subordinate clause describing the <b>position</b> and <b>place</b> of an action in <u>specific</u> terms.</p> <p>- The main clause which follows opens with the naming of the <b>subject</b>, followed by an appropriate description of an <b>action</b>.</p>	<p>- <i>Using <b>fronted adverbials</b>... using commas after fronted adverbials.</i></p> <p>- <i><b>'Fronted adverbials'</b> p.77</i></p> <p>- <i>Expressing time, place and cause using conjunctions, adverbs or prepositions.</i></p>

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	<b>If, if, if, then</b>	<p><b>If</b> the alarm had gone off, <b>if</b> the bus had been on time, <b>if</b> the road repairs had been finished, <b>then</b> he might have got to school on time.</p> <p><b>If</b> I hadn't found the watch, <b>if</b> the alarm hadn't gone off, <b>if</b> I hadn't scared those burglars, <b>then</b> I wouldn't be sitting here today.</p>	<p>- 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.</p> <p>- Each clause always begins with an '<b>if</b>' or a '<b>then</b>' and each clause ends with a comma (,) or a full stop (.)</p>	<p>- <i>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <b>when, if, because, although.</b></i></p>
	<b>Simile Sentence</b>	<p>The flames were <b>as</b> fierce <b>as</b> a lion's roar.</p> <p>The exploding bomb sounded <b>like</b> <b>an</b> earthquake.</p>	<p>The sentences must take an element/trait from the subject and think of another object that is similar in that trait. (Sound, colour, shape, size etc.</p>	<p>- <i>Using adverbs and prepositions to extend sentences in a figurative manner.</i></p>
	<b>Emotion Word,</b>	<p><b>Excited</b>, she ran to Wilbur.</p> <p><b>Terrified</b>, she stared out to the sea and watched as the ship hit the rocks.</p>	<p>- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</p> <p>(When teaching, provide an A-Z list of emotions the children could use.)</p>	<p>- <i>Using <b>fronted adverbials...</b> using commas after fronted adverbials.</i> <i>p.40</i></p> <p>- <i><b>'Fronted adverbials'</b> p.77</i></p>