

# HOLY TRINITY CATHOLIC ACADEMY: ENGLISH WRITING PROGRESSION

		UKS2				
		Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation	
NC 2014		<ul style="list-style-type: none"> <li><input type="checkbox"/> Use further prefixes and suffixes:                             <ul style="list-style-type: none"> <li>- words from root words using prefixes and suffixes</li> <li>- suffix: adding to words ending in -fer</li> <li>- prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero-</li> <li>- suffixes: -ate, -ise, -ify to convert nouns into adjectives.</li> </ul> </li> <li><input type="checkbox"/> Spell some words with silent letters</li> <li><input type="checkbox"/> Spell words with hyphens.</li> <li><input type="checkbox"/> Continue to distinguish between homophones and other words, which are often confused.</li> <li><input type="checkbox"/> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically:                             <ul style="list-style-type: none"> <li>- ough</li> <li>-ible/ibly and able/ably</li> <li>-'ie', 'ei' and 'cei' words</li> </ul> </li> <li><input type="checkbox"/> Use dictionaries to check the spelling and meaning of words</li> <li><input type="checkbox"/> Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary</li> <li><input type="checkbox"/> Use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Write legibly, fluently and with increasing speed.</li> <li><input type="checkbox"/> Recognise when to use an unjoined style: e.g. for labelling a diagram or data, writing an email address or for algebra e.g. capital letters for filling in a form</li> <li><input type="checkbox"/> Choose the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li><input type="checkbox"/> Note and develop initial ideas, drawing on reading and research</li> <li><input type="checkbox"/> Consider how authors have developed characters and settings</li> <li><input type="checkbox"/> Select appropriate grammar and vocabulary to enhance and clarify meaning</li> <li><input type="checkbox"/> Describe setting, characterisation and atmosphere</li> <li><input type="checkbox"/> Integrate dialogue to convey character and advance the action</li> <li><input type="checkbox"/> Use a wide range of devices to build cohesion within/across paragraphs.</li> <li><input type="checkbox"/> Use further organisational and presentational devices to structure text and guide the reader</li> <li><input type="checkbox"/> Assess the effectiveness of their own and others' writing</li> <li><input type="checkbox"/> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning</li> <li><input type="checkbox"/> Ensure consistent and correct use of tense throughout a piece of writing</li> <li><input type="checkbox"/> Ensure correct subject and verb agreement.</li> <li><input type="checkbox"/> Proofread for spelling and punctuation errors.</li> <li><input type="checkbox"/> Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Punctuation:                             <ul style="list-style-type: none"> <li>o correct speech punctuation for all speech</li> <li>o commas to clarify meaning or avoid ambiguity</li> <li>o hyphens to avoid ambiguity</li> <li>o brackets, dashes or commas for parenthesis</li> <li>o colon to introduce a list or speech in playscripts</li> <li>o semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>o bullet points for a list</li> <li>o ellipsis</li> </ul> </li> <li><input type="checkbox"/> Formal and informal vocabulary and structures including passive and subjunctive.</li> <li><input type="checkbox"/> Use perfect form of verbs to mark relationships of time and cause.</li> <li><input type="checkbox"/> Use expanded noun phrases to convey complicated information concisely.</li> <li><input type="checkbox"/> Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.</li> <li><input type="checkbox"/> Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (omitted) relative pronoun.</li> <li><input type="checkbox"/> Use cohesive devices within a paragraph e.g. then, after that, this, firstly.</li> <li><input type="checkbox"/> Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).</li> </ul>	
