



Writing Progression

EYFS - Year 6

September 25

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Section 1 - Curriculum intent:

At St. Boniface, we are committed to ensuring that pupils have the opportunity to write for a wide range of purposes and audiences clearly, accurately and coherently, adapting their language and style as required. We encourage children to develop a love of the writing process, a love of language and vocabulary and to enjoy communicating using the written word. Our curriculum is designed to spark imagination and encourage creativity while learning the key skills that enable writing to be accurate and coherent. Staff create language-rich settings that encourage children to actively engage in speaking, listening, and developing vocabulary. This allows young learners to build a foundation of words, phrases and concepts that are essential for later literacy skills.

We support pupils in the development and understanding of grammar and punctuation and to apply these skills effectively in writing across in areas of the curriculum as it vital that these skills are well-established and transferable.

We ensure that a consistent approach is used throughout school for each writing outcome to enable to children to know more, remember more and be confident in the writing process. Writing maps are used from Reception to Year 6. These have been carefully constructed to map out writing outcomes from years EYFS-6 for a range of different text types, genres, audiences and purposes. This also encompasses key grammar objectives to match key writing outcomes to develop their skills to become creative yet accurate authors.

We provide the children with a diverse range of high-quality texts, which cover a wide variety of different topics. Staff are confident in selecting texts as their writing vehicle. Each lesson is delivered with confidence and enthusiasm to model a love of literature and authorial experiences.

Section 2 - EYFS Learning and development requirements:

Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription

(spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Speaking

Children at the expected level of development will:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG: Fine Motor Skills

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip

ELG: Writing

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.

Section 3 - National Curriculum writing programme of study:

Year 1:

Handwriting

Pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- begin 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' (ie letters that are formed in similar ways) and to practise these

Writing - composition

Pupils should be taught to:

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

Year 2:

Handwriting

Pupils should be taught to:

- 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 the letters

Writing - composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Year 3 & 4:

Handwriting

Pupils should be taught to:

- 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Writing - composition

Pupils should be taught to:

- plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- 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

Year 5 & 6:

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Writing - composition

Pupils should be taught to:

- plan their writing by:
- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Section 4 - EYFS planning:

Communication and Language	
<p>Nursery:</p> <ul style="list-style-type: none"> -Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings -Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions -Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset -Listens with interest to the noise that adults make when they read stories -Recognises and responds to many familiar sounds -Shows interest in play with sounds, songs and rhymes -Single channelled attention - can shift to a different task as attention fully obtained -Identifies action words by following simple instructions -Beginning to understand more complex sentences -Uses language to share feelings, experiences and thoughts -Holds a conversation, jumping from topic to topic 	<p>Reception:</p> <ul style="list-style-type: none"> -Focussing attention – can still listen or do, but can change their own focus or attention -Is able to follow directions -Listens to and responds to ideas expressed by others in conversation or discussion -Beginning to understand 'why' and 'how' questions -Talks more extensively about things that are of particular importance to them -Builds up vocabulary that reflects the breadth of their experiences -Uses language to imagine and re-create roles and experiences in play situations
Literacy	
<p>Nursery</p> <ul style="list-style-type: none"> -Has some favourite stories, rhymes and jingles -Repeats and uses action, words or phrases from familiar stories -Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes -Listens to and joins in with stories and poems, when reading one-to-one and in small groups -Show interest in illustrations and words in print and digital books and words in the environment -Distinguishes between the different marks they make -Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch screen technology -Sometimes gives meaning to their drawings and paintings -recognise own name -trace over letter shapes 	<p>Reception</p> <ul style="list-style-type: none"> -Knows that print carries meaning and, in English, is read from left to right and top to bottom -Enjoys an increasing range of print and digital books, both fiction and non-fiction -Is able to recall and discuss stories or information that has been read to them, or they have read themselves -Begins to develop phonological awareness and phonemic awareness -Attempts to write their own name, or other names and words, using a combination of lines, circles and curves, or letter type shapes -Begins to make letter type shapes to represent the initial sound of their name and other familiar words -Enjoys creating texts to communicate meaning for an increasingly wide range of purposes such as making greeting cards, tickets, lists, invitations and creating their own stories and books -Gives meaning to the marks they make as they draw, write, paint and type

