

HOLY TRINITY CATHOLIC ACADEMY: UKS2 WRITING TERMLY PROGRESSION – YEAR B

YEAR GROUP		ADVENT 1	ADVENT 2	LENT 1
	TEXTS/GENRE	<p>KEY TEXT: Great Adventurers The Dark</p> <p>GENRE/S: Biography Narrative – Setting/Character</p>	<p>KEY TEXT Kings & Queens Curiosity A Mars Rover</p> <p>GENRE/S: Biography Narrative – Setting/Character</p>	<p>KEY TEXT: The History Detectives: Mayan Civilisation Rain Player</p> <p>GENRE/S: NC Report Myth/Folk Tale</p>
	TRANSCRIPTION	<p><input type="checkbox"/> Use further prefixes and suffixes: - words from root words using prefixes and suffixes - suffix: adding to words ending in –fer - prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero- - suffixes: -ate, -ise, -ify to convert nouns into adjectives.</p> <p><input type="checkbox"/> Spell some words with silent letters</p> <p><input type="checkbox"/> Spell words with hyphens.</p> <p><input type="checkbox"/> Continue to distinguish between homophones and other words, which are often confused.</p> <p><input type="checkbox"/> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically: - ough - ible/libly and able/ably - 'ie', 'ei' and 'cei' words</p> <p><input type="checkbox"/> Use dictionaries to check the spelling and meaning of words</p> <p><input type="checkbox"/> Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary</p> <p><input type="checkbox"/> Use a thesaurus</p>	<p><input type="checkbox"/> Use further prefixes and suffixes: - words from root words using prefixes and suffixes - suffix: adding to words ending in –fer - prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero- - suffixes: -ate, -ise, -ify to convert nouns into adjectives.</p> <p><input type="checkbox"/> Spell some words with silent letters</p> <p><input type="checkbox"/> Spell words with hyphens.</p> <p><input type="checkbox"/> Continue to distinguish between homophones and other words, which are often confused.</p> <p><input type="checkbox"/> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically: - ough - ible/libly and able/ably - 'ie', 'ei' and 'cei' words</p> <p><input type="checkbox"/> Use dictionaries to check the spelling and meaning of words</p> <p><input type="checkbox"/> Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary</p> <p><input type="checkbox"/> Use a thesaurus</p>	<p><input type="checkbox"/> Use further prefixes and suffixes: - words from root words using prefixes and suffixes - suffix: adding to words ending in –fer - prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero- - suffixes: -ate, -ise, -ify to convert nouns into adjectives.</p> <p><input type="checkbox"/> Spell some words with silent letters</p> <p><input type="checkbox"/> Spell words with hyphens.</p> <p><input type="checkbox"/> Continue to distinguish between homophones and other words, which are often confused.</p> <p><input type="checkbox"/> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically: - ough - ible/libly and able/ably - 'ie', 'ei' and 'cei' words</p> <p><input type="checkbox"/> Use dictionaries to check the spelling and meaning of words</p> <p><input type="checkbox"/> Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary</p> <p><input type="checkbox"/> Use a thesaurus</p>
	H/W	<p><input type="checkbox"/> Write legibly, fluently and with increasing speed.</p> <p><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</p> <p><input type="checkbox"/> Choose the writing implement that is best suited for a task.</p>	<p><input type="checkbox"/> Write legibly, fluently and with increasing speed.</p> <p><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</p> <p><input type="checkbox"/> Choose the writing implement that is best suited for a task.</p>	<p><input type="checkbox"/> Write legibly, fluently and with increasing speed.</p> <p><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</p> <p><input type="checkbox"/> Choose the writing implement that is best suited for a task.</p>

