



Curriculum design, LTP & Vocabulary Progression 2020/2021

Our professionals have the highest expectation that all children will become confident, independent writers by the end of KS1 with a sufficient knowledge and understanding of the English language. By the end of KS2, we aspire for all children to be creative authors by providing a wide range of writing experiences which further develop their knowledge, skills and techniques. Our core texts approach not only engages the children and encourages them to write for relevant and meaningful purposes, but it also provides children with a knowledge of enriched vocabulary to produce well-structured writing of a consistently high standard.

The **intent** behind our writing approach is to:

- Develop a love for writing with a sense of pride when children publish their work.
- Provide a clear sequence, building on children's prior knowledge and skills, and making meaningful connections with reading.
- In KS1 and KS2, teach national curriculum objectives in meaningful and inspiring ways.
- Children to structure and organise their writing to suit the genre they are writing and to include a variety of sentence structures.
- Children to have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques.
- Use a consistent approach to teaching spelling.
- Develop skills to create confident and independent writers, who would have the ability to write with fluency. They will display excellent transcription skills that ensure their writing is well presented. They will strive to improve their writing so every piece of writing they produce is to the best of their ability and better than the last.

Writing is **implemented** through carefully selected, quality texts that inspire our teachers and provide our pupils with a desire to learn. We endeavour to create meaningful learning contexts where reading and writing are enhanced and developed simultaneously. It is our high expectations which ensure our pupils produce the standard and quality of knowledgeable writers.

- Our children develop their knowledge of writing by exploring a range of genres throughout their primary education. We implement a range of strategies to support this including text-marking, oral discussions and teacher modelling.
- In EYFS and Key Stage One, writing lessons are based around a book which often link to the inspiring topics children are learning across the rest of the curriculum. Each book starts with a 'hook'; a captivating and inspiring introduction such as a visit, visitor or even a space crash.
- In KS1, teachers follow a carefully planned teaching sequence which allows children to become familiar with the characters, setting, plot and storyline. Key writing techniques are then explored to ensure pupils develop a strong understanding of these before creating an extended piece of writing that aims to include these. This is completed within a daily lesson with the text as a focus for three to four weeks.
- Teachers 'challenge' children by giving them immediate, direct feedback. We put great emphasis on children taking pride in their writing and having a critical, editorial eye to create the best work they can.
- In the early stages of EYFS mark-making is highly valued and writing is implemented in the moment, engaging children in purposeful writing through their play. Adult modelling is key to children segmenting words accurately and forming letters correctly. Environment enhancements always include chances for writing and we place great emphasis on ensuring children are exposed to rich and aspirational vocabulary.
- In EYFS, well-sequenced phonics teaching supports letter formation and spelling of words. We follow 'Letters and Sounds' and writing is an important and valued part of each phonics session. To provide the best support possible for our Reception pupils in their own writing development, teachers



Gladstone Road Primary School Writing

Curriculum design, LTP & Vocabulary Progression 2020/2021

plan small group writing sessions where specific skills are directly taught. These groupings are meticulously informed by assessments and ensure that all children receive the intervention necessary to achieve a good level of development in literacy.

The **impact** of our writing approach is that children are confident, enthusiastic writers who recognise how writing can impact on people's lives.

What our children say:



