Mersham Primary School

Writing overview



Subject Vision

At Mersham Primary School it is our intent to deliver a bespoke curriculum for our pupils that excite, engage and inspire children to be confident readers and writers of the future. We value the importance of being able to read, write and communicate effectively and the impact this will have on our pupils' future successes. English is at the heart of our curriculum and we ensure there is a range of opportunities to develop pupils' English skills across the curriculum. High- quality texts are at the centre of our curriculum and we use engaging hooks to give pupils a purpose to write. Our school values play a significant part in our English curriculum and we ensure it is respected as a high- profile subject which provides fundamental life skills.

Intent

All pupils at Mersham have opportunities to:

• Speak and write fluently so that they can communicate their ideas, emotions and knowledge effectively, with increasing **independence**, adapting their language and writing for a range of audiences and purposes.

• Become confident, skilled and **reflective** writers who can write with accuracy, creativity and purpose across all areas of the curriculum and beyond, enabling them to express themselves and engage with the wider world thus **widening horizons.**

• Leave Mersham having developed a life-long appreciation of writing and the power of the written word, understanding how writing can support self-expression, creativity, wellbeing (**mental health**) and effective participation in society.

• Have access to high-quality teaching and learning of transcriptional skills, including phonics, spelling and handwriting, with staff setting **high expectations** to ensure all pupils achieve their full potential as writers.

Curriculum Design

- Yearly overviews outline progression in each key area of the English curriculum:
    - Transcription
        - Spelling
        - Handwriting
    - Composition:
        - Grammar
        - Punctuation
        - Composition

This writing progression overview outlines the key skills pupils are expected to achieve by the end of primary school. This clear, sequenced document allows teachers the freedom to design creative, bespoke units of work that are tailored to the needs and interests of specific cohorts and individual learners.

We believe, by giving children more opportunities to contribute to how they demonstrate their learning, we are not only igniting children's passions but also encouraging a sense of ownership and engagement in the writing process.

Our key priorities for each year group are:

EYFS Priority: motor control, phonics, confidence

Yr1 Priority: writing readable, complete sentences

Yr2 Priority: sentence control and clarity

Yr3 Priority: moving from sentences to structured text

Yr4 Priority: accuracy across longer pieces

Yr 5 Priority: writing deliberately for the reader

Yr6 Priority: control, maturity, and authorial voice

Yr5/6 Greater Depth: control, precision, consistent

EYFS–KS1: Can I write it?
Lower KS2: Can I organise it?
Upper KS2: Can I shape it for effect?

EGPS and Writing:

- Spelling, Grammar and Punctuation (including phonics) skills are taught daily and discreetly in all classes and then embedded in writing across the curriculum.
- We use *Language Through Colour* school-wide to support both vocabulary development and spelling.
- Targeted interventions, including the use of Precision Teaching, are used to focus on children who need additional

support or who need to 'keep up'.

- Oracy is embedded to enable children to explore their thoughts before applying through writing.
- Extended writing skills are taught through a mixture of topic based writing and high quality text based writing drawn from our spine of books.
- Each class has a set of non-negotiables for writing, which apply across the curriculum.
- Each step of the writing process is modelled by teachers.
- Editing and proof-reading: we have designed our own system to develop these skills and promote independence. At the end of every piece of writing children complete an E1 edit (spelling and punctuation) to promote reflection and independence.

Yearly Overviews

	Transcription		Composition		
	Spelling	**Handwriting**	**Grammar**	**Punctuation**	**Composition**
Year R	I can use Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match spoken sounds – some being spelt correctly and others being phonetically plausible I can write some irregular (tricky) common words.	I can hold a pencil between a thumb and two fingers using the tripod grip I can write recognisable letters, most are correctly formed I can write my name, although some letter formations may be incorrect and there is a mixture of lower/upper case letters.		I know and can use a capital letter for names and the start of a sentence. I know there is a full stop at the end of a sentence.	I can write simple phrases that can be read by others

