

# **Writing at Kexborough Primary School 2024-2025**

# WRITING

At Kexborough Primary School, our writing curriculum is designed to inspire and develop confident, enthusiastic, and proficient writers. We believe that every child has the potential to express themselves creatively and effectively through writing. To nurture this, we provide a structured and supportive approach that focuses on the progressive development of writing skills from the early years through to the end of KS2.

Our approach to teaching writing is centred around building essential skills through a comprehensive process that includes planning, drafting, revising, editing, and publishing. We aim to equip children with the tools they need to express their ideas clearly and creatively, creating writing to be proud of.

To ignite a passion for writing, we provide high-quality hooks that capture children's imaginations and motivate them to write. Whether through familiar books, real-world experiences or creative prompts, we ensure that each writing unit begins with an engaging context that excites and inspires our children to write.

We strive to create a school culture that values and celebrates writing. Through opportunities to share their work with peers, display their writing around the school and have opportunities to choose what they write about, we aim to ensure that all children see themselves as capable writers who can make a meaningful impact through their words.

# WRITING INTENT DOCUMENT

The writing skills and knowledge are planned out in a progressive way from EYFS through to Y6 in the ECM writing intent document.

We follow a carefully structured intent document that outlines the progression of writing skills across each year group, divided into the Autumn, Spring and Summer terms. This document breaks down key areas such as transcription, grammar, composition, and spelling, ensuring that each term builds upon the skills learned previously.

By following this systematic approach, we provide children with the essential opportunities to develop and refine the specific skills they need to become proficient writers, allowing them to progress confidently from one term to the next.

ECM: Writing Intent				
Year 1				
Ready to progress from the end of EY2	Writing transcription and spelling See phonics overview for additional words lists and spelling rules.	Grammar and Punctuation	Composition	Handwriting
<ul style="list-style-type: none"> <li>Hold a pencil effectively, preferably using the tripod grip</li> <li>Write recognisable letters most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sound with a letter or letters</li> <li>Write simple phrases and sentences which can be read by themselves and others</li> <li>Hold a sentence in their head before writing.</li> </ul>	<p><b>Pupils know:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>That suffixes can be added to verbs where no change is needed in the spelling of the root word e.g. helping, helped, helper (er, ing, ed)</li> <li>To add the suffixes -s</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>That suffixes can be added to verbs where no change is needed in the spelling of the root word : ed which is usually past tense of a word</li> <li>The prefix un- changes the meaning of verbs and adjectives e.g. unkind, untie</li> <li>The names of the letters in alphabetical order</li> <li>The days of the week and how to spell these.</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>To add the suffixes e s to words Le witch/witches and the effects of these on the meaning of words</li> <li>Each of the 40+ phonemes taught</li> <li>The year 1 common exception words.</li> </ul>	<p><b>Pupils know:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Words are separated by spaces</li> <li>A written sentence always begins with a capital letter</li> <li>A written sentence usually ends with a full stop</li> <li>The personal pronoun 'I' need a capital letter</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>We can use 'and' in the place of a full stop to join two independent clauses. This joining word is a conjunction.</li> <li>Sometimes we can use and or then in place of a full stop. These joining words are called conjunctions</li> <li>Proper nouns need a capital letter</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>Letters make sounds and have letter names</li> <li>Names of people, places, days of the week and the personal pronoun need a capital letter</li> <li>An exclamation is a word or sentence spoken suddenly, loudly or emphatically. It can express emotion.</li> <li>A written exclamation ends with an exclamation mark instead of a full stop.</li> <li>To know what a noun phrase is e.g. the man, a cat etc</li> <li>A written sentence always begins with a capital letter and ends with a full stop, question mark and exclamation mark.</li> <li>An exclamation mark is used to express a strong emotion</li> <li>A question mark is a piece of punctuation used to express a question</li> </ul>	<p><b>Pupils know:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Saying a sentence out loud and holding it in their head helps make sure what they write makes sense</li> <li>That discussing their writing, using key vocabulary, can help with their ideas for writing</li> <li>sentences is a set of words that mean something.</li> <li>A sentence says something about someone or about a thing.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>A series of sentences in sequence can tell a story, recount events or convey information</li> <li>Re-reading their writing can help them to identify errors, edit and improve their work</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>To know that verbs forms change when talking about past, present or future events.</li> </ul>	<p><b>Pupils know:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>How to sit correctly at a table they should put bum back in chair and tummy near table</li> <li>How to hold a pencil using tripod grip</li> <li>Upper and lower case letters are formed differently</li> <li>How to form digits 0-9.</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Letters belong to handwriting 'families'. E.g letters that are formed in similar ways</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>Ascenders are tall letters and descenders are long letter</li> </ul>
<p><b>Pupils can:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Add the suffix ing when there is no change to the root word</li> <li>Add the suffix s when there is no change to the root word</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Add the prefix un to words</li> <li>Adding the suffix ed</li> <li>Know and spell most of the days of the week</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>add the suffixes es to words Le witch/witches adding the suffix er when there is no change to the root word</li> <li>Spell words choosing pleasing graphemes from the 44 phonemes taught</li> <li>Spell most of the year 1 common exception words.</li> </ul>	<p><b>Pupils can:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>To punctuate a sentence independently with a capital letter and full stop mostly correct (through hold a sentence)</li> <li>Use a capital letter for the personal pronoun I</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Join words and clauses using 'and'</li> <li>Edit own writing and check for the use of the punctuation taught: capital letters, full stops.</li> <li>Use a capital letter for names of people and the personal pronoun I</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>Know letter names and the sound they make</li> <li>Begin to punctuate sentences with a question mark and exclamation mark</li> <li>Use a capital letter for names of people, places, days of the week</li> <li>To use adjectives to describe shape, colour and size e.g. The cat is kind. The man is tall.</li> </ul>	<p><b>Pupils can:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>Compose a sentence orally and hold it in their head before writing</li> <li>Use a capital letter and a full stop to demarcate each sentence</li> <li>Talk about the meanings of new words</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Read aloud their writing clearly enough to be heard by their peers and teacher.</li> <li>Re-read their work to check it makes sense and make changes to improve their work</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>When talking, use regular past, present and future forms mostly accurately to discuss events that have happened or are to happen in the future</li> <li>Write three or four meaningful simple sentences in sequence. (While it is desirable that pupils write at greater length, please not at the expense of technical accuracy and automaticity)</li> </ul>	<p><b>Pupils can:</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>To sit correctly at a table they should put bum back in chair and tummy near table</li> <li>hold a pencil using tripod grip</li> <li>Form lower case correctly in the correct direction, starting and finishing in the right place</li> <li>Form digits 0-9</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Form upper case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>ascenders and descenders are appropriate</li> </ul>	
<p><b>Previously taught</b></p> <p>Special Friends, Free talk blend / blending, sound, Phonics, phoneme, word, and finger space.</p> <p><b>New vocabulary to introduce</b></p> <p>suffix, prefix</p>	<p><b>Previously taught</b></p> <p>Capital letter, full stop, finger space</p> <p><b>New vocabulary to introduce</b></p> <p>Conjunctions, singular, plural, sentence, punctuation, question mark, exclamation mark, joining word, conjunction, punctuation mark, noun, noun phrase, statement, question, exclamation, pronoun, people, days of the week, places, command, joining words, verbs</p>	<p><b>Previously taught</b></p> <p>Book, page, story, beginning, middle, end, rhyme, poem/poetry, character, sentence label, captions, plan, re-read, check, idea.</p> <p><b>New vocabulary to introduce</b></p> <p>Compose, sequence, phrase, past, present, future, command, exclamation.</p>		



