

### Intent

Our writing curriculum aims to ensure that all pupils develop the knowledge, skills, and confidence needed to write with accuracy, fluency, and creativity. It is built on EEF guidance, evidence-based research, and recommendations from the DfE Writing Framework (July 2025). We prioritise secure transcriptional skills, handwriting and spelling to reduce cognitive load and enable pupils to focus on composition, vocabulary, and authorial intent. A diverse and ambitious book spine underpins the curriculum, ensuring that all pupils encounter high-quality literature that broadens their understanding of the world, inspires rich writing, and fosters a lifelong love of language.

### How We Teach It - Our Rationale

Our writing curriculum is organised as a long-term, two-year cycle (Year A and Year B). This structure ensures that all pupils receive full and balanced coverage of writing genres, text types, and key learning objectives. Learning is deliberately sequenced so that knowledge and skills build progressively over time. Every Unit follows a consistent three stage structure:

Stage 1 – **Explicit Teaching** Direct teaching of grammatical features, sentence structures, and the compositional elements of the genre.

Stage 2 – **Planning and Extended Writing** Children plan, orally rehearse, draft, and write a sustained piece of writing applying the taught skills.

Stage 3 – **Editing and Proof-Reading** Pupils are taught to edit for clarity, accuracy, and impact, focusing on meaning, grammar, punctuation, and vocabulary choices.

Each unit begins with a model text, enabling children to see high quality examples of the genre and understand what successful writing looks like.

Our writing lessons follow the **LIFE Trust Learning Wheels**, ensuring consistency and high-quality teaching across the school. Each lesson includes six key parts:

- **Revisit** – Retrieval of prior knowledge
- **Vocabulary Instruction** – Explicit teaching of key language
- **I Do** – Teacher modelling
- **We Do** – Guided practice
- **You Do** – Independent application
- **Challenge** – Deepening and extending learning

This structure supports cognitive load, scaffolds learning effectively, and ensures that children move from supported practice to confident independence.

### How We Know It Work

We measure the impact of our writing curriculum through a range of formative and summative approaches:

- **Success Criteria at the end of each unit** provide clear evidence of what pupils can do and what they need next.
- **Teacher assessment** tracks progress in grammar, composition, vocabulary, and transcription.
- **Pupil voice** shows that children understand the purpose of writing and can talk confidently about their learning.
- **Work scrutiny** demonstrates clear progression across year groups and within the two-year cycle.

- **Repeated units** allow teachers to see how well children retain and apply knowledge over time.

**As a result, pupils become:**

- Confident, articulate writers
- Skilled in crafting effective sentences
- Fluent in handwriting and spelling
- Able to apply grammatical knowledge accurately
- Creative and independent in their writing choices
- Reflective learners who can edit and improve their work

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription</b>	<p><b>Handwriting</b> Form all lower-case letters correctly and in the right direction.</p> <p>Form capital letters and digits 0–9.</p> <p>Understand which letters belong to the same handwriting “families” (e.g., curly caterpillar letters).</p> <p>Sit correctly at a table, holding a pencil with a comfortable and effective grip.</p>	<p><b>Handwriting</b> Form all lower-case and capital letters correctly and consistently, with clear distinction in size.</p> <p>Use diagonal and horizontal strokes needed to join letters (not necessarily joining fluently yet).</p> <p>Write capital letters and digits of the correct size, orientation, and relationship to one another.</p> <p>Maintain consistent spacing between words.</p>	<p><b>Handwriting</b> Use joined handwriting with increasing fluency and consistency. (Only when letter formation is secure).</p> <p>Maintain legible, correctly sized letters with clear ascenders and descenders.</p> <p>Ensure spacing between words and letters supports readability.</p> <p>Develop stamina to write longer pieces without losing legibility or control.</p>	<p><b>Handwriting</b> Write using joined handwriting consistently and fluently.</p> <p>Maintain legible, neat, and appropriately sized writing across longer pieces.</p> <p>Show control over spacing, alignment, and presentation.</p> <p>Develop stamina to write at length while maintaining accuracy and fluency.</p>	<p><b>Handwriting</b> Write using fluent, joined handwriting that is consistently legible.</p> <p>Maintain appropriate letter size, spacing, and alignment across extended pieces.</p> <p>Demonstrate stamina and control when writing at length.</p> <p>Adapt handwriting style for different purposes (e.g., neat presentation vs. note-taking).</p>	<p><b>Handwriting</b> Write using fluent, joined handwriting that is consistently legible and well-presented.</p> <p>Maintain appropriate letter size, spacing, and alignment across extended, independent writing.</p> <p>Adapt handwriting style for different purposes (e.g., neat presentation, fast note-taking).</p> <p>Sustain stamina and fluency when writing at length.</p>

