Confidently use diagonal and horizontal strokes to and understand which letters, when adjacent to one and best left unjoined	ADVENT 2	LENT I
The Owl Tree GENRE/S: Narrative — Retell stories with familiar setting Recount — letter writing Character & setting description Use further prefixes and suffixes and understand he them: - prefixes: anti-, inter- to form nouns - prefixes: in-, im-, ir-, il- to form antonyms - prefixes: un-, dis-, mis-, ex-, non suffixes: -ing, -er, -en, -ed - suffix — ly Spell further homophones Spell words that are often misspelt: - 'gu' words, -sure, -ture, -cian, -sion, -sion, 'sc' words - plural nouns ending in '0' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': often accurately in words we plurals e.g. girls' boys' and in words with irregular plura children's Use a postrophe correctly for further contracted for Use the first 2 or 3 letters of a word to check its so dictionary Create word families based on common words: e.g sign ~ signal ~ unsigned ~ assign ~ resign ~ design Write from memory simple sentences dictated by the confidently use diagonal and horizontal strokes to	KEY TEXT:	KEY TEXT:
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Narrative — Retell stories with familiar setting Recount — letter writing Character & setting description Use further prefixes and suffixes and understand he them: - prefixes: anti-, inter- to form nouns - prefixes: in-, im-, ir-, il- to form antonyms - prefixes: -in, -en, -in-, -il- to form antonyms - prefixes: -in, -er, -en, -ed - suffix — ly Spell further homophones Spell words that are often misspelt: - 'gu' words, -sure, -ture, -cian, -sion, -sion, -tion, 'sc' words - 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' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - plural nouns ending i	, , ,	GENRE/S:
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and understand which letters, when adjacent to one an		
hant left uniciped		
Dest left unjoined	best left unjoined	best left unjoined
☐ Increase the legibility, consistency and quality of the	 Increase the legibility, consistency and quality of their handwriting 	☐ Increase the legibility, consistency and quality of their handwriting

COMPOSITION	□ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ Discuss and record ideas □ Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures □ Organise paragraphs around a theme. □ Create settings, characters and plot □ Use simple organisational devices e.g. headings and sub-headings □ Assess the effectiveness of their own and others' writing and suggest improvements □ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences □ Proofread for spelling and punctuation errors □ 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 □ Awareness of 'The Reader' and adapt writing accordingly	□ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ Discuss and record ideas □ Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures □ Organise paragraphs around a theme. □ Create settings, characters and plot □ Use simple organisational devices e.g. headings and sub-headings □ Assess the effectiveness of their own and others' writing and suggest improvements □ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences □ Proofread for spelling and punctuation errors □ 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 □ Awareness of 'The Reader' and adapt writing accordingly	□ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ Discuss and record ideas □ Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures □ Organise paragraphs around a theme. □ Create settings, characters and plot □ Use simple organisational devices e.g. headings and sub-headings □ Assess the effectiveness of their own and others' writing and suggest improvements □ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences □ Proofread for spelling and punctuation errors □ 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 □ Awareness of 'The Reader' and adapt writing accordingly
VOCAB. GRAMM & PUNC.	□ Punctuation: o full stops o capital letters (titles and languages) o exclamation marks o question marks o question marks o commas for lists o apostrophes for contracted forms and singular possession. o inverted commas for direct speech □ Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella □ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. □ Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play contrasted with He went out to play. □ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. □ Express time, place and cause using: - conjunctions: as, since, unless, however, even though - adverbs: here, therefore, frequently, everywhere - prepositions: underneath, against, atop, from, towards □ Use fronted adverbials + comma	□ Punctuation: o full stops o capital letters (titles and languages) o exclamation marks o question marks o question marks o commas for lists o apostrophes for contracted forms and singular possession. o inverted commas for direct speech □ Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella □ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if, 'because', 'although'. □ Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play contrasted with He went out to play. □ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. □ Express time, place and cause using: - conjunctions: as, since, unless, however, even though - adverbs: here, therefore, frequently, everywhere - prepositions: underneath, against, atop, from, towards □ Use fronted adverbials + comma	□ Punctuation: o full stops o capital letters (titles and languages) o exclamation marks o question marks o question marks o commas for lists o apostrophes for contracted forms and singular possession. o inverted commas for direct speech □ Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella □ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. □ Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play contrasted with He went out to play. □ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. □ Express time, place and cause using: - conjunctions: as, since, unless, however, even though - adverbs: here, therefore, frequently, everywhere - prepositions: underneath, against, atop, from, towards □ Use fronted adverbials + comma