# TRACKING DOCUMENTS

Across all year groups, we use assessment and tracking documents that are directly aligned with the statements outlined in our writing intent.

These fluid documents are regularly referred to, allowing teachers to closely monitor children's progress and swiftly identify any gaps in knowledge or barriers to learning. By consistently tracking individual progress, these tools provide teachers with a clear and accurate understanding of where each child stands in their writing development.

This ensures that we can quickly address any issues and tailor our instruction to meet the specific needs of each student, ultimately supporting their development and success as writers.

Name:		Class of:					
Year 1 Writing assessment							
		A1	A2	S1	S2	Su1	Su2
Rec	Spell words by identifying the sounds and then writing the sound with letter/s.						
	Write recognisable letters, most of which are correctly formed						
	Re-read what they have written to check that it makes sense.						
Autumn	Write a simple sentence which can be read by themselves and others						
	Add the suffix <u>ing</u> when there is no change to the root word						
	Add the suffix <u>s</u> when there is no change to the root word						
	Leave spaces between words						
	To punctuate a sentence independently with a capital letter and full stop mostly correct (through hold a sentence)						
	Use a capital letter for the personal pronoun I						
	Compose a sentence orally and hold it in their head before writing						
Spring	Talk about the meanings of new words						
	Form lower case correctly, in the correct direction, starting and finishing in the correct place						
	Add the prefix <u>un</u> to words						
	Adding the suffix <u>ed</u>						
	Know and spell the majority of the days of the week						
	I can write my own sentence with capital letters and full stops.						
	Join words and clauses using 'and'						
	Edit own writing and check for the use of the punctuation taught: capital letters, full stops						
	Use a capital letter for names of people and the personal pronoun 'I'						
	Re-read their work to check it makes sense and make changes to improve their work						
Summer	Read aloud their writing clearly enough to be heard by their peers and teacher						
	Form upper case letters in the correct direction, starting and finishing in the right place						
	Add the suffixes <u>es</u> to words (e.g. witch/witches)						
	Adding the suffix <u>er</u> when there is no change to the root word						
	Spell words choosing pleasing graphemes from the 44 phonemes taught						
	Spell most of the year 1 common exception words						
	Know letter names and the sound they make						
	Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'						
	Begin to punctuate sentences with a question mark and exclamation mark						
	When talking, use regular past, present and future forms accurately to discuss events that have happened or are to happen in the future						
Write three or four meaningful simple sentences in sequence. Punctuated correctly with a full stop and capital letter. (While it is desirable that pupils write at greater length, please not at the expense of technical accuracy and automaticity)							

# TRACKING DOCUMENTS

Name:		Class of:
Year 2	I use capital letters for I and proper nouns	
Year 3	I can organise my writing in to paragraphs	
	I can most of the Y3 common exception words	
Year 4 Autumn	I can expand noun phrases using adjectives, nouns and prepositions e.g. the strict maths teachers with curly hair, the golden wings covered in jewels	
	I can use adverbials and fronted adverbials punctuated with a comma	
	I can use present perfect correctly (have and has)	
	I can use an increasing range of sentence structures including simple, compound and complex	
Year 4 Spring	I choose pronouns and nouns to help my writing link between paragraphs and ideas and avoid repetition.	
	I use adverbials to help my writing link between paragraphs and ideas.	
	I can write sentences of more than one clause with a range of conjunctions (when, before, after, while, so, if, therefore, because, although).	
Year 4 Summer	I can use conjunctions, adverbs and prepositions to express time, cause and place to write multiclausal sentences	
	I can use: capital letters, full stops, question mark, exclamation mark, commas in a list, apostrophes for possession and contractions	
	I can punctuate direct speech correctly	
	I spell most of the Year 3 and 4 common exception word lists correctly	
	My work is makes sense, well structured and the ideas developed logically	

In addition to teacher trackers, our children all have a 'flip out' tracker in the backs of their writing books to serve as a constant reminder of their writing objectives. These trackers include the key skills and non-negotiables essential for successful writing, allowing children to refer back to them as they work. By providing a clear outline of the basics they should be including in their writing, along with prior knowledge from previous year groups, these trackers help reinforce foundational skills. For older students, the 'flip out' tracker also becomes a valuable tool for self-evaluation, enabling them to independently assess and improve their writing as they strive to meet their objectives.

## NATIONAL CURRICULUM LINKS

### The national curriculum for English

'A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. ... All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.'



## LINKS TO ORACY

At Kexborough Primary School, we recognise the crucial role that oracy plays in the development of writing skills. The ability to express thoughts verbally is the foundation for effective writing—if children cannot articulate their ideas, they will struggle to translate them into written form. Our writing curriculum is designed to integrate opportunities for oracy at every stage, allowing children to share ideas, plan collaboratively, hold and recall sentences, practice dictation, and verbally discuss their thoughts before committing them to paper.

By developing their oral language skills, we help children organise their ideas, structure their sentences, and build the confidence needed to express themselves clearly in writing. This strong link between speaking and writing ensures that our pupils are equipped with the essential tools to think critically, communicate effectively, and write with purpose.

## HIGH-QUALITY HOOKS

High-quality hooks are essential for inspiring children to write, as the best writing often stems from what we know and have experienced. By providing real, meaningful experiences, we equip children with the knowledge, vocabulary, and confidence they need to express themselves effectively.

Books are a particularly powerful tool in this process—when children are familiar with characters, settings, and narratives, they feel more prepared and motivated to produce their own writing. This is why our reading curriculum is closely linked with our writing curriculum, fostering connections that deepen understanding and inspire creativity.

