



## What Writing Looks Like in the Federation

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### Curriculum Intent

#### What writing looks like in our school:

- High quality, engaging lessons that enthuse and inspire children to be creative.
- Writing linked to a topic, which stimulates and engages pupils to write imaginatively and independently using rich vocabulary.
- The opportunity to write for a range of purposes in various genres.
- Daily writing sessions, which incorporate a grammar and punctuation focus.
- Daily writing opportunities, encouraging independence in EYFS and KS1.
- Focus on letter formation and 'red word' spellings in EYFS and KS1.
- Streamed spelling groups tailored to meet the children's needs in Key Stage Two.
- Specialised support- through intervention- for those who are not able to access age-appropriate writing.
- Strong writing stamina encouraged through the use of Talk4Writing methodology.
- Encouraged independence from Year 2 upwards into KS2, when editing work.

#### This is our philosophy:

- To provide children with the exposure to different high-quality stories, plays, poems and other forms of literature leading to a deeper understanding of genres and language.
- To provide access to high quality texts with opportunities for vocabulary exploration.
- To provide children with the language and structure of texts which will support their independence to become sophisticated authors.
- To be a role model writer. Share the thought process, planning stage, innovation, drafting and editing through purposeful modelling.
- To model using the correct terminology and punctuation to set high expectations for all learners.
- This process will help children to be happy, confident writers who can transfer their skills to fulfil a range of purposes and reach an array of audiences.

#### Cultural Capital:

This can be defined as powerful knowledge that a child can draw upon to be successful in society, their career and the world of work. It helps a child to achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital.

- Opportunities to reflect on their own beliefs and those of others and perspective on life.
- Consideration of moral questions and dilemmas found in literature, encouraging empathy with decision that people and characters make.
- Similarities and contrasts between the past and present societies.
- Study a range of genres and authors to experience and appreciate different cultural backgrounds.

#### This the knowledge and understanding gained at each stage:

**By the end of EYFS, including Luston Nursery, pupils will:**

## **Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.

## **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.

## **By the end of Key Stage 1 pupils will:**

### **Spelling**

- Segment spoken words into phonemes and record these as graphemes.
- Spell words with alternative spellings, including a few common homophones.
- Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- Identify phonemes in unfamiliar words and use syllables to divide words.

### **Handwriting**

- Form lower-case letters of the correct size relative to one another.
- Begin to use some of the diagonal and horizontal strokes needed to join letters.
- Show which letters are best left un-joined.
- Use capital letters and digits of 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.

### **Composition**

- Write narratives about personal experiences and those of others, both real and fictional.
- Write for different purposes, including real events.
- Plan and discuss the content of writing and record my ideas.
- Orally rehearse structured sentences or sequences of sentences.
- Evaluate my own writing independently, with friends and with an adult.
- Proof-read to check for errors in spelling, grammar and punctuation and sentence structure
- Use subordination and co-ordination.
- Use expanded noun phrases.
- Say how the grammatical patterns in a sentence indicate its function.

### **Text structure**

- Consistently use the present tense and past tense correctly.
- Use the progressive forms of verbs in the present and past tense.

### **Punctuation**

- Use capital letters for names of people, places, days of the week and the personal pronoun 'I'.
- Use question marks and exclamation marks correctly.
- Use commas to separate items in a list.
- Use apostrophes to show where letters are missing and to mark singular possession in nouns.

## **By the end of Lower Key Stage 2 pupils will:**

### **Spelling**

- Spell words with prefixes and suffixes and can add them to root words.
- Recognise and spell homophones.

- Use the first two or three letters of a word to check a spelling in a dictionary.
- Spell the commonly mis-spelt words from the Years 3/4 word list.

### **Handwriting**

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters should be left un-joined.
- Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

### **Composition**

- Compose sentences using a range of sentence structures.
- Orally rehearse a sentence or a sequence of sentences.
- Write a narrative with a clear structure, setting and plot.
- Improve my writing by changing grammar and vocabulary to improve consistency.
- Use a range of sentences, which have more than one clause.
- Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.
- Use direct speech in my writing and punctuate it correctly.

### **Grammar and punctuation**

- Use noun phrases, which are expanded by adding modifying adjectives, nouns and preposition phrases.
- Use fronted adverbials.
- Write in paragraphs.
- Make an appropriate choice of pronoun and noun within and across sentences.
- Use inverted commas and other punctuation to indicate direct speech.
- Use apostrophes to mark plural possession.
- Use commas after fronted adverbials.

### **By the end of Upper Key Stage 2 pupils will:**

#### **Spelling**

- Convert verbs into nouns by adding a suffix.
- Distinguish between homophones and other words which are often confused.
- Spell the commonly mis-spelt words from the Y5/6 word list.
- Understand that the spelling of some words need to be learnt specifically.
- Use any dictionary or thesaurus.
- Use a range of spelling strategies.

#### **Handwriting**

- Choose the style of handwriting to use when given a choice.
- Choose the handwriting that is best suited for a specific task.

#### **Composition**

- Identify the audience for and purpose of the writing.
- Choose the appropriate form and register for the audience and purpose of the writing.
- Use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- Use a range of sentence starters to create specific effects.
- Use developed noun phrases to add detail to sentences.
- Use the passive voice to present information with a different emphasis.
- Use commas to mark phrases and clauses.
- Sustain and develop ideas logically in narrative and non-narrative writing.