	Transcription		Composition		
	Spelling	**Handwriting**	**Grammar**	**Punctuation**	**Composition**
Year 1	I can use Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible I can add the prefix 'un' and recognise its impact. I can add the suffixes *–ing, -ed, -er -est* to spell many words correctly I can add the regular plural noun suffixes -s or -es I can spell most Year 1 common exception words I can say a word slowly to hear all the phonemes I can segment spoken words into individual phonemes I am able to use different ways of spelling long vowel phonemes. I can name the letters of the alphabet in order I can confidently use letter names to distinguish between different spellings with the same sound. I can spell the days of the week. I can write simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.	I can sit correctly at the table. I can hold a pencil comfortably and correctly, appropriately to my 'preferred' hand I can form the digits 0-9. I can write lower case letters in the correct direction, starting and finishing in the correct place. I am beginning to join letters that belong to the same 'handwriting families.' I can form full stop, question mark and exclamation mark, increasingly without a reminder I can form the majority of capital letters correctly I can form lower-case letters of a consistent size. If ready, use lead ins. I can use spacing between words that reflects the size of the letters.	I can use simple past and present verbs mostly accurately I can use a simple sentence structure. I am beginning to use adjectives (colour, shape, size, emotion). I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount. I can use coordinating conjunctions: 'and' + 'but'. I can use, identify and write statements, questions and exclamations. I can use a range of adjectives for effect (shape/colour/size/emotion) I know a verb as a 'doing word' I can write simple sentences for memory dictated by the teacher.	I understand what a sentence is and that it has a capital letter and a full stop. I am aware of all capital letters/lower case pairs I can use spaces to separate words. I can use capital letters, full stops, question marks and explanation marks to demarcate sentences. I can use capital letters for proper nouns (including days of the week and names) and the personal pronoun 'I'.	I can plan or say out loud what I am going to write about. I can compose a sentence orally before writing. I can repeat my sentence before writing so that it is clear in my head and helps me to remember it I can sequence sentences to form short narratives I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes. I can use and apply what I have learnt through sentence and word work I can re-read what I have written to check that it makes sense. I can read aloud my writing clearly enough to be heard by my peers and the teacher. I can discuss what I have written with the teacher or another pupil.

	Transcription		Composition		
	Spelling	**Handwriting**	**Grammar**	**Punctuation**	**Composition**
Year 2	I can segment spoken words into phonemes and represent these by graphemes, spelling most words correctly and making phonically-plausible attempts at others I can spell most common exception words. I can segment multi-syllabic words I can write simple sentences using Grapheme Phoneme Correspondences (GPC). I can distinguish between homophones and near homophones. I am aware that words are not always spelt like they sound I can spell contractions I can add suffixes to spell longer words (less, ment, ness). I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs. I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	I am using lead-ins I can use spacing between words that reflects the size of the letters. I am developing a joined style I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can form lower-case letters of the correct size relative to one another I can start using some of the diagonal and horizontal strokes needed to join letters I can understand which letters, when adjacent to one another, are best left unjoined	I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses I can use statements, questions, exclamations and commands for effect. I can identify adjectives and explain their effect on the reader. I can write sentences dictated by the teacher. I can use simple gender forms. I can use a string of capital letters for effect I can select appropriate sentences for effect. I can write simple sentences using exception words and punctuation. I can discuss language using an increasing number of technical terms I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify). I can consistently identify and use the present and past tense of verbs in my writing. I can understand, identify and use imperative verbs in my writing. I understand the progressive tense and link it to my 'ing' suffix.	I can explain what a comma does. I can use commas in a list. I can use capital letters, full stops, question marks and explanation marks to demarcate sentences I can use capital letters for proper nouns- (including places) I can identify speech marks in a text I can use speech marks. I can identify different apostrophes and discuss how they are used. I can use apostrophes for contractions e.g. don't I can use apostrophes for possession. I can use and understand the effect of appropriate punctuation to demarcate sentences.	I take pride in my writing I can develop and order my ideas through participation in drama/role play/improvisation I need to plan or say out loud what I am going to write, sentence by sentence. I can use new vocabulary in my writing, which I have taken from my reading/whole class discussions I can construct and use a plan to order my writing. I am positive about writing and I am building a writing stamina I can write sentences that are sequenced to form a range of writing genres e.g. personal experiences, narrative, fiction, real events, poetry, writing for different purposes. I can re-read to check that my writing makes sense I can check that verbs are used correctly & consistently I can read aloud my writing with intonation, to make the meaning clear. I can check if my writing makes sense and make improvements. I can proof read to make improvements to spelling, grammar and punctuation. I can evaluate my writing with the teacher and other pupils.