Additionally, we encourage children to draw from their own experiences, as language is most naturally captured from what they have lived and observed. By aligning rich experiences, reading for pleasure, and targeted writing opportunities, we ensure that our pupils are fully prepared to write with imagination, clarity, and confidence.

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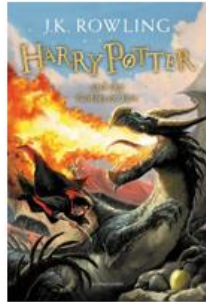
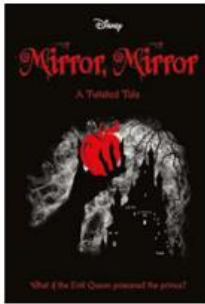
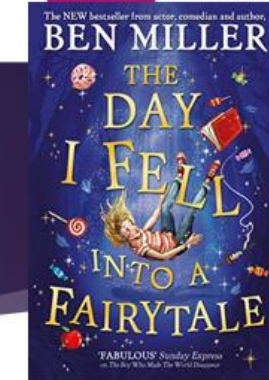
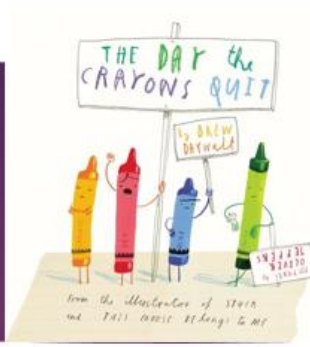
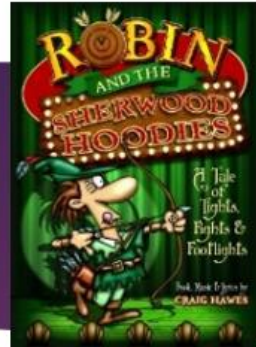
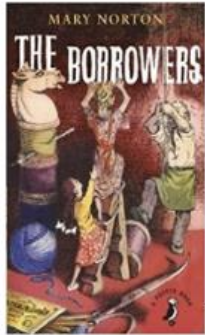
Reading is like  
breathing in;  
writing is like  
breathing out.

PAM ALLYN

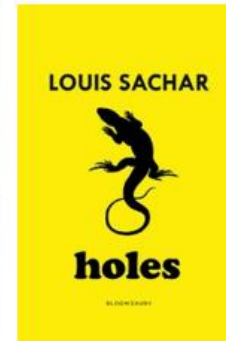
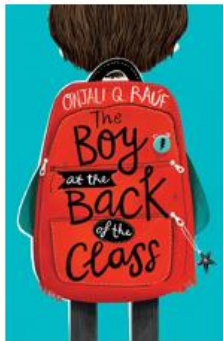
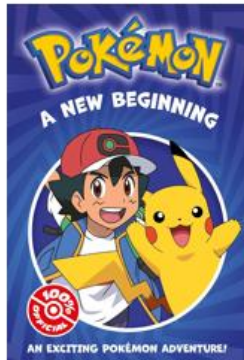


# HIGH-QUALITY HOOKS

What do our children want to write about?



- Using children's interests.
- Give a real purpose to write
- With a specific audience in mind
- Think about the form & tone of their writing



# GENRE, AUDIENCE AND PURPOSE

At Kexborough Primary School, we emphasise the importance of starting every writing unit with a clear understanding of the genre, audience and purpose of the writing. These elements are explicitly taught and continually referred to throughout the writing process. Children need to understand why they are writing and who they are writing for, as this understanding is key to fully engaging with their work.

Knowing the purpose and audience allows children to tailor their writing, manipulating their skills and techniques to suit the task at hand. Without this clarity, writing can become a disconnected exercise rather than a meaningful communication. To reinforce this, we provide opportunities for children to publish their work at the end of each unit, whether it is sending letters, creating a class storybook, displaying poems, or writing to real people from a variety of audiences. These real-world applications give context and significance to their writing, helping them see the impact of their words and providing the motivation they need in order to write effectively.





# GENRE, AUDIENCE AND PURPOSE

1<sup>st</sup> March 2024

## Independent Piece 5 - Letter of Complaint

Text Type: Letter of Complaint



**Audience:** Ministry of Magic

**Purpose:** To complain about the involvement of Harry Potter in the Goblet Tournament.

**Hook and context:** Pupils have read parts of the Goblet Tournament. a character of their choice to write a letter to the Ministry to remove Harry from the deadly tournament.

22<sup>nd</sup> March 2024

## Independent Piece 6 - Narrative (Crater Lake)

Text Type: Narrative



**Audience:** Upper KS2 readers who enjoy suspense and mystery stories

**Purpose:** To entertain

**Hook and context:** Pupils were read the first chapter of a book called Crater Lake. The chapter ends on a cliff-hanger 'I press my face to the glass again, so hot it almost burns my skin, at the same time as a bloody hand thumps against the window from the other side'. The pupils were asked to write the next chapter of the book.

24<sup>th</sup> April 2024

## Independent Piece 7 - Balanced Argument

Text Type: Balanced Argument



**Audience:** The Big Debate Magazine for Teen Weekly OR readers.

**Purpose:** To discuss both sides of an argument.

**Hook and context:** Pupils were given a choice of five topics, based around global issues. They had to conduct their own research in to the subject, before writing a balanced argument, considering multiple points of view. Pupils could choose where their argument was published (Teen Weekly Magazine or The Big Debate Blog for adults)



## PROMOTING INDEPENDENCE

Throughout school, we are committed to fostering independence in our young writers. At the end of each carefully planned writing unit, children are given the opportunity to write independently, applying the structures and models they have learned throughout the unit. This approach empowers students with more choice and creative freedom in their writing, allowing them to demonstrate their understanding while injecting their own ideas and perspectives into their work.

The hook should emerge from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about. Children are much more likely to produce high quality, effective pieces of writing if they are passionate about what they are writing about. For example, independent choice may include: children writing from a different character's viewpoint, selecting a new setting or narrative focus, crafting a balanced argument on a topic of their choice, or deciding on their own audience for a particular genre of writing.

By providing these opportunities, we encourage children to take ownership of their writing, explore topics they are passionate about, and express themselves in ways that are meaningful to them. This not only reinforces their learning but also helps them develop a genuine love for writing.

# INDEPENDENT WRITING

What does independent writing look like in our classrooms?



emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to **discuss and rehearse** what is to be written about



enables pupils to use **their own ideas and provides them with an element of choice** – for example, writing from the perspective of a character they have chosen themselves



**has been edited, if required, by the pupil without the support of the teacher**, although this may be in response to self, peer or group evaluation



is produced by pupils who have, if required, **sought out** classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

# INDEPENDENT WRITING

What does independent writing look like in our classrooms?

