Bathwick St Mary Church School

Progression in writing: years 1-6

Using Alan Peat's 'Exciting Sentences'

September 2020

Writing with Exciting Sentences: A Policy for Progression

The national curriculum sets out expectations for children's writing skills from year one to year six. In the introduction to the programmes for each block of study, it is clear that children need to be exploring a variety of sentence structures and drawing on this learning when composing their own writing. we believe implementing Alan Peat's 'exciting sentences' in every year group will ensure that we are meeting this aspect of the national curriculum, giving the children opportunities to explore a variety of sentence structures across the key stages. In addition, children will have the opportunity to explore a range of punctuation in context at the appropriate time.

In order to meet the demands of the national curriculum, we have created a policy for progression which introduces 'exciting sentences' to coincide with the expectations of the national curriculum. There are a minimum of two sentences in each year group which means each sentence type can be explored and extended throughout the year ensuring they are embedded in each child's sentence repertoire. This in turn, adds to a mastery approach by allowing depth of understanding and demonstration of use in a range of contexts. Also, many of the sentence types can be applied to narrative, non-fiction and even poetry so children will have ample opportunities to explore and understand each sentence type.

As the policy is implemented, it is expected that there will be an element of 'catch up' required in the first year; exploring the sentence types from year three and four with year five for example, but ultimately we aim to have a progression across the school where the children's learning of sentence types builds from year to year. By the end of year six, we hope that children will have a repertoire of 20+ exciting sentence types.

This policy is not designed to be exhaustive and not all the sentence types have been selected to be used. It is an expectation that teachers will teach the sentence types appropriate to their year group and the year(s) below but **will not** teach the sentence types in subsequent years as these must be taught alongside the appropriate grammar modules at the appropriate time.

We will continue to review this progression policy and adapt as we feel is necessary.

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un–* changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing*: *untie the boat*]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using *and*
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** *I*
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
Alan Peat sentences	All the Ws sentences List sentences

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*] Formation of **adjectives** using **suffixes** such as *–ful*, *–less* (A fuller list of **suffixes** can be found on page **Error! Bookmark not defined.** in the year 2 spelling section in English Appendix 1) Use of the **suffixes** *–er*, *–est* in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using *when*, *if*, *that*, *because)* and **co-ordination** (using *or*, *and*, *but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming*, *he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Alan Peat sentences **All of year 1 plus:**	2A sentences BOYS sentences What + ! sentences

Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using a range of **prefixes** [for example *super–*, *anti–*, *auto–*] Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** [for example, *a rock*, *an open box*] **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]
Sentence	Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]
Punctuation	Introduction to inverted commas to **punctuate** direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
Alan Peat sentences **All of years 1-2 plus:**	Verb, person sentences If, if , if, then sentences Double ly sentences Paired Conjunctions sentences Simile sentences

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between **plural** and **possessive** –*s* Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, *Later that day*, *I heard the bad news.*]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
Punctuation	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**
Terminology for pupils	determiner pronoun, possessive pronoun adverbial
Alan Peat sentences **All of years 1-3 plus:**	2 adjective pairs sentences 3_ed sentences Emotion word, comma sentences Personification of weather sentences/ This is that sentences Last word, first word sentences Then & Now sentences

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting **nouns** or **adjectives** into **verbs** using **suffixes** [for example, *–ate; –ise; –ify*] **Verb prefixes** [for example, *dis–*, *de–*, *mis–*, *over– and re–*]
Sentence	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps*, *surely*] or **modal verbs** [for example, *might*, *should*, *will*, *must*]
Text	Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Alan Peat sentences **All of years 1-4 plus:**	NOUN, who/ which/ where sentences Outside (inside) sentences The more, the more sentences Short sentences ___ing, ___ed sentences

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*] How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].
Sentence	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend*, *isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, dash, colon, semi-colon, bullet points

Year 6: Detail of content to be introduced (statutory requirement)	
Alan Peat sentences **All of years 1-5 plus:**	De: De sentences Adjective, same Adjective sentences 3 bad – dash question sentences Some; others sentences Irony sentences One word, one phrase definition Imagine; 3 examples sentences