

SuperStar Sentences Developmental Continuum

Sentence Type	Example	Explanation/Notes
Key Stage 1		
A.B.O.S	Majid kicked the ball, but Luke saved it.	Using coordinating conjunctions (and, but, or, so) to link sentences. A comma must be used after the first sentence and before the coordinating conjunction.
Power2D Sentence	Mr Twist was a dirty, horrible man. (2D)	2D = using 2 describing words (adjectives) before the noun. You may also want to teach Power4D Sentences for greater depth children: 2 adjectives before 1st noun, 2 before 2nd noun.
	Mrs Twist was an ugly and mean woman with sharp, black fingernails. (4D)	
Like a/ As a SIMILE	He ran like a speeding bullet.	Like a/As a suggested terminology for younger children. Simile for older children.
Time Opener	Next , Mr Wolf climbed into bed.	Used for sequencing sentences or sections.
	Soon after that , the doorbell rang.	
Power3D	Harry was dressed in a dark cloak, winkle-picker shoes and a traditional top hat.	Using 3 descriptive word (or phrases for mastery) in a sentence.
	The forest was dark, eerie and alarmingly silent.	

Lower Key Stage 2

W.I.L Sentence (with or without/in/like)	Leon finished the race with a smile on his face.	Forming adverbial phrases specifically of manner. The adverbial (in most cases) can be moved to the front of the main clause to form a fronted adverbial - this is known as a W.I.L Opener.
	Hafsah snatched her present in the blink of an eye.	
	Little Sohaib beat his chest like a gorilla.	
Tell-E! (emotion)	Shocked , Zara ran away from the strange creature.	Telling the reader the emotion of a character. Can be written to open or close a sentence, as an emotion pairing (proud and excited) or as a Power3E opener for mastery children: <i>Amused, amazed, excited, Hamza left the circus reluctantly.</i>
	Mr Thompson sat down, sad and unloved.	
	<ul style="list-style-type: none"> • Proud and excited, young Ellie raced up to collect her award. 	
W.W.A Opener (When/While/As)	When Mohammad saw his present , he stomped his feet and sulked.	Using introductory-level subordinate clauses to open sentences.
	While I was at ASDA , I saw Amaan buying some chocolate for the class.	
	As Sam opened his lunchbox , he saw a spider run from his sandwiches.	

'Drop in' Relative Clause	Leah, who had just learnt karate , kicked the tree in half.	Introductory level relative clause. <i>Noun</i> , relative clause, <i>predicate</i> . Note - rel. clause 'dropped in' after the noun. Common relative pronouns: who, which, that, whose
	The house, which was decrepit and decaying , was haunted by Mrs Jones.	
	The Undertaker, whose job it was to bury them , hated dead bodies.	
Power3A	He ran down the lane, jumped over the hedge and fell flat on his nose!	To describe what happened or to give the writing pace. 3A = 3 action words, phrases or clauses together.
	Harry opened the bag, took out the wand and cast a spell.	
Power4D Sentence	Mrs Creepy was an ugly, vile woman with long, crusty nose hair.	See 2D sentence.
	The house was decrepit and dank with brown, moth-eaten curtains.	
Double -ly	King Ivan rode his noble steed, determinedly and doggedly .	Using an adverb pairing to add description to the verb.
	The princess walked, elegantly and gracefully .	
	The traitor crept, secretly and silently , through the corridors.	
ly Opener	Caringly , the princess helped the orphaned boy to his feet.	Using an adverb (or adverb pairing) to open a sentence. A comma must be used after the opener.

	Daringly and valiantly , young Bobby climbed down the ladders and into the darkness.	
Sub. Clause Opener	Although he didn't want to , Jack went back into his house to face his parents.	Common stage 4 sub. Conjunctions: <i>Since, As, While, Until, Whenever, If, Although, Unless, Though, Despite</i>
	Unless she was mistaken , Fyzah saw the painting move.	
	Despite of his mother's wishes , Ismail ran inside the cave, seeking adventure.	

Upper Key Stage 2

Personification	The hinges began to moan as I opened the door.	
	The wind whipped at my face and pulled at my hair, trying with all its might to keep me out of the house.	
De: de Sentence	My cat is ugly: <i>it's half bald, has yellow teeth and a crusty nose.</i>	To add extra detail to a descriptive sentence. First part = description: second part = <i>details</i> .
	I am exhausted: <i>I haven't slept since my birthday last week.</i>	
E: de Sentence	Jimmy was devastated: <i>he found the letter from his father, written in haste, stating that he was leaving the family.</i>	To add extra detail or description to an emotion. First part = emotion: <i>second part = details or description.</i>
Relative Clause	Ali opened the box, which was protected by an ancient curse.	A type of subordinate clause. Common relative pronouns: <i>who, which, that, whose</i>
	I emailed Jenny, who lives in America.	
3 ants (antonyms) – (dash) statement	Beauty, kindness, grace - Mrs Twit had none of these qualities!	Three antonyms in a list followed by a dash then finished off with an opposing statement.
	Cruel, selfish, greedy- Charlie Bucket was none of them: he was...	