Independent	Not independent
<ul style="list-style-type: none"><li>• Pupils use the strategies of a writer and independently draw on available resources, including dictionaries and thesauri, and words already in their books or on display</li></ul>	<ul style="list-style-type: none"><li>• Teachers direct pupils to include specific vocabulary in a piece of writing and provide them with spelling support, such as word lists or mats specifically related to the task.</li></ul>
<ul style="list-style-type: none"><li>• Pupils draw on peer support to identify and amend incorrect spellings in their writing.</li></ul>	<ul style="list-style-type: none"><li>• Teachers indicate the words that need amending.</li></ul>
<ul style="list-style-type: none"><li>• Pupils correct errors independently.</li></ul>	<ul style="list-style-type: none"><li>• Teachers provide correct spellings.</li></ul>



# SEQUENCE OF LESSONS

## KEXBOROUGH PRIMARY SCHOOL

### WRITING

### SEQUENCE OF LESSONS

#### STAGE 1 - SKILLS

At the start of each new term, the skills from our writing intent document are taught discretely so pupils fully understand the writing skills being taught. This means each objective is taught in a specific order in order to consolidate knowledge and show progression, regardless of text type or genre.

#### GATHER

- A good example (WAGOLL) is shared with the children, stuck in books and displayed on the working wall. This is fully annotated with the whole class to identify key features and skills.

#### SKILLS

- Skills from the intent document, appropriate for the particular genre of writing, are then taught in a structured sequence of lessons, giving children opportunities to practice and overuse these skills.
  - The skills taught are either key features of the genre being taught, objectives from the intent document or objectives that need revisiting which have been identified during assessment for learning.
  - When skills are being taught, there will be clear learning objectives which are broken down in to small steps, making it achievable for children.
  - Lessons during this stage may include:
    - Dictated sentences
    - Opportunities to practice the skills through specific activities
    - Oracy activities – think it, say it, share it, write it
    - Partner talk
    - Whiteboard work
- Mini WAGOLL's stuck in children's books

# SEQUENCE OF LESSONS

## STAGE 2 – MODELLED WRITING

After the skills have been taught, pupils are then taught how to implement these skills in carefully chosen pieces of writing that are mapped out on year group overviews. Teachers planning reflects the chosen genre, audience and purpose of the writing and this is explicitly taught to the pupils so they are clear on exactly who and what they are writing. Children should be confidently able to talk about the genre, audience and purpose of every single piece of writing. There will be clear learning objectives at this stage which reflect the skills previously learnt in stage one. Effective hooks will be carefully chosen in order to engage pupil interest and inspire them to write. Writing at this stage will be highly scaffolded and completed through a modelled writing process.

### PLAN

- Plans will be drafted and created together using ideas from the children and the teacher. Teachers should model how to plan effectively.
- Plans are displayed on working walls as well as in children's books so they can refer back to their planning during writing.
- Various methods of planning can be explored e.g. talk for writing, mapping out, box planning and more formal methods of planning when pupils are ready.

### MODELLED WRITE

- During this phase, teachers model how to write good quality sentences. This will be modelled through our 'thinking out loud' approach to model the thinking process to children. These are planned out beforehand and are added to teaching slides so children can refer back to them.
- Teachers should demonstrate how to choose each sentence carefully and make sure the writing is cohesive, fully punctuated and makes sense.
- During this phase, we should be aiming to include the features and skills we have learnt previously in order to successfully embed these in to our writing.
- After teacher modelling, pupils write their own examples of these models.
- This will continue for a sequence of lessons until the piece of writing is finished.
- Lessons during this stage may include:
  - Dictated sentences
  - Highly scaffolded modelling
  - Teacher marking and peer feedback
  - Talk for writing
  - Oral activities – think it, say it, share it, write it

### EDITING

- Pupils will be taught how to edit effectively throughout the drafting process and not just the final outcome.
- Teachers will show examples of 'not quite right' work in order to show children how to effectively edit.
- Pupils will be taught how daily editing can be incorporated in to their writing to make it more manageable.
- Paired talk and peer marking should be encouraged so pupils have the opportunity to read their work aloud.
- Pupils will be encouraged to use 'flip outs' to assess their own writing.

# SEQUENCE OF LESSONS

## STAGE 3 - INDEPENDENT WRITING

When a unit has been completed through teacher modelling, pupils will have the opportunity to create their own independent piece of writing, based around the skills they have learnt during the modelled piece. Pupils will be encouraged to use the skills and features which have been taught during stage one and stage two, but will be given an element of choice in order to make their writing unique and provided with opportunities to explore their own ideas. This could be a choice of audience, writing from a different character's perspective, choosing a new setting etc. Pupils need to be clear about their audience and purpose.

### GAP

- Task sheet to be shared with pupils and stuck in masterpiece, making the context for writing clear. All pupils must be clear on the genre, audience and purpose.

### PLAN

- Pupils to complete a plan independently for their writing. This will be evidenced in writing books.
- Pupils should be given opportunities to discuss their ideas and talk about their plans for writing.
- Pupils should decide which method of planning they would like to use depending on the context.
- Pupils should be given enough time to comprehensively plan before they are expected to write.
- Pupils should seek out classroom resources to help them such as dictionaries, thesauruses, working walls and skills maps as well as referring back to the work in their writing books which has been completed previously. Teachers should not direct pupils to these, pupils should seek these resources out independently.

### DRAFT

- Pupils will then draft each sentence, using ideas and skills from the shared piece in order to write their own version. This will be completed over a number of lessons until their first draft is complete.
- Depending on the pupils needs, teachers may choose to complete a second draft if they feel this is necessary.

### EDIT

- Pupils should be encouraged to fix and edit their work on a daily basis rather than editing the entire piece at the end.
- Pupils should use previously taught editing skills in order to effectively edit their own work.
- Peer editing can be used and should be encouraged.
- There is no teacher marking during independent writing.

### PUBLISH

- Pupils to write up their final masterpiece to match the purpose.
- Pupils should be encouraged to write this up to the highest standard.
- Pupils should be encouraged to publish their piece of writing, for example if it is a letter, they should post the letter. If it a story for a younger child, they should be able to read it to a younger child. If it is a recipe, they should be published in a class recipe book. This gives their writing a purpose.
- A copy of their independent piece should be published in their masterpiece book, underneath the task sheet and context.
- Teachers can use this independent piece of writing for assessment.