Section 5 - KS1 Writing Map:

	Book Name and author	Writing Outcomes	Grammar / punctuation	Writing opportunities	Oracy skills	Dictation
Autumn 1	Zog by Julia Donaldson	Lists Labels and Captions Recount Character Profiles	Nouns and verbs, Using I (pronoun). Finger spaces Capital letters and full stops Adjectives Phonics	<p><u>Lists</u></p> <ul style="list-style-type: none"> - Explore front cover, making predictions, listen to story. - Read the story, encourage to repeat parts of the story/ rhyme. - Shared write- Introduce a list by showing an image of the dragons, what colours can you see? red, green etc. - Label the colours on the picture. - Drama activities in role- freeze frames. Other children to guess what they are doing (eg: breathing fire). - Independent write- write a list of what dragons do at school. <p><u>Labels and Captions</u></p> <ul style="list-style-type: none"> - Using the freeze frame photos, children to write captions in role as Zog... I like to breathe fire. 	<p>Physical- To speak clearly and confidently.</p> <p>Linguistic- To opportunities to try out new language.</p> <p>Cognitive- To explain events in chronological order (recount).</p>	<p>Taken from Little Wandle Planning:</p> <p>Week 1: It is good to look at a book.</p> <p>Week 2: I have a bucket of popcorn.</p> <p>Week 3: Milk is a good drink.</p> <p>Week 4: I like to play in the sea.</p> <p>Week 5: Pop the puppet in my pocket.</p>
			<p>Week 1 & 2, review of Phase 3.</p> <p>Week 3, review of Phase 4.</p> <p>Week 4: ay, ou, oy, ea.</p> <p>Week 5: Review of all the above.</p> <p>Week 6 + 7: Assessment</p>			

Section 6 - KS2 Writing Map:

	Book Name and author	Writing Outcomes	Grammar / punctuation	Writing opportunities	Oracy skills	Dictation
Autumn 1 8 WEEK TERM	Rose Blanche – Roberto Innocent	Setting Description (Narrative)	<p>- Recap:</p> <ul style="list-style-type: none"> • Adverbials • Expanded noun phrases • Relative clauses • Dashes, • <u>-ing/-ed</u> openers, • Sentence structure • Simile 	<p>Week 1</p> <p>Day 1 Immersive hook: Display a suitcase of objects linked to Rose (e.g. ration card, red ribbon, gas lamp, map, diary page). Ask: Who might this belong to? Where have they been? Where might they be going?</p> <p>Day 2 Inference discussion: Create a class 'curiosity wall' with questions about the girl based on the suitcase.</p> <p>Day 3 Text immersion: Read the opening pages of Rose Blanche and zoom in on the first double-page illustration.</p> <p>Vocabulary blast: Children create descriptive word banks using thesauruses and sensory stimulus (soundscapes, still images, 5 senses grid).</p> <p>Day 4</p>	Author voice reading	Emile
			Spelling			
			W1 – Synonyms 1			
			W2 – Synonyms 2			
			W3 – Antonyms			
			W4 – Word families: com & con			
			W5 – Word families: <u>equ</u> , ex & <u>en</u>			

Section 7 - Grammar progression:

Key Stage 1 (Years 1–2): Foundations of Sentence Construction

Focus: Understanding what a sentence is and how words work together.

Year 1

Children learn to:

- Write simple sentences that make sense.
- Use capital letters, full stops, question marks, and exclamation marks.
- Join words and clauses using “and.”
- Recognise nouns, verbs, adjectives, and adverbs informally (often not by name yet).
- Understand prefixes (un-) and suffixes (-s, -es, -ing, -ed, -er, -est).

Year 2

Children begin to:

- Use co-ordination (and, but, or) and subordination (when, if, that, because).
- Use expanded noun phrases (e.g. *the blue butterfly*).
- Understand different sentence types (statement, question, command, exclamation).
- Use past and present tense correctly and consistently.

