

Reception	
1. Subject + verb:	<i>The dog barked.</i>
2. subject + verb + place adverbial :	<i>Emma and Jon went to the shops.</i>
3. repetition of verb for effect:	<i>Sally ran and ran.</i>
4. Use of "feeling" words: (adjectives)	<i>Jenny is happy.</i>
5. "like" + activity:	<i>We like reading the story.</i>
6. "can" + verb + adverb:	<i>I can run fast.</i>
7. verb "to be" + adjective:	<i>My bag is yellow.</i>
8. 2 nouns joined by "and":	<i>We saw houses and cars.</i>

Year One	
1. subject + verb + adverbial:	<i>The dog barked at the children.</i>
2. repetition of verb + adverbial:	<i>Sally ran and ran all the way home.</i>
3. "like" + activity + adverbial:	<i>We like throwing the balls in the bucket.</i>
4. "saw" + noun + activity:	<i>We saw Mr Lane sweeping the leaves.</i>
5. Subject performs 2 actions joined by "and" (subject not repeated):	<i>Mum opened the box and took out the teddy.</i>
6. 2 main clauses in contrast to one another, joined by "and":	<i>The cow is big and the mouse is small.</i>
7. Repetition of auxiliary verb for emphasis:	<i>Polly didn't sit down and she didn't eat her lunch.</i>
8. 2 main clauses in contrast to one another, joined by "but":	<i>The sun was hot but the sea was cold.</i>
9. 2 main clauses providing options, joined by "or":	<i>You can comb it or you can brush it.</i>
10. "must" governing 2 main clauses (subject not repeated):	<i>You must clean your teeth and eat some fruit.</i>
11. A question, correctly punctuated:	<i>Is the bird hungry?</i>
12. An exclamation correctly punctuated:	<i>Run! Ouch! Help!</i>
13. Compound sentence using "so":	<i>Mum was busy so I played with my toys.</i>
14. Start with time adverbial:	<i>In the afternoon we went to my cousin's house. Next, he cut it out.</i>
15. Start with a place adverbial:	<i>In the garden he saw an old man.</i>
16. Traditional story language:	<i>Once upon a time...</i>
17. Begin with imperative verb:	<i>Underline the correct word.</i>

Year Two	
1. "When" introduces a complex sentence:	<i>When she saw the cat, she laughed out loud.</i>
2. "When" used in middle position of complex sentence:	<i>She laughed out loud when she saw the cat.</i>
3. As above, but with imperative verbs:	<i>When you have finished, leave it to dry. or Leave it to dry when you have finished.</i>
4. 2 adjectives before a noun – include comma:	<i>She showed them an ancient, wrinkled piece of leather.</i>
5. "Before" used in both positions in a complex sentence:	<i>Before we sat down, we looked at the seat. We looked at the seat before we sat down.</i>
6. "After" used in both positions in a complex sentence:	<i>After we sang the song, we played games. We played games after we sang the song.</i>
7. "Because" used in both positions in a complex sentence:	<i>He started to cry because he couldn't find his dog. Because he couldn't find his dog, he started to cry.</i>
8. "As soon as" used in both positions in a complex sentence:	<i>As soon as they saw Mum, they started to smile. They started to smile as soon as they saw Mum.</i>
9. Simile:	<i>The king was as proud as a peacock.</i>
10. Begin sentence with a simile:	<i>As angry as a storm, the king burst through the door.</i>
11. Begin sentence with adverb:	<i>Suddenly, she heard a noise.</i>
12. Begin instruction with adverb:	<i>Carefully, cut around the edges.</i>
13. Begin sentence with "feeling" adverb:	<i>Sadly, we all got back on the coach.</i>
14. Exclamation punctuated correctly:	<i>Oh no!</i>
15. Rhetorical question:	<i>Was it a monster?</i>
16. Verb "to be" + 2 adjectives:	<i>The witch was cruel and hungry.</i>
17. Begin with time connective:	<i>Later, they found out what the noise was.</i>
18. Begin instruction with chronological time connective:	<i>Next, collect all the items you need.</i>
19. Use commas in a list:	<i>My favourite drinks are water, orange juice and apple juice.</i>
20. Use "while" in a subordinate clause:	<i>They ate popcorn while they watched the film.</i>