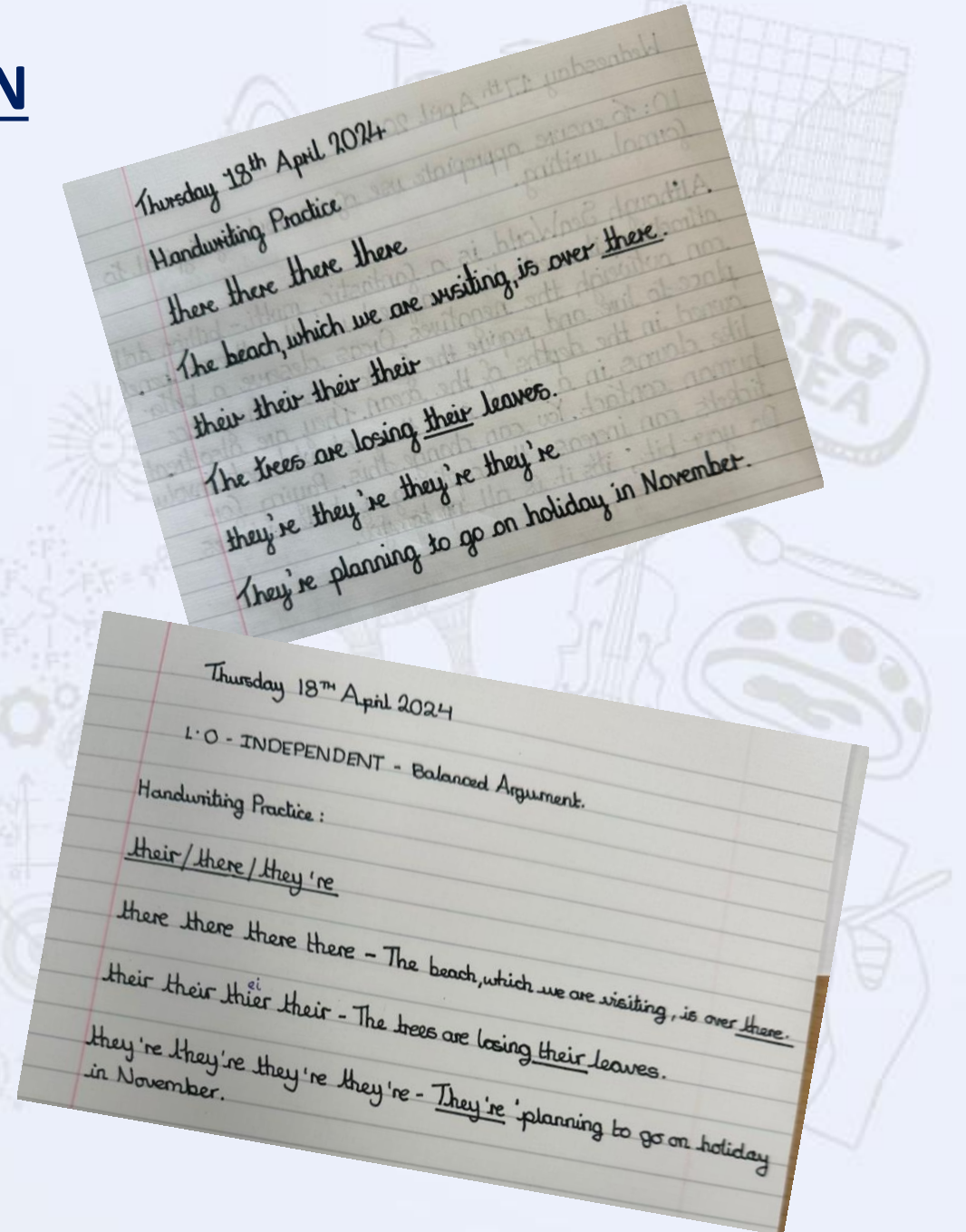


# DICTATION

Dictation plays a crucial role in developing writing skills among primary children and is something we practice daily during our writing lessons.

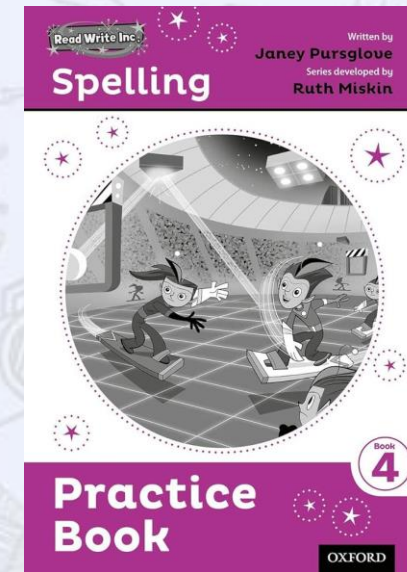
Dictation helps reinforce children's understanding of spelling, grammar, and punctuation, which are essential components of writing. It allows pupils to practice converting spoken language into written form, improving their listening skills and attention to detail.

Dictation exercises also provide opportunities for teachers to model correct language use, supporting the development of fluent and accurate writing. Regular practice has been proven to enhance children's writing proficiency and ability to focus and process information, which is critical for effective writing.



