



Writing Curriculum

# Intent, Implementation and Impact

**Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with skills and aspirations to reach their full potential in mind, body, heart and spirit.**

## INTENT

As a Church of England school, our Writing curriculum is underpinned by our gospel values. These values are used and applied throughout the curriculum. Our children are learned and wise in the way that they practise and apply writing skills in a variety of different contexts and use these skills to write for a real purpose. They show curiosity, attentiveness and active learning through their independence within lessons, following their own learning journey, taking charge of their own learning by using a variety of resources, and continuously acting on feedback through active marking within each lesson. Our gospel values create a solid moral background for our children and encourage them to become better members of society.

At the heart of our writing curriculum is our core skills. These skills are progressive and are built on year after year, all the way through to Year 6. This ensures that children are given opportunities to practise and apply skills such as composition, grammar and spelling in different contexts. Our approach ensures that the love of writing is not lost, but that children are also given every opportunity for deliberate practice to ultimately become successful writers and communicators, culminating in them being well-equipped in their English education for secondary school.

At St. Giles' and St. George's, our children come from a wide range of backgrounds and many are not equipped with the English skills and experiences they need to become the best readers and writers that they can be. Our intent is to foster a love for writing among our pupils, ensuring they develop the necessary skills, creativity, and confidence to express themselves effectively across various contexts.

Our curriculum ensures a slower, secure-sequenced progression where children first master:

- transcriptional accuracy (handwriting & spelling)
- oral and written sentence construction
- grammar that supports meaning before moving into extended composition

We recognise that cohorts progress at different developmental rates, therefore teachers adapt the pace of the Writing Learning Journey so pupils have the time needed to secure fundamental skills; progression is responsive, not time-locked. Success is seen as fluency and accuracy, not speed.

The Writing Curriculum provides high-quality contextual models that demonstrate:

- how sentences are structured for clarity
- how meaning changes through grammar choices
- how writing is crafted for audience and purpose

By gradually building confidence in sentence-level precision, children develop the ability to write clearly and coherently across the curriculum — ensuring long-term writing success into KS3 and beyond.



## **IMPLEMENTATION**

St Giles' and St George's Writing Learning Journey focuses on a spiral curriculum model where previous skills and knowledge are revisited and built upon. Writing is taught for 55 minutes a day in KS1 and an hour a day in KS2.

As a school, we draw on some principles of 'Talk for Writing' in KS1 so that the children can rehearse and learn exemplary models of writing. They will dissect and evaluate these models, analysing the grammatical rules and tools that make the piece of writing a success. The rules for writing are the non-negotiable year group expectations we expect the children to include in every piece of work, whilst the tools are the specific grammatical features that the children should include.

When the KS1 children write independently, they may be expected to use the 'Talk for Writing' strategies of imitation, where they change some elements of an original piece, or innovation, where they are expected to have planned a new piece of writing from scratch based on the model. By the end of KS2, we expect that the children will be confident in selecting their own writing genres to present their work based on a given stimulus, whilst keeping their audience in mind.

Teaching prioritises strong foundations in writing. Before extended writing, pupils develop fluency in:

- oral sentence rehearsal
- handwriting and letter formation
- accurate encoding and spelling
- punctuation for sentence boundary accuracy
- precise grammatical structures that support meaning

This developmental progression is intentionally slowed where needed.

Across all year groups, lessons include daily "sentence crafting".

- High-quality examples are broken down
- Purposeful grammar instruction supports clarity
- Children practise applying grammar features in real sentence contexts
- Linking spoken and written language is prioritised

Editing within writing is a key skill taught to all pupils and the children are taught to edit as a part of the writing process. Through explicit modelling and deliberate practice either in stand-alone editing lessons or on-the-go feedback sessions in lessons, children are taught that editing may be clerical e.g. checking for spelling and punctuation, but may also involve making changes to directly impact the intended audience or purpose for writing.

Each classroom's Learning Line is an essential element to teaching and learning in Writing: across a unit of work, children work with their teacher to co-construct a range of resources from planning sheets, vocabulary generation banks, sentence structure crib sheets, tools and rules resources and modelled/shared writing which is made available for children to independently draw on when creating their own pieces. This also drives children's accountability and independence in writing.