	<p><b>Spelling</b> Spell words containing the 40+ phonemes taught in phonics.</p> <p>Spell common exception words (e.g., the, said, are).</p> <p>Spell the days of the week.</p> <p>Add simple prefixes and suffixes (e.g., un-, -s, -es, -ing, -ed).</p> <p>Write from memory simple dictated sentences using taught GPCs and common exception words.</p>	<p>Develop stamina to write longer pieces without losing legibility.</p> <p><b>Spelling</b> Spell most common exception words for Year 2.</p> <p>Spell words using all taught phonemes, including alternative graphemes.</p> <p>Apply spelling rules from English Appendix 1, including:</p> <p>-ment, -ness, -ful, -less, -ly</p> <p>-ing, -ed, -er, -est (with some changes to root words)</p> <p>un- prefix</p> <p>Distinguish between homophones (e.g., there/their/they're, to/too/two).</p> <p>Use the possessive apostrophe for singular nouns (e.g., the girl's coat).</p>	<p><b>Spelling</b> Apply prefixes: dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-</p> <p>Apply suffixes: -ation, -ous, -ly (with spelling changes where required)</p> <p>Spell words with prefixes and suffixes taught in KS2 spelling rules.</p> <p>Spell words with more complex phoneme-grapheme correspondences, including:</p> <p>/ʃən/ endings (-tion)</p> <p>/k/ spelled ch (e.g., scheme)</p> <p>/ʃ/ spelled ch (e.g., chef)</p> <p>Use possessive apostrophe with</p>	<p><b>Spelling</b> Apply a wide range of prefixes: in-, il-, im-, ir-, sub-, inter-, super-, anti-, auto-</p> <p>Apply suffixes: -ation, -ous, -ly, -ion, -ian</p> <p>Spell words with:</p> <p>/ʃən/ endings (-tion, -sion, -ssion, -cian)</p> <p>/k/ spelled ch (e.g., scheme)</p> <p>/g/ spelled gue and que (e.g., league, antique)</p> <p>Use possessive apostrophe with plural nouns confidently.</p> <p>Spell most Year 3/4 statutory words accurately.</p>	<p><b>Spelling</b> Apply a wide range of prefixes: de-, over-, re-, co-, pre-, non-, mis-, dis-</p> <p>Apply suffixes: -able, -ible, -ably, -ibly, -al, -ary, -ic, -ation</p> <p>Spell words with:</p> <p>Silent letters (e.g., knight, doubt)</p> <p>Homophones and near-homophones (e.g., affect/effect, practice/practise)</p> <p>More complex vowel and consonant patterns</p> <p>Use morphology and etymology to support spelling.</p> <p>Spell most Year 5/6 statutory words accurately.</p>	<p><b>Spelling</b> Apply a full range of KS2 spelling rules, including:</p> <p>-able / -ible, -ably / -ibly</p> <p>-cial / -tial</p> <p>-ant / -ent, -ance / -ence</p> <p>-ary / -ery / -ory</p> <p>Spell words with:</p> <p>Silent letters (e.g., solemn, thistle)</p> <p>Homophones and near-homophones (e.g., advice/advise, aisle/isle)</p> <p>Complex morphological patterns</p> <p>Use morphology and etymology to support spelling choices.</p>
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		Write from memory simple dictated sentences using taught spelling patterns and punctuation.	plural nouns (e.g., the girls' coats).  Spell most common exception words for Years 3–4.  Use dictionaries to check spellings of unfamiliar words.	Use dictionaries and word banks to check spellings and refine vocabulary choices.	Use dictionaries and thesauruses confidently to check spellings and refine vocabulary.	Spell most Year 5/6 statutory words accurately in independent writing.  Use dictionaries and thesauruses confidently to check spellings and refine vocabulary.
<b>VGPS</b>	<b>Sentence Structure</b> Understand that a sentence expresses a complete idea.  Begin to write simple sentences that make sense.  Use and to join ideas.	<b>Sentence Structure</b> Write coherent sentences using a range of conjunctions: and, but, or, because, when, if, that  Use expanded noun phrases for description (e.g., the quiet, dark forest).  Use present and past tense consistently and correctly.  <i>Begin</i> to use progressive forms: I was running, She is playing.	<b>Sentence Structure</b> Write a range of sentence types, including:  Simple Compound Complex (using when, while, because, although, if, before, after)  Use fronted adverbials (e.g., Before sunrise, the birds began to sing.).  Use expanded noun phrases with detail (e.g., the tall, shimmering tower).	<b>Sentence Structure</b> Write a wide range of complex sentences, including:  Subordinate clauses (e.g., Although it was raining, ...)  Embedded clauses (e.g., The boy, who was exhausted, fell asleep.)  Use fronted adverbials for time, place, manner, and frequency.  Expand noun phrases with precision (e.g., the tall, silver-haired magician with a crooked staff).  Vary sentence length and structure for effect.	<b>Sentence Structure</b> Write a wide range of complex sentences, including:  Multi-clause sentences  Relative clauses (e.g., who, which, where, when, whose, that)  Parenthetical clauses  Use modal verbs (e.g., might, should, must) and adverbs of possibility (e.g., perhaps, certainly) to indicate degrees of certainty.  Use expanded noun phrases with precision and detail.  Vary sentence length, structure, and	<b>Sentence Structure</b> Write a wide range of complex, multi-clause sentences with control and precision.  Use relative clauses, embedded clauses, and parenthetical structures effectively.  Manipulate sentence length, structure, and order to create effects (e.g., tension, pace, emphasis).  Use passive voice where appropriate (e.g., The results were announced...).  Use subjunctive forms in formal writing (e.g., If I were to...).