3 bad - (dash) question?	Thirst, heatstroke, exhaustion - which would kill him first?	Three negative adjectives in a list followed by a dash then finished off with a question relating to the negative adjectives.
	Oily skin, boil-plagued cheeks, chapped lips - would you let aunt Edna kiss you?	
O(i) Sentence	The soldier swore to protect the king (even though he planned on betraying him the first chance he got).	To show a character's outside actions and their inside feelings (in brackets). Use the following to help your sentence in the bracket: <i>Inside, however,...; In truth...; the truth was...; even though...; although...; though...;</i>
	He smiled and shook the man's hand warmly. (Inside, however, he was angrier than he'd ever been.)	
Metaphors	The shopkeeper's spotlight eyes scared the life out of me.	
	He was a spider waiting to snare his prey.	
Exaggeration	Her singing was worse than the sound of a catfight.	Use of comparatives and superlatives to exaggerate something.
	His tired eyes were more hollowed than a cave.	
	The corners of his mouth housed more crust than a baker's oven.	
The more, the more	The happier I got, the more I danced.	To show how emotion affects action.
	The more upset he became, the more his fists crashed against the table.	A 'more' is not needed for the first part of the second example as 'happier' is a comparative, therefore it doesn't need a more. -er, more and

	The more upset she was, the more her tears flowed.	less should be used for appropriate comparative forms.
Power 1A; 2A	The dragon opened its mouth; it roared and swooped towards the villagers.	First main clause has one action (1A); second main clause has two actions (2A).
Suggest-E	The man's face was blank and expressionless, and his eyes wide and unresponsive.	Using vivid and appropriate description to suggest the character's emotions rather than tell the emotion. A blend of both Tell-E and Suggest-E is recommended for emotive writing.
	Mrs Hussain's face reddened - her brow creased - and she shook her white-knuckled fist.	
Split Speech	Split Speech 1S: "If you think you can speak to me like that," said Sally, "you had better think again!"	Split Speech 1S: Use a comma when splitting 1 spoken sentence and remember not to use a CL for the second part.
	Split Speech 2S: "Don't speak to me like that," said Sally. "Go up to your room!"	Split Speech 2S: Use a full stop when splitting 2 spoken sentences and remember to use a CL for the second part.
Some, others	Some dogs are wild and scary, others are small and cute.	Useful for showing opinions or contrasting details. Some, others, but,... enables three shades of opinions.
	Some people Mr Jones is 90 years old, others say he's older than that, but I know the truth - he's actually only 21!	
If, if ,if - then	If I had just listened to my mother, if I hadn't been so stupid, if I hadn't opened the door - then Lizzie would still be here.	If, if, if is an extremely effective way to start or end a story or idea. Used at the start, it teases and hooks the reader by intriguing them. Used at the end, it summarises the dramatic points from the text. Cause and effect.

	If I find the strength to fight, if I survive this horror, then I shall treasure each day like it's my last.	
ed Opener	Scared of the haunting noises, Ellie covered her ears and hid under her quilt.	More than just a Tell-E! - additional information is used to support the emotion (-ed) word.
	Elated by the news, Private Johnson grabbed the picture of his wife, kissed it and declared that he was going home.	
ing Opener	Looking around the half-lit room, Bobby saw a figure move.	An opener used to add supporting action to the main verb within the sentence.
	Shaking uncontrollably, he turned and fled.	
Add-ing!	'Yes,' said Jack, turning to face the man in the shadows.	Used to add supporting action to verbs. Add-ing! = adding an -ing phrase or clause. A comma is used to separate the Add-ing! from the rest of the sentence.
	Stumbling down the street, Sally noticed that the houses were empty.	
	Daniel looked into Billy's eyes, wishing that he had the courage to escape.	
ly-ing!	Megan slumped in the chair, silently weeping.	As above with an -ly word preceding the -ing word.
	Rehan opened the box, cautiously peeking at the contents.	
	Snow fell from the sky, noiselessly twirling its way to the ground.	

Parenthesis (, - - ,)	He finally answered (after taking five minutes to think) that he did not understand the question.	A word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas.
	He finally answered, after taking five minutes to think, that he did not understand the question.	
	He finally answered - after taking five minutes to think - that he did not understand the question.	
Imagine 3:	Imagine a place where children play all day, where sweets are free, where everyone is happy: this is the story of that place.	Imagine 3 sentences begin with the word imagine, and then describe three facets of something (often person or place). The first two are separated by a comma and the third concludes with a colon. Used to start a story or scene or introduce a character.
	Imagine a land ravaged and scarred by years of conflict, where children scrap and fight over dirty drinking water, where the sky is so black no-one has seen sunlight in over 50 years: this is the living hell known as District 99, and you have just landed there.	
Exaggerated SIMILE	Yusuf was as quick as a cheetah. Yusuf was as quick as a cheetah with a nitrous-fuelled jetpack on its back.	As name suggests. Encourages children to think beyond simple comparisons.
	Mayesha sang like a bird. Mayesha sang like a heavenly bird serenading Ancient Egyptian royalty.	