# SPELLING

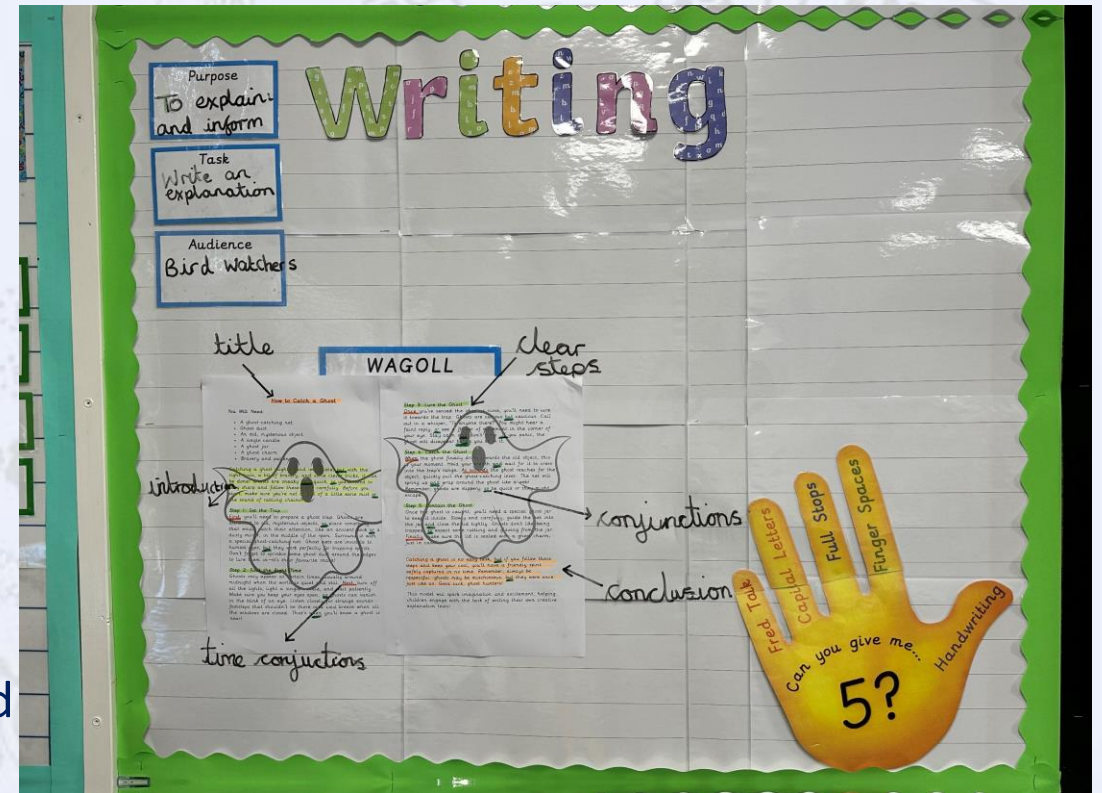
At Kexborough Primary School, we follow the Read, Write Inc spelling programme which effectively supports children in learning spelling rules by building on their existing phonics knowledge. As students move through the key stages, the programme introduces increasingly complex spelling patterns and rules in a structured and engaging way. By reinforcing phonics skills while introducing new spelling concepts, the scheme helps children develop a deeper understanding of how words are constructed. This approach ensures that students can apply their knowledge across different contexts, enhancing their ability to spell accurately and with confidence. The programme's progression aligns with children's literacy development, providing them with the consistent and daily practice which is needed as they advance through the year groups.






# WORKING WALLS

In our classrooms, writing working walls serve as a focal part, designed to support and enhance children's writing. These walls are dynamic, interactive spaces that provide students with easy access to essential resources such as key vocabulary, writing rules, sequences, planning techniques, and word mats. By having these tools readily available in our classrooms, children can independently reference the knowledge and vocabulary they need to write effectively. The working wall also displays clear, constant reminders of the genre, audience and purpose for each writing task, helping students stay focused and aligned with the objectives of their writing. This visual and accessible resource is integral to our approach, ensuring that children are continually supported and inspired as they develop their writing skills.





# EARLY WRITING : EYFS



Kexborough  
EYFS  
Exemplification  
Materials  
Writing

Kexborough EYFS Exemplification Materials

### Writing

Writing ELG:

Children at the expected level of development will:

- 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.

*"Moderation of EYFS assessments should be a collaborative process with colleagues. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development. Within each school, teachers can informally agree assessment judgements with others, for example discussing observations about a child's development with other EYFS teachers and practitioners or a year 1 teacher. This does not require collecting or recording unnecessary evidence, rather any internal or peer-to-peer moderation conversations should as far as possible be based on the teacher's own knowledge of their children. It is important for teachers to build a shared understanding of the ELGs and the EYFS framework. Schools may wish to work together so that teachers can share experiences and develop their assessment skills."*

Early years foundation stage profile handbook 2023

In Early Years, writing is introduced through a focus on mark-making and the development of foundational writing skills. Children are encouraged to explore and experiment with various tools and materials to make marks, which helps build their fine motor skills and understanding of written symbols. As they progress, they begin to form letters and simple words, guided by supportive activities that foster their early writing abilities. Through play and interactive experiences, children learn to express their thoughts and ideas, laying the groundwork for more structured writing as they move through their early education.

FS2 Curriculum - Literacy

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY READING FOR PLEASURE - COMPREHENSION	SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS <ul style="list-style-type: none"> <li>• Can talk simply about events and characters in books.</li> <li>• Can describe how characters act and how they might feel.</li> <li>• Can recall key phrases and repeated refrains.</li> </ul>	SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS <ul style="list-style-type: none"> <li>• Can describe how characters act and give reasons why</li> <li>• Make suggestions about what might happen next in a story.</li> </ul>	SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS <ul style="list-style-type: none"> <li>• Can order key events in a story.</li> <li>• Can read a familiar story through illustrations and remembered language.</li> </ul>	SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS <ul style="list-style-type: none"> <li>• Can talk about events, settings and characters in books in increasing detail.</li> <li>• Can remember key points from a story told without props or pictures.</li> </ul>	SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS <ul style="list-style-type: none"> <li>• Can talk about a range of books they have read and say which ones they have enjoyed, giving reasons.</li> <li>• Can talk about why something has happened.</li> </ul>	SEE READING OVERVIEW DOCUMENT FOR FOCUS AND LINKED TEXTS <ul style="list-style-type: none"> <li>• Can compare stories to previously read ones, talking about characters, events and settings.</li> </ul>
LITERACY READING SSP - RWI	<ul style="list-style-type: none"> <li>• Learn Set 1 sounds</li> <li>• 25 sounds in RWI order</li> <li>• Read sounds speedily</li> <li>• Write GPC with correct orientation</li> <li>• Spell CVC words with Fred fingers</li> <li>• Read Talk words</li> <li>• Use magnetic boards to read CVC words with reading finger</li> </ul>	<ul style="list-style-type: none"> <li>• Read all set 1 sounds</li> <li>• Know set 1 special friends</li> <li>• Read sounds speedily</li> <li>• Write GPC with correct orientation</li> <li>• Spell CVC words</li> <li>• Fred Talk words</li> <li>• Word cards ready to move to green words</li> <li>• Red words (I, of, my, to, the, no)</li> </ul>	<ul style="list-style-type: none"> <li>• Ditto - special friends set 1</li> <li>• Word time including alien words</li> <li>• Read red words</li> <li>• Write GPC with correct orientation</li> <li>• Spell words with Fred fingers</li> <li>• Independent blending</li> <li>• Read ditto worksheets</li> <li>• Red words (your, said, you, he, are)</li> </ul>	<ul style="list-style-type: none"> <li>• Red - set 1 sounds</li> <li>• Read 4/5 sound words</li> <li>• Read sounds speedily 1.1 - 1.6</li> <li>• Write GPC with correct orientation</li> <li>• Spell words with Fred fingers</li> <li>• Read red storybooks</li> <li>• Red word (go, me)</li> </ul>	<ul style="list-style-type: none"> <li>• Set 2 sounds - first 5 vowel sounds</li> <li>• Read 1.1 - 1.7 words speedily</li> <li>• Read Green storybooks</li> <li>• Spell words with Fred fingers</li> <li>• Red words (what, they, do, want, old, we, to, was, all, she, her)</li> </ul>	<ul style="list-style-type: none"> <li>• Read green/purple storybooks</li> <li>• Read 5 first vowel sounds of set 2</li> <li>• Spell with Fred fingers</li> <li>• Red words (like, I've, cat, some, there)</li> </ul>
WRITING HANDWRITING	<ul style="list-style-type: none"> <li>• Give trace lines and circles</li> <li>• Beginning to use a pincer grip with adult support</li> <li>• Can copy shapes, letter and pictures.</li> <li>• Can sit on a chair with a straight back and feet on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a pincer grip with increasing control</li> <li>• Can form recognisable letters, more than half of them correctly.</li> <li>• Begins to sit the letters between two fixed lines</li> </ul>	<ul style="list-style-type: none"> <li>• Use a pincer grip independently</li> <li>• Can form most letters correctly</li> <li>• Sits the letters between two fixed lines</li> </ul>	<ul style="list-style-type: none"> <li>• Can form most letters correctly with visual prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Can form letters correctly with consistent size</li> <li>• Sits the letters between two fixed lines with accurate ascenders and descenders below the line</li> </ul>	<ul style="list-style-type: none"> <li>• Can write all letters correctly without any visual prompts</li> </ul>
WRITING COMPOSITION	<ul style="list-style-type: none"> <li>• Write v1 + single letter sounds with visual prompts</li> <li>• Write own first name.</li> <li>• Can give meaning to my marks</li> <li>• Can create representations of people, events and objects.</li> <li>• Can identify sounds from my own name in other words</li> <li>• Identify some initial sounds in everyday words.</li> </ul>	<ul style="list-style-type: none"> <li>• Write all single letter sounds with visual prompts.</li> <li>• Begin to write CV/CVC words.</li> </ul>	<ul style="list-style-type: none"> <li>• Write CVC words.</li> <li>• Begin to write 3 sound Set 1 SF words.</li> <li>• I can begin to rehearse what I write orally before writing.</li> <li>• I can talk about sentences and start to write short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write 3 sound Set 1 SF words.</li> <li>• Begin to write phonetically plausible words.</li> <li>• Begin to write simple phrases.</li> <li>• Begin to label.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to write 4 sound words.</li> <li>• Write simple phrases.</li> <li>• Know sentences begin with capital letters and end with full stops.</li> <li>• Write a dictated sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Write 4 sound words</li> <li>• Write longer phonetically plausible words.</li> <li>• Write a simple sentence using some punctuation.</li> <li>• Begin to use capital letters and full stops.</li> <li>• Check sentence for errors.</li> </ul>

