

Flash Ley Primary School

Progression in writing: years 1-6

Using Alan Peat's 'Exciting Sentences'

October 2018

Flash Ley Primary, Writing with Exciting Sentences: A Policy for Progression

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

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

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

| 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, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>] |
| Sentence | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] |
| 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: <i>The conductor shouted, “Sit down!”</i>] Apostrophes to mark plural possession [for example, <i>the girl’s name, the girls’ names</i>] Use of commas after fronted adverbials |
| Terminology for pupils | determiner pronoun, possessive pronoun adverbial |
| Alan Peat sentences | 2 pairs 3_ed FANBOYS Emotion word, comma sentences |
| All of years 1-3 plus: | |

| Year 5: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Word | Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>] |
| Sentence | Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] |
| Text | Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> 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 2 pairs Outside (Inside) De:De (to introduce a list, then to add a clause) The more, the more |

| Year 6: Detail of content to be introduced (statutory requirement) | |
|--|--|
| Word | <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> |
| Sentence | <p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]</p> |
| Text | <p>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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> |
| Punctuation | <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p> |
| Terminology for pupils | <p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, dash, colon, semi-colon, bullet points</p> |
| Alan Peat sentences | <p>Tell: show 3;</p> <p>3 bad-dash question</p> <p>Short</p> <p>Some; others</p> |
| All of years 1-5 plus: | <p>Irony</p> |