

Key Stage 2 Expeditions: WRITING COMPOSITION Progression

Pennines	Cairngorms	Pyrenees & Dolomites	Appalachians	Himalayas
<p style="text-align: center;"><u>NEW VOCABULARY</u></p> <ul style="list-style-type: none"> • Within each FIRST-HAND EXPERIENCE, learn a bank of new descriptive vocabulary to use in writing. • Use a thesaurus to look up synonyms and antonyms. 	<p style="text-align: center;"><u>NEW VOCABULARY</u></p> <ul style="list-style-type: none"> • Within each FIRST-HAND EXPERIENCE, learn a bank of new, specific, descriptive vocabulary to use in writing. • Use a thesaurus to look up synonyms and antonyms. • Use a dictionary to look up meanings of new words. 	<p style="text-align: center;"><u>NEW VOCABULARY</u></p> <ul style="list-style-type: none"> • Within each FIRST-HAND EXPERIENCE, learn an ambitious bank of new descriptive vocabulary to use in writing. • Use a thesaurus to look up synonyms and antonyms to use in writing. • Use a dictionary to look up meanings of new words. 	<p style="text-align: center;"><u>NEW VOCABULARY</u></p> <ul style="list-style-type: none"> • Within each FIRST-HAND EXPERIENCE, learn an ambitious and varied bank of new descriptive vocabulary to use in writing • Use a thesaurus to look up synonyms and antonyms to use in writing. • Use a dictionary to look up meanings of new words. 	<p style="text-align: center;"><u>NEW VOCABULARY</u></p> <ul style="list-style-type: none"> • Within each FIRST-HAND EXPERIENCE, learn a rich and varied bank of new descriptive vocabulary to use in writing. • Use a thesaurus to look up synonyms and antonyms to use in writing. • Use a dictionary to look up meanings of new words.
<p style="text-align: center;"><u>EXCITING SENTENCES</u></p> <ul style="list-style-type: none"> • LONELY NOUNS e.g. Spot a noun that is lonely in your sentence and add an adjective. • TWO ADJECTIVES SENTENCES e.g. Mr Twit was a horrid, mean man. • SOUND/CAUSE SENTENCES e.g. Whump! Another sandstone block fell. • ADVERB STARTERS e.g. Gently, she... • Use SIMILES, ALLITERATION and ONOMATOPOEIA in sentences. 	<p style="text-align: center;"><u>EXCITING SENTENCES</u></p> <ul style="list-style-type: none"> • VERB, PERSON SENTENCES e.g. Running, Sarah almost tripped over her own feet. • DESCRIPTION, WHICH + SIMILE SENTENCES e.g. Greg had huge nostrils, which made him look like a hippo. • Use SIMILES, ONOMATOPOEIA, PERSONIFICATION and ALLITERATION in sentences. • AS + -LY SENTENCES e.g. As the rain lashed down heavily, ____ • 3 -ED WORDS SENTENCES e.g. Excited, elated, thrilled, she ____ • TELL/SHOW SENTENCES e.g. She was shocked; eyes wide, mouth gaping. 	<p style="text-align: center;"><u>EXCITING SENTENCES</u></p> <ul style="list-style-type: none"> • TRAILING OFF SENTENCES... e.g. He smiled and led her away from the house... • DASH/ADJECTIVE PAIR SENTENCES e.g. Little Tim – happy and generous – was always fun to be around. • Use SIMILES, ONOMATOPOEIA, PERSONIFICATION and ALLITERATION in sentences. • DESCRIPTION + BRACKETS + WHICH SENTENCES e.g. The old man was crooked (which made him look like a question mark). • FIRST WORD/LAST WORD SENTENCES e.g. “Brilliant, the whole day was just brilliant!” Tilly beamed. • 2 PAIRS SENTENCES e.g. Exhausted and cold, tired and hungry, they ____. 	<p style="text-align: center;"><u>EXCITING SENTENCES</u></p> <ul style="list-style-type: none"> • AS I/WHEN I sentences • THIS IS THAT sentences • GETTING WORSE/GETTING BETTER sentences e.g. The best jokes make you smile, giggle or even laugh out loud! • BROKEN SENTENCES e.g. ‘He was sad, scared and lonely.’ into ‘Sad. Scared. Lonely.’ • DESCRIPTION: DETAIL SENTENCES e.g. I was exhausted: I hadn’t slept for more than two days. • EMOTION WORD/COMMA SENTENCES e.g. Desperate, she screamed for help. • MANY QUESTIONS SENTENCES e.g. Where are the diamonds? The rubies? The emeralds? 	<p style="text-align: center;"><u>EXCITING SENTENCES</u></p> <ul style="list-style-type: none"> • OUTSIDE (INSIDE) SENTENCES e.g. Kate ate the cake with delight (inside, however, she wished she hadn’t.) • WHEN; WHEN; WHEN, THEN SENTENCES e.g. When the sun is up; when the birds are singing; when I open my eyes, then I know I’m awake. • REPEATED ADJECTIVE e.g. He was a fast runner, fast because he needed to be. • 3 ADJECTIVES, DASH & A QUESTION SENTENCES e.g. Cold, dark, airless – which would kill the spacemen first? • SOME; OTHERS SENTENCES e.g. Some people football; others prefer netball. • THE MORE, THE MORE SENTENCES e.g. The more angry he became, the more he hammered his fist.
<p style="text-align: center;"><u>COMPOSITION</u></p> <ul style="list-style-type: none"> • Use first-hand experience to write descriptive pieces in stories and non-fiction such as recounts, non-chronological reports and poems. • Describe settings and characters using descriptive language. • Compose a problem to start stories off e.g. It was an 	<p style="text-align: center;"><u>COMPOSITION</u></p> <ul style="list-style-type: none"> • Use first-hand experience to write descriptive pieces, stories, non-chronological reports, instructions, recounts and poems. • Describe settings, characters and plot (build-up) using descriptive language. • Write exciting openings setting the scene and describing the characters. • Write build-ups with an effective plot or problem. 	<p style="text-align: center;"><u>COMPOSITION</u></p> <ul style="list-style-type: none"> • Use first-hand experience to write descriptions, stories, recounts, instructions, persuasion, explanations and poems. • Plan and write descriptions of characters in stories using the work of authors to model from • Write effective openings and introductions to pull the reader in. 	<p style="text-align: center;"><u>COMPOSITION</u></p> <ul style="list-style-type: none"> • Use first-hand experience to write descriptions, stories, recounts, instructions, persuasion, explanations, playscripts and poems. • Develop descriptions of settings, characters and plots using new vocabulary, FHE, authors etc.. • Use the appropriate form for the audience e.g. first person for stories, 	<p style="text-align: center;"><u>COMPOSITION</u></p> <ul style="list-style-type: none"> • Use first-hand experience to write descriptions, stories, recounts, instructions, persuasion, explanations, playscripts, balanced arguments and poems. • Develop descriptions of settings, characters and plots, using new vocabulary, FHE, authors etc.. • Use the appropriate form for the audience e.g. first person etc.