## EARLY WRITING : RWI

At KPS we use Read Write Inc. (RWI) to teach early writing and reading skills to young children. As the program is phonics-based, it focuses upon helping children understand the sounds that make up words and how to blend them to form words. Children first learn to recognise and write individual letters, associating each with its corresponding sound.

Through interactive lessons, they begin to form simple words and short sentences by linking these sounds, which builds both their reading fluency and writing skills simultaneously.

As children progress in the scheme, they are taught to write more complex sentences, using the phonetic strategies they have learned. The scheme emphasises handwriting from an early stage, ensuring children are practicing letter formation alongside phonics. Teachers use 'ditties' (short phrases) to help children remember how to form letters and link sounds, gradually encouraging independent writing.

The approach is highly structured, with small group sessions that allow for targeted support, ensuring all children are progressing at their own pace. Through repetitive practice and a focus on accuracy, children build the foundational writing skills needed for future literacy success.

# EARLY WRITING : RWI

## The progression of writing skills through the Read Write Inc. (RWI) scheme

**Introduction to letter sounds (phonemes):** Children begin by learning individual sounds (phonemes) and their corresponding letters (graphemes).

**Letter formation:** Children practice writing letters using correct letter formation, often supported by mnemonic phrases or ditties to remember how to form each letter.

**Blending sounds to form words:** As children become familiar with individual sounds, they are taught to blend them together to read and write simple words (e.g., cat, dog).

**Writing simple words:** Children begin writing basic CVC (consonant-vowel-consonant) words, reinforcing their ability to blend sounds.

**Writing short sentences:** Using the sounds they have learned, children progress to writing simple, decodable sentences with guidance, focusing on proper spelling and spacing.

**Introduction to 'red words':** These are common words that don't follow phonetic rules (e.g., the, said). Children learn to recognize and write these words by memory.

**Building sentence structure:** As children's knowledge of phonics grows, they practice writing more complex sentences with a greater range of vocabulary, supported by sentence frames or scaffolding.

**Independent sentence writing:** Over time, children are encouraged to write sentences independently, applying their knowledge of phonics, spelling, and basic grammar.

**Spelling and punctuation:** As their writing develops, children are introduced to basic spelling rules and punctuation, such as full stops and capital letters.

**Creative writing tasks:** Towards the end of the program, children engage in more creative writing activities, using their phonics knowledge to write stories, recounts, and descriptive pieces.



# UNIT OVERVIEW DOCUMENTS - KEY STAGE 1

In KS1, each year group uses a detailed writing overview that outlines the entire academic year's curriculum. This overview incorporates key statements from our writing intent, specifies the skills to be taught, and defines the genre, audience, and purpose for both modelled and independent writing tasks. Each writing unit is carefully planned around engaging stories and book hooks, ensuring that children are introduced to a variety of books and literary styles. This approach not only helps children become familiar with diverse texts but also supports them in using these stories as effective models for their own writing.