Year Three	
1. Begin with adverb, action + "because" clause:	<i>Miserably, they cried because the treasure had all gone. Quickly we got into groups because we wanted to start the game.</i>
2. Begin instruction with adverb, action + subordinate clause:	<i>Gently push them together before the glue dries.</i>
3. "So" used in both positions in a complex sentence:	<i>They opened the gate so they could go into the meadow below. So she could never forget, she took one last look at the dragon.</i>
4. Adverb included in "so" complex sentence:	<i>We watched the birds silently so we would not frighten them away.</i>
5. Begin with adverb, action + "so" clause:	<i>Silently, he looked through the window so he could see what was going on below.</i>
6. "To" + verb used in sense of "in order to" in both positions in complex sentence:	<i>Carefully we opened the box to see what was inside. To make the puppet, we needed an old sock, some stuffing and some string.</i>
7. Short sentence for dramatic impact:	<i>Sarah shuddered.</i>
8. List of 3 adjectives, correctly punctuated:	<i>She was tired, hungry and exhausted.</i>
9. List of 3 actions:	<i>He picked it up, stuffed it into his pocket and hurried towards the teacher.</i>
10. As for 8. but begin with the adjectives:	<i>Lively, loud and friendly, the puppy soon cheered him up.</i>
11. 2 double adjectives in the same sentence:	<i>He was a short, scruffy man carrying a battered, green folder.</i>
12. Begin sentence with "Where?" adverbial:	<i>Down in the meadows, the sun shone brightly. Through the lens everything looks much bigger.</i>
13. Speech punctuated correctly before and after verb of saying:	<i>"Come inside," said the old witch. The old witch said, "Come inside."</i>
14. Use alliteration: (and simile in this example!)	<i>He crept cautiously like a cunning cat.</i>
15. Use 1 or more examples of onomatopoeia:	<i>The stream gurgled and spluttered its way through the leafy forest.</i>
16. Double -ly adverb:	<i>Confidently and quickly he strode into the palace.</i>
17. The more.... the more.... :	<i>The more he screamed, the more frightened he became.</i>
18. Use question punctuated correctly in speech:	<i>"Can you see me?" asked Sarah.</i>
19. Use exclamation punctuated correctly in speech:	<i>"Remember the book!" shouted Dad.</i>
20. Use adverbs to qualify adjectives (very / really / extremely / quite etc) :	<i>It was extremely dark as they searched for the very old key.</i>
21. Begin a subordinate clause with "If" :	<i>If I keep my room tidy, I will be able to find things.</i>
22. Use expanded noun phrases:	<i>The boy with the sad eyes led her to the door under the old bridge.</i>

