



GWPS Writing

Reviewed: March 2025

To be reviewed: March 2027

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Curriculum Statement

INTENT

Our curriculum is at its most effective when it is strongly linked with our four core Christian values, love, thankfulness, courage and wonder.

Imaginative ideas of all learners should be valued. Pupils should be encouraged to share skills and a love of reading and writing with others. As a school we care about the diverse and inclusive world around us. We encourage our pupils to be grateful for the wide range of texts we have available to read and write and value the ideas of others. We provide children with experiences that give them the confidence to use and develop rich language so that at the end of their primary education with us, they are empowered with a breadth of vocabulary that they can build on in their future lives. Our learners should be creatively taught in a practical way, continually building on the foundations of early reading and writing skills. Our children are engaged with opportunities to 'write for a purpose', reflect on the impact of their work both as a writer and a reader and go on a journey of self-discovery within our writing.

IMPLEMENTATION

Children are encouraged to explore their English skills through daily opportunities. Writing is taught using Jane Considine 'The Write Stuff' units, using high quality diverse texts for all children with linked learning opportunities. Experience days are an important and valuable part of our writing sequences which ensure all pupils have the same knowledge and understanding of ideas within the text, developing their cultural capital.

Each of the units takes a different amount of time to complete, depending on the complexity of the genre or text. To write high quality language, children need to have heard it, experienced it, seen it or used it before. We use 'The Write Stuff' as the main tool for teaching writing across the school from Year 1 to Year 6. It is based on the idea that children cannot create writing out of nothing; that knowledge of language, narrative, sentence structures and varied genres needs to be embedded before children can write confidently and effectively. Children internalise the language, vocabulary and structure which in turn become the building blocks for their own independent writing.





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Vocabulary Focus:

Knowledge of language, which includes linguistic knowledge like vocabulary and grammar, as well as knowledge of the world for comprehension, underpins progression in spoken language, reading and writing (Ofsted, Research Review: English 2022). It is crucial that children have explicit and robust instruction in vocabulary to support their verbal and written communication. At GWPA, we believe that a robust vocabulary improves all areas of communication — listening, speaking, reading and writing. Vocabulary is pre taught at the beginning of a topic across all areas of our curriculum and displayed in all classrooms. Pupils have opportunities during 'Experience Days' to focus on key terminology and vocabulary to gain a real understanding of meaning. We do not assume that all pupils have the same experience and understanding of language.

IMPACT

Formative judgements are made through observations, marking and recorded through Insight. We carry out a baseline assessment as children enter EYFS and KS1. Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may require additional writing support. Timely intervention is planned for those children who are working below expected standard as soon as their needs are identified for example handwriting sessions, smaller supported guided writing groups. Moderation of writing in KS1 and KS2 is carried out at four key points (Sept, Dec, Mar and Jun) using checklists relevant to each year group. The checklists cover the writing objectives for each year group. This process of careful tracking adds to helping teachers form an assessment for each child. Pupil Progress meetings are timetabled each term for all classes. Progress of pupils is discussed, and appropriate intervention considered and put in place where appropriate. Y6 complete the national tests (SATs) in May where writing is moderated by teachers and possibly County English Advisors.

'With God, all things are possible' (Matthew 19:26)





What makes a GW Writer?

Enjoys a diverse range of quality texts as models for their own writing.

Has an extensive vocabulary which enhances their writing.

Someone who can immerse themselves into imaginary worlds and engage with experiences.

Can use phonics knowledge to spell words accurately.

Continues to apply and build on early reading and writing skills.

Engages with opportunities to write for a purpose and reflect on the impact of their work as a writer and reader.





Progression of skills document

Writing	EYFS children should be taught to:	Year 1 children should be taught to:	Year 2 children should be taught to:	Year 3 children should be taught to:	Year 4 children should be taught to:	Year 5 children should be taught to:	Year 6 children should be taught to:
Curriculum objectives Phonics and whole word spelling	Nursery Develop their phonological awareness, so that they can: * spot and suggest rhymes * count or clap syllables in a word * recognise words with the same initial sound, such as money and mother Reception Spell words by identifying sounds in them and representing the sounds with a letter or letters (GPCs).	Spell words containing each of the 40+ phonemes taught. Learn to spell common exception words. Recite and spell the days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learn to spell common exception words. Distinguish between homophones and near-homophones	Spell further homophones. Spell words that are often misspelt.		Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	
Other word building spelling		Use the prefix un- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply simple spelling rules.	Learn the possessive apostrophe. (singular) Learn to spell more words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Apply spelling rules.	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.		Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	
Transcription		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	