We organise intended learning into writing units. These group the knowledge, skills and understanding that we want children to remember, do and use. The writing units are taught in daily lessons in 2 to 3-weekly sequences. We start with a high quality and inspiring text or other "hook" and identify writing opportunities which link to this and can be crafted, building lessons from this point up. A typical learning sequence includes consideration of, but not limited to:

- **GENRE** – This is the text type. We consider what we want pupils to write and why (the audience and purpose).
- **TEXT / READING ANALYSIS** – This requires effective models of the genre to build up pupils' understanding of texts in this particular style.
- **SENTENCE CRAFTING** – Plan for sentence composition linked to the genre type. Composition practice should link to the end outcome piece so pupils can draw on this practice to support independent composition.
- **VOCABULARY DEVELOPMENT** – Consider words that will support pupils to improve their composition, draw attention to any taught spelling patterns. These should be taught within context with opportunities for pupils to apply within the composition of sentence structures.
- **PLANNING FOR WRITING** – Modelling of effective planning is crucial. Teachers should be careful with the format used so we do not limit ideas to small boxes which are not useful to follow when composing. Tools and approaches should enable pupils to plan ideas for the composition and the vocabulary they will use within the writing.
- **MODELLED WRITING** – Teachers usually prepare the models to support the compositional and transcriptional skills, and component knowledge being developed in the sequence. Using the model, teachers live model with pupils so that they understand how to compose. During this step, teachers also model proofreading and editing.
- **SHARED WRITING** – Using the planning, model how to compose the piece (parts of the piece) with the pupils. Teacher modelling is really important to develop writer's voice and promote thinking (cognition and metacognition).
- **GUIDED WRITING** – Working with groups of pupils to specifically guide their writing skills. Assessment is key to delivering guided writing. Lower attaining pupils should not be limited. Higher attaining pupils require teachers to guide writing to understand how to critically shape sentences for effect. Teachers should focus on particular skills that the pupils need to include and group together.
- **INDEPENDENT WRITING** – Pupils compose their own piece. This can be in parts as they work through paragraphs of the text or as a full piece. Redrafting and editing can be of sections to lead to more focused impact.

## **EYFS**

Writing is taught as part of the Literacy area of the EYFS learning and development. Some aspects of writing also link to the Physical Development area. Children in Reception are taught handwriting through the Supersonic Phonic Friends Handwriting scheme linked to letter families. Children in Reception are taught to hear and write initial and end sounds first, then are taught to hear all sounds in CVC words. This then progresses through the year to writing a sentence. Children in Reception have adult-led book activities which link to their phonic ability. During this, the teacher will support them. Enhanced Provision activities are a variety of scaffolded opportunities linked to their book of the week/theme. Children have the opportunity to practise and apply what has been taught independently through continuous provision. Reception also take part in daily dough disco exercises which promote finger strength. Children will be assessed against the Early Learning Goals (see table below) at the end of the academic year.

The focus remains firmly on transcription and sentence meaning, oral composition before writing, correct letter formation, stamina and pencil grip, encoding using taught phonemes, and ensuring writing can be read by others.

Children who require longer to secure readiness for composition continue developing handwriting fluency and phonic encoding into KS1 rather than being rushed into extended writing. Vocabulary and spoken language development is prioritised throughout EYFS as the foundation of later written communication.