HT PROGRESSION		<b>Sentence Structure</b> <ul style="list-style-type: none"> <li><b>Phrases/Clauses:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Move clauses and phrases around to create different effects.</li> <li><input type="checkbox"/> Use subordinating conjunctions to start sentences.</li> <li><input type="checkbox"/> Use relative clauses used to add detail with and without relative pronoun, using brackets, dashes and commas.</li> <li><input type="checkbox"/> Use drop-in '-ed' clauses e.g. <i>Poor Tom, frightened by the fierce dragon, ran home.</i></li> <li><input type="checkbox"/> Use a range of phrases to open sentences.</li> </ul> </li> <li><b>Adding detail:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything</li> <li><input type="checkbox"/> Use rhetorical questions for effect</li> <li><input type="checkbox"/> Use of stage directions in speech (speech + verb + action_ e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></li> <li><input type="checkbox"/> Use of ellipsis to create suspense and to show missing words in a quote</li> <li><input type="checkbox"/> Use colons and semi-colons to punctuate complex lists e.g. <i>They needed lots of items for their trip: a pair of walking boots ; a small camping stove ; several sachets of freeze-dried food ; a mummy-style sleeping bag.</i></li> </ul> </li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use nouns appropriate to the genre e.g. 'British Expeditionary Force' rather than 'Army' (VWV2)</li> <li><input type="checkbox"/> Use verbs appropriate to the genre e.g. 'marched' rather than 'walked'</li> <li><input type="checkbox"/> Use figurative language to make writing more descriptive:                             <ul style="list-style-type: none"> <li>- metaphor</li> <li>- personification</li> <li>- onomatopoeia</li> </ul> </li> <li><input type="checkbox"/> Use adjectives ending in -ed e.g. overwhelmed, astounded, perplexed</li> <li><input type="checkbox"/> Use of hyphens for compound words to avoid ambiguity e.g. man-eating-shark</li> <li><input type="checkbox"/> Tier 2 Vocabulary – UKS2</li> </ul>	<b>Sentence Openers</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use expanded -ed clause followed by a comma e.g. <i>Frightened of the dark, Tom hid under the bed all night.</i></li> <li><input type="checkbox"/> Develop fronted prepositional phrases e.g. - <i>Somewhere nearby - Within walking distance</i></li> <li><input type="checkbox"/> Use a mixture of sentence openers to indicate time, reason, manner and place:                             <ul style="list-style-type: none"> <li>- Words ending -ing</li> <li>- Similes using 'as ... as' and 'like'</li> <li>- Prepositional phrases</li> <li>- Adverbials</li> <li>- Conjunctions</li> <li>- Words ending -ed</li> </ul> </li> </ul>	<b>Building Cohesion</b> <ul style="list-style-type: none"> <li><b>Coordinating:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> ALL FANBOYS</li> </ul> </li> <li><b>Subordinating:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> ALL AAAWWUBBIS</li> </ul> </li> <li><b>Correlative:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> not only ... but also...so ... as</li> </ul> </li> <li><b>Adverbials of time:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> e.g. <i>after a while, never before, sometime later</i></li> </ul> </li> </ul>	<b>Verb Tense</b> <ul style="list-style-type: none"> <li><b>Simple Future</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> will + root verb</li> <li><input type="checkbox"/> To show something which hasn't yet happened e.g. <i>He will walk to school</i></li> </ul> </li> <li><b>Future progressive</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> will be + 'ing' form of verb</li> <li><input type="checkbox"/> To show something will be happening continually e.g. <i>I He will be walking to school</i></li> </ul> </li> <li><b>Future perfect</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> will have + past participle of verb</li> <li><input type="checkbox"/> To show something will be happening at an unspecified time e.g. <i>He will have walked to school</i></li> </ul> </li> <li><b>Modal verbs</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Used for obligation and advice:                                     <ul style="list-style-type: none"> <li>- must, have to</li> <li><input type="checkbox"/> Used for predictions and inclinations:   <ul style="list-style-type: none"> <li>- will, won't, would, wouldn't</li> </ul> </li> <li><input type="checkbox"/> Used for suggestions:   <ul style="list-style-type: none"> <li>- shall, shall not</li> </ul> </li> </ul> </li> <li><b>Adverbials for possibility</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> surely, certainly, perhaps, obviously</li> </ul> </li> </ul> </li></ul>