	Sentence Type	Example	Rule	Link to National Curriculum
Year 4	**2A Sentences**	He was a **tall, awkward** man with an **old, crumpled** jacket. It was an **overgrown, messy** garden with a **leafless, lifeless** tree. The **huge, green** tractor ploughed the **wet, muddy** field.	- A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.	- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2) -
	Emotion, comma	**Desperate**, she screamed for help. **Terrified**, he froze instantly on the spot where he stood. **Anxious**, they began to realise they were lost. **Happily**, the astronaut stepped safely from the shuttle.	- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion. - When teaching, provide an A-Z list of emotions the children could use.	- Using fronted adverbials… using commas after fronted adverbials p.40 - Fronted adverbials p.77 (English Appendix 2)
	Verb, person	**Running, Sarah** almost tripped over her own feet. **Tiptoeing, he** tried to sneak out across the landing without waking anybody up.	- A sentence starts with a verb to give it more importance. The verb is always followed by a comma and then a name 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 (p.40) (LKS2 programme of study)
	If, if, if, then.	**If** the alarm had gone off, **if** the bus had been on time, **if** the road repairs had been finished, **then** he	- 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.	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when**, if**, because, although p.40 (LKS2 programme of study)

		might have got to school on time. **If** I hadn't found the watch, **if** the alarm hadn't gone off, **if** I hadn't scared those burglars, **then** I wouldn't be sitting here today.	- Each clause always begins with an **if** or a **then** and each clause ends with a comma (,) or a full stop (.)	
	With a(n) action, more action	**With a smile**, Greg **waved** goodbye. **With a weary wail**, Thor **launched** his final attack. **With a deep breath**, Neil Armstrong **stepped** carefully on to the surface of the moon.	- This two-part sentence starts with a subordinate clause which starts with the phrase '**With a(n)…**' followed by an action and a comma. The main clause then describes more action which occurs simultaneously.	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when**, if**, because, although p.40 (LKS2 programme of study) -