### Reception Theme Subject Journey



#### Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

#### Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

#### Practise

Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

#### Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

#### Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



## ELG

Transcription: Letter formation, placement and positioning		
Physical development		Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases
Literacy		Write recognisable letters, most of which are correctly formed.
Composition: Planning, writing and editing		
Literacy	Writing	Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters.  Write simple phrases and sentences that can be read by others.
Expressive Arts and Design	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with peers and teachers
Composition: Awareness of audience, purpose and structure		
Communication and language	Speaking	Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Vocabulary, Grammar and Punctuation: sentence structure and tense		

Communication and language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
<b>Vocabulary, Grammar and Punctuation: use of phrases and clauses</b>		
Communication and language	Speaking	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
<b>Composition: Poetry and performance</b>		
Literacy	Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	Invent, adapt and recount narratives and stories with their peers and their teacher.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
<b>Composition: Non fiction</b>		
Communication and language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

## **IMPACT**

In addition to the outcomes shown on our curriculum tree the specific impact of the St Giles' and St George's Writing Learning Journey is that children will (as stated in the national curriculum):

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Our commitment to teaching writing is reflected in the significant progress and achievements of our pupils.

### **Measures of success:**

- Progress is first evidenced through secure sentence construction, correct demarcation, accurate spelling of taught patterns and clear positioning of clauses for meaning.
- Cohort-dependent progression is expected:  
Impact is judged by fluency and security, not the speed at which pupils reach extended compositions.
- Retention over time matters:  
Pupils show they can apply prior skills independently across subjects — not just in the final unit outcome.

- Adaptive expectations:  
Pupils who require longer securing transcriptional and sentence skills are supported without narrowing exposure to rich texts and vocabulary.

In summary, our writing programme is holistic, well-resourced, and continually evolving, ensuring that every pupil leaves us equipped not only with essential writing skills but also with a lifelong enthusiasm for expressing themselves through the written word.

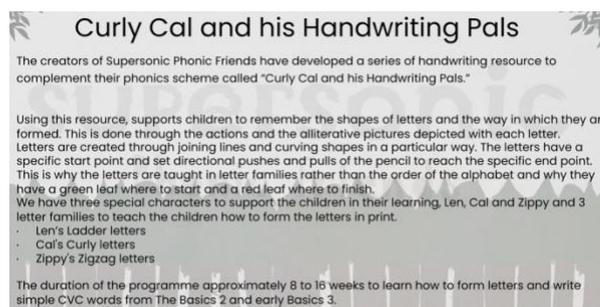
## Handwriting

Fluent transcription is a key priority to free up working memory for composition; writing stamina and speed develop gradually over time. Children continue direct instruction in formation and joins until they are secure – there is no expectation of progression to extended writing until legibility and accuracy are consistent. Handwriting practice is short, daily and purposeful comprising of: rehearsal of joins, correct sizing and spacing, and connection to phonics and spelling patterns. Pupils who struggle with motor control continue focused support beyond KS1, without impacting access to wider curriculum writing opportunities.

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities, across all subject areas. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific gross/fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their additional support plans.

In Reception and KS1, letter formation is taught alongside daily phonics lessons using Supersonic Phonic Friends.



Joined handwriting is taught from the Summer Term in Year 1. All the joins will be taught by the end of Year 3, and from then, on children are encouraged to use joined handwriting for all their writing - notes and more formal pieces of writing. This way, children build on producing legible handwriting so that they are joining writing automatically, enabling them to focus on the content of their work rather than the process of transcription.

In order to start learning the joins, children first need to be forming individual letters accurately so that each letter ends in the correct place. They need to see the joins being written, before practising themselves. When children are secure in the use of all four joins, short bursts of regular practice will help to build up speed and fluency.

Once joins begin to be taught, handwriting sessions follow the sequence:

- Fine motor skills; hand and finger strength warm up
- Seating position
- Pencil grip (tripod grip)
- Teacher modelling
- Independence

These are the four main joins and order that are taught:

1. Diagonal joins to letters without ascenders e.g: ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.
2. Horizontal joins to letters without ascenders e.g: ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.
3. Diagonal joins to letters with ascenders e.g: ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.
4. Horizontal joins to letters with ascenders e.g: ob, ol, wh, it, of, rt, rk.

Break letters without exit strokes:

b, g, j, p, q, s, x, y, z

## Spelling

In Reception and KS1, the children learn to spell as part of their daily phonics (Supersonic Phonic Friends) lessons where they learn to apply the sounds taught.