	<p><b>Grammar</b> Use regular plural -s and -es.</p> <p>Use the prefix un- to change meaning.</p> <p>Use -ing, -ed, -er, -est where no change to the root word is needed.</p> <p>Use personal pronouns (I, he, she), determiners (the, a), and simple adjectives.</p>	<p><b>Grammar</b> Word Classes: Nouns, verbs, adjectives, adverbs.</p> <p>Use of subordination (when, if, that, because) and coordination (and, but, or).</p> <p>Formation of adverbs using -ly.</p> <p>Use of suffixes to change meaning or tense.</p> <p>Use of apostrophes for contractions (e.g., don't, can't).</p> <p>Use of singular possessive apostrophe.</p>	<p><b>Grammar</b> Word classes: nouns, verbs, adjectives, adverbs, prepositions, conjunctions.</p> <p>Use of prepositions (e.g., under, behind, during, through).</p> <p>Use of adverbs to express time, place, and manner.</p> <p>Use of paragraphs to group related ideas.</p> <p>Consistent use of present perfect tense (e.g., She has finished her work).</p> <p>Use of determiners (a, an, the).</p> <p>Use of pronouns to avoid repetition.</p>	<p><b>Grammar</b> Word classes: nouns, verbs, adjectives, adverbs, prepositions, pronouns, determiners, conjunctions.</p> <p>Pronoun–noun agreement to avoid ambiguity.</p> <p>Present perfect tense and past perfect where appropriate.</p> <p>Use of prepositional phrases to add detail.</p> <p>Use of paragraphs to organise ideas around themes or shifts in time, place, or topic.</p> <p>Use of standard English forms (e.g., we were, not we was).</p>	<p>openings to create effects.</p> <p><b>Grammar</b> Word classes: including relative pronouns, modal verbs, determiners, and adverbials.</p> <p>Relative clauses to add detail and clarity.</p> <p>Modal verbs to express possibility or obligation.</p> <p>Adverbials of time, place, and manner to link ideas across paragraphs.</p> <p>Cohesive devices (e.g., conjunctions, adverbials, pronouns, synonyms) to create flow.</p> <p>Standard English forms for verb inflections (e.g., I did, not I done).</p> <p>Paragraphing to organise ideas logically and effectively.</p>	<p><b>Grammar</b> Word classes: including modal verbs, relative pronouns, determiners, and adverbials.</p> <p>Cohesive devices across paragraphs (e.g., repetition, synonyms, adverbials, ellipsis).</p> <p>Formal and informal register, selecting grammar and vocabulary appropriate to purpose.</p> <p>Active and passive voice to vary tone and emphasis.</p> <p>Standard English forms for grammar and verb inflections.</p> <p>Paragraphing to organise ideas logically, including shifts in time, place, or perspective.</p>
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	<p><b>Punctuation</b> Begin to use: Capital letters for names, places, days of the week, and the start of sentences</p> <p>Full stops Question marks Exclamation marks</p>	<p><b>Punctuation</b> Use capital letters, full stops, question marks, exclamation marks accurately.</p> <p>Use commas in lists.</p> <p>Use apostrophes for contractions and singular possession.</p> <p>Apply punctuation mostly correctly across a piece of writing.</p>	<p><b>Punctuation</b> Use capital letters, full stops, question marks, exclamation marks accurately.</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use apostrophes for possession (singular and plural).</p> <p>Use commas in lists accurately.</p>	<p><b>Punctuation</b> Use inverted commas and punctuation for direct speech accurately.</p> <p>Use commas after fronted adverbials.</p> <p>Use apostrophes for singular and plural possession.</p> <p>Use commas to clarify meaning or separate clauses (with teacher guidance).</p> <p>Use colons to introduce lists (emerging).</p> <p>Maintain accurate use of full stops, capital letters, question marks, and exclamation marks.</p>	<p><b>Punctuation</b> Use brackets, dashes, or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use inverted commas and punctuation for direct and reported speech accurately.</p> <p>Use colons to introduce lists.</p> <p>Begin to use semi-colons to separate independent clauses (emerging).</p> <p>Maintain accurate use of full stops, capital letters, question marks, and exclamation marks.</p>	<p><b>Punctuation</b> Use semi-colons, colons, and dashes to separate independent clauses.</p> <p>Use colons to introduce lists and semi-colons within lists.</p> <p>Use hyphens to avoid ambiguity (e.g., man-eating shark).</p> <p>Use brackets, dashes, or commas for parenthesis accurately.</p> <p>Maintain consistent and accurate use of full stops, capital letters, question marks, and exclamation marks.</p> <p>Use punctuation deliberately to enhance meaning and control reader interpretation.</p>
<b>Composition</b>	<b>Planning and Writing</b> Orally compose sentences before writing them.	<b>Planning and Writing</b> Discussing ideas and orally rehearsing sentences	<b>Planning and Writing</b> Discussing structure and purpose	<b>Planning and Writing</b> Identifying structure, purpose, and audience	<b>Planning and Writing</b> Identifying audience and purpose	<b>Planning and Writing</b> Identifying audience, purpose, and desired impact