	Transcription		Composition		
	Spelling	**Handwriting**	**Grammar**	**Punctuation**	**Composition**
Year 3	I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 & Y3). (See Spelling Shed program for spelling rules.) I am able to practice new spellings and check whether I have written them correctly I can use the first two or three letters of word to check its spelling in a dictionary. I understand the words 'omit; omission', possess; possession' in relation to the use of apostrophes and can talk about how to use apostrophes I can write from memory simple sentences, dictated by the teacher, I can use a range of strategies to help me learn to spell new words correctly	I can consistently use the diagonal and horizontal strokes needed to join some letters. I can continue to use spacing between words that reflects the size of the letters. I am using the lead in and lead out strokes to join my letters I can check that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch I understand which letters are best left un-joined. I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant I correctly form my ascenders and descenders.. I take pride in how my writing looks I can check all aspects of clarity and consistency in my handwriting I can write legibly with letters of consistent size and orientation in a cursive style. I am writing with increasing legibility, consistency and quality.	I can use correct tense consistently, including the present perfect tense I can classify adjectives. I can use a variety of conjunctions, adverbs and prepositions to express time and cause. I can plan to use paragraphs to group related material. I understand the difference between a clause and a phrase. I can use a variety of sentence openers to add interest. I can identify the main clause in a sentence. I am beginning to identify the subordinate clause in a sentence. I am confidently using paragraphs to structure my writing in a variety of genres. I can use nouns or pronouns appropriately to avoid repetition. I can identify and use a range of regular and irregular verbs. I can consider the impact that different adjectives have in my writing. I consistently use the correct determiner (a/an) and understand why.	I can use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly. (FS, CL, commas in a list, ?, ! and apostrophes for both contraction and plurals) I am beginning to use inverted commas to punctuate speech I can use speech appropriately in my writing. I can use commas to mark a pause in a complex sentence.	I can write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing. I can describe settings and characters (using expanded noun phrases). I can use simple organisational devices (e.g. headings or sub-headings) appropriately. I can talk about a genre of writing identifying its structure, vocabulary and grammar I can discuss and record my ideas. I can compose and rehearse sentences orally, improving them through a range of varied and rich vocabulary and range of sentence structures. I can organise my writing in paragraphs around a theme. I can use the features of non narrative material. I can create settings, characters and plot in narrative writing. I can proof read my work to check for spelling, grammar and punctuation errors. I can assess the effectiveness of my own (and others) writing and suggest improvements to grammar and vocabulary to improve consistency including the accuracy of pronouns I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. I can evaluate what I have written with the teacher or another pupil.

	Transcription		Composition		
	Spelling	**Handwriting**	**Grammar**	**Punctuation**	**Composition**
Year 4	I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4) (See Spelling Shed program for spelling rules.) I can use the first two or three letters of word to check its spelling in a dictionary. I understand the basic rules for singular and plural nouns. I can locate words which are often misspellt in my own and other's writing I can practice these words in order to learn the accurate spelling I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far	I can produce legible joined handwriting I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. I am writing at length with increasing legibility, consistency and quality; for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	I can use preposition phrases to expand noun phrases. I can maintain Standard English forms correctly, e.g. *I was (not I were), should have (not should of), ours (not ares),* I can use a range of co-ordinating and subordinating conjunctions I can use present, past, progressive and perfect tense verb forms accurately I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). I can use paragraphs as a way to group related material. I can choose specific nouns and powerful verbs depending on the purpose of my writing. I understand "its" (no apostrophe) is a possessive pronoun, similar to *his, hers, ours,* or *theirs*. It indicates ownership and does not have an apostrophe. I can explain and demonstrate the difference between plural and possessive ‘s’. I can identify the main and subordinate clause in a sentence and I can understand, identify and write fronted adverbials with a comma. I am becoming familiar with using a thesaurus to expand vocabulary. I am using a range of nouns or pronouns to avoid repetition. I can write, from memory, complex sentences dictated by a teacher with the correct punctuation.	I can use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) I can use commas after fronted adverbials and with a reported clause I can use inverted commas to punctuate direct speech. I can punctuate speech accurately in my writing (“ CL , . ! ? ” .) I can use a comma to mark a pause in a complex sentence. I can indicate possession by using the possessive apostrophe with plural nouns. I consistently use speech punctuation, commas and apostrophes in my writing.	I can use expanded noun phrases and adverbials to develop descriptions of settings and characters I can write effectively for a range of purposes and audiences I can talk about a genre of writing identifying its structure, vocabulary and grammar. I can discuss and record my ideas. I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. I can organise my writing in paragraphs around a theme. I can use the features of non narrative material. I can create settings, characters and plot in narrative writing. I can write in a variety of genres. I can proof read my work to check for spelling, grammar and punctuation errors. I can assess the effectiveness of my own and others writing. I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. I can evaluate what I have written with the teacher or another pupil.