For Year 3-6, we have a clear progression of spelling expectations in line with the National Curriculum. Spelling is also taught using Supersonic Phonic Friends to ensure consistency across the school. This approach builds on the children's success in phonics to learn different spelling rules, alternate graphemes and patterns in the written word. Resources support children in developing an understanding of morphology e.g. learning that 'pre-' means 'before'; it also supports learning of etymology e.g. where the origin of a word comes from e.g. that ch as /sh/ is likely to be a French origin e.g. chandelier. The interactive games allow children to practise in a fun, motivating way.

Word lists and visual prompts are used in classrooms to assist children with their spelling. In all work, spelling is given a high priority. Children are encouraged to use different strategies to help them spell correctly including phonics, use of word lists or mats and dictionaries. When marking work, teachers pick out spellings for children to correct.

## Assessment

Progress is measured from the child's starting point, recognising that a slowed journey toward fluent independence can lead to stronger long-term outcomes.

The best form of assessment in writing is at the point of delivery, while pupils are working. This helps us to understand pupils' development as writers, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of writing may require additional teaching and reshape teaching to support this.

The assessment of pupils is formative based on pupil outcomes.

Exemplification materials are available to be used to moderate against in order to ensure that expectations and judgements are secure. Internal moderation will take place in all year groups.

If our curriculum is effective, it will lead to improvements in summative assessments over time. Teacher assessment judgements are against an agreed assessment model (the Teacher Assessment Frameworks "TAF"). We make summative judgements termly.

A range of genres/text types will be completed across the academic year so that an overview of a child's writing can be assessed. It is important to note that judgements against the TAF will be on a 'best fit' model. However, for writing, there are essential skills as well as the working towards statements that need to be met for working at Age Related Expectation to be achieved in each year group.

The Subject Leader undertakes a range of activities to understand what the curriculum looks like across the school and how well pupils know more, remember more and can do more as a result. In addition to the above tools, they use learning walks, planning reviews and book looks. When looking at books, we look at the content and knowledge, teaching sequence and vocabulary. They use their findings to support teachers to improve how they implement our writing curriculum.

## Adaptive teaching strategies

To ensure all pupils can access our Writing curriculum and lessons, we make the following adjustments where necessary:

Cognition and Learning	Communication and Language	SEMH	Physical and Sensory
<ul style="list-style-type: none"> <li>Alternative methods of recording (talking tins, laptops, creative tasks)</li> <li>Differentiated tasks - sometimes from the previous year group objectives</li> <li>Visual supports</li> <li>Word banks/phonic maps</li> <li>Split teaching</li> <li>Pre-teaching of vocabulary</li> <li>Teaching of key skills</li> <li>Coloured overlays</li> <li>Timers and chunked activities</li> <li>Use of practical apparatus</li> <li>Sit close to the board</li> <li>Mark target spellings only</li> <li>Allow extra time</li> </ul>	<ul style="list-style-type: none"> <li>Talking tins</li> <li>Pre-teaching language</li> <li>Visuals to support</li> <li>Social stories</li> <li>Now/Next</li> <li>Increased focus on Oracy and developing talk opportunities</li> <li>Thinking time</li> <li>Explicit instructions</li> <li>Makaton signs</li> <li>Steps to success (one task at a time)</li> </ul>	<ul style="list-style-type: none"> <li>Brain and movement breaks</li> <li>CalmBrain</li> <li>Reward time</li> <li>Reflection areas (weighted blankets)</li> <li>Sensory/fidget toys</li> <li>Sit near to the teacher</li> <li>Steps to success (one task at a time)</li> <li>Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>Own learning space (workstation)</li> <li>Brain/Sensory breaks</li> <li>Appropriate seating</li> <li>Fidget toys</li> <li>Adapted resources (scissors, rulers etc.)</li> <li>Sloping board</li> <li>Alternative methods of recording</li> <li>Wobble cushions</li> <li>Use of a sensory areas (tent)</li> <li>Chew buddies</li> <li>Pencil grips/sloping boards</li> </ul>

# Gospel Values

## Reception

### **Loving and Compassionate**

How does Beegu show love and kindness?

### **Grateful and Generous**

Why should we be thankful for the things that make us who we are?

