# Ellison Sentence Menu
## Progression in Sentence Structures

*At Ellison Primary, we teach the Ellison Sentence Menu in a progressive way across the school. Sentence structures are taught in the context of class texts and through high quality modelling. Children are encouraged to use different sentence structures in their writing with a close focus on the impact that their choices have on the reader.*

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# Year 1

## 1. Cap- stop sentence

This must start with a capital letter and end with a full stop. It must make sense!
e.g The ball was blue.

## 2. Cap-ex sentence

This must start with a capital letter and end with an exclamation mark. It must make sense.
e.g. Don't do that!

## 3. Cap-quest sentence

This must start with a capital letter and end with a question mark. It must make sense.
e.g. What are we going to do?

## 4. Sticky 'and' sentence

This is a compound sentence with 'and' used in the middle.
e.g. I went to the park **and** played on the swings.

## 5. List sentence

This is a sentence that has three or four adjectives. Commas are used to separate the adjectives in the list.

e.g. It was a dark, long, leafy lane.

She had a cold, cruel cackle.

It was a cold, wet, miserable and misty morning.

## 6. All the Ws sentences

Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? Will? What if?

e.g. Would there ever be another opportunity like this one?

Who would take over his role now?

What if you had all the money in the world?

Why do zebras have stripes?

# Year 2

## 7. 2A sentence (also known as 'expanded noun phrase')

This is a sentence that contains **two adjectives.**

e.g. He was a **tall**, **awkward** man.

It was an **overgrown**, **messy** garden.

## 8. BOYS sentence

This is a sentence that contains either '**but**' '**or**' '**yet**' or '**so**'.

e.g. He was a friendly man most of the time, **but** he could become nasty.

He could be really friendly, **or** he could be miserable.

It was a warm day, **yet** storm clouds gathered over the distant mountains.

It was a beautiful morning for a walk, **so** he set off quite happily.

## 9. What + ! sentence

Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices. e.g. What a lovely day!

What a delicious smell!

What an awful din!

# Year 3

## 10. Verb, person Sentences

Start with the verb then the noun.

e.g. Flying, John had always been terrified of it.
Walking, he seemed to have been walking forever.
Swimming, Abdul had always been terrified.

## 11. If,if,if, then sentences

These sentences use **three clauses separated by 'if'** followed by a clause starting
with **'then'**

e.g. **If** the alarm had gone off, **if** the bus had been on time, **if** the road repairs had been completed, **then** his life would not have been destroyed.

## 12. Double adverbs (ly) ending sentences

Ends with two **adverbs** of manner. First part of this sentence type ends in a verb. Two **adverbs** are then added to add precision to the sentence.

e.g. The worried people ran **quickly** and **purposefully**
He swam **slowly** and **falteringly**

## 13. Fronted adverbial sentences

Begins with an **adverb.**

e.g. **Silently,** the boy swam across the river.

## 14. Paired conjunction sentence

This is when some words need a second word to make sense.

e.g .It was **both** cold **and** unpleasant in the cellar.

He was **as** silly **as** a clown.

**Neither** gifts **nor** money could make him visit the haunted mansion again.

## 15. Simile sentence

This is where one thing is compared to another using 'like a...' or 'as a...' A simile creates a picture in the reader's mind.

e.g. The moon hung above us **like a** patient, pale white face.

Although it was August, it was as cold **as a** late December evening.

The huge, green monster chased after the children **like a** tornado.

Sammy walked as slow **as a** snail.

# Year 4

## 17. Ad, same ad sentences (adjective pairs)

Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma.

e.g. He was a **fast** runner, **fast** because he needed to be

It was a **cold** planet, **cold** due to the distance from the sun.

## 18. 3 ed sentence

These sentences begin with **three related adjectives**, each of which end in **ed**.

e.g. **Frightened, terrified and exhausted**, they ran from the creature.

**Amused, amazed and excited**, he left the circus reluctantly.

**Confused, trouble and worried**, she didn't know what had happened.

## 18. Personification weather sentences

These sentences make weather appear to have a human characteristic, creating a chosen mood.

e.g. The rain **wept** down the window. = sad mood.

The wind **screamed** through the branches. = tense mood.

The breeze **murmured** through the branches = calm, happy mood.