- Use character, dialogue and action to advance events in narrative writing.
- Summarise a text, conveying key information in writing.

### **Grammar and punctuation**

- Use the passive voice.
- Vary sentence structure to suit formal and informal writing.
- Use a variety of organisational and presentational devices appropriate to the text type.
- Write in paragraphs, which can clearly signal a change in subject, time, place or event.
- Use the semi-colon, colon and dash.
- Use the colon to introduce a list and the semi-colon within lists.
- Use a hyphen to avoid ambiguity.

## **Curriculum Implementation**

### **This is how it works:**

- Planning is tailored to the class' needs, using the teacher and teaching assistance to support where necessary.
- Cold tasks are used to measure entry (pre-teaching) as a measure of progress.
- Each child will receive writing targets based on their cold task assessment. Marking of extended writing pieces will refer to these targets and record when each target has been evidenced on end of year objectives assessment document.
- Teachers plan their writing around a stimulus text, linked to their topic. A range of writing genres are covered throughout the year, following the Federation English Writing Road Map document.
- Each literacy lesson relies on teachers' high quality modelling and their demonstration of the expectations they are looking for. Their modelling will show children how they can use the specific focus for the day that is displayed through their next step.
- Teachers scaffold tasks appropriately to support children.
- Every classroom has knowledge organisers available to support children. Children are also encouraged to use word banks and dictionaries/thesauri independently.
- Each writing session begins with 'Purple Polishing', where the children read and respond to the marking of their previous lesson's work.

### **This is what adults do:**

- Provide regular and meaningful writing opportunities for all children.
- Follow the English writing road map to ensure coverage of end of year objectives is met.
- Plan engaging and enthusiastic lessons.
- Carry out reactive teaching to ensure support is provided to individuals who need it.
- Demonstrate positive use of mistakes and misconceptions within each learning environment.
- Regular book scrutiny, learning walks, planning audits, pupil perceptions, staff audit from English lead.
- Whole school development days to provide up to date training on the writing curriculum.
- Celebrate writing through class displays and achievement awards.
- Celebrate world famous writing occasions such as World Book Day, Shakespeare Week and National Poetry Day.
- Have termly moderation meetings on an intra and inter school basis.

### **This is how we support:**

- Children are identified at pupil progress meetings if they are falling behind.
- Regular and monitored intervention is put in place to support children in a specific area of writing, for example: speed/grammar/spelling/composition.
- Clear targets are highlighted and prioritised. These are explained to the child so that they understand what they are trying to achieve.
- Providing a rich learning environment with resources available readily during writing lessons for

children to use independently.

- Specific spelling and reading support for children with a special educational need.
- Differentiation of texts, task or support in every writing lesson.
- Encouragement of whiteboard drafting to enable further independence and overcome difficulties for reluctant writers.
- Relevant equipment (pencil grips etc.) for children with poor motor skills.
- Daily fine motor activities in EYFS to promote early writing skills – these include ‘Funky Fingers’ tasks, ‘Dough Disco’ and ‘Squiggle Whilst you Wiggle’ activities.
- Daily reactive marking to promote an importance in the children’s writing and quickly pick up misconceptions, address targets and celebrate achievements.

#### **This is how we challenge:**

- Age-appropriate tasks provided, which incorporate the opportunity to reach end of year objectives.
- Encourage the children to become innovative authors themselves by creating challenging and exciting writing opportunities.
- When marking, provide positive feedback as well as steps to move forward in order to improve and ensure further progress.
- Ensure targets are set correctly to match each individual child in their extended writing.
- Small group work to further challenge.
- Specific skills are taught that allow the children to demonstrate working above age expectation.

#### **This is how we ensure access for all children:**

- We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- Then they receive pre-teaching or immediate intervention to ensure they have sufficient skills in place to access the next teaching.

## **Curriculum Impact**

#### **This is what you might typically see:**

- Happy and engaged learners
- Modelled texts on working walls.
- Continuous practice of written skills linked to the year group.
- High quality, rich language displayed and shared in the classroom.
- Paired/group work.
- A range of different activities including practical and use of technology.
- Engagement and perseverance.
- Self-motivated children.
- Children talking about, sharing and reflecting on their learning.

#### **This is how we know how well our pupils are doing:**

- Tracking using assessment grids.
- Pupil progress meetings.
- Teacher assessment through target setting and monitoring.
- Marking and feedback.
- Targeted use of Tas; TAs noting and recording observations of individual children.
- Continuous progress in each child’s writing book.

#### **This is the impact of the teaching:**

- The majority of children achieve the expected standard in writing by the end of the academic year.
- SEN children are supported and able to make accelerated progress.

- Children are enthused and eager to write during each lesson.
- Children write with independence and confidence.
- Children have a greater understanding of the different types of genres and how to use language appropriately.
- Children able to demonstrate a sound understanding of punctuation and grammar and transfer these skills across the curriculum within the foundation subjects.
- Children use sophisticated vocabulary in their writing.
- Children who are reflective and always eager to edit and improve their writing

Date: September 2025

To be reviewed: September 2026