- Introduce apostrophes for possession and contraction.
- Learn grammatical terms like: noun, verb, adjective, adverb, statement, question, command, exclamation, compound, suffix, tense.

Lower Key Stage 2 (Years 3–4): Building Complexity

Focus: Developing sentence variety and introducing paragraphs, direct speech, and more precise word choices.

Year 3

Children learn to:

- Use a wider range of conjunctions (e.g. *because, although, while*).
- Extend sentences with prepositions and adverbial phrases.
- Begin using paragraphs to group ideas.
- Introduce inverted commas for direct speech.
- Choose nouns and pronouns carefully to avoid repetition.
- Use the present perfect tense (e.g. *He has gone out*).

Year 4

Children deepen understanding of:

- Fronted adverbials (e.g. *After the storm, the sky cleared.*)
- Expanded noun phrases (with prepositions and adjectives).
- Punctuation for direct speech (including commas).
- Apostrophes for plural possession.
- Terms such as: determiner, pronoun, possessive pronoun, adverbial.

Upper Key Stage 2 (Years 5–6): Refining and Controlling Grammar for Effect

Focus: Manipulating sentence structures, cohesion, and stylistic control.

Year 5

Children learn to:

- Use relative clauses (e.g. *who, which, where, when, whose, that*).
- Use modal verbs (*might, could, should, will*) and adverbs to indicate degrees of possibility.
- Build cohesion across paragraphs (using adverbials, pronouns, ellipsis).
- Understand and use devices to build cohesion within writing.
- Use brackets, dashes, or commas to indicate parenthesis.

Year 6

Children focus on:

- Recognising and using the passive voice and subjunctive form.
- Managing shifts in formal and informal register.
- Using semi-colons, colons, and dashes to link independent clauses.
- Using bullet points consistently.
- Controlling tense and viewpoint throughout a text.
- Terms include: subject, object, active/passive voice, synonym, antonym, ellipsis, cohesion, ambiguity.

See Grammar Progression Y1-6 document for further detail

Section 8 - Writing for a purpose:

Children are immersed in the different text types, becoming aware of the different features at word, sentence and text level. Grammar and spelling expectations are interwoven into English lessons as well as being taught discretely. We use strategies that include; modelled writing, shared writing, guided writing and writing partners to support children in their writing.

Secondly, we give a hook and purpose for their writing that engages them in their independent writing. Before the children write, they analyse a text type thoroughly and proceed to write independently including all the features they have learnt. After the children have completed their writing, we also use a range of assessment for learning strategies to enable children to edit and improve their work. We use peer marking from Year 1 upwards; this is where children mark each other's writing using the clear objectives in the success criteria.

The skills the children have learnt are then applied across the curriculum where children have the opportunity to practise these skills in different subjects. We see our English lessons as where we learn the skills to write and the foundation subjects as the vehicle to practise and embed these writing skills.

Genres

We ensure children are exposed to a breadth of different genres in their reading that gives the children knowledge of how different texts work. Children apply this knowledge into their writing, to produce a range of writing, across a variety of genres, including narrative; (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry).

Genres are taught and learnt considering the:

- purpose

- form
- audience

Genre writing is introduced once the complex skills of writing have been mastered. Oracy and transcription are taught to reduce cognitive overload. – See section 12 for most recent DfE guidance

Throughout each unit, the links between reading and writing are made explicit – we read as writers and we write as readers!

The progress throughout each unit of work shows the transition between reading as writers (focusing on structure, characterisation, and language features etc...) to writing as readers (word play, describing, composition, planning, editing etc...).

Integral to the process of writing is speaking and listening. Oracy is key to enable children to articulate their thoughts, retell stories, orally create new stories and orally rehearse what they are going to write and re-read what they have written.