### **Curious and Active**

Why is it fun to explore new things, like Handa does on her walk?

### **Attentive and discerning**

How can we be good listeners and pay attention to what's around us, just like Mr. Bear does when he's trying to sleep?

### **Learned and Wise**

How do the skeletons learn new things as they go on their adventures at night?

### **Faith-filled and Hopeful**

Why is it important to believe in yourself and know that you are special?

### **Intentional and Prophetic**

How do the girls try to take care of the Bog Baby after they find him in the pond?

## KS1

### **Loving and Compassionate**

How does Princess Pearl show love and compassion by helping Zog and the other animals?

### **Grateful and Generous**

How does Bella show generosity when she helps Dave get Dogger back?

### **Curious and Active**

How does Vlad's curiosity help him learn about the Great Fire of London?

### **Attentive and Discerning**

How does Mr. Grinling pay close attention to make sure the lighthouse works and that the ships stay safe?

### **Learned and Wise**

What does Sunny the meerkat learn when he travels to different places?

### **Faith-filled and Hopeful**

How can having faith and hope help us turn something small into something beautiful, just like the tin forest?

### **Intentional and Prophetic**

How can we be brave and stand up for others, like Traction Man, even when it's hard?

## LKS2

### **Loving and Compassionate**

How does Charlie show love and compassion to Harby, and why is it important to care for others even when they are different from us?

### **Grateful and Generous**

Why should we be grateful for the simple things in life and be generous in taking care of nature, like Brigg does?

### **Curious and Active**

How do Elliot and his friends show they are curious and active when they explore the world of the Maya gods?

### **Attentive and Discerning**

How do the children and their community stay attentive to the needs of the rainforest and their way of life?

### **Learned and Wise**

How can we be wise in handling difficult situations, like Rhodopis, and learn from our experiences?

### **Faith-filled and Hopeful**

How does Hogarth show he is faith-filled and hopeful when he believes the Iron Man can help save the world?

### **Intentional and prophetic**

How do Tranio and Livia act intentionally and show courage in trying to escape the danger of Pompeii?

## UKS2

### **Loving and Compassionate**

How does Michael show love and compassion toward Skellig, even when he doesn't fully understand him?

### **Grateful and Generous**

How does Hugo show gratitude and generosity through his relationships?

### **Curious and Active**

How does Atti's curiosity help him learn about Roman life?

### **Attentive and Discerning**

How does Sidney show he is attentive and discerning as he experiences life as a soldier, and what does this help him understand about war and bravery?

### **Learned and Wise**

What do Olive's actions teach us about making good choices in difficult times?

### **Faith-filled and Hopeful**

How does Daniel keep his hope alive, even when he's faced with the mysteries of the Nowhere Emporium?

### **Intentional and Prophetic**

How can we be intentional and brave in standing up for what is right, just like Beowulf does?