EYFS/KS1	Autumn Term	Spring Term	Summer Term
EYFS	<p>Writing Experiences based on key texts.</p> <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Gingerbread Man • The Hungry Caterpillar • Dear Zoo • Handa's Surprise • Room on the Broom • The Three Billy Goats Gruff • Harry and the Monster • Hansel and Gretel • The Gruffalo • Owl Babies • Little Robin Red Vest • The Christmas Story <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Makes marks in different media. • Uses pincer grip in play to hold small objects. • Mark making shows variation in shape and form. • Engages in mark-making in their play. • Recognises and writes some letters from their own name. 	<p>Writing Experiences based on key texts.</p> <ul style="list-style-type: none"> • The Three Little Pigs • Jack and The Beanstalk • Ten Little Pirates • Sharing a Shell • There was an Old Dragon who Swallowed a Knight (Possible Chinese New Year/St George's link) • The Easter Story • We're Going on a Bear Hunt • Supertato • What The Ladybird Heard • Little Red Riding Hood • The Very Busy Spider • Shark in the Park <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Uses groups of letters or letter-like shapes when writing. • Ascribes meaning to the marks they make. • Segments CVC words and uses appropriate letters to represent sounds in their writing. • Writes for different purposes. • Uses their phonic knowledge to write words in ways which match their spoken sounds. 	<p>Writing Experiences based on key texts.</p> <ul style="list-style-type: none"> • The Frog Prince • Tyrannosaurus Drip • Whatever Next! • Aliens Love Underpants • The Rainbow Fish • Robot Rumpus • Enormous Turnip • Cinderella • Giraffes can't Dance • Elmer • The Lighthouse Keeper's Lunch • The Jolly Postman • The Train Ride <p>Skills to be developed:</p> <ul style="list-style-type: none"> • Writes simple sentences which can be read by themselves and others, with some words spelt correctly and others phonetically plausible. • Uses key features of narrative in their own writing. • Write recognisable letters, most of which are correctly formed.



	<ul style="list-style-type: none"> Engages in making messages for others from their pictures, paintings and play. 	<ul style="list-style-type: none"> Writes some common irregular words. 	
Writing Vocabulary	Sentence letter, grapheme, verb, adjective, conjunction, punctuation, full stop, question mark, finger spaces, exclamation mark, capital letter, synonym, description, alphabet, formation, label, write		

EYFS/KS1	Autumn Term	Spring Term	Summer Term
Year 1	<p>Writing Experiences</p> <p>1. Basic skills – simple sentences.</p> <p>2. Ugly Duckling</p> <p>3. Three Little Pigs</p> <p>Character descriptions and story writing.</p> <p>There are no dragons in this story.</p> <p>Character descriptions.</p> <p>Instructions and lists.</p> <p>Own dragon Story.</p>	<p>Writing Experiences</p> <p>Beegu</p> <p>Lists, instructions, planet descriptions, directions.</p> <p>Toys in Space</p> <p>Letters, character descriptions, story.</p> <p>Gruffalo</p> <p>Percy the Park Keeper.</p> <p>Animal fact files, non – fiction texts, animal story.</p>	<p>Writing Experiences</p> <p>The Tiny Seed</p> <p>Instruction writing,</p> <p>Plant fact files.</p> <p>Peter Pan</p> <p>Pirate poems.</p> <p>Character descriptions.</p> <p>Re telling favourite part of the story.</p> <p>Skills to be developed:</p>



Curriculum design, LTP & Vocabulary Progression 2020/2021

	<p>Skills to be developed:</p> <p>Sit correctly at a table, holding a pencil comfortably.</p> <p>Begin to form lower case letters correctly.</p> <p>Begin to form capital letters.</p> <p>Use phoneme fingers to spell words.</p> <p>Spell common exception words. Name letters of the alphabet.</p> <p>Introduce plurals s.</p> <p>Use prefix un – unhappy.</p> <p>Introduce ed – excited.</p> <p>Say out loud what they are going to be writing about. Compose the sentence orally.</p> <p>Story writing – beginning to sequence short sentences to form short narratives. Discuss what they have written.</p> <p>Simple editing introduced – capital letters and full stops.</p> <p>Consolidate skills from Autumn 1.</p> <p>Encourage children to read their writing clearly enough to be heard by their peers and teachers. – Perform dragon poems.</p> <p>Basic skills – Begin to punctuate sentences using, finger spaces and full stops.</p>	<p>Skills to be developed:</p> <p>Continue to focus on letter formation – starting in the correct place form lower case letters correctly.</p> <p>Introduce writing the long date – Form digits 0 -9.</p> <p>When children are ready begin to add pre cursive examples into books.</p> <p>Continue to consolidate skills from Autumn Term.</p> <p>Big focus on spelling – make sure phonetically plausible, using some of the phase 5 taught.</p> <p>Children to spell common exception words. Name letters of the alphabet.</p> <p>Now writing the long date – Spelling days of the week.</p> <p>Use ing – How are you feeling? Recapping ed – worried, scared, looked etc.</p> <p>Use un – unfortunately in story writing.</p> <p>Phonetically plausible attempt – children to begin to use alternative phase 5 sounds in writing.</p> <p>Use letter names to determine alternative spellings.</p> <p>Big focus on editing correctly – Begin to re-read to check what they have written makes sense. To help with this make sure children are saying their orally as they write.</p>	<p>When children are ready begin to add pre cursive examples into books.</p> <p>HAPS – basic joins.</p> <p>Rest – make sure children are secure with letter formation</p> <p>Children to become confident using alternative sounds to spell correctly.</p> <p>Plurals es</p> <p>Suffixes er, est. This plant is the tallest. It is taller</p> <p>Focus – spelling.</p> <p>Using plurals, pre fixes and suffixes confidently in work</p> <p>Encourage children to read their writing clearly enough to be heard by their peers and teachers. – Read instructions to friends when planting.</p> <p>Continue with editing.</p> <p>Sequencing sentences to form short narratives.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p> <p>Be confident using different punctuation – question marks, exclamation marks. HAPS- apostrophes and commas.</p>
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Curriculum design, LTP & Vocabulary Progression 2020/2021

