



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



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:

Children in KS1 have a very positive attitude to writing; the majority saying that they 'love' writing and that they are 'good' at writing. Those who said they didn't like writing often explained that it 'hurt' their hands. The children varied in their responses as to how they could improve their writing. In Year 2 most cited it was their handwriting, but in Year 1 this was the least common response with spelling, sentences and ideas being given much more frequently. In both year groups, the children enjoy writing stories the most but they also recognised this as the hardest text type to write. The overwhelming majority saw writing as important so that they could get a job in the future. In Year 2, some children also felt it was important so that they could share their ideas with other people. No one identified it with being able to pass a test. KS1 children see writers as creative, clever people. They enjoy the opportunity to write their own ideas and would welcome more opportunities for writing outside of lesson times.



EYFS/KS1	Autumn Term	Spring Term	Summer Term
Year 1	<p>Writing Experiences</p> <ul style="list-style-type: none"> 1. Basic skills – simple sentences. 2. Ugly Duckling 3. Three Little Pigs <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>Skills to be developed:</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably. Begin to form lower case letters correctly. Begin to form capital letters. Use phoneme fingers to spell words. Spell common exception words. Name letters of the alphabet. Introduce plurals s. 	<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>Skills to be developed:</p> <ul style="list-style-type: none"> Continue to focus on letter formation – starting in the correct place form lower case letters correctly. Introduce writing the long date – Form digits 0 -9. When children are ready begin to add pre cursive examples into books. Continue to consolidate skills from Autumn Term. 	<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> <ul style="list-style-type: none"> When children are ready begin to add pre cursive examples into books. HAPS – basic joins. Rest – make sure children are secure with letter formation Children to become confident using alternative sounds to spell correctly. Plurals es Suffixes er, est. This plant is the tallest. It is taller Focus – spelling.



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	<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>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>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>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>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> <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>
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Gladstone Road Primary School Writing

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		Use of and and because. Start sentences in different ways.	
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 New Vocab plural, pre fix , suffix, words, clauses, singular, plural, conjunction, time conjunction, comma, speech marks, edit, lower case letters, pre cursive		



EYFS/KS1	Autumn Term	Spring Term	Summer Term
Year 2	<p>Writing Experiences</p> <p>Jack and the Beanstalk. Alternative story endings. Character descriptions.</p> <p>The Tiny Seed (catch-up from Y1) Setting descriptions Instructions</p> <p>Paddington Character descriptions. Story mapping. Persuasive letters.</p> <p>Man on the Moon. Leaflet Instructions narratives</p> <p>Skills to be developed: Consolidating skills from year one.</p>	<p>Writing Experiences</p> <p>Great fire of London Historical diary entry. Poetry Instructions</p> <p>Meerkat Mail Top trump cards – animal facts. Postcards. Story about Sunny.</p> <p>Skills to be developed: Consolidation of new skills learnt in Spring One. Continue to join using some of the diagonal and horizontal strokes, now think about which letters are best left unjoined. Write capital letters and digits in the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>	<p>Writing Experiences</p> <p>Emperors Egg Poems Explanation Posters Stories</p> <p>The Lonely Beast. Character descriptions Recounts.</p> <p>Skills to be developed: Consolidation of skill – Spring Term. 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 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Spell Year Two common exception words.</p>



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	<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>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>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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	<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>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>	
Writing Vocabulary	<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>		