# Whole School Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Exploring writing through a range of different texts and tasks. Example texts:					
<b>Poetry focus:</b>	Poetry in Reception is explored through simple poems and rhyming, such as counting poems, rhyming games and nursery rhymes.					
Whilst writing genres are not specified in KS1, children write recounts and retells with some genre specific features.						
<b>KS1 A</b>						
<b>Poetry focus:</b>	Onomatopoeia		Acrostic		Pyramid	
<b>KS1 B</b>						
<b>Poetry focus:</b>	Alliterative		Concrete		Adjective	
<b>LKS2 A</b>	 Writing to entertain: *Setting description *Retell with dialogue  Writing to inform: Fact file	 Writing to entertain: Alternative ending  Writing to inform: *Instructions *Diary entry	 Writing to inform: Non-Chronological report  Writing to entertain: *Setting description *What happens next?	 Writing to inform: Letter to long lost family  Writing to entertain: Narrative – Robot enters a new place	 Writing to entertain: *Character description *The Egyptian '.....' retell (dialogue)  Writing to inform: Diary entry	 Writing to inform: *Travel Blog – 24hrs in Ancient Egypt *Non chronological report: How to Mummify
<b>Poetry focus:</b>	Diamante		Simile/word play		Haiku	
<b>LKS2 B</b>	 Writing to entertain: *Setting description *Narrative -hidden scene or new character  Writing to inform: Biography	 Writing to inform: Flotsam letter home  Writing to entertain: *Sequel *eBay advert	 Writing to entertain: Opening narrative with dialogue  Writing to persuade: advert/leaflet  Writing to inform: Diary entry	 Writing to entertain: *Setting description before *Setting description after	 Writing to entertain: Narrative from another character's perspective  Writing to inform: Biography of a god	 Writing to persuade: Travel to Ancient Greece  Writing to entertain: Own Greek myth
<b>Poetry focus:</b>	Kennings		Rhyming Couplet		Tetractys	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>UKS2 A</b>	 <p>Writing to inform: Letter home</p> <p>Writing to entertain: *Alternative chapter ending *Setting description</p>	 <p>Writing to inform: *non-chronological report using humour *Diary entry</p> <p>Writing to persuade: A rallying speech</p>	 <p>Writing to inform: Setting description</p> <p>Writing to entertain: *Narrative – retell *Advert</p>	 <p>Writing to inform: Diary entry</p> <p>Writing to entertain: tension narrative with dialogue focus</p>	 <p>Writing to entertain: setting description</p> <p>Writing to inform: Non chronological report – fictional creature</p> <p>Writing to persuade: Letter of recommendation</p>	<p>Writing to persuade: Persuasive text based on Literacy Shed's The Planets</p> <p>Writing to entertain: Suspense narrative of choice (dialogue)</p>
Poetry focus:	<b>Narrative</b>		<b>Cinquain</b>		<b>Free verse</b>	
<b>UKS2 B</b>	 <p>Writing to inform: *Non-chronological report on evacuation *Letter home</p> <p>Writing to entertain: Retell from another character's view</p>	  <p>Writing to inform: Diary entry x 2</p> <p>Writing to entertain: Setting description</p>	 <p>Writing to inform: Non-chronological report on owls</p> <p>Writing to entertain: Narrative – alternative chapter ending</p> <p>Writing to discuss: Argument</p>	 <p>Writing to inform: Diary entry</p> <p>Writing to entertain: tension narrative with dialogue focus</p>	 <p>Writing to entertain: Setting description</p> <p>Writing to inform: *Non-chronological report – Paris *Letter from father to uncle</p>	<p>Writing to entertain: Narrative based on Rock, Paper, Scissors short film.</p> <p>Writing to persuade: Keep the mines open</p>
Poetry focus:	<b>War</b>		<b>Personification</b>		<b>Narrative</b>	