	<p>Join words and joining clauses using and. HAPS – because.</p> <p>Begin to use question marks.</p> <p>Use of adjectives – character descriptions.</p> <p>Different ways of starting a story.</p> <p>Use of adjectives for character descriptions.</p> <p>Use of and and because.</p> <p>Use of time connectives – instructions.</p>	<p>Sequencing sentences to form short narratives.</p> <p>Begin to use different punctuation – question marks, exclamation marks. HAPS- apostrophes and commas.</p> <p>Use capital letters for names, personal pronoun I and days of the week.</p> <p>Time connectives – instructions.</p> <p>Use capital letters for names, personal pronoun I and days of the week.</p> <p>Adjectives.</p> <p>Use of and and because.</p> <p>Start sentences in different ways.</p>	<p>Use capital letters for names, personal pronoun I and days of the week. Now for names – London, Neverland.</p> <p>Adjectives.</p> <p>Use of and and because.</p> <p>Use different sentence starters. .</p>
<p>Writing Vocabulary</p>	<p>Sentence letter, grapheme, verb, adjective, conjunction, punctuation, full stop, question mark, finger spaces, exclamation mark, capital letter, synonym, description, alphabet, formation, label, write</p> <p>New Vocab</p> <p>plural, pre fix , suffix, words, clauses, singular, plural, conjunction, time conjunction, comma, speech marks, edit, lower case letters, pre cursive</p>		



EYFS/KS1	Autumn Term	Spring Term	Summer Term
<p>Year 2</p>	<p>Writing Experiences</p> <p>Jack and the Beanstalk.</p> <p>Paddington</p> <p>Character descriptions.</p> <p>Story mapping.</p> <p>Persuasive letters.</p> <p>Alternative story endings.</p> <p>Parody</p> <p>Great fire of London</p> <p>Historical diary entry.</p> <p>Poetry</p> <p>Instructions</p> <p>Skills to be developed:</p> <p>Consolidating skills from year one.</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>Correct and phonetically plausible attempts at spelling.</p> <p>Building on Year One suffixes – er, ing, est, ed.</p> <p>Using spoken language to develop understanding through imagining and exploring ideas.</p>	<p>Writing Experiences</p> <p>Man on the Moon.</p> <p>Leaflet</p> <p>Instructions</p> <p>narratives</p> <p>Meerkat Mail</p> <p>Top trump cards – animal facts.</p> <p>Postcards.</p> <p>Story about Sunny.</p> <p>Skills to be developed:</p> <p>Consolidation of new skills leant in Spring One.</p> <p>Continue to join using some of the diagonal and horizontal strokes, now think about which letters are best left unjoined.</p> <p>Write capital letters abs digits in the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Writing Experiences</p> <p>Emperors Egg</p> <p>Poems</p> <p>Explanation</p> <p>Posters</p> <p>Stories</p> <p>The Lonely Beast.</p> <p>Character descriptions</p> <p>Recounts.</p> <p>Skills to be developed:</p> <p>Consolidation of skill – Spring Term.</p> <p>Big push on the size of the letters – HAPS make sure writing is not going to small. using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>Spell Year Two common exception words.</p>