Writing to entertain	Settings & character descriptions					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text features	*Time Sequenced *Differentiate between past and present as appropriate		*Detailed description *Paragraphs/sections to organise in time sequence		*Detailed description *Paragraphs/sections to organise in time sequence	
Grammar Skills (Word classes, Sentence structure and punctuation)	<p>*Adverbials: first, then, next, after, later, the next day etc...</p> <p>*Exclamation sentences <u>where</u> appropriate e.g. What big eyes you have, Grandma!</p> <p>*Finger spaces between words</p> <p>*Capital letters and full stops to mark sentences</p> <p>*Capital letters for proper nouns</p> <p>*Work shows evidence of vocabulary used for effect e.g. the dark forest</p>	<p>*Conjunctions: and, but, so, or, when, if, because</p> <p>* Use of noun phrases which add detail to the description e.g. very old grandma, brave woodcutter</p> <p>*Multiclausal sentences – using conjunctions to join two clauses together</p> <p>*Exclamation marks</p> <p>*Apostrophes for contractions (can't)</p> <p>NB: Must cross-reference with Y2 TAF</p>	<p>*Nouns and pronouns to avoid repetition and for clarity and precision</p> <p>*Expanded noun phrases to add detail and description (the dark gloomy cupboard under the stairs)</p> <p>*Subordinate clauses to add detail or context using the conjunction: when, if, because, although</p> <p>*Use of apostrophes for possession including plural nouns</p> <p>*Full punctuation for direct speech included inside of inverted commas (Mum asked, "Will you be home for tea?")</p>	<p>*Fronted Adverbials: soon, meanwhile, as, carefully, without a thought, after a moment etc...</p> <p>*Commas after fronted adverbials</p> <p>*Subordinate clauses to add detail or context using the conjunction: when, if, because, although, while, as, until, once, after</p>	<p>*Adverbials: silently, within moments, all night, nearby, under the treetops,</p> <p>*-ing openers, -ed openers</p> <p>*Conjunctions: when, if, because, although, while, as, until, once, after whenever, wherever, before, despite, even though, though, since</p> <p>*Subordinate clauses to add detail or content, including in various positions</p> <p>*Relative clauses (with a range of relative pronouns)</p> <p>*A wide range of sentence structures to create interest</p> <p>*Brackets</p> <p>*Dashes</p>	<p>*Colons</p> <p>*Semi-colons</p> <p>NB: Must cross-reference with Y6 TAF</p>

Section 9 - The Writing Framework 25:

The new guidance – the Writing Framework (published July 2025) – emphasises several things that contrast with a typical “genre-led” approach:

- Greater focus on transcription (handwriting, spelling) and the building blocks of writing (sentence construction, oracy) before expecting long or complex pieces. [GOV.UK+2Tes+2](#)
- Explicit teaching of writing as a discipline in its own right, not simply as a “task” tied to reading or responding to a text. [The Writing For Pleasure Centre+1](#)
- Emphasis on well-sequenced progression rather than simply covering myriad genres. Schools are urged to build a coherent writing curriculum from Reception through KS2, with teacher training, scaffolding and daily writing opportunities. [Twinkl+1](#)
- The framework warns against over-emphasis on test preparation and pseudo-authentic writing tasks (e.g., writing for a “fake audience” or just ticking genre boxes) because these might stifle deeper writing skills. [Tes+1](#)

Why moving away from the traditional genre-led model

Here are the main reasons cited in the documents, articles and commentary:

1. Cognitive load and skill sequencing
Writing is a complex task: children need fluent handwriting, spelling, sentence-structure knowledge and transcription skills before they can reliably produce high-quality extended texts. The new framework asserts that focusing too quickly on “genre output” can overload children, especially younger pupils. [GOV.UK+1](#)

For example: “In the early stages of learning to write, sentence-level composition should be carried out orally.”

[Tes+1](#)

2. Genre-led tasks may encourage superficiality

A lot of criticism of the genre-led approach is that children are asked to produce a specific text type (e.g., a persuasive letter, newspaper article, explanation text) often as a “theme” linked task, without sufficient grounding in the underlying craft of writing – vocabulary, sentence structure, grammar, audience/ purpose. The framework’s commentary criticises “pseudo-authentic” tasks where writing is disconnected from real purpose or audience. [The Writing For Pleasure Centre+1](#)

Section 10 - Oracy:

Speaking and listening are fundamental to the teaching of English and that it permeates the whole curriculum – cognitively, socially and linguistically. We want our children to develop effective communication skills for the here and now and also in readiness for later life.

