Winhills Primary Academy

Progression in writing: Reception to Year 6

Using Alan Peat's 'Exciting Sentences' and Pie Corbett's 'Talk for writing' alongside the National Curriculum grammar expectations.

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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. At Winhills, we believe that, by explicitly teaching sentence structures from Alan Peat's 'Exciting Sentences' and Pie Corbett's 'Talk for Writing' in every year group, we will ensure that we are giving children opportunities to develop their knowledge of sentence structure. In addition, they will be taught correct punctuation in context at the appropriate time.

In order to meet the demands of the national curriculum, we have created a policy for writing progression which introduces 'exciting sentences' to coincide with the grammar expectations (N.C. Appendix 2). This policy is structured to dovetail these with the expectations in Speaking and Writing for Reception from the EYFS 'Development Matters' document.

There are several examples of sentence structures in each year group which means each can be explored and extended throughout the year. This approach will ensure they are embedded in each child's sentence repertoire and, in turn, add to a mastery approach by allowing depth of understanding and demonstration of use in a range of contexts. Many of the sentence structures can be applied to narrative, non-fiction and even poetry so children will have ample opportunities to explore and understand each one not only in English but also in cross-curricular writing.

As the policy is implemented, it is expected that there will be an element of 'catch up' required in the first year (especially as many children will have missed several months of school). It will be necessary to explore the sentence structures 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 sentences builds from year to year. By the end of Year Six, we hope that children will be able to select appropriately from a large repertoire of exciting and varied sentence structures to produce mature and effective writing.

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

Reception: Detail to be introduced (statutory requirement)	
Word	Adding 's' for a plural
	Verbally: past tense should be accurate "I went to the shop" rather than "I wented to the shop".
	Verbally pronouns should be accurate: he, she, me
	Phonetic attempts should reflect the phonics teaching received.
Sentence	How words combine to make sentences
	Verbally compose sentences with 'and', 'but', 'because', 'first', 'then', 'next'
Text	Compose sentences that reflect their experience.
	Sentences must be read without mediation from an adult.
	Use photographs/pictures as a stimulus and verbally rehearse sentences before writing.
Punctuation	Separation of words with spaces
	Introduction to full stops and capital letter.
	Capital letters for names, places and the personal pronoun **I**.
Terminology for pupils	letter, capital letter, finger spaces, word, sentence, full stop, label, speech bubble
Sentence construction All of Pre Early Years plus:	Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
	Responds to discussion with appropriate questions
	Ask questions to clarify their understanding

Year 1: Detail of content to be introduced (statutory requirement) Winhills expectations	
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* Secure the concept of a sentence.
	Use wider range of conjunctions when telling stories orally and begin to use in writing eg *when, that, because, or, but, then, when, where, while.* ❀
Text	Sequencing **sentences** to form short narratives
	Understand beginning/middle/end to a story. Use vocabulary for this orally and begin to use in writing e.g. *Once upon a time.... One day... Suddenly... Unfortunately... Fortunately... Finally*
	Use story map as a planning tool.
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
	speech bubble (story maps) ❀
Sentence construction All of Reception plus:	**Simple sentences** e.g. *The castle is haunted.* ❀
	Embellished simple sentences using adjectives e.g. *The giant had an <u>enormous</u> beard. Boris was a <u>scary</u> dragon.*
	Compound sentences using conjunctions e.g. *The rat ran away <u>and</u> hid in a hole.* ❀
	Complex sentences using 'who' *e.g. Once upon a time there was an old woman <u>who</u> lived in a forest.*
	Repetition for rhythm e.g. *He walked and he walked..*

❀ Overlap with Reception ELG

Year 2: Detail of content to be introduced (statutory requirement) Winhills expectations	
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 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** e.g. *Snow fell gently.... Lift the pot carefully...*
Sentence	**Subordination** (using *when*, *if*, *that*, *because, until, so that*) and **co-ordination** (using *or*, *and*, *but*) Secure the concept of a sentence.
	Use wider range of conjunctions orally (including *who/which*) and begin to use in writing eg *Lions, which live on the Savannah, are fierce predators.*
	Children do not need to demarcate subordinate clauses with commas in Y2 but models should be accurate.
	Expanded **noun phrases** for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*] including alliteration e.g. *wicked witch, slimy slugs*
	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*]
	Understand 5 parts to a story with more complex vocabulary and secure use of planning tools .
	Opening e.g. *In a land far away…. One cold but bright morning…..*
	Build-up e.g. *Later that day*
	Problem / Dilemma e.g. *To his amazement*
	Resolution e.g. *As soon as*
	Ending e.g. *Luckily, Fortunately,*
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
	simile

Year 2: Detail of content to be introduced (statutory requirement) Winhills expectations	
Sentence construction All of Year 1 plus:	**2 adjective + noun sentence** (2 adjectives describe the noun) e.g. *The glamorous, intelligent princess kissed the grotesque, warty frog.*
	Similes e.g. *Snow covered the ground like a blanket. His face was as red as a radish.*
	Question and exclamation sentences e.g. *Where could he be? What a beautiful castle!*
	List of 3 for description *e.g. He wore old shoes, a dark cloak and an orange hat. African elephants have long trunks, curly tusks and large ears. She was kind, she was beautiful and she was generous.*
	Generalising for information *e.g. Most cats enjoy being stroked gently. Some... All... The majority..... A few....*