Curriculum design, LTP & Vocabulary Progression 2020/2021

	<p>Planning what they are going to write – saying out loud what they are going to write about.</p> <p>Write down key ideas/ words, including new vocabulary.</p> <p>Begin to edit work – focus on spelling and punctuation.</p> <p>Re read to check that writing makes sense and that verbs indicating time are used consistently and correctly.</p> <p>Write a simple narratives about personal experiences and those of others. Real or fictional – beginning to build up stamina for writing.</p> <p>Punctuating sentences correctly – capital letter and full stops.</p> <p>? – Paddington</p> <p>! – command sentences</p> <p>Introduce – subordination (when, if, that, because) and coordination. (or, and, but)</p> <p>Begin to use expanded noun phrases.</p> <p>Begin to use some past and present tense</p> <p>Begin to join using horizontal and diagonal strokes.</p> <p>Begin to spell Year Two common exception words.</p> <p>Suffixes – ing, ed, ful, ness, ly.</p>	<p>Big push on the size of the letters – HAPS make sure writing is not going to small.</p> <p>Children are expected to be spelling more accurately – segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Children to spell Year Two common exception words.</p> <p>Add suffixes – ment, ness, ful, less, ly.</p> <p>Giving well structured descriptions, explanations and narratives for different purposes, including expressions of feelings.</p> <p>Say out loud what they are going to write about. Composing a sentence orally before writing it.</p> <p>Writing ideas down and key words/ new vocabulary. Begin to use relevant strategies to help build up their vocabulary.</p> <p>Editing – make simple additions, revisions and corrections to their own writing.</p> <p>Evaluate their writing with other pupils and the teacher.</p> <p>Re read and check that it makes sense – use verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof read to check for errors in spelling, grammar and punctuation.</p> <p>Write simple narratives about personal experiences and that of others – real or</p>	<p>Suffixes ment, ness, ful, ly, less.</p> <p>Write a simple, coherent narrative about their own and others' experiences after discussion with the teacher. (personal experiences, real or fictional events.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Continue to develop year 2 punctuation – new and familiar.</p> <p>Use past and present tense correctly.</p> <p>Use subordination and coordination accurately.</p>
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Curriculum design, LTP & Vocabulary Progression 2020/2021

	<p>Write simple narratives about personal experiences and that of others – real or fictional. Writing for different purposes. Non chronological reports.</p> <p>Developing and exploring new vocabulary.</p> <p>Use sentences with different forms – statement, question, exclamation, commands.</p> <p>Focus – using the correct conjunctions.</p>	<p>fictional. Writing for different purposes. Non chronological reports.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Continue to embed editing/ proof reading skills.</p> <p>Understand and use the terminology – statement, questions, exclamation, command, compound, suffix, adjective, adverb verb.</p> <p>Use and understand how to use an adverb – add ly to change an adjective into an adverb. Use these into a sentence.</p> <p>Begin to use speech marks.</p> <p>Use commas for lists and apostrophes for contracted forms and the possessive.</p>	
<p>Writing Vocabulary</p>	<p>Sentence letter, grapheme, verb, adjective, conjunction, punctuation, full stop, question mark, finger spaces, exclamation mark, capital letter, synonym, description, alphabet, formation, label, write</p> <p>New Vocab nouns, noun phrases, subordination, coordination, statement, questions, exclamation, command, past, present, progressive, adverb, apostrophe, proof reading, cursive, join.</p>		



