

HOLY TRINITY CATHOLIC ACADEMY: ENGLISH WRITING PROGRESSION					
RWI Phonics	EYFS				
	RWI Phonics & Get Writing Programme				
RWI Phonics	Year 1				
	RWI Phonics & Get Writing Programme				
	Year 2				
	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation	
NC 2014	<input type="checkbox"/> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly <input type="checkbox"/> Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> Learn to spell common exception words (Spelling Progression) <input type="checkbox"/> Learn to spell more words with contracted forms e.g. <i>didn't, couldn't</i> . <input type="checkbox"/> Learn the possessive apostrophe (singular) e.g. <i>the girl's book</i> <input type="checkbox"/> Spell words correctly by saying them out loud. <input type="checkbox"/> Distinguish between homophones and near-homophones <input type="checkbox"/> Add suffixes -ful and -less to form adjectives e.g. <i>help - helpless</i> <input type="checkbox"/> Add suffixes -er, -ness and -ment to form a noun e.g. <i>teach - teacher, sad - sadness, enjoy - enjoyment</i> <input type="checkbox"/> Add suffixes -er and -est to form comparative and superlative adjectives e.g. <i>happy - happier - happiest</i> <input type="checkbox"/> Add suffix -ly to an adjective to make an adverb e.g. <i>quick - quickly</i> <input type="checkbox"/> Write from memory simple dictated sentences including GPCs and common exception words	<input type="checkbox"/> Form lower-case letters of the correct size relative to one another <input type="checkbox"/> Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters <input type="checkbox"/> Use spacing between words that reflects the size of the letters	<input type="checkbox"/> Write narratives about personal and others' experiences (real or fictional) <input type="checkbox"/> Write about real events <input type="checkbox"/> Write simple poetry <input type="checkbox"/> Write for different purposes. <input type="checkbox"/> Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary. <input type="checkbox"/> Writes down ideas and key words before writing <input type="checkbox"/> Encapsulate what they want to say, sentence by sentence <input type="checkbox"/> Evaluate their writing with the teacher and other pupils <input type="checkbox"/> Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation <input type="checkbox"/> Read writing aloud with appropriate intonation to make the meaning clear <input type="checkbox"/> Begin to develop an awareness of who they are writing for	<input type="checkbox"/> Punctuation: <input type="checkbox"/> full stops <input type="checkbox"/> capital letters <input type="checkbox"/> exclamation marks <input type="checkbox"/> question marks <input type="checkbox"/> commas to separate items in a list <input type="checkbox"/> apostrophes for contracted forms and singular possession. <input type="checkbox"/> Use sentences with different forms: statement, question, exclamation, command <input type="checkbox"/> Use expanded noun phrases to describe and specify <input type="checkbox"/> Use the present and past tense correctly and consistently including the progressive form e.g. <i>she is drumming, he was shouting</i> <input type="checkbox"/> Use coordination with: 'and', 'but', 'or' <input type="checkbox"/> Use subordination with: 'when', 'if', 'that', 'because' <input type="checkbox"/> Use some features of written Standard English	
HT PROGRESSION	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	Simple: <input type="checkbox"/> Create questions using 'How' or 'Do'. <input type="checkbox"/> Create exclamations using interjections and 'How' or 'What' e.g. <i>What big eyes you have, Grandma!</i> <input type="checkbox"/> Create commands using imperative verbs e.g. <i>Give Take....</i> Compound: <input type="checkbox"/> Join sentences using: and, but, or, so, Complex: <input type="checkbox"/> Join sentences using: because, if, after, that, before, when Adding detail: <input type="checkbox"/> Use expanded noun phrases: - determiner + adjective + noun e.g. <i>the black cat</i> - determiner + noun + prepositional phrase e.g. <i>the cat in the basket</i> <input type="checkbox"/> Use adjectives: e.g. <i>The giant had a curly beard.</i> <input type="checkbox"/> Use adverbs of manner ending in -ly: e.g. <i>He bravely caught the cat.</i> <input type="checkbox"/> Use prepositions: e.g. <i>after, before, behind, below</i> <input type="checkbox"/> Use prepositional phrases: e.g. <i>under the carpet, above the whiteboard</i> <input type="checkbox"/> Use 'like' to create similes: e.g. <i>hot like chillies, cold like a glacier</i> <input type="checkbox"/> Use determiners: most, some, all, many, much, more <input type="checkbox"/> Put words spoken words (from speech bubbles) into inverted commas.	<input type="checkbox"/> Use specific nouns rather than general nouns e.g. <i>'Buttercup' instead of 'flower'</i> <input type="checkbox"/> Create compound nouns using: - noun + noun e.g. <i>cupboard, handbag</i> - adjective + noun e.g. <i>whiteboard, superman</i> <input type="checkbox"/> Use verb + noun to create alliteration: e.g. <i>Dancing dandelions, Hiding hyenas</i> <input type="checkbox"/> Use onomatopoeia with an exclamation mark e.g. <i>Ouch! Crash!</i> <input type="checkbox"/> Tier 2 Vocabulary – Y2	<input type="checkbox"/> Use pronouns: <i>He, She, We, They, It, You</i> <input type="checkbox"/> Use adverbs ending in -ly e.g. <i>Bravely, Silently, Cheerfully</i> <input type="checkbox"/> Use similes e.g. <i>As silently as a snake, he crept into the disused mine.</i>	Coordinating: <input type="checkbox"/> or, so Subordinating: <input type="checkbox"/> if, after, that, before, when Correlative: <input type="checkbox"/> either ... or Adverbials of time: <input type="checkbox"/> e.g. after, before, finally	Simple past <input type="checkbox"/> To show something happened once e.g. <i>He walked to school</i> Past progressive <input type="checkbox"/> To show something was happening continually e.g. <i>He was walking to school</i> Simple present <input type="checkbox"/> To show something that happens now e.g. <i>He walks to school</i> Present progressive <input type="checkbox"/> Use of 'to be' + '-ing' <input type="checkbox"/> To show something is happening continually e.g. <i>I am walking to school</i> Subject-verb agreement: <input type="checkbox"/> I like <input type="checkbox"/> He/she likes <input type="checkbox"/> We like <input type="checkbox"/> They like <input type="checkbox"/> You like