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<p>ordinary day, when the car crashed into the tree.</p> <ul style="list-style-type: none"> • Use similes and alliteration to describe. • Compose sentences orally before writing. • Use of first person to tell stories. • Use third person to tell stories. • Use past tense for stories and recounts. • Organise writing into paragraphs on a theme, leaving a line between them. • Use headings and sub-headings to organise non-fiction writing. • Model writing from authors. • Proof-read for grammar and punctuation errors. • Edit writing and add improvements. • Write longer sentences using but, because, which and so conjunctions. 	<ul style="list-style-type: none"> • Write introductions to introduce the topic and list the things you will discuss. • Write endings and conclusions to summarise the story/topic. • Create atmosphere using similes, alliteration and onomatopoeia. • Compose longer sentences orally and remember for writing. • Use of first and third person to tell stories. • Use of past tense for stories (except speech) and recounts. • Use of present tense for direct speech, non-chron reports, instructions etc. • Use headings and sub-headings to organise non-fiction writing. • Proof-read for grammar and punctuation errors. • Write longer sentences using but, yet, so, because, which, that and as. • Read own and others' work to assess the impact of writing. 	<ul style="list-style-type: none"> • Write effective action scenes in a story to build suspense. • Use the appropriate form for the audience e.g. first person for stories, second person for instructions, third person for stories or non-fiction. • Start paragraphs with an adverbial to link. • Draft out writing and improve and edit when re-writing. • Enhance sentences to develop description and ideas. • Use dialogue in stories. • Structure text with headings, sub-headings, bullet points etc.. • Use similes, alliteration, onomatopoeia, personification to add more description and build atmosphere. • Proof-read to find grammar and punctuation errors and self-correct. • Ensure subject/verb agreement such as, 'We were (not we was). • Analyse snippets of author's text for effectiveness. 	<p>second person for instructions, third person for stories or non-fiction</p> <ul style="list-style-type: none"> • Link sentences within paragraphs with a range of adverbials. • Write enticing openings or introductions. • Write meaty action sections. • Write resolutions and endings or conclusions e.g. cliff-hangers, morals, time lapse. • Use dialogue and narrative together in stories. • Move the story on with narrative. • Summarise long, wordy paragraphs for greater effect. • Use the correct tense throughout writing. • Analyse snippets of author's text for effectiveness. • Use organisational tools to write non-fiction e.g. bullets, sub-headings. • Proof-read and edit own writing and read own and others' aloud. 	<ul style="list-style-type: none"> • Link sentences within paragraphs with varied adverbials. • Write enticing openings or introductions with original, atmospheric details. • Use repetition triples for effect e.g. I felt cold, I felt frightened... I felt alone. • Write meaty action sections or middles, building suspense or detail. • Write resolutions and endings or conclusions – use rhetoric, time lapse, morals, cliff-hangers etc.. • Interweave dialogue and narrative smoothly in stories. • Characterise through dialogue. • Manipulate tenses for effect. • Analyse snippets of author's text for effectiveness. • Precis longer passages – condense long paragraphs. • Proof-read and edit own and others' writing, improving it. • Perform own compositions.
<p><u>GENRES</u></p> <ul style="list-style-type: none"> • Non-chronological reports • Three part stories – opening, middle (including problem) and end. • Recounts • Instructions • Explanations • Poems (non-rhyming) 	<p><u>GENRES</u></p> <ul style="list-style-type: none"> • Non-chronological reports • Four part stories – opening, build-up, action and ending. • Recounts • Instructions • Explanations • Persuasion • Poems 	<p><u>GENRES</u></p> <ul style="list-style-type: none"> • Non-chronological reports • Five part stories – opening, build-up, action, resolution, ending. • Recounts/biographies • Instructions • Persuasion e.g. advert, letter • Explanations (how something works) • Poems 	<p><u>GENRES</u></p> <ul style="list-style-type: none"> • Non-chronological reports • Five part stories – opening, build-up, action, resolution, ending. • Recounts/biographies • Instructions • Balanced argument • Persuasion e.g. advert, letter • Explanations (how something works) • Playscripts • Poems 	<p><u>GENRES</u></p> <ul style="list-style-type: none"> • Non-chronological reports • Five part stories – opening, build-up, detailed action, resolution, ending. • Recounts/biographies • Instructions • Persuasion e.g. advert, letter • Explanations (how something works) • Balanced argument • Playscripts • Poems

