Alan Peat Sentences

Please refer to *Writing Exciting Sentences* (WES): *Age 7 Plus* or *A Second Book of Exciting Sentences* (SBES) for explanations and teaching tips.

At each Step, children should revise and use all previous sentence types as well as learning new ones.

	Sentence	WES	SBES	Assessment links
Y1Em (Step 16)	*A simple sentence that makes sense*			* Uses simple sentences to recount own experiences in writing * Maintains sense most of the time
Y1Ex (Step 17)	*1A sentence – adjective then noun (e.g. The old man walked home).*			* Makes some choices of appropriate vocabulary
Y1GD (Step 18)	*A.B.B sentence – and, but, because*			* Uses 'because' to provide reasoning
	All the W's	p41		* Begins to use question marks appropriately
Y2Em (Step 19)	BOYS sentences	p11		* Says, writes and punctuates simple and compound sentences using co-ordination (i.e. *and, but, or*)
	(V)ed next (V)ed		p122	
	Adverb from adjective		p62	* Uses the suffix –ly to turn adjectives into adverbs
Y2Ex (Step 20)	What + ! sentences		p74	* Uses sentences with different forms: statement, question, exclamation, command
	Sound! Cause		p102	* Exclamation marks are used correctly
Y2GD (Step 21)	2A sentences	p13		* Uses commas to separate items in a list
	LIST sentences	p43		
Y3Em (Step 22)	Ad, same ad	p35		* There are some links between ideas
	Same word end of 2		p30	
	Emotion word, (comma)	p29		* Vary the use of adjectives for impact
Y3Ex (Step 23)	Double –ly ending	p39		* Adverbs are used effectively
	SHORT sentences	p53		* Varied sentence structure used
	Then and Now		p50	* Expresses time, place and cause using conjunctions and adverbs
Y3GD (Step 24)	(V) ed next (V) ed		p.122	* Uses some detail in the description of characters
	SIMILE (like a…/as a…)	p15		* Begins to use figurative language including similes
	Personification of the weather	p47		
	With a(n) action, more action		p106	* Creates sentences with fronted adverbials * Uses commas after fronted adverbials
Y4Em (Step 25)	Description, which + simile sentences		p66	* A range of devices are used to describe (settings)
	1 pair (refer to 2 pairs)	*(p19)*		* Attempts to manipulate sentences for effect
	P.C (paired conjunctions)	p.49		* Carefully selected detail is included to support purpose
Y4Ex (Step 26)	As _ly		p118	* Creates and correctly punctuates sentences with fronted adverbials for 'when'
	First word last		p34	* Dialogue layout and punctuation is accurate
	The more, the more	p51		* Characters are developed with some interaction of description and feeling
Y4GD (Step 27)	Action as if		p114	* Includes character descriptions designed to provoke sympathy or dislike in the reader
	Position + place, subject + action sentences		p110	* Creates and correctly punctuates sentences with fronted adverbials for 'where'
	_ing, _ed	p55		* Uses an increasing range of sentence structures appropriate to text type

	Sentence	WES	SBES	Assessment links
Y5Em (Step 28)	3 _ed (3 related adjectives)	p17		* Well-chosen and effective vocabulary is used to describe characters
	Many questions	p33		* Direct attempts to involve the reader
	3 bad – (dash) question?	p37		
	Verb, person	p23		* Makes use of structures that do not reflect spoken language
	2 pairs	p19		
Y5Ex (Step 29)	So…		p90	* Some experimentation with different techniques to create effects
	Single word		p94	
	Noun, which/who/where	p31		* Creates complex sentences using relative clauses beginning with who, which, where, when, whose, that
	Eds and ings		p78	* Varies pace through verb strings
	Short sentence	p 53		*Varies pace through the use of different sentence lengths
Y5GD (Step 30)	O. (I.)	p25		* Uses brackets for parenthesis
	Name – adjective pair –		p30	* Uses dashes for parenthesis
	Subject – 3 examples – are all		p54	
	If, if, if, then	p27		* Varies openings and endings in narrative
	This is that		p70	* Develops mood and atmosphere using figurative language
	Tell: show 3; examples		p10	* Uses colons to introduce lists and semi-colons to separate items consisting of more than one word
Y6Em (Step 31)	Getting worse/getting better		p42	* Shows good awareness of reader
	Does not/Does (Will not/Will)		p46	
	Most important – in short		p82	* Secure use of cohesive devices within paragraphs
	When_; when_; when_, then_.		p58	* Begins to use semi-colons to mark the boundary between independent clauses
	Some; others	p45		
	Emotion- consequence		p98	
	The question is:		p126	* Begins to use the colon for wider purposes e.g. to lead the reader to an explanation or a concluding remark/ revelation
	De: De	p21		
	IMAGINE 3 examples:	p59		
Y6Ex (Step 32)	Italics ‘stressed word’		p18	* Uses informal structures as appropriate
Y6GD (Step 33)	Broken		p14	* Conventions are broken in order to achieve specific effects
	Trailing off…		p86	
Y7Em (Step 34)	Interrobang‽		p38	* Punctuation choices are careful and apt
	Irony	p57		* Uses quotation marks for irony
Y7Ex (Step 35)	Object/Person (aka…)		p22	* Uses devices consistent with the text type