<p>Handwriting</p>	<p>Reception Sit correctly at a table, holding a pencil correctly. Write recognisable letters, most of which are correctly formed. Form lower case and capital letters correctly.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly. Continue to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another. Start 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 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 letters.</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. Increase the legibility, consistency and quality of their handwriting.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether to join specific letters. Choose the writing implement that is best suited for a task.</p>
<p>Contexts for Writing</p>	<p>Nursery Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all their name. Write some letters accurately.</p> <p>Reception Write simple phrases and sentences that can be read by others. Re-read what they have written to check that it makes sense.</p>		<p>Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.</p>	<p>Discuss writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>
<p>Planning writing</p>	<p>Reception Listen to talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Say out loud what they are going to write about. Compose a sentence orally before writing it.</p>	<p>Plan or say out loud what they are going to write about.</p>	<p>Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>





<p>Drafting writing</p>		<p>Leave spaces between words. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense.</p>	<p>Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence.</p>	<p>Organise paragraphs around a theme. In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices (headings & subheadings).</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader.</p>
<p>Editing Writing</p>		<p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils. Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors.</p>
<p>Performing writing</p>	<p>Nursery Repeat words and phrases from familiar stories. Sing a large repertoire of songs. Develop their pronunciation. Reception Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>





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Vocabulary Grammar	<p>Engage in extended conversations about stories, learning new vocabulary. Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. Be familiar with phonics terminology.</p> <p>Phoneme Digraph Trigraph Grapheme Segment Blend Tricky word Vowel Consonant</p>	<p>Begin to form simple compound sentences. Use the joining word (conjunction) 'and' to link ideas and sentences. Use regular plural noun suffixes (-s, -es). Use verb suffixes where root word is unchanged (-ing, -ed, -er) Use un- prefix to change meaning of adjectives/adverbs. Sequence sentences to form short narratives. Separate words with spaces. Demonstrate sentence demarcation (. ! ?) Use capital letters for names and pronoun 'I'.</p>	<p>Produce sentences with different forms: statement, question, exclamation, command. Use the present and past tenses correctly and consistently including the progressive form. Use some features of written Standard English. Include suffixes to form new words (-ful, -er, -ness) Use commas in lists. Use apostrophes for omission & singular possession. Use co-ordination (or/and/but). Use some subordination (when/if/that/because). Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes (super-, anti-). Use the correct form of 'a' or 'an'. Recognise word families based on common words (solve, solution, dissolve, insoluble). Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause and place.</p>	<p>Use fronted adverbials. Demonstrate the difference between plural and possessive -'s. Demonstrate Standard English - verb inflections (I did vs I done) Extend noun phrases, including with prepositions. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Convert nouns or adjectives into verbs. Use verb prefixes. Use a range of devices to build cohesion, including adverbials of time, place and number.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Show differences in informal and formal language during writing opportunities. Use synonyms & antonyms confidently. Include further cohesive devices such as grammatical connections and adverbials. Use ellipsis. Use a thesaurus. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.</p>





<p>Punctuation</p>		<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p>	<p>Include and punctuate direct speech (i.e. inverted commas).</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas.)</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Use hyphens to avoid ambiguity.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list punctuating information point consistently.</p>
<p>Grammatical Terminology</p>		<p>Have a clear understanding of the following terminology.</p> <p><i>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i></p>	<p>Have a clear understanding of the following terminology.</p> <p><i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</i></p>	<p>Have a clear understanding of the following terminology.</p> <p><i>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</i></p>	<p>Have a clear understanding of the following terminology.</p> <p><i>determiner, pronoun, possessive pronoun, adverbial</i></p>	<p>Have a clear understanding of the following terminology.</p> <p><i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i></p>	<p>Have a clear understanding of the following terminology.</p> <p><i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i></p>





Long Term Plan and Curriculum Coverage

YR / 1	Autumn Term		Spring Term		Summer Term	
	A range of writing opportunities linked with the texts below such as captions, questions, labels, lists, sentences, simple narratives and letters.					
Cycle A	Superheroes	People who help us	Toys	Dinosaurs	Transport	Pirates
	Little Rabbit Foo Foo	Good Little Wolf	Dogger	Harry and the Bucketful of Dinosaurs	Mr Gumpy's Outing	Shark in the Park
	The Smartest Giant in Town	Zog	The Toys Party		Mr Gumpy's Motor Car	The Greedy Grey Octopus
	Supertato	Cops and Robbers	Kippers Toy Box	Dinosaurumpus	Mrs. Armitage on Wheels	Rainbow Fish
	Superworm	Mog and the Vet	Knuffle Bunny	Where the Wild things are	The Train Ride	The Storm whale
	The Gingerbread man	Mog's Christmas	Mr Wolfs Pancakes	Oi Frog	The Highway rat	I want my hat back
	Little Red Riding Hood	The Elephant and the bad baby	This is the Bear	Billy and the beetle	The Highway rat	Avocado Baby
	The Very Lazy Ladybird	The Christmas story and other Christmas books.	It's the Bear	Jilly Murphy – All in one piece books	Non-fiction books about transport	Non-fiction books about pirates
	Meg and Mog			Non-fiction books about dinosaurs		





