

Different Sentence Types

Statements

Statements are sentences that tell us what is happening. They end in a full stop. The best way to think of one is to pick an object/person and tell me what it's doing!

MY TURN:

- ▶ Happy, smiling children are enjoying their learning on the carpet.
- ▶ Miss Daniel is walking round to see our hardest, neatest work.
- ▶ Sharp, pointy pencils are sitting in the pot ready for us to use.

YOUR TURN!

Can you think of a statement? Pick something and tell me what it's doing. Don't forget to use adjectives to make it interesting!



Exclamations

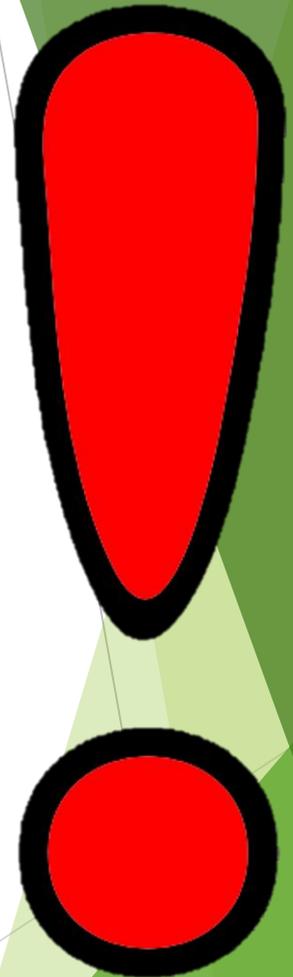
Exclamations are sentences you use when something is exciting or shocking. They end in an exclamation mark. 'Proper' exclamations start with "what a..." or "how..." so have a go at these if you can!

MY TURN:

- ▶ There's so much going on today!
- ▶ The silly, old laptop has frozen again!
- ▶ What a bright, beautiful classroom this is!
- ▶ How brilliant this lesson is!

YOUR TURN!

Can you think of some exclamations about exciting things that may be going on when you peep through the keyhole? Practise reading them with expression!



Questions

Questions are sentences that you ASK, which means they are sentences that would need an answer. They end in a question mark. If it's a 'shocked' question, you can also use a question mark and an exclamation mark together.

MY TURN:

- ▶ Where have all the rubbers gone this time?
- ▶ What are we learning today?
- ▶ How has she finished her work already?!
- ▶ How is it raining AGAIN?!

YOUR TURN!

Can you think of a question about your Through The Keyhole scene. It would probably be something that you are wondering and asking yourself whilst you are looking through the keyhole.



Sentences with Speech

Speech sentences are sentences that tell us what somebody is saying. You need to make sure you tell us WHO is saying it. Put what the person says in speech marks - the speech marks start when the person's voice starts, and end where the person's voice ends. You can put ? or ! inside the speech marks if you need to.

MY TURN:

- ▶ Someone is asking “when is it lunchtime?” again...
- ▶ One of the children is happily whispering “I know this one” to their friend.
- ▶ Miss Clements is shouting “I have handwriting certificates to give out!” so all the children are working really hard.

YOUR TURN!

Can you think of some speech that you might see when you peep through the keyhole? Try to use different words for ‘saying’ - for example: *shouting, asking, whispering...*



Sentences with Brackets

We've looked at brackets before when we did Roald Dahl. We use them to add extra thoughts in the middle of a sentence. Remember, your sentence should still make sense even if the part in the brackets wasn't there.

MY TURN:

- ▶ Miss Daniel (the Giants teacher) is enjoying looking at all of the children's beautiful, neat work.
- ▶ The colourful posters on the wall are full of pictures of different countries (we're doing Geography today).
- ▶ If you look closely (you might need to squint), you will be able to see the spellings on the Word Wall.

YOUR TURN!

Can you think of your own sentences with brackets? If it's easier, you can think of a sentence first and then 'dump' the brackets in after.



Complex Sentences

These are new, and the next step up from using brackets. They are very similar to using brackets, but you put the extra information in between commas instead of inside brackets. The sentence must still make sense without the extra information in the middle. These words can help you think of extra information to put into your sentence →

MY TURN:

- ▶ Miss Clements, who is with us in the mornings, is busy doing work with the Diamonds table at the back.
- ▶ The book corner, which has sparkly cushions, is decorated like a tropical beach.
- ▶ The whiteboard, that never works properly, is misbehaving again!
- ▶ Mrs Bassitt, who is the headteacher, has popped in to see our lovely work!

YOUR TURN!

Can you think of your own complex sentences? Use the words at the side to help you add in extra information about the thing you're writing about.



which

who

that



Long Sentences for Effect

You can use long sentences to make something sound 'long' - for example, something that contains lots of things, or something that goes on forever! You can also repeat the word 'and' to give this effect too. We normally tell you not to repeat 'and' too much, but it works well for this - just make sure you only use it rarely for an effect, not all the time!

MY TURN:

- ▶ The shiny, plastic pencil pots are filled with pencils, rubbers, sharpeners, pens, colours, glue sticks, rulers, scissors... and everything else you might need to create your very best pieces of work.
- ▶ The whiteboard is full of fluency questions on adding and taking away and multiplying and dividing and missing numbers and fractions and everything there is to do with maths!

YOUR TURN!

Can you think of a long sentence to show something that goes on for a long time, or contains lots of different things? You can choose whether to use commas in your list, or use 'and' lots of times for effect.



Short Sentences for Effect

This is more about using a mix of different sentence lengths to create power and shock. Sometimes if you follow a long sentence with a super short sentence, it can 'hit you with a bang!' *That's a metaphor of course, it doesn't really hit you 😊*

MY TURN:

- ▶ The Amethysts are at their table working very hard on a tricky, challenging maths question which is really making them work their brain. But they've done it!
- ▶ Someone has accidentally spilt their water on the floor and Miss Daniel is about to walk over there and step in it. Please don't slip...
- ▶ Miss Clements and Miss Thewsey are sneakily trying to eat a piece of delicious chocolate cake from the staffroom in the book corner. We can see you!

YOUR TURN!

Can you think of a long sentence followed by a short snappy sentence? You might want to use an exclamation mark or '...' at the end of your short sentence to make it even better.