	Transcription		Composition		
	Spelling	**Handwriting**	**Grammar**	**Punctuation**	**Composition**
Year 5	I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6) (See Spelling Shed program for spelling rules.) I can distinguish between more complex homophones and other words which are often confused I can spell words on the Year 5/6 list. I can use a dictionary to check the spelling and meaning of words. I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. I can use a thesaurus to define words and collect a variety of words to support writing.	I can write legibly and fluently with increasing speed.	I can use adverbs to add detail, qualification and precision I can use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase I can use relative clauses , sometimes omitting the relative pronoun I am beginning to understand how the passive affects the presentation of information and can sometimes demonstrate this. I am beginning to identify the difference between formal and informal speech structures and use this in my writing, paying attention to audience and genre. I can often use expanded noun phrases for effect in my independent writing. I can begin to indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).	I can use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation) I can use commas within complex sentences (including relative clauses). I can use commas for clarity mostly correctly e.g. 'Mangoes which are grown in hot countries are delicious' vs 'Mangoes, which are grown in hot countries, are delicious'. I can use some punctuation for parenthesis (brackets, commas, dashes) I can identify and use a comma, bracket or dash with accuracy and confidence within my writing. I can identify and use colons to begin lists. I am beginning to identify when a semi colon can be used eg- to replace a conjunction or within lists.	I can write effectively for a range of purposes and audiences I am beginning to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) I can use a wide range of clause structures, sometimes varying their position within the sentence to engage the audience. In narratives, I can describe settings, characters, create atmosphere, and integrate dialogue to convey character and advance the action. I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. I am beginning to draft and write by selecting appropriate grammar and vocabulary. I am beginning to develop ideas for writing, drawing on reading and research from secondary resources. I can usually use the correct tense throughout a piece of writing. I am beginning to check for correct subject and verb agreement. I can sometimes précis longer passages. I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others writing and can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

	Transcription		Composition		
	Spelling	**Handwriting**	**Grammar**	**Punctuation**	**Composition**
Year 6	I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and most Y5/6) (See Spelling Shed program for spelling rules.) I can independently use a dictionary to check the spelling and meaning of words. I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary. I can choose to use a thesaurus to define words and collect a variety of words to support writing. I can use a range of strategies to support accurate spelling in my writing. I can use my knowledge of morphology and etymology to work out how to spell and understand words	I can always write legibly and fluently and within increasing speed. I can choose an appropriate handwriting style for a particular task. I can choose the writing implement that is best suited for the task.	I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) I can use verb tenses consistently and correctly throughout their writing I can identify and use the passive accurately in my work. I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading. I can confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun. I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might). I can use formal and informal speech accurately in independent writing depending on genre or audience. I can use expanded noun phrases to convey complicated information concisely. I can use the perfect form of verbs to mark relationships of time and cause. I can understand and use the subjunctive form of verbs to express a hypothetical situation and express wishes, requests and commands more formally I can understand how words are related by meaning as synonyms and antonyms.	I can use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists I can independently identify and use semi colons, colons and dashes accurately (boundaries and lists). I can use commas to clarify meaning or avoid ambiguity. I can use ellipses to link ideas between sentences/paragraphs. I can use bullet points effectively and consistently.	I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing), using similar writing as a model In narratives, I can describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses I can integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs I can use my own knowledge to plan, draft, write and edit my own composition. I can choose the appropriate tone for my writing (informal or formal). I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. I can perform my own compositions, considering my audience using appropriate intonation, volume and movement so that meaning is clear. I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Spelling

Spelling is taught a minimum of three times a week. At present, we follow the words provided by Spelling Shed. Teachers are able to use the planning from Spelling Shed, when appropriate, but are equally encouraged to make lessons personalised and engaging for each individual class.
Spelling lessons include:
-understanding the meanings of words
-looking at rules or patterns
- application (through a variety of activities including games, sentences, sound buttons and chunking)
- dictation

Handwriting Progression

At Mersham, we place a strong emphasis on developing the foundations of writing by first building gross motor strength and movement skills before progressing to fine motor development. We believe that letter formation takes time and practice, and can be learned through a variety of engaging and meaningful activities.