Gladstone Road Primary School Writing

Curriculum design, LTP & Vocabulary Progression 2020/2021



LKS2	Autumn Term	Spring Term	Summer Term
<p>Y3</p>	<p>Writing Experiences Stone Age</p> <p>Historical Narrative – Stone Age Boy Recount of a Trip Non-Chronological Report – Stone Age Life Instructions – How to Catch an Elf</p> <p>Skills to be developed:</p> <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p><i>Adding prefixes dis and in.</i> <i>Adding 'im' to root words beginning with m or p.</i> <i>Adding suffix – ous</i> <i>Year 3 and 4 words.</i> <i>Adding suffix ly</i> <i>Words ending in – ture</i> <i>Adding – ation to verbs to form nouns</i> <i>Homophones</i></p> <p>Explore writing structures and use a formal plan to support writing</p> <p>Use historical language in narrative</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate</p>	<p>Writing Experiences The Romans</p> <p>Diary of a Gladiator Persuasive Poster – Roman Bath House Letter home from a soldier Narrative – Escape from Pompeii</p> <p>Skills to be developed:</p> <p>increase the legibility, consistency and quality of their handwriting</p> <p><i>Words with the 'c' sound spelt 'ch'</i> <i>Words with the 'sh' sound spelt 'ch'</i> <i>The short 'l' sound spelt 'y'.</i> <i>Adding suffix '-ion'.</i> <i>Adding suffix '-ian'.</i> <i>Adding the prefix 're'.</i></p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Writing Experiences North America / Local comparison study</p> <p>Persuasive leaflets and letters Explanation text – seed dispersal Narrative - Play Script</p> <p>Skills to be developed:</p> <p>increase the legibility, consistency and quality of their handwriting</p> <p>consolidate all spelling rules learnt so far</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include spelling and punctuation taught so far</p> <p><i>Homophones</i> <i>Adding prefix anti –</i> <i>Adding prefix super –</i> <i>Adding prefix sub</i></p> <p>Explore and use persuasive devices informal language, rhetorical questions, alliteration, repetition, imperative verbs, personal appeal, boastful language, patterns of three, facts/quotes.</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>



Curriculum design, LTP & Vocabulary Progression 2020/2021

	<p>form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Identify the effective language and organisational features of a paragraph</p> <p>Use cohesive devices when opening and closing a paragraph</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>precising longer passages</p> <p>Vary sentence openers</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</p>	<p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Sequence paragraphs to create cohesion</p> <p>Use a mixture of simple, compound and complex sentences.</p> <p>evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Read aloud their writing using appropriate intonation</p> <p>distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Use and understand grammatical terminology when discussing writing and reading : adverbs, third person, proper nouns, adjective, verb, fronted adverbials, present perfect tense</p> <p>ensuring correct subject and verb agreement when using singular and plural,</p> <p>distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>use skills for planning, drafting, writing, evaluating and editing writing.</p> <p>Use a range of descriptive phrases including some collective nouns and similes.</p> <p>Explore texts to identify key features of play scripts to use in my own writing.</p> <p>Use and punctuate direct speech</p> <p>Use a wide range of conjunctions</p> <p>Use brackets for parenthesis</p> <p>Consider appropriate synonyms</p>
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	<p>language of speech and writing and choosing the appropriate register</p> <p>Example texts under visualiser (scanned into system) to model editing and allow children to evaluate together</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Identify the purpose of the different language features in instructions and explain their usefulness to the reader.</p>		
Writing Vocabulary	<p>KS 1 - Sentence letter, grapheme, verb, adjective, conjunction, punctuation, full stop, question mark, finger spaces, exclamation mark, capital letter, synonym, description, alphabet, formation, label, write</p> <p>New Vocab nouns, noun phrases, subordination, coordination, statement, questions, exclamation, command, past, present, progressive, adverb, apostrophe, proof reading, cursive, join.</p> <p>Y3 - preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') , homophones</p> <p>Y4 - determiner pronoun, possessive pronoun, adverbial, homophones, present perfect</p>		