Our oracy progression is built upon Voice 21 and Strong Foundations guidance. We are committed to building and embedding a culture of oracy throughout our curriculum.

We will ensure that teachers and senior leaders are equipped with the skills to develop oracy for teaching and learning, to plan for talk across the curriculum and to elevate speaking beyond the classroom. By building a culture of oracy within our school, we want to develop our children's confidence, spoken language and written outcomes across and beyond the curriculum.

Our aim is to enable the children to improve their levels of oracy so that they are able to express themselves clearly and are able to communicate effectively and confidently in front of any type of audience. These skills are being encouraged in every area of our curriculum as good oracy skills can enhance every type of learning including maths and science. A key part of oracy is for children to think carefully about the language they're using, and tailor it to their subject, purpose and audience.

So much in life depends on being a good communicator, so it's vital that children learn the importance of oracy from a young age. Children who start school with limited communication skills are six times less likely than their peers to reach the expected standards in English at the end of Year 6. We are aware of children's different starting points therefore developing oracy skills is crucial in improving our children's life chances.

We also recognise that children who communicate well are more likely to form good relationships with other children and adults, therefore it is important that our children are able to listen to others, and respond appropriately. Purposeful talk is used to drive forward learning, through talk in the classroom, which has

been planned, designed, modelled and structured to enable all learners to develop the skills needed to talk effectively.

Section 11 - Little Wandle Phonics:

At St. Boniface, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic synthetic phonics programme. We start teaching Little Wandle Foundations in our Nursery and then, from Reception, we follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of phonemes, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read and write. Staff also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Once all the Year 1 content has been taught and assessed, we teach a five-week Phase 5 review. This ensures that children secure the trickier elements of Phase 5 and can apply this phonetical knowledge in both reading and spelling. We use the Phase 5 review assessment before teaching in Year 2 to identify any children who may need more support when teaching. We reassess after teaching the Phase 5 review. Once the Phase 5 review is secure; we teach the Bridge to Spelling before moving to the Spelling units.

Following advice and support from the Lacey Green English Hub, in KS2, those who did not pass the Phonics Screening, are taught over 3 sessions a week. Children with larger gaps in their phonic knowledge than their peers have daily catch up sessions.

Section 12 - Emile Spelling:

In KS1, we use the Little Wandle spelling scheme of work, for children that have completed Phase 5 phonics and passed the Phonics Screening in Year One. This scheme incorporates a review of Phase 5, “Bridge to Spelling” and then spelling units. Pupils who did not pass their Phonics Screening in Year 1 will receive additional intervention to support the gaps in their phonological knowledge (the sounds that they have not been able to recall).

Implementation:

Spelling in KS2 follows the Emile Spelling Scheme. Each week there is a spelling focus linked to a spelling rule, a prefix/suffix or root word or words that are utilised within daily writing or reading in the English National Curriculum.

For each week, there are corresponding PowerPoints, word searches, word lists and cover/write tasks created by the Emile Spelling Scheme which are used to support teachers. Each child in KS2 has a spelling folder, where they complete and store the tasks.

There are three spelling lessons each week (opposite the teaching on phonics in Y3). The first of these sessions is used to teach the spelling rule and introduce new vocabulary using the Emile Spelling Scheme resources. Spellings should be discussed as a class and teachers should support children with identifying patterns, looking for the ‘tricky part’ and making mnemonics. Teachers explain the meaning of each of the spelling words and put the words into the context of a sentence.

Dictation:

The third lesson is additional to the scheme and focuses on applying spelling and handwriting through a dictation focus. During this session, teachers: refer back to the spelling pattern discussed earlier in the week and carry out a dictation activity (2 sentences). They then provide children with an opportunity to review spellings and use

of punctuation. Dictation is recorded on paper and added to spelling folders, children mark their own and consider how many errors they have made each week.

Section 13 - Handwriting:

As highlighted in Strong Foundations, handwriting (as part of transcription) is a cognitive load. When children are still struggling with letter formation, spacing, grip, they have much less working memory available to focus on composition, sentence structure, vocabulary.