Year Four	
1. Prepositional phrase used to describe a thing or person + how adverb + "Where?" adverbial:	<i>The girl with the red hair laughed loudly in the garden.</i>
2. Descriptive phrase separated with a pair of commas:	<i>The book, wrapped in shiny paper, lay unnoticed on the table.</i>
3. A "How?" adverbial (especially to describe feelings)	<i>The sad boy cried in despair.</i>
4. Two adjectives (separated by commas) before a noun + "How?" adverb + where adverbial:	<i>The confused, angry teacher stomped angrily into the office.</i>
5. Prepositional descriptive phrase + look / seem/ sound + 2 adjectives:	<i>The plant with no light looked yellow and unhealthy.</i>
6. Two simultaneous clauses joined by "as":	<i>The mighty oak shuddered as the thunder roared.</i>
7. Complex sentence with comparison beginning "as if":	<i>They ran as if they were running for their lives.</i>
8. Complex sentence beginning with -ing verb + comma after subordinate clause:	<i>Laughing crazily, the witch followed them through the dusty woods.</i>
9. Begin with -ing verb + comma+ 2 alliterating verbs:	<i>Sighing loudly, John stood and stared.</i>
10. -Ing verb beginning + comma + "How?" and "Where?" adverbials:	<i>Buzzing loudly, the bee flies furiously from flower to flower.</i>
11. Three actions+ correct comma:	<i>The dog sniffed the shoe, dug a hole and quickly buried it.</i>
12. Descriptive phrase separated by pair of commas:	<i>Harry, my mum's friend, is a postman.</i>
13. Embedded clause describing person + 2 commas:	<i>The man, who had a mean smile, stared at them.</i>
14. Embedded clause describing thing + 2 commas:	<i>The volcano, which had recently erupted, was still smouldering.</i>
15. Embedded clause describing place + 2 commas:	<i>The playground, where most of our games take place, is not big enough.</i>
16. -Ing verb opener + comma + saw / noticed / heard + noun followed by -ing verb clause:	<i>Glancing up at the sound, she noticed a strange face staring at her.</i>
17. Use of names and specific nouns:	<i>Pedro the over-sized poodle ate his favourite beef biscuits.</i>
18. Confident use of "How?" "Where?" and "When?" adverbials + combining them + changing order:	<i>At last they sat down. They sat down on the grass. They sat down carefully. At last they sat down carefully on the grass. Carefully they at last sat down on the grass.</i>
19. Colon to introduce a list:	<i>This is what you need: cardboard, scissors, glue, string and coloured pencils.</i>
20. Apply colon and list to description:	<i>This is what he could see: trees, statues, huts and a few horses.</i>
21. List of questions:	<i>Why were the Romans such good soldiers? And builders? And craftspeople?</i>
23. Use persuasive sentence openers:	<i>Surely it is obvious that... Most sensible people think that...</i>

Year Five	
1. A pair of adjectives separated from rest of sentence by commas:	<i>The children, tired and hungry, stumbled to the door.</i>
2. Begin the sentence with pair of adjectives:	<i>Tired and hungry, the children stumbled to the door.</i>
3. Start sentence with past tense –ing verb:	<i>Having started the investigation, we needed to finish it.</i>
4. As in 3. but using imperative:	<i>Having designed your chair, make a list of what you will need.</i>
5. Begin with prepositional phrase + comma:	<i>With a large shovel, he began to clear away the snow. With a look of radiant happiness, she opened the door to the garden.</i>
6. As in 5. but using imperative:	<i>With an old pen, scratch your design carefully onto the polystyrene.</i>
7. Superlative phrase describes subject of sentence + 2 commas:	<i>Stig, the largest of the three pups, was the most mischievous.</i>
8. Begin or end with "like" simile:	<i>Like a huge golden coin in the sky, the sun beamed down on the old farmhouse. The sun beamed down on the old farmhouse like a huge golden coin in the sky.</i>
9. Develop description of items in the list following a colon:	<i>This is what they saw: golden sand, rows of deck chairs, crowds of people and one monstrous seagull.</i>
10. Begin with past participle of verb + comma at end of subordinate clause:	<i>Surrounded by forest, there seemed no hope of escape.</i>
11. Begin with adjective + comma (especially feelings):	<i>Stunned, he could think of nothing to say.</i>
12. Speech and action show character's feelings + comma:	<i>"Terrible!" said Asif, laughing at his dad.</i>
13. Sentence ends with –ing clause + comma before it:	<i>The sad old man shuffled slowly into the shop, carrying a battered old suitcase.</i>
14. "When?" "How?" and "Where?" adverbials + 2 adjectives separated by comma:	<i>Five minutes later, the crumbling, dilapidated building exploded loudly into the air.</i>
15. Use range of conjunctions at start of and in middle of sentence + comma after subordinate clause at start of sentence:	<i>Until he looked carefully, he could not work out the puzzle. It could be dangerous if they did not take action soon</i>
16. Reported speech with correct tenses:	<i>The teacher said that he wanted to speak to the whole class.</i>
17. Impersonal verbs:	<i>It is thought that the whole species is now extinct.</i>
18. Extend a simile (Where? When?):	<i>He was as proud as a king being crowned in a golden cathedral.</i>
19. Two sentences – the 1st tells what's happening on the outside; the 2nd (in brackets) tells the inside story:	<i>She smiled bravely at Adam's suggestion. (But inside she felt doubtful and afraid.)</i>
20. Adjective – adjective + reason:	<i>The man was grumpy – grumpy because the children kept asking him questions.</i>
21. Use personification to describe the weather:	<i>The wind whispered messages of fear. The drizzle hugged him in a soggy cuddle.</i>
22. Use metaphors in description:	<i>Her thoughts were a deep muddy pool of despair.</i>
23. Use a range of connectives to link / contrast ideas:	<i>Therefore, most people wear lighter clothes in summer. On the other hand, it is possible to disagree with this opinion.</i>
24. Provide the answer after the colon:	<i>The answer was obvious: send for Simon! There is an easy solution to this: provide more rubbish bins.</i>