Gladstone Road Primary School Writing

Curriculum design, LTP & Vocabulary Progression 2020/2021



LKS2	Autumn Term	Spring Term	Summer Term
<p>Y4</p>	<p>Writing Experiences</p> <p>Anglo Saxons</p> <p>Fantasy Story</p> <p>Diary – The Miraculous Journey of Edward Tulane by Kate DiCamillo A rabbits diary</p> <p>Information Text – following on from the Yorvik visits</p> <p>T’was the night before Christmas – narrative poetry – recite a classic poem</p> <p>Skills to be developed:</p> <p>increase the legibility, consistency and quality of their handwriting</p> <p><i>U1 – Adding pefix mis, revising un, dis, in.</i></p> <p><i>U2 – words ending in zhuh spelt sure.</i></p> <p><i>U3 – Adding prefix auto</i></p> <p><i>Special focus – short ‘u’ sound spelt ‘ou’</i></p> <p><i>U4 – Adding prefix ly</i></p> <p><i>U5 – Adding prefix inter</i></p> <p><i>Special Focus - Homophones</i></p> <p>discussing writing similar to that which they are planning, recording ideas</p>	<p>Writing experiences</p> <p>Ancient Greece</p> <p>Playscript – Aesop’s fables – spring 1</p> <p>Ancient Greek Myth – spring 1</p> <p>Write a vlog to demonstrate how the minotaur maze works. (DT)</p> <p>Skills to be developed:</p> <p>increase the legibility, consistency and quality of their handwriting</p> <p><i>U6 – words with ay sound spelt eigh, ei, ey</i></p> <p><i>U7 – Words ending in out- ous</i></p> <p><i>U8 – words with s sound spelt sc place the possessive apostrophe accurately in words with regular and irregular plurals</i></p> <p><i>U8 – words with s sound spelt sc</i></p> <p><i>Special Focus – Possessive apostrophe with plural words</i></p> <p><i>U9 – words ending in zhun spelt sion.</i></p> <p><i>U10 – Adding il and revising un, in, mis, dis</i></p> <p>discussing writing similar to that which they are planning, recording ideas</p> <p>organising paragraphs around a theme in narratives, creating characters and plot</p>	<p>Writing experiences</p> <p>Yorkshire</p> <p>Persuasion –leaflets for the Sealife Centre</p> <p>Newspaper reports – Tour de Yorkshire</p> <p>Ghost stories based on Room 13</p> <p>Skills to be developed:</p> <p>increase the legibility, consistency and quality of their handwriting</p> <p><i>U11 – The c sound spelt que and g sound spelt gue.</i></p> <p><i>Special focus – Homophones</i></p> <p><i>U12 – Adding the ir to words beginning with r.</i></p> <p><i>U13 – Adding the suffix – ion</i></p> <p><i>U14 – Adding suffix – ion.</i></p> <p>use and understand the use and understand the grammatical terminology in English (Y1/2/3/4) accurately and appropriately when discussing their writing and reading.</p> <p>assessing the effectiveness of their own and others’ writing and suggesting and making improvements</p> <p>Consolidation of all Y3/4 curriculum outcomes.</p>



	<p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Developing the use of figurative language</p> <p>organising paragraphs around a theme in narratives, creating settings, and plot</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>with guidance, assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proof-read and propose changes for grammar, spelling and punctuation errors for consistency</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials marked with commas</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>use and punctuating direct speech</p> <p>reading aloud and performing poetry</p>	<p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proof-read for grammar, spelling and punctuation errors</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials marked with a comma accurately</p> <p>using commas after fronted adverbials</p> <p>using and punctuating direct speech</p> <p>using the present perfect form of verbs in contrast to the past tense</p>	
<p>Writing Vocabulary</p>	<p>KS 1 - Sentence letter, grapheme, verb, adjective, conjunction, punctuation, full stop, question mark, finger spaces, exclamation mark, capital letter, synonym, description, alphabet, formation, label, write New Vocab nouns, noun phrases, subordination, coordination, statement, questions, exclamation, command, past, present, progressive, adverb, apostrophe, proof reading, cursive, join.</p>		



Gladstone Road Primary School Writing

Curriculum design, LTP & Vocabulary Progression 2020/2021

Y3 - preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') , homophones

Y4 - determiner pronoun, possessive pronoun, adverbial, homophones, present perfect



Gladstone Road Primary School Writing

Curriculum design, LTP & Vocabulary Progression 2020/2021

KS2	Autumn Term	Spring Term	Summer Term
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Writing Vocabulary			



Gladstone Road Primary School Writing

Curriculum design, LTP & Vocabulary Progression 2020/2021

KS2	Autumn Term	Spring Term	Summer Term
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Writing Vocabulary			