<p>Say out loud what they are going to write.</p> <p>Sequence sentences to form short narratives or explanations.</p> <p>Write simple, coherent sentences that relate to a topic or experience.</p> <p>Use vocabulary drawn from reading, stories, poems, and class discussion.</p> <p>Begin to show an awareness of audience (e.g., writing for a friend or teacher).</p>	<p>Sequencing ideas logically</p> <p>Draw on reading, model texts, and shared writing to shape their own ideas.</p> <p>Write longer, coherent pieces with clear structure (beginning, middle, end).</p> <p>Maintain a consistent viewpoint (e.g., staying in first person).</p> <p>Use vocabulary for effect, including descriptive noun phrases and precise verbs.</p> <p>Use a growing range of sentence types:</p> <p>Statements Questions Commands Exclamations</p> <p>Show awareness of purpose (e.g., to inform, entertain, describe).</p>	<p>Recording ideas using notes, mind maps, or story maps</p> <p>Identifying key vocabulary and grammar needed for the task</p> <p>Draw on reading and model texts to shape their own writing.</p> <p>Write organised, coherent paragraphs around a theme.</p> <p>Use a growing range of sentence structures for effect.</p> <p>Use vocabulary choices that show developing authorial intent (e.g., precise verbs, descriptive noun phrases).</p> <p>Maintain a consistent viewpoint and tense.</p> <p>Structure writing appropriately for genre (narrative, explanation, instructions, letters, etc.).</p>	<p>Selecting vocabulary and grammar features suited to the genre</p> <p>Organising ideas into clear sections or paragraphs</p> <p>Use models, shared writing, and reading to inform their own writing choices. Write coherent, well-structured paragraphs with clear themes.</p> <p>Use a range of sentence structures to create interest and control pace.</p> <p>Make purposeful vocabulary choices to enhance meaning and effect.</p> <p>Use dialogue to develop character or advance action.</p> <p>Maintain consistent tense, viewpoint, and narrative voice.</p> <p>Structure writing appropriately for genre (narrative,</p>	<p>Selecting appropriate grammar and vocabulary</p> <p>Organising ideas into clear, logical sections</p> <p>Using models and reading to inform structure and style</p> <p>Note key ideas using bullet points, diagrams, or structured planning tools.</p> <p>Write coherent, well-structured texts with clear organisation and cohesion.</p> <p>Use a wide range of sentence structures to create pace, tension, or emphasis.</p> <p>Make deliberate vocabulary choices to enhance meaning, tone, and effect.</p> <p>Use dialogue effectively to convey character and advance action.</p>	<p>Selecting grammar, vocabulary, and structures suited to the task</p> <p>Organising ideas into coherent sections with clear progression</p> <p>Drawing on reading to inform style, tone, and structure</p> <p>Use notes, diagrams, and planning frameworks to organise ideas effectively.</p> <p>Write coherent, well-structured texts with clear organisation, cohesion, and control.</p> <p>Use a wide range of sentence structures to create mood, tension, pace, and emphasis.</p> <p>Make deliberate vocabulary choices to enhance meaning, tone, and effect.</p>