Cycle B	Magnificent me	Where I live	Space	Farm	Houses and homes	Explorers
	Guess how much I love you	Stick Man	Whatever Next	Farmer Duck	The Gruffalo / The Gruffalo's Child	We're going on a bear hunt
	You Choose	Peace at Last	Goodnight Moon	Little Red Hen	The three little pigs	Penguin on holiday
	Elmer	5 Minutes Peace	How to catch a star	Who's in the Shed?	Goldilocks and the three bears	Handa's Surprise
	Funny Bones	You Choose Fairy Tales	Beegu	Rosie's Walk	Jack and the beanstalk	The three billy goats gruff
	Owl Babies	On the way Home	On a dark, dark night	What the ladybird heard	Ssh	On sudden hill
	My Dad / My Mum	A Home for Grace	Can't you sleep little bear	Non-fiction books about the farm	The Very Hungry Caterpillar	Lost and found
	My mum and dad make me laugh	Six Dinner Sid	I don't want to go to bed			Stuck
	The Tiger who came to tea		Aliens love underpants			Rain before rainbows
	The enormous turnip					





Y2/3	Autumn Term		Spring Term		Summer Term	
Cycle A	Narrative (traditional tale): The magic paint brush (Y3)	Narrative (story): My Christmas star (Y2) Non-fiction Instructions: How to make a bird feeder (Y2)	Narrative (comedy): The incredible Book Eating Boy (Y3) Poetry: I asked the little boy who couldn't see (Y3)	Explanation text: Street beneath my feet (Y3) Narrative (Suspense): Wolf in the Walls (Y3)	Narrative (fable): The crow's tale (Y2) Persuasive text: The day the crayons quit (Y2)	Narrative (Myths): Theseus and the Minotaur (Y3) Non-chronological Report: Earthquakes (Y3)
Cycle B	Narrative (fairy tale): The true story of the three little pigs (Y3)	Non-Fiction- Instructions: How to steal Christmas Narrative (adventure): The owl who was afraid of the dark (Y2)	Narrative (tragedy): Flood (Y3) Non-fiction- Explanation text: Light and Dark (Y3)	Non-fiction-Letter: This is how we do it (Y2)	Diary: The journal of Iliona (Y3) Poetry: If I were in charge of the world (2)	Non-Fiction- Magazine Article: Climate Action (Y3) Narrative (legend): George and the dragon (Y2)

Y4/5	Autumn Term		Spring Term		Summer Term	
Cycle A	Narrative- Traditional Tale: Aladdin and the	Narrative-Mystery: The Great Chocoplot (Y4)	Narrative- Adventure: One Small Step (Y5)	Narrative-Fantasy: Zoo (Y5)	Narrative-Science Fiction-The Iron Man (Y4)	Narrative- Adventure: The Journey (Y4)





	Enchanted Lamp (Y4) Non-Fiction-Script for Factual Tour: Once upon a Raindrop (Y4)	Non-Fiction-Biography: Nikola Tesla (Y4)	Non-Fiction-Journal: Mars Transmission (Y5)	Poetry-Narrative Poem: The Highwayman	Non-Fiction-Balanced Argument: Screen use (Y5)	Non-Fiction-Speech: Refugees (Y5)
Cycle B	Narrative-Mystery: The Whale (Y4) Non-Fiction-Newspaper report: The Creature (Y4)	Narrative-War Story: The Christmas Truce (Y5) Non-Fiction-Persuasive Writing: Invite an author (Y4)	Narrative-Community Story: Invisible (Y4) Non-Fiction-Explanation: A Journey into the Wonderful World of your Microbiome (Y4)	Narrative: The Piano (Y5) Non-Fiction-Non-Chronological Report: Emperor Penguins (Y5)	Narrative: I Believe in Unicorns (Y5) Poetry: The Most Dangerous Animal in the World (Y5)	Narrative-Story of Love and Hope: The Boy, The Mole, The Fox and The Horse Non-Fiction-Speech: Plastic Pollution (Y5)

Y6	Autumn Term		Spring Term		Summer Term	
	Narrative (traditional tales) Hansel and Gretal by Neil Gaiman	Instructions – how to build an Anderson Shelter Narrative – how to survive being lost in the desert. The	Explanation text – amazing animals Formal letter and biography – Charles Darwin and David Attenborough	Narrative – journey of the moth. The Moth by Isabel Thomas and Daniel Egneus Poetry – linked to the Moth.	SATS revision Instructions - 'how to make a mummy' Persuasion – letter to Lord Carnarvon	Report – newspaper report about the discovery of Tutankhamen's tomb Diary – famous Egyptian





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	Discussion – should Hansel and Gretel be punished? Recount – how to survive in the wild (den building)	Explorer by Katherine Rundell				Narrative – Temple Run by Chase Wilder
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