	<p style="text-align: center;">COMPOSITION</p> <ul style="list-style-type: none"> <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 <input type="checkbox"/> Note and develop initial ideas, drawing on reading and research <input type="checkbox"/> Consider how authors have developed characters and settings <input type="checkbox"/> Select appropriate grammar and vocabulary to enhance and clarify meaning <input type="checkbox"/> Describe setting, characterisation and atmosphere <input type="checkbox"/> Integrate dialogue to convey character and advance the action <input type="checkbox"/> Use a wide range of devices to build cohesion within/across paragraphs. <input type="checkbox"/> Use further organisational and presentational devices to structure text and guide the reader <input type="checkbox"/> Assess the effectiveness of their own and others' writing <input type="checkbox"/> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning <input type="checkbox"/> Ensure consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> Ensure correct subject and verb agreement <input type="checkbox"/> Proofread for spelling and punctuation errors. <input type="checkbox"/> Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> <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 <input type="checkbox"/> Note and develop initial ideas, drawing on reading and research <input type="checkbox"/> Consider how authors have developed characters and settings <input type="checkbox"/> Select appropriate grammar and vocabulary to enhance and clarify meaning <input type="checkbox"/> Describe setting, characterisation and atmosphere <input type="checkbox"/> Integrate dialogue to convey character and advance the action <input type="checkbox"/> Use a wide range of devices to build cohesion within/across paragraphs. <input type="checkbox"/> Use further organisational and presentational devices to structure text and guide the reader <input type="checkbox"/> Assess the effectiveness of their own and others' writing <input type="checkbox"/> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning <input type="checkbox"/> Ensure consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> Ensure correct subject and verb agreement <input type="checkbox"/> Proofread for spelling and punctuation errors. <input type="checkbox"/> Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> <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 <input type="checkbox"/> Note and develop initial ideas, drawing on reading and research <input type="checkbox"/> Consider how authors have developed characters and settings <input type="checkbox"/> Select appropriate grammar and vocabulary to enhance and clarify meaning <input type="checkbox"/> Describe setting, characterisation and atmosphere <input type="checkbox"/> Integrate dialogue to convey character and advance the action <input type="checkbox"/> Use a wide range of devices to build cohesion within/across paragraphs. <input type="checkbox"/> Use further organisational and presentational devices to structure text and guide the reader <input type="checkbox"/> Assess the effectiveness of their own and others' writing <input type="checkbox"/> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning <input type="checkbox"/> Ensure consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> Ensure correct subject and verb agreement <input type="checkbox"/> Proofread for spelling and punctuation errors. <input type="checkbox"/> Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
	<p style="text-align: center;">VOCAB. GRAMM & PUNC.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> o correct speech punctuation for all speech o commas to clarify meaning or avoid ambiguity o hyphens to avoid ambiguity o brackets, dashes or commas for parenthesis o colon to introduce a list or speech in playscripts o semi-colons, colons or dashes to mark boundaries between independent clauses. o bullet points for a list o ellipsis <input type="checkbox"/> Formal and informal vocabulary and structures including passive and subjunctive. <input type="checkbox"/> Use perfect form of verbs to mark relationships of time and cause. <input type="checkbox"/> Use expanded noun phrases to convey complicated information concisely. <input type="checkbox"/> Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. <input type="checkbox"/> Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (omitted) relative pronoun. <input type="checkbox"/> Use cohesive devices within a paragraph e.g. then, after that, this, firstly. <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 <i>had</i> seen her before). 	<ul style="list-style-type: none"> <input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> o correct speech punctuation for all speech o commas to clarify meaning or avoid ambiguity o hyphens to avoid ambiguity o brackets, dashes or commas for parenthesis o colon to introduce a list or speech in playscripts o semi-colons, colons or dashes to mark boundaries between independent clauses. o bullet points for a list o ellipsis <input type="checkbox"/> Formal and informal vocabulary and structures including passive and subjunctive. <input type="checkbox"/> Use perfect form of verbs to mark relationships of time and cause. <input type="checkbox"/> Use expanded noun phrases to convey complicated information concisely. <input type="checkbox"/> Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. <input type="checkbox"/> Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (omitted) relative pronoun. <input type="checkbox"/> Use cohesive devices within a paragraph e.g. then, after that, this, firstly. <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 <i>had</i> seen her before). 	<ul style="list-style-type: none"> <input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> o correct speech punctuation for all speech o commas to clarify meaning or avoid ambiguity o hyphens to avoid ambiguity o brackets, dashes or commas for parenthesis o colon to introduce a list or speech in playscripts o semi-colons, colons or dashes to mark boundaries between independent clauses. o bullet points for a list o ellipsis <input type="checkbox"/> Formal and informal vocabulary and structures including passive and subjunctive. <input type="checkbox"/> Use perfect form of verbs to mark relationships of time and cause. <input type="checkbox"/> Use expanded noun phrases to convey complicated information concisely. <input type="checkbox"/> Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. <input type="checkbox"/> Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (omitted) relative pronoun. <input type="checkbox"/> Use cohesive devices within a paragraph e.g. then, after that, this, firstly. <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 <i>had</i> seen her before).

HOLY TRINITY CATHOLIC ACADEMY: UKS2 WRITING TERMLY PROGRESSION – YEAR B

YEAR GROUP		LENT 2	PENTECOST 1	PENTECOST 2
	TEXTS/GENRE	<p>KEY TEXT: Under Earth, Under Water Mr Darwin Saw/Moth</p> <p>GENRE/S: NC Report Narrative - Adventure</p>	<p>KEY TEXT: Viking Voyages Poetry to Perform</p> <p>GENRE/S: NC Report Poetry</p>	<p>KEY TEXT: Creature Features Human Body Odyssey</p> <p>GENRE/S: Explanation NC Report</p>
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