

HOLY TRINITY CATHOLIC ACADEMY: ENGLISH WRITING PROGRESSION

| | | LKS2 | | | | |
|--|----------------|---|--|--|---|-------------------|
| | | Transcription | Handwriting | Composition | Vocabulary, Grammar & Punctuation | |
| NC 2014 | | <ul style="list-style-type: none"> <input type="checkbox"/> Use further prefixes and suffixes and understand how to add them: <ul style="list-style-type: none"> - prefixes: <i>anti-, inter-</i> to form nouns - prefixes: <i>in-, im-, ir-, il-</i> to form antonyms - prefixes: <i>un-, dis-, mis-, ex-, non-</i> - suffixes: <i>-ing, -er, -en, -ed</i> - suffix <i>-ly</i> <input type="checkbox"/> Spell further homophones <input type="checkbox"/> Spell words that are often misspelt: <ul style="list-style-type: none"> - 'gu' words, <i>-sure, -ture, -cian, -sion, -ssion, -tion, 'sc'</i> words, <i>-ous</i> - plural nouns ending in 'o' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' <input type="checkbox"/> Place possessive apostrophe accurately in words with regular plurals e.g. <i>girls' boys'</i> and in words with irregular plurals e.g. <i>children's</i> <input type="checkbox"/> Use apostrophe correctly for further contracted forms <input type="checkbox"/> Use the first 2 or 3 letters of a word to check its spelling in a dictionary <input type="checkbox"/> Create word families based on common words: e.g. <i>- sign – signal – unsigned – assign – resign – design</i> <input type="checkbox"/> Write from memory simple sentences dictated by the teacher | <ul style="list-style-type: none"> <input type="checkbox"/> Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined <input type="checkbox"/> Increase the legibility, consistency and quality of their handwriting | <ul style="list-style-type: none"> <input type="checkbox"/> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <input type="checkbox"/> Discuss and record ideas <input type="checkbox"/> Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures <input type="checkbox"/> Organise paragraphs around a theme. <input type="checkbox"/> Create settings, characters and plot <input type="checkbox"/> Use simple organisational devices e.g. <i>headings and sub-headings</i> <input type="checkbox"/> Assess the effectiveness of their own and others' writing and suggest improvements <input type="checkbox"/> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <input type="checkbox"/> Proofread for spelling and punctuation errors <input type="checkbox"/> Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <input type="checkbox"/> Awareness of 'The Reader' and adapt writing accordingly | <ul style="list-style-type: none"> <input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> o full stops o capital letters (titles and languages) o exclamation marks o question marks o commas for lists o apostrophes for contracted forms and singular possession. o inverted commas for direct speech <input type="checkbox"/> Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an umbrella</i> <input type="checkbox"/> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. <input type="checkbox"/> Use the present perfect form of verbs in contrast to the past tense e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play.</i> <input type="checkbox"/> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. <input type="checkbox"/> Express time, place and cause using: <ul style="list-style-type: none"> - conjunctions: <i>as, since, unless, however, even though</i> - adverbs: <i>here, therefore, frequently, everywhere</i> - prepositions: <i>underneath, against, atop, from, towards</i> <input type="checkbox"/> Use fronted adverbials + comma | |
| | HT PROGRESSION | | Sentence Structure | Vocabulary | Sentence Openers | Building Cohesion |
| <ul style="list-style-type: none"> Simple & Compound: <ul style="list-style-type: none"> <input type="checkbox"/> Vary long and short sentences for effect. Complex: <ul style="list-style-type: none"> <input type="checkbox"/> Use a range of subordinating conjunctions to join sentences. Phrases/Clauses: <ul style="list-style-type: none"> <input type="checkbox"/> Use adverbial phrases, noun phrases and prepositional phrases <input type="checkbox"/> Use a drop-in clause with an '-ing' verb e.g. <i>Tom, smiling secretly, hid the magic potion book</i> Adding detail: <ul style="list-style-type: none"> <input type="checkbox"/> Use expanded noun phrases: <ul style="list-style-type: none"> - determiner + adjective + noun + phrase e.g. <i>the strict teacher with the grey beard.</i> <input type="checkbox"/> Use prepositions and prepositional phrases e.g. <i>underneath, against, atop, from, towards, across</i> <input type="checkbox"/> Use adjectives ending in -ed e.g. <i>frightened, scared etc</i> <input type="checkbox"/> Use a sentence that gives three actions e.g. <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i> <input type="checkbox"/> Use specific determiners: <i>their, whose, this, that, these, those, which</i> <input type="checkbox"/> Use a mixture of nouns and pronouns to avoid repetition e.g. <i>John, Mr Price, he, his, him – The labyrinth, the maze, it, its</i> <input type="checkbox"/> Know that a preposition requires an object and an adverb doesn't. | | <ul style="list-style-type: none"> <input type="checkbox"/> Use sophisticated language e.g. <i>abundant, menacingly</i> <input type="checkbox"/> Use of further specific/technical vocabulary to add detail e.g. <i>variety, species, feline</i> <input type="checkbox"/> Use synonyms and antonyms of verbs e.g. <i>said – announced – whispered and walk – trudged – galloped</i> <input type="checkbox"/> Tier 2 Vocabulary – LKS2 | <ul style="list-style-type: none"> <input type="checkbox"/> Use conjunctions e.g. <i>Although it was raining heavily, they still went to play in the park.</i> <input type="checkbox"/> Use fronted adverbials followed by a comma: <ul style="list-style-type: none"> - Prepositions e.g. <i>Behind the shed, the spider was silently waiting for his prey</i> - '-ing' words e.g. <i>Worrying about his mum, Tom slowly walked to school.</i> | <ul style="list-style-type: none"> Coordinating: <ul style="list-style-type: none"> <input type="checkbox"/> and, but, or, so, for, nor, yet (FANBOYS) Subordinating: <ul style="list-style-type: none"> <input type="checkbox"/> after, although, as, while, when, until, because, before, if, since Correlative: <ul style="list-style-type: none"> <input type="checkbox"/> both ... and Adverbials of time: <ul style="list-style-type: none"> <input type="checkbox"/> e.g. <i>already, meanwhile, once</i> | <ul style="list-style-type: none"> Present perfect <ul style="list-style-type: none"> <input type="checkbox"/> 'has/have' + past participle <input type="checkbox"/> To show something happens at an unspecified time e.g. <i>He has walked to school (every day this week)</i> Past perfect <ul style="list-style-type: none"> <input type="checkbox"/> 'had' + past participle + -ing <input type="checkbox"/> To show something happened at an unspecified time e.g. <i>He had been walking to school</i> Modal verbs <ul style="list-style-type: none"> <input type="checkbox"/> Used for possibility, ability and permission: <ul style="list-style-type: none"> - can, can't - could, couldn't - may, might, might not <input type="checkbox"/> Used for advice: <ul style="list-style-type: none"> - should, shouldn't | |