

## HOLY TRINITY CATHOLIC ACADEMY: UKS2 WRITING TERMLY PROGRESSION – YEAR A

YEAR GROUP		ADVENT 1	ADVENT 2	LENT 1
	<b>TEXTS/GENRE</b>	<p><b>KEY TEXT:</b>  <i>The Explorer</i>  <i>The Lost Thing</i></p> <p><b>GENRE/S:</b>                      Narrative – Setting/Character                      Recount - Diary</p>	<p><b>KEY TEXT</b>  <i>Black &amp; British – Various</i>  <i>Counting on Katherine</i></p> <p><b>GENRE/S:</b>                      NC Report                      Biography</p>	<p><b>KEY TEXT:</b>  <i>Greek Myths</i>  <i>You Wouldn't Want to be a Slave in Ancient Greece</i></p> <p><b>GENRE/S:</b>                      Myths                      NC Report</p>
	<b>TRANSCRIPTION</b>	<p><input type="checkbox"/> Use further prefixes and suffixes:                      - <b>words from root words using prefixes and suffixes</b>                      - 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:                      - <b>words from root words using prefixes and suffixes</b>                      - 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                      - <b>prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero-</b>                      - 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>
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	<b>COMPOSITION</b>	<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"/> 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"/> 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>
	<b>VOCAB. GRAMM &amp; PUNC.</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> <li><input type="checkbox"/> correct speech punctuation for all speech</li> <li><input type="checkbox"/> commas to clarify meaning or avoid ambiguity</li> <li><input type="checkbox"/> hyphens to avoid ambiguity</li> <li><input type="checkbox"/> brackets, dashes or commas for parenthesis</li> <li><input type="checkbox"/> colon to introduce a list or speech in playscripts</li> <li><input type="checkbox"/> semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li><input type="checkbox"/> bullet points for a list</li> <li><input type="checkbox"/> 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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> <li><input type="checkbox"/> correct speech punctuation for all speech</li> <li><input type="checkbox"/> commas to clarify meaning or avoid ambiguity</li> <li><input type="checkbox"/> hyphens to avoid ambiguity</li> <li><input type="checkbox"/> brackets, dashes or commas for parenthesis</li> <li><input type="checkbox"/> colon to introduce a list or speech in playscripts</li> <li><input type="checkbox"/> semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li><input type="checkbox"/> bullet points for a list</li> <li><input type="checkbox"/> 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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Punctuation: <ul style="list-style-type: none"> <li><input type="checkbox"/> correct speech punctuation for all speech</li> <li><input type="checkbox"/> commas to clarify meaning or avoid ambiguity</li> <li><input type="checkbox"/> hyphens to avoid ambiguity</li> <li><input type="checkbox"/> brackets, dashes or commas for parenthesis</li> <li><input type="checkbox"/> colon to introduce a list or speech in playscripts</li> <li><input type="checkbox"/> semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li><input type="checkbox"/> bullet points for a list</li> <li><input type="checkbox"/> 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>

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YEAR GROUP		LENT 2	PENTECOST 1	PENTECOST 2
	<b>TEXTS/GENRE</b>	<p><b>KEY TEXT:</b> <i>The Street Beneath My Feet</i> <i>Everything Earthquakes</i></p> <p><b>GENRE/S:</b> NC Report Explanation</p>	<p><b>KEY TEXT:</b> <i>Great Women Who Changed the World</i> <i>Poetry to Perform</i></p> <p><b>GENRE/S:</b> Persuasive Poetry</p>	<p><b>KEY TEXT:</b> <i>The Big Book of Bugs</i> <i>Life on Earth: The Human Body</i></p> <p><b>GENRE/S:</b> NC Report Explanation</p>
	<b>TRANSCRIPTION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use further prefixes and suffixes: - words from root words using prefixes and suffixes</li> <li>- suffix: adding to words ending in <i>-fer</i></li> <li>- prefixes: <i>bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero-</i></li> <li>- suffixes: <i>-ate, -ise, -ify</i> to convert nouns into adjectives.</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: - <i>ough</i> - <i>ible/libly and able/ably</i> - <i>'ie', 'ei' and 'cei'</i> words</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"/> Use further prefixes and suffixes: - words from root words using prefixes and suffixes</li> <li>- suffix: adding to words ending in <i>-fer</i></li> <li>- prefixes: <i>bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero-</i></li> <li>- suffixes: <i>-ate, -ise, -ify</i> to convert nouns into adjectives.</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: - <i>ough</i> - <i>ible/libly and able/ably</i> - <i>'ie', 'ei' and 'cei'</i> words</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"/> Use further prefixes and suffixes: - words from root words using prefixes and suffixes</li> <li>- suffix: adding to words ending in <i>-fer</i></li> <li>- prefixes: <i>bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero-</i></li> <li>- suffixes: <i>-ate, -ise, -ify</i> to convert nouns into adjectives.</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: - <i>ough</i> - <i>ible/libly and able/ably</i> - <i>'ie', 'ei' and 'cei'</i> words</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>
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