Year Six	
1. Embedded –ing clause + pair of commas:	<i>Sasha, hoping to meet him again, had returned to the library.</i>
2. Embedded past participle clause + pair of commas:	<i>Tom, beaten by his old enemy, was feeling humiliated and tired.</i>
3. Passive verb:	<i>The phones had been confiscated and locked away by the Year 6 teacher.</i>
4. Passive verb without agent:	<i>The book had been badly damaged.</i>
5. If ... clause + comma + conditional verb:	<i>If everyone saved a little money, it would soon make a difference.</i>
6. As for 5. but past tense:	<i>If only she had known what to expect, she would have worn something different.</i>
7. Conditional as above but starting with "had":	<i>Had they known how hard it would be, they would have never started the climb.</i>
8. –Ing verb in 1st clause, impersonal verb in 2nd:	<i>Weighing up all the evidence, it can be seen that school uniform is a good idea.</i>
9. Further develop list description. semi-colon separates long items in a list:	<i>This is what she saw on the table: a rusty iron box with broken hinges; a pile of hand-written documents; an opened bottle of red wine and a bowl of mouldy cherries.</i>
10. Begin adjective + preposition + subordinate clause:	<i>Astounded at what had happened, they immediately decided to give up.</i>
11. Open with developed phrase describing subject of main clause:	<i>Thought to be the first of its kind in the world, this machine eliminates the need for eating.</i>
12. So + adjective + that + exaggeration:	<i>He was so evil that even vampires shrank away in fear.</i>
13. As in 12 but developed:	<i>When baby Arabella cried, her piercing shrieks and sobs were so deafening that people living four streets away could not hear their television.</i>
14. More than one subordinate clause, + "no matter...":	<i>Joining the two pieces together, he realised (that) the plate would never be the same again, no matter how hard he tried.</i>
15. Use a further range of conjunctions in subordinate clauses e.g. although, even if, whereas, despite the fact that, rather than, instead of	
16. Indirect question:	<i>Alison asked whether they had heard the noise.</i>
17. Indirect question with future conditional:	<i>She wondered whether they would be going to the play.</i>
18. Two short closely connected main clauses separated by semi-colon:	<i>The door opened; a stranger walked in.</i>
19. Begin with 2 pairs of adjectives:	<i>Quiet and thoughtful, hopeful yet anxious, she made her way upstairs.</i>
20. The second main clause (after the colon) gives information about the first. The 1st clause describes; the second gives detail:	<i>Gnortown was a dreadful place: everything was grey and no-one ever smiled.</i>
21. In the 2nd main clause (after the colon), the writer gives the reader some information about the story:	<i>He wondered how long he could continue like this: he did not know he would be alone for another two days.</i>
22. Start with a noun + dash+ character's feelings:	<i>Worms – she had hated them for as long as she could remember.</i>
23. Three "if" clauses:	<i>If she hadn't argued with her mother, if she hadn't lost the money, if Rose hadn't cancelled her visit, she might have been smiling today.</i>
24. List of 3 + dash + question:	<i>Rain, snow, drought – which of these causes the most damage?</i>

25. Use a semi-colon to balance two contrasting ideas:	<i>On the left was an old fortress; on the right a ramshackle cottage. Some people think that homework is essential; others say it is pointless.</i>
26. Use paired conjunctions – not only.. but also.. / both.... and.... / neither... nor.... / either.... or.... / :	<i>Not only is this idea expensive, it is also giving young people the wrong idea. This story is both boring and badly spelt.</i>
27. Use inverted commas to emphasise irony:	<i>Our "star" prize turned out to be an ugly leather bag.</i>