

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 4	Verb, Person	<p>Running, Sarah almost tripped over her own feet.</p> <p>Tiptoeing, he 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.	- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
	First Word Last	<p>“Brilliant, the whole day was just brilliant!” Tilly exclaimed.</p> <p>“Rubbish, everything is a load of rubbish,” Martin moaned.</p> <p>“Madness, this is complete madness!” declared the frustrated officer.</p>	- Start with a key first word (usually an adjective), expand upon that key word, then repeat the same key word at the end of the sentence.	- Linking ideas... using a wider range of cohesive devices: repetition of a word or phrase , grammatical connections and ellipsis.
	This Is That	<p>His eyes were dark tunnels.</p> <p>The peaceful lake was a glass mirror.</p> <p>The explorers knew they were standing on the shoulders of giants.</p> <p>The full moon was a silver coin.</p> <p>The ballerina was a swan, gliding across the stage.</p> <p>Kisses are the flowers of affection.</p>	- This sentence is simply an example of metaphor (i.e. a figure of speech containing an implied comparison, in which a word or phrase ordinarily and primarily used of one thing is applied to another.)	- Teachers should show pupils how to... develop their understanding of, and ability to use, figurative language . p.5
	3 _ed	Frightened, terrified, exhausted, they ran from the creature.	- Starts with three adjectives that end in _ed and describe emotions.	- Using expanded noun phrases to convey

		<p>Amused, amazed, excited, he left the circus reluctantly.</p> <p>Confused, troubled, worried, she didn't know what had happened.</p>	<p>- The _ed words MUST be followed by commas.</p>	<p><i>complicated information concisely.</i></p> <p>- Using commas to clarify meaning or avoid ambiguity in writing.</p>
	The More, the More	<p>The more it rained, the more depressed he became.</p> <p>The more the crowd cheered, the more he looked forward to the race.</p> <p>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.</p> <p>- The first more should usually be followed by an emotive word and the second more should be followed by a related action.</p>	<p>- <i>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.</i></p>
	Personification of Weather	<p>The sun sang happily in the sky.</p> <p>The wind screamed through the branches.</p>	<p>In these sentences, an aspect of weather is given a human trait. It helps to create a particular mood in a story.</p>	<p>- <i>Linking to figurative language and creating atmosphere and mood.</i></p>