HOLY TRINITY CATHOLIC ACADEMY: LKS2 WRITING TERMLY PROGRESSION – YEAR B				
YEAR GROUP		LENT 2	PENTECOST I	PENTECOST 2
	TEXTS/GENRE	KEY TEXT: Journey to Jo'Burg GENRE/S: Diary Entry Play script (Easter Play)	KEY TEXT: Poems Aloud! Flotsam GENRE/S: Poetry Adventure Story	KEY TEXT: Willow Pattern Story The Firework Makers Daughter GENRE/S: Story from another culture
	TRANSCRIPTION	□ Use further prefixes and suffixes and understand how to add them: - prefixes: anti-, inter- to form nouns - prefixes: in-, im-, ir-, il- to form antonyms - prefixes: un-, dis-, mis-, ex-, non- - suffixes: -ing, -er, -en, -ed - suffix -ly □ Spell further homophones □ Spell words that are often misspelt: - 'gu' words, -sure, -ture, -cian, -sion, -ssion, -tion, 'sc' words, -ous - 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' □ Place possessive apostrophe accurately in words with regular plurals e.g. girls' boys' and in words with irregular plurals e.g. children's □ Use apostrophe correctly for further contracted forms □ Use the first 2 or 3 letters of a word to check its spelling in a dictionary □ Create word families based on common words: e.g. - sign ~ signal ~ unsigned ~ assign ~ resign ~ design □ Write from memory simple sentences dictated by the teacher	□ Use further prefixes and suffixes and understand how to add them: - prefixes: anti-, inter- to form nouns - prefixes: in-, im-, ir-, il- to form antonyms - prefixes: un-, dis-, mis-, ex-, non suffixes: un-, dis-, mis-, ex-, non suffixes: -ing, -er, -en, -ed - suffix -ly □ Spell further homophones □ Spell words that are often misspelt: - 'gu' words, -sure, -ture, -cian, -sion, -ssion, -tion, 'sc' words, -ous - 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' □ Place possessive apostrophe accurately in words with regular plurals e.g. girls' boys' and in words with irregular plurals e.g. children's □ Use apostrophe correctly for further contracted forms □ Use the first 2 or 3 letters of a word to check its spelling in a dictionary □ Create word families based on common words; e.g sign - signal ~ unsigned ~ assign ~ resign ~ design □ Write from memory simple sentences dictated by the teacher	□ Use further prefixes and suffixes and understand how to add them: - prefixes: anti-, inter- to form nouns - prefixes: in-, im-, ir-, il- to form antonyms - prefixes: un-, dis-, mis-, ex-, non suffixes: -ing, -er, -en, -ed - suffix -ly □ Spell further homophones □ Spell words that are often misspelt: - 'gu' words, -sure, -ture, -cian, -sion, -ssion, -tion, 'sc' words, -ous - 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' - verbs ending in 'y': change 'y' to 'i' and add 'es' □ Place possessive apostrophe accurately in words with regular plurals e.g. girls' boys' and in words with irregular plurals e.g. children's □ Use apostrophe correctly for further contracted forms □ Use the first 2 or 3 letters of a word to check its spelling in a dictionary □ Create word families based on common words: e.g sign - signal ~ unsigned ~ assign ~ resign ~ design □ Write from memory simple sentences dictated by the teacher
	M/H	☐ Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined ☐ Increase the legibility, consistency and quality of their handwriting	☐ Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined ☐ Increase the legibility, consistency and quality of their handwriting	☐ Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined ☐ Increase the legibility, consistency and quality of their handwriting

COMPOSITION	□ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ Discuss and record ideas □ Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures □ Organise paragraphs around a theme. □ Create settings, characters and plot □ Use simple organisational devices e.g. headings and sub-headings □ Assess the effectiveness of their own and others' writing and suggest improvements □ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences □ Proofread for spelling and punctuation errors □ 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 □ Awareness of 'The Reader' and adapt writing accordingly	□ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ Discuss and record ideas □ Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures □ Organise paragraphs around a theme. □ Create settings, characters and plot □ Use simple organisational devices e.g. headings and sub-headings □ Assess the effectiveness of their own and others' writing and suggest improvements □ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences □ Proofread for spelling and punctuation errors □ 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 □ Awareness of 'The Reader' and adapt writing accordingly	□ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ Discuss and record ideas □ Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures □ Organise paragraphs around a theme. □ Create settings, characters and plot □ Use simple organisational devices e.g. headings and sub-headings □ Assess the effectiveness of their own and others' writing and suggest improvements □ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences □ Proofread for spelling and punctuation errors □ 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 □ Awareness of 'The Reader' and adapt writing accordingly
VOCAB. GRAMM & PUNC.	□ Punctuation: o full stops o capital letters (titles and languages) o exclamation marks o question marks o question marks o commas for lists o apostrophes for contracted forms and singular possession. o inverted commas for direct speech □ Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella □ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. □ Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play contrasted with He went out to play. □ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. □ Express time, place and cause using: - conjunctions: as, since, unless, however, even though - adverbs: here, therefore, frequently, everywhere - prepositions: underneath, against, atop, from, towards □ Use fronted adverbials + comma	□ Punctuation: o full stops o capital letters (titles and languages) o exclamation marks o question marks o question marks o commas for lists o apostrophes for contracted forms and singular possession. o inverted commas for direct speech □ Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella □ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. □ Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play contrasted with He went out to play. □ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. □ Express time, place and cause using: - conjunctions: as, since, unless, however, even though - adverbs: here, therefore, frequently, everywhere - prepositions: underneath, against, atop, from, towards □ Use fronted adverbials + comma	□ Punctuation: o full stops o capital letters (titles and languages) o exclamation marks o question marks o question marks o commas for lists o apostrophes for contracted forms and singular possession. o inverted commas for direct speech □ Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella □ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. □ Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play contrasted with He went out to play. □ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. □ Express time, place and cause using: - conjunctions: as, since, unless, however, even though - adverbs: here, therefore, frequently, everywhere - prepositions: underneath, against, atop, from, towards □ Use fronted adverbials + comma