KEXBOROUGH PRIMARY SCHOOL: YEAR 2 WRITING (Autumn Term)							
Writing Transcription and Spelling		Grammar and Punctuation		Composition		Handwriting	
<p>Pupils know:</p> <ul style="list-style-type: none"> <li>segmenting multisyllabic words into phonemes and representing these by graphemes will help me spell many of these correctly</li> <li>A vowel is a speech sound made with your mouth fairly open, the nucleus of a spoken syllable</li> <li>A consonant is a sound made with your mouth fairly closed</li> <li>New ways of spelling phonemes, for which one or more spellings are already known and learn some words with each spelling</li> <li>To know the meaning of and distinguish between sea/see, won/one, son/sun, bee/be, blew/blue, night/knight, hear and here</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>Segment words for spelling</li> <li>Recognise vowels and consonants</li> <li>Write words containing common suffixes (ig, es, ed)</li> <li>Spell and distinguish between sea/see, won/one, son/sun, bee/be, blew/blue, night/knight, hear and here</li> </ul>		<p>Pupils know:</p> <ul style="list-style-type: none"> <li>At its simplest, a noun is a word that identifies (names) a thing, a person or a place.</li> <li>At its simplest, a verb is a doing, happening, or action word. An alternative verb can be chosen to give an action a modified meaning.</li> <li>A sentence always contains a noun and a verb</li> <li>A simple sentence contains one clause</li> <li>A compound sentence is two independent clauses joined with a conjunction</li> <li>A coordinating conjunction joins two independent clauses together (and, or, but)</li> <li>Questions often begin with question words such as who, what, where, when, how, has...</li> <li>A written question ends with a question mark instead of a full stop.</li> <li>An exclamation is a word or sentence spoken suddenly, loudly or emphatically. It can express emotion.</li> <li>A written exclamation ends with an exclamation mark instead of a full stop.</li> <li>An expanded noun phrase uses an adjective for description and specification e.g. <u>the blue butterfly</u>, <u>plain flour</u></li> <li>A subordinating clause is a part of a sentence that adds additional information to the main clause using a subordinating conjunction. They do not stand alone as a complete sentence.</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>Write sentences mostly correctly demarcated with capital letters, full stops, question marks and exclamation marks (using hold a sentence)</li> <li>Write simple and compound sentences</li> <li>Write coordinating sentences using conjunctions - or, and, but</li> <li>Write subordinating sentences using conjunctions e.g. when, if, that, because</li> <li>Write a noun phrase can be extended by adding one or more adjectives e.g. The ginger cat sat on the mat. The grumpy man shouted at the children.</li> </ul>		<p>Pupils know:</p> <ul style="list-style-type: none"> <li>That orally rehearsing or writing down key words, ideas and new vocabulary can help them order their writing</li> <li>Writing can be about real (non-fiction) and not real (fiction) events</li> <li>Speaking, drama and role play can be used to develop and order ideas</li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>Compose longer sentences orally before writing (multi clausal)</li> <li>Re read to make sure their writing makes sense</li> <li>Proof read for errors in grammar and punctuation</li> <li>Write a narrative about personal and others' experiences</li> </ul>		<p>Pupils know:</p> <ul style="list-style-type: none"> <li>Lower case letters need to be the same size</li> <li>Some letters can be joined with diagonal and horizontal strokes.</li> <li>Some letters when adjacent to one another are best left <u>unjoined</u></li> </ul> <p>Pupils can:</p> <ul style="list-style-type: none"> <li>Form lower case letters of the correct size relative to one another</li> <li>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 <u>unjoined</u></li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spaces between words which reflects the size of the letters</li> </ul> <p>CKC: use the diagonal and horizontal strokes needed to join some letters</p>	
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
A Mink, a Fink, a Skating Rink		Incredible Ned		Goldilocks		Little Red Riding Hood	
<ul style="list-style-type: none"> <li>At its simplest, a noun is a word that identifies (names) a thing, a person or a place.</li> <li>Write sentences mostly correctly demarcated with capital letters and full stops (using hold a sentence)</li> <li>That orally rehearsing or writing down key words, ideas and new vocabulary can help them order their writing</li> </ul>		<ul style="list-style-type: none"> <li>At its simplest, a noun is a word that identifies (names) a thing, a person or a place.</li> <li>At its simplest, a verb is a doing, happening, or action word. An alternative verb can be chosen to give an action a modified meaning.</li> <li>A sentence always contains a noun and a verb</li> <li>Write sentences mostly correctly demarcated with capital letters and full stops (using hold a sentence)</li> <li>That orally rehearsing or writing down key words, ideas and new vocabulary can help them order their writing</li> </ul>		<ul style="list-style-type: none"> <li>Questions often begin with question words such as who, what, where, when, how, has...</li> <li>A written question ends with a question mark instead of a full stop.</li> <li>A subordinating clause is a part of a sentence that adds additional information to the main clause using a subordinating conjunction. They do not stand alone as a complete sentence.</li> <li>Write sentences mostly correctly demarcated with capital letters, full stops and question marks (using hold a sentence)</li> <li>Write subordinating sentences using conjunctions e.g. when, if, that, because</li> </ul>		<ul style="list-style-type: none"> <li>An exclamation is a word or sentence spoken suddenly, loudly or emphatically. It can express emotion.</li> <li>A written exclamation ends with an exclamation mark instead of a full stop</li> <li>Write sentences mostly correctly demarcated with capital letters, full stops, question marks and exclamation marks (using hold a sentence)</li> <li>Write a noun phrase by adding one or more adjectives e.g. The ginger cat sat on the mat. The grumpy man shouted at the children.</li> </ul>	
SKILLS		SKILLS		SKILLS		SKILLS	
The children will be taught what common and proper nouns are, how to identify these nouns in sentences (AMAFASK) will be used to drive much of this) and ensure that they use capital letters when writing proper nouns. There will be constant reinforcement of correct sentence structure.		The children will be taught what a verb is and how to identify these in sentences. The children will be taught that a sentence always contains a noun and a verb. The children will be taught about the impact of alternative verbs on helping the reader to understand or the writer to convey action.		The children will be introduced to the individual question words understanding when these are used and the answers that they will provide. Spelling and dictation will focus upon the children being able to correctly spell all question words. The children will be introduced to the fact that subordinating clauses add information to the main clause and will practise this using 'because'. Daddy Bear was cross because someone had eaten his porridge.		The children will be introduced to exclamations starting with 'what' and 'how'. They will write these using a capital letter and exclamation mark. Handwriting will focus on the dictation of exclamations. They will revisit adjectives and use these expand and give nouns more detail.	
MODELLED		MODELLED		MODELLED		MODELLED	
Sentences linked to familiar images where the children will be able to identify nouns and write sentences. The modelling will focus upon capital letter, full stops and identifying the noun.		The teacher will model a version of "Incredible Ned goes to ..."		The teacher will model questions with variations to the story: "Who's been eating my...?" "Where is my...?" The teacher will model subordinating sentences: "Daddy Bear was cross because..."		The teacher will model exclamations with some containing expanded noun phrases: "What a big, hairy nose you have! How big your eyes are!"	
INDEPENDENT		INDEPENDENT		INDEPENDENT		INDEPENDENT	
Children to write correctly punctuated sentences where they are able to correctly identify and highlight the noun.		Children write a very simple version of "Incredible Ned goes to ..." Children will be provided with a choice of images which they can use to promote writing accurate and correctly punctuated sentences containing nouns and verbs.		Children will write independent questions relating to items that might be missing from their houses. They will write subordinating sentences relating to this: I was upset because...		Children will complete some independent exclamation sentences about a variety of animals. Some children will be supported through dictation and hold a sentence and others will be able to create their own simple exclamations.	