Year 3: Detail of content to be introduced (statutory requirement) Winhills expectations	
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')
Sentence construction All of Years 1-2 plus:	**Adverb and adverbial phrases as starters to embellish simple sentences** e.g. *Carefully, she crawled along the dusty floor of the cave.*
	Slowly and falteringly, he swam under the boat.
	A few days ago, we discovered a hidden box. At the back of the eye, is the retina.
	'Ing' clause as a starter e.g. *Sigh<u>ing</u>, the boy finished his homework. Grunt<u>ing</u> loudly, the pig lay down to sleep. Driv<u>ing</u> to town, he stopped to see the UFO land.*
	Children do not need to demarcate fronted adverbials or 'ing' clauses with commas until Y4 but models should be accurate.
	Sentence of 3 for description e.g. *The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.*
	Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.
	Subordinate clauses to start sentences e.g. <u>*Because I was tired*</u>, *I went to bed early. If it's a sunny day, we'll go to the beach.*
	If, if, if, then sentences e.g. *<u>If</u> I listen carefully, <u>if</u> I work hard, <u>if</u> my face is always smiley, <u>then</u> my teacher will be very happy.*
	Topic sentences to introduce non-fiction paragraphs e.g. *Dragons are found across the world.*
	Vary sentence length e.g. Long sentences to add description/information and short sentences for emphasis.

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, <u>Later that day</u>, *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
Sentence construction All of Years 1-3 plus:	**SECURE correct demarcation of subordinate clauses** **Start sentences in different ways** ▪ **Adjective starters** e.g. <u>Terrified,</u> *she froze on the spot.* ▪ **Adjective + adjective** e.g. <u>Happy and excited,</u> *she packed for the holiday.* ▪ **3 adjectives** e.g. <u>Tired, exhausted, worried,</u> *the boy finally went home.* ▪ **Adj+adj, adj+adj,** e.g. <u>Tired and weary, worn out and exhausted,</u> *the Roman army were defeated.* ▪ **Adjective but adjective** e.g. <u>Tired but happy,</u> *she walked home from the party.* **Expanded '-ing' *clause*** e.g. *Grin<u>ning</u> menacingly, he slipped the treasure into his bag. The tornado, sweep<u>ing</u> across the city, destroyed the houses.* **Similes to start sentences** e.g. *Like a wailing cat, the ambulance screamed down the road. As pale as the moon, his face began to crumple.* **Sentence of 3 for action** e.g. *Sam rushed down the road, jumped on the bus and sank into his seat.*

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 Correctly punctuated according to whether they are embedded or the final clause in a sentence. 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] Also more sophisticated eg *Throughout that night, At the end of the following day,*
Punctuation	Brackets, dashes or commas to indicate parenthesis including relative clauses, dropped in ' __ed' clauses e.g *Poor Tim, exhausted by so much effort, ran home.* Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Sentence construction All of Years 1-4 plus:	**Expanded adjective clauses as starters** e.g. *Terrified by the dragon, George fell to his knees. Encouraged by the bright weather, Jane set out for a long walk.* **Expanded adverbials as starters** e.g. *Beyond the dark gloom of the cave, Zak saw the wizard move.* **The more..., the more...** e.g. *The more upset she was, the more her tears flowed. The further he ran, the closer he came to the exit. The more isolated he was, the less likely he was to smile.* **Paired conjunction sentences** both/and neither/nor not so/as e.g. *It was both cold and unpleasant for him to work there.* *Neither money nor gifts could make him visit the haunted mansion.* *It was not so much the fame as the fortune that she craved.* **Outside, inside sentences** (The first sentences tells the outward action while the second sentence shows the character's true inner feelings) e.g. *He smiled and shook the man's hand. Inside, he was angrier than he had ever been.* **Rhetorical questions** e.g. *How would you feel? Is it really fair that playtime is cancelled?* **Personification of weather** e.g. *The rain wept down the window. Screaming through the branches, the wind grew increasingly violent.*

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 <u>I were</u>* or *<u>Were they</u> 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)

| Sentence construction

All of Years 1-5 plus: | **Use of colons, semi-colons and dashes to create different structures**

▪ **Description: Detail sentences** e.g. *The vampire is a dreadful creature: it kills by sucking blood from its victims. Snails are slow: they take hours to travel the shortest of distances.*

▪ **Some; others sentences** e.g. *Some people love football ; others just can't bear it. Some days are full of enjoyment; others just start and end terribly.*

▪ **3 bad – (dash) questions** e.g.*Thirst, heatstroke, exhaustion – which would kill him first? Greed, jealousy, hatred – which of these was John's worst trait?*

▪ **Imagine 3 sentences** Describe three things about a place, time or person. Follow with a colon and a statement that there is such a time, place, person.e.g. *Imagine a time when people were not afraid, when life was much simpler,when everyone helped each other : this is the story of that time.*

One word/phrase : defintion e.g. *World War Two : a time when many people lost their lives. Monday : the longest day of the week!*

Irony sentences e.g. *Our luxury hotel turned out to be a farm building.*

Adjective, same adjective sentences (including extended simile) e.g. *He was a <u>fast</u> runner, <u>fast</u> because he needed to be. It is a <u>freezing</u> planet, <u>freezing</u> because of the distance from the sun. The ice was <u>sparkling</u>, <u>sparkling</u> like diamonds.* |