Early Years:

Children begin to develop their writing skills in the Nursery year through daily access to physical activity. Children are given plentiful opportunity to develop their gross motor skills; they are encouraged to run, climb, balance, throw, push, pull and swing their arms. Fine motor skills enable children to strengthen their hands and fingers, so that they can grip a pencil through activities such as: Dough Disco, Squiggle while you Wiggle' and 'mark making skills'.

The underpinning ethos for children in the Early Years is to reassure them that anything they create will be valued, whatever their level of skill. If children are going to be willing to take risks with their writing, practitioners need to encourage them to 'have a go'. Before children are able to form letters, they need to learn how to make marks. They're working out how writing works, how to hold their pencil, what pressure to put on the paper and how to control the marks they make. In Nursery, this begins with them making marks such as lines, circles and squiggles, and progresses to children writing their name using correct letter formation. From the very start (Term 1 of Reception) start explicit handwriting teaching: posture, pencil grip, movement patterns before expecting extended writing.

KS1 Handwriting:

In KS1 the children will follow the Achieving Excellence in Handwriting KS1 programme. Children will begin with learning short, tall and tail lines as their warm ups and then go through each section of the programme. Each lesson will be split into at least two sessions to ensure that children have the time to develop each letter formation. Children will not be taught how to join any letters until they have consistent, correct single letter formation.

KS2 Handwriting:

In KS2, the children will follow the KS2 programme of study in Achieving Excellence in Handwriting. They will begin with learning and practicing the short, tall and tail lines as well as the coat hanger formation. Children will recap the single letter formations before practicing them with joining lines. Each lesson of the programme will be split into at least 2 sessions to allow time to develop correct joins and confidence in writing.

At St. Boniface explicit, frequent and incremental teaching helps establish automaticity in transcription (handwriting + spelling). Once letter-formation and writing mechanics are automatic, children can focus more on content, style and editing.

A sequential approach: start simple (grip, posture, letter formation) → build consistency and size/spacing → build fluency and speed → then focus on style (joined, efficient) and application across writing tasks.


Section 14 - Assessment of writing:

Formative Assessment:

Class teachers will also complete an Impact Marking sheet for each extended piece of writing.



MARKING SYMBOLS ST BONIFACE RC PRIMARY SCHOOL

GREEN for Great		PINK to Think	
LO	You did it and achieved the Learning Objective		
LO	You nearly did it but not quite achieved the Learning Objective Partially Achieved- underlined		
Sp	Spelling error- can you fix it? Write correctly 3 times....		
C	Capital letter is needed A..... B..... C.....		
FS		Leave a finger space between each word.	
H	Handwriting- Carefully check your handwriting		
~ ~ ~	Look carefully – what is wrong?		
^	Something is missing! It could be... word, letter, grammar or punctuation		
I	Work was completed independently		
S	Work was supported by an adult		
V	Verbal Feedback given		



Marking and Feedback Record

DATE: _____ SUBJECT: _____

SKILLS TO BE ACHIEVED:			
SKILLS TO BE RETAUGHT/ NEXT STEPS IN LEARNING:		SUPPORT NEEDED	
GOOD EXAMPLES (TO PRAISE OR SHOW)	PRESENTATION ISSUES	SPELLING ERRORS	INCOMPLETE/ABSENT (WILL NEED TO CATCH UP)



Marking and Feedback Record

DATE: _____ SUBJECT: _____

SKILLS TO BE ACHIEVED:		
ACHIEVED SKILLS	MORE SUPPORT NEEDED	WOW (GO LEVEL)
NEXT STEPS IN LEARNING:		
PRESENTATION ISSUES	SPELLING ERRORS	INCOMPLETE/ABSENT (WILL NEED TO CATCH UP)

Summative Assessment:

- Termly writing assessments using Alison Philipson assessment grids.
- Writing moderation in year groups and across phases/schools every long term.
- Targeted questioning and observation of written work across the term.
- All the above informs teachers' assessments on the Insight Assessment Tracking platform.