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			Use dialogue to show character or advance action.	<p>explanation, persuasive, report, poetry, etc.).</p> <p>Use organisational features (headings, subheadings, bullet points) where appropriate.</p>	<p>Maintain consistent viewpoint, tense, and narrative voice.</p> <p>Adapt writing style for different genres (narrative, persuasive, explanation, report, poetry, etc.).</p> <p>Use organisational and presentational devices (e.g., headings, bullet points, layout) where appropriate.</p>	<p>Use dialogue effectively to convey character and advance action.</p> <p>Maintain consistent viewpoint, tense, and narrative voice across extended pieces.</p> <p>Adapt writing style for a wide range of genres (narrative, persuasive, explanation, report, balanced argument, poetry, etc.).</p> <p>Use organisational and presentational devices (e.g., headings, bullet points, layout) where appropriate.</p>
	<p><b>Editing and Proof-reading</b> Re-read writing to check it makes sense.</p> <p>Make simple corrections with adult support.</p> <p>Read writing aloud clearly.</p>	<p><b>Editing &amp; Proof-reading</b> Re-read writing to check for sense, accuracy, and improvements.</p> <p>Make corrections to spelling, punctuation, and grammar with increasing independence.</p> <p>Evaluate writing with peers or adults and</p>	<p><b>Editing and Proof-reading</b> Re-read writing to check for sense, accuracy, and effectiveness.</p> <p>Make improvements to vocabulary, sentence structure, and punctuation.</p> <p>Correct spelling and punctuation errors</p>	<p><b>Editing &amp; Proof-reading</b> Re-read writing to check for clarity, accuracy, and impact.</p> <p>Make revisions to vocabulary, grammar, and sentence structure independently.</p> <p>Correct spelling and punctuation errors</p>	<p><b>Editing &amp; Proof-reading</b> Re-read writing to check for clarity, accuracy, and impact.</p> <p>Make independent revisions to vocabulary, grammar, and sentence structure.</p> <p>Correct spelling and punctuation errors</p>	<p><b>Editing &amp; Proof-reading</b> Re-read writing to check for clarity, accuracy, cohesion, and impact.</p> <p>Make independent revisions to vocabulary, grammar, structure, and punctuation.</p>

		<p>make simple revisions.</p> <p>Read writing aloud with appropriate intonation and clarity.</p>	<p>with increasing independence.</p> <p>Evaluate writing with peers and make purposeful revisions.</p> <p>Read writing aloud with appropriate intonation, volume, and expression.</p>	<p>with increasing independence.</p> <p>Evaluate writing with peers and make purposeful improvements.</p> <p>Read writing aloud with confidence, fluency, and expression.</p>	<p>with increasing independence.</p> <p>Evaluate writing with peers and make purposeful improvements.</p> <p>Read writing aloud with confidence, fluency, and expression.</p>	<p>Correct spelling and punctuation errors with independence and precision.</p> <p>Evaluate writing with peers and make purposeful, considered improvements.</p> <p>Read writing aloud with confidence, fluency, and control of tone.</p>
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