# Handwriting Progression

Transcription: Handwriting	Autumn	Spring	Summer
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Continue to practise letter formation with exit strokes using Supersonic Phonic Friends to align with phonics.</li> <li>Introduce all capital letters</li> </ul>	<ul style="list-style-type: none"> <li>Continue to practise letter formation with exit strokes using Supersonic Phonic Friends to align with phonics.</li> <li>Practise all capital letters and 0-9</li> </ul>	<ul style="list-style-type: none"> <li>Continue to practise letter formation with exit strokes using Supersonic Phonic Friends to align with phonics.</li> <li>Week 1: Numbers 10-20</li> <li>Week 2: Practise ai unjoined</li> <li>Week 3: Introduce diagonal join to letters no ascender, e.g: ai</li> <li>Week 4: Practise ch unjoined</li> <li>Week 5: Introduce diagonal joins to ascenders, e.g: ch</li> <li>Week 6: Practise ow unjoined</li> <li>Week 7: Introduce horizontal joins to no ascender, e.g: ow</li> <li>Week 8: Practise wh unjoined</li> <li>Week 9: Introduce horizontal joins to ascender, e.g: wh ch</li> <li>Week 10: Consolidation</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Week 1: Practising diagonal join to ascender: th, ch</li> <li>Week 2: Practising diagonal join, no ascender: ai, ay</li> <li>Week 3: Practising diagonal join, no ascender: ir, er</li> <li>Week 4: Practising horizontal join to ascender: wh, oh</li> <li>Week 5: Practising horizontal join, no ascender: ow, ou</li> <li>Week 6: Consolidation</li> <li>Week 7: Introducing diagonal join to e: ie, ue</li> <li>Week 8: Introducing horizontal join to e: oe, ve</li> <li>Week 9: Writing numbers 1–100</li> <li>Week 10: Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Introducing diagonal join to anticlockwise letters: ea</li> <li>Week 2: Practising diagonal join to anticlockwise letters: igh</li> <li>Week 3: Practising diagonal join to anticlockwise letters: dg, ng</li> <li>Week 4: Introducing horizontal join to anticlockwise letters: oo, oa</li> <li>Week 5: Practising horizontal join to anticlockwise letters: wa, wo</li> <li>Week 6: Consolidation</li> <li>Week 7: Introducing mixed joins for three letters: air, ear</li> <li>Week 8: Practising mixed joins for three letters: oor, our</li> <li>Week 9: Practising mixed joins for three letters: ing</li> <li>Week 10 - Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip</li> <li>Week 2: Building on diagonal join to ascender: ck, al, el, at, il, ill</li> <li>Week 3: Building on horizontal join, no ascender: oi, oy, on, op, ov</li> <li>Week 4: Building on horizontal join to ascender: ok, ot, ob, ol</li> <li>Week 5: Consolidation</li> <li>Week 6: Building on diagonal join to anticlockwise letters: ad, cc, eg, ic, ad, ug, dd, ag</li> <li>Week 7: Building on horizontal join to anticlockwise letters: oc, og, od, va, vo</li> <li>Week 8: Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks</li> <li>Week 9: Capital letters</li> <li>Week 10: Consolidation</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>Week 1: Practising joining through a word in stages: no ascenders or descenders</li> <li>Week 2: Practising joining through a word in stages: parallel ascenders</li> <li>Week 3: Introducing joining from r to an ascender: rb, rh, rk, rl</li> <li>Week 4: Introducing joining from r, no ascender: ri, ru, rn, rp</li> <li>Week 5: Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro</li> <li>Week 6: Introducing joining from r to e: are, ere, ure, ore, ire</li> <li>Week 7: Introducing break letters: g, j, y, f, b, p, x, z, y</li> <li>Week 8: Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>Week 1: Introducing joining to f: if, ef, af, of</li> <li>Week 2: Introducing joining from f to an ascender: fl, ft</li> <li>Week 3: Introducing joining from f, no ascender: fe, fi, fu, fr, fy</li> <li>Week 4: Introducing joining from f to an anticlockwise letter: fo, fa</li> <li>Week 5: Introducing ff</li> <li>Week 6: Introducing rr</li> <li>Week 7: Introducing qu</li> <li>Week 8: Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>Summer term in Year 3 will focus on consolidation and practise of speed ad fluency.</li> </ul>
<b>UKS2</b>	<p>From Year 4 onwards, handwriting will be practised regularly in the form of copying a short paragraph or presenting a longer piece of work. Children will focus on:</p> <ul style="list-style-type: none"> <li>Speed and legibility</li> <li>Consolidation of joins</li> <li>Developing their own style</li> <li>Spacing</li> <li>Consistency of letter sizes</li> <li>Relative size of capitals</li> <li>Handwriting for different purposes.</li> </ul>		

# Spelling Progression

(taken from National Curriculum statements)

	Year 1	Year 2	LKS2	UKS2
<b>Transcription: Spelling (Phonic and whole word)</b>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known</p> <p>Learn to spell common exception words</p> <p>Distinguish between homophones and near-homophones</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>	<p>Spell some words with 'silent' letters</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</p>

	Year 1	Year 2	LKS2	UKS2
<b>Transcription: Spelling (Other word building)</b>	<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p>	<p>Learning the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Show awareness of silent letters in spelling e.g. knight, write</p> <p>Use –le ending as the most common spelling for this sound at the end of words</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use dictionaries to check the spelling and meaning of words</p>

## Progression of skills and knowledge (taken from National Curriculum statements)

	Year 1	Year 2	LKS2	UKS2
<b>Composition: Planning</b>	Compose a sentence orally before writing.	Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps.	Use ideas from their own reading and modelled examples to plan their writing.  Discuss and record ideas about writing similar to which they are planning	Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  Note down and develop initial ideas, drawing on reading and research where necessary.