## 19. Emotion word, (comma) sentences

Uses adjective to describe emotion, followed by a **comma**. Rest of sentence describes actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word.

e.g. **Desperate,** she screamed for help.
**Anxious,** they began to realise they were lost in the forest.

## 20. First word last sentences

Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence.

e.g. **Brilliant**, the whole day was just **brilliant**!

## 21. Cohesive device sentences

Uses time order words to build cohesion within a paragraph.

e.g. **Firstly**, she placed the diamond in the handkerchief.
**After** the clock had struck twelve, she ran home.

## 22. Short sentences also known as SFX (special effects)

These sentences add a special dramatic effect. 1-3 word sentences, possibly with an exclamation mark.

e.g. Everything failed!
The ship exploded!
It's true.

# Year 5

## 23. Noun sandwich sentence (subordinate clause)

Has an **embedded/subordinate clause**. Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun.

e.g. Cakes, **which taste fantastic**, are not so good for your health
Snakes, **which scare me**, are not always poisonous.
My pet dog, **who only has three legs**, loves to chase seagulls.

## 24. O(I) or Outside:Inside sentences

These are sentences that first of all say what the character appears to be thinking, (*followed by their true feelings in brackets*). What is happening on the outside (*compared to what is happening on the inside*).

e.g. He laughed heartily at the joke he had just been told. (*At the same time it would be true to say he was quite embarrassed.)*
She told the little girl not to be so naughty. (*Inside, however, she was secretly amused by what she had done.*)

## 25. The more, the more sentences

In these sentences, the first more should be followed by an emotive word and the second more should be followed by a related action.

e.g. **The more** upset she was, **the more** her tears flowed.

## 26. _ing, _ed sentences

This sentence inverts typical sentence structure (subject-verb) and moves from present to past tense. Begins with a verb ending in *ing* followed by the location of the action and then a comma.

e.g. **Walking** in the bush, she **stopped** at the sight of a crocodile facing her.
**Dancing** in the studio, she **watched** in the mirror as a ghost appeared.

## 27. Getting worse/getting better sentences

Used to dramatically heighten a text.

e.g. We knew Tim was naughty, and his brother was uncontrollable, but their cousin Damien was evil.

## 28, Object/person (aka. . .) sentences

This means aka (ay-kay-ay) is an abbreviation for 'also known as'. It uses brackets and acronyms.

e.g. John Wilson (AKA The Bonecrusher) seemed quite ordinary when you first met him.

# Year 6

## 29. De:de sentence (Description: Details)

These sentences start with a description followed by a colon then more information. These are two independent clauses separated by a colon.

e.g. The vampire is a dreadful creature: it kills by sucking all the blood from its victims.
Snails are slow: they take hours to cross the shortest of distances.

## 30. 3 bad – (dash) question sentences

Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question which relates to the negative adjectives. Impact is dramatic

e.g. Thirst, heatstroke, exhaustion – which would kill him first?
Greed, jealousy, hatred – which of these was John Brown's worst trait?

## 31. Some; others sentences

These sentences begin with the word 'some' and use a semi-colon rather than a conjunction before the next part of the sentence (main clause; subordinate clause)

e.g. Some people love football; others just can't stand it.
Some days are full of enjoyment; others begin and end terribly.

## 32. Many questions sentences

Initial question ending with a question mark, followed by a further phrase or single word which poses additional, related questions. Each additional word or phrase concludes with a question mark.

e.g. Where is the treasure? The diamonds? The gold? The rubies?
What if it rained? It poured? It thundered? It became stormy?

## 33.Imagine 3 examples: sentences

Begin with the word imagine, then describe three facets of something (often times or places). The first two facets are separated by commas and the third concludes with a colon. The writer then explains that such a time or place exists.

e.g. Imagine a time when people may not be afraid, when life might be much simpler, when everyone could help each other: this is the story of that time.

## 34.Tell: show 3; examples sentences

Two part sentence. First part tells reader a fact or opinion. This is followed by a colon. After the colon a list of three examples follows.

e.g. He was feeling relaxed: shoes off; shirt undone; lying on the sofa

## 35.When_; when_; when_; then_. sentences

Ends with a statement, which is preceded by three examples of occurrences, which, when combined, lend credibility/prove/predict the final statement. Great striking paragraph or opening.

e.g. When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching