

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 5	Noun, which/who/where	<p>Cakes, which taste fantastic, are not so good for your health.</p> <p>Snakes, which scare me, are not always poisonous.</p> <p>Tom, who was a little shorter than the others, still made it into the football team.</p>	<p>- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u>, <u>who</u> or <u>where</u>.</p>	<p>- Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</p>
	O. (I.)	<p>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)</p> <p>I was delighted (but I felt scared that something was about to go wrong).</p> <p>Bravely I looked behind me (but I was deeply worried).</p>	<p>- The first sentence tells the reader a character's outward action and the second reveals their true feelings.</p> <p>- If the sentence within the brackets is complete, the full stop goes inside the bracket. If it is not complete, the full stop goes outside.</p>	<p>- Brackets, dashes or commas to indicate parenthesis.</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>

	__ing, __ed	<p>Walking <u>in</u> the bush, she stopped at the sight of a crocodile facing her.</p> <p>Running <u>near</u> the beach, he halted as the ground gave way.</p> <p>Jumping quickly <u>through</u> the air, she landed on her feet before sprinting away.</p>	<p>- The sentence must begin with a subordinate clause which begins with a verb ending in 'ing', followed by the location of the action.</p> <p>- Focus on the use of <u>prepositions</u> in the first part of the sentence (subordinate clause) to explain where the action is happening.</p>	<ul style="list-style-type: none"> - <i>Using conjunctions, adverbs and prepositions to express time and cause.</i> - Terminology for pupils: 'Subordinate clause'
	Name –Adjective Pair– rest of sentence	<p>Little Tim – happy and generous – was always fun to be around.</p> <p>Ben Roberts – weak and nervy – was actually a secret superhero.</p> <p>Glass – fragile and dangerous – must be handled with care.</p>	<p>- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like.</p> <p>- The two <u>must</u> be linked.</p>	<ul style="list-style-type: none"> - <i>Brackets, dashes or commas to indicate parenthesis.</i>
	Short	<p>Oh no!</p> <p>Then it happened.</p> <p>He stopped.</p> <p>Everything failed.</p> <p>The door opened</p> <p>They rode on.</p> <p>He wept.</p> <p>What's wrong?</p> <p>Silence.</p>	<p>- 1-3 word sentences possibly with an exclamation mark or question mark.</p>	<ul style="list-style-type: none"> - <i>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</i> - <i>Learn how to use sentences with different forms: statement, question, exclamation, command.</i>