	Year 1	Year 2	LKS2	UKS2
<b>Composition: drafting and writing</b>	Encapsulate what they want to say sentence by sentence.	Say a sentence out loud before writing it – oral rehearsal.  Sequence sentences to form short narratives.	Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and increasing range of sentence structures  Organise paragraphs around a theme (e.g. beginning, middle and end)	Select appropriate grammar and vocab to change and enhance meaning  Use a wide range of devices to build cohesion within and across paragraphs.  Use appropriate organisational and presentational devices (e.g. headings, bullet points, underlining).

	Year 1	Year 2	LKS2	UKS2
<b>Composition: editing and evaluating</b>	Read their writing to check that it makes sense to themselves and to an adult.  Discuss what they have written with the teacher or other pupils.  Begin to independently make a change to their writing so that they make their writing better.	Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  Read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.  Check for errors in spelling, grammar and punctuation with the help of an adult where necessary.	Assess the effectiveness of their own and others' writing and suggesting improvements  Propose changes to vocabulary to improve consistency including accurate use of pronouns.  Proofread for spelling and punctuation errors	Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing  Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

The following progression should be used to inform sentence crafting lessons

	Year 1	Year 2	LKS2	UKS2
<b>Composition:</b> <b>Punctuation and grammar</b> <b>Text structure</b>	Sequencing sentences to form short narratives.	<p>Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p>Headings and subheadings to aid presentations.</p> <p>Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.</p> <p>Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.</p>

	Year 1	Year 2	LKS2	UKS2
<b>Composition:</b> <b>Punctuation and grammar</b> <b>Sentence structure</b>	<p>How words can combine to make sentences.</p> <p>Joining words and joining sentences using 'and'</p> <p>Write from memory simple sentences dictated by the teacher.</p>	<p>Subordination (using when, if, that, because) and coordination (using or, and, or, but).</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly).</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because) use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Fronted adverbials (e.g. Later that day, I heard bad news).</p>	<p>Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun.</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>Use the passive voice to affect the presentation of information in a sentence.</p> <p>Know how words are related by meaning as synonyms and antonyms e.g. big, large, little and use these in their writing.</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come ' in some very formal writing and speech)</p>

	Year 1	Year 2	LKS2	UKS2
<b>Composition: Punctuation and grammar Sentence types (see resource document for examples and link to National Curriculum)</b>	Short Simple sentences Sound! Cause. All the W's	2A sentences List sentences BOYs sentences Similes	Alliteration Ad, same ad _ing, _ed Double ly ending Personification Emotion word, (comma) Verb, person If, if, if, then	3 _ed Noun, which/where/who The more, the more 3 bad – (dash) question? Metaphors De:de Some; others Irony Outside. (Inside.) Imagine 3 Figurative language

	Year 1	Year 2	LKS2	UKS2
<b>Composition: Punctuation and grammar Punctuation</b>	Separation of words with finger spaces. Use capital letters and full stops to demarcate sentences. Begin to use question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I, places and days of the week.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list. Apostrophes to mark where letters are missing in spelling (omission) and to mark singular possession in nouns.	Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials. Punctuation of bullet points to list information.	Brackets, dashes or commas to indicate parenthesis. Use of commas and hyphens to clarify meaning or avoid ambiguity Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semi- colon within lists.

**Terminology used**

Letter, capital letter Word Singular Plural Sentence Punctuation mark Full stop Question mark Exclamation mark	Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Verb	Adverb Tense (past, present) Apostrophe Comma Consonant Vowel	Preposition Conjunction Word family Prefix Cause Subordinate clause Direct speech Pronoun	Possessive pronoun Adverbial Bullet points Inverted commas (or speech marks) Determiner	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity	Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon
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