Whilst letter recognition begins immediately in Reception through our phonics programme, the formal teaching of our handwriting progression starts in Term 2/3, once children have learned all of the phonemes. This allows time for children to develop the essential foundations for writing through a range of gross and fine motor activities, while also enabling staff to assess individual needs and ensure a confident start to handwriting.

We believe it is important that children develop the strength, coordination and control needed for successful mark-making and letter formation. To support this, we provide a variety of activities that promote both gross and fine motor development, including:

Gross Motor Activities

- Climbing, balancing and obstacle courses
- Crawling through tunnels
- Animal walks (bear walks, crab walks, frog jumps)
- Throwing, catching and rolling balls
- Dancing and movement games
- Ribbon and scarf movements
- Yoga and stretching activities
- Large-scale painting and mark-making on easels or outdoors

- Drawing shapes in the air using whole-arm movements
- Parachute games

Fine Motor Activities

- Playdough squeezing, rolling and shaping/dough disco
- Threading beads and lacing cards
- Peg boards and peg activities
- Tweezers and tongs games
- Building with construction toys and blocks
- Puzzles and shape sorters
- Cutting with scissors
- Finger painting and sensory tray activities
- Using chalks, crayons and paintbrushes
- Picking up small objects and loose parts
- Opening and closing containers, clips and pegs
- Weaving, sewing cards and simple crafts

These activities help children develop core strength, hand strength, coordination, bilateral control, dexterity and pencil grip, providing the essential foundations for confident and successful handwriting.

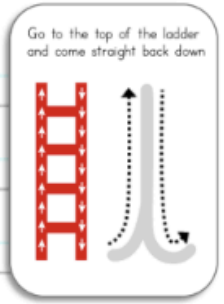
Once formal handwriting teaching begins, children are given opportunities to practise letter formation using both whiteboards and pencil and paper. This enables them to develop confidence in their handwriting while learning and embedding the correct seated posture, pencil grip and paper positioning needed for effective handwriting.

Our handwriting progression follows the teaching of letter families, allowing children to learn letters with similar formation patterns together. This approach helps children to develop consistency and fluency in their handwriting. The letter families are taught in the following order:

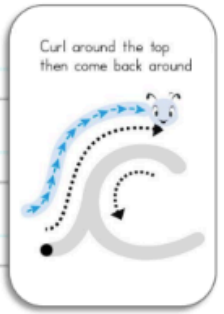
- **Ladder letters** (e.g. l, i, t, u, y, j)
- **Curly caterpillar letters** (e.g. c, a, o, d, g, q, e, s, f)
- **Robot arm letters** (e.g. r, n, m, h, b, p, k)
- **Zig-zag letters** (e.g. v, w, x, z)

By grouping letters into families, children can focus on mastering common movement patterns, supporting accurate letter formation and the development of a fluent handwriting style.

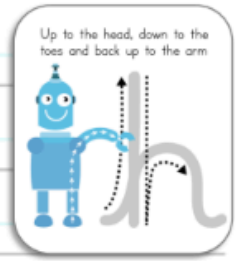
Long Ladder Letters



Curly Caterpillar Letters



One-armed Robot Letters



b b b b b b

h h h h h h

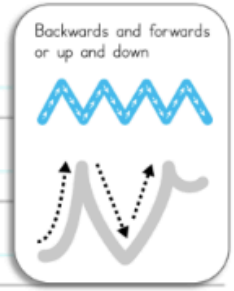
k k k k k k k k

m m m m n n n n

p p p p p p p p

r r r r r r r r

Zig-zag letters



Formal handwriting sequence-

Stage 1: Letter Formation
Children learn to form individual letters correctly, following the taught letter families and using the correct starting and finishing points. The focus is on accurate letter formation, posture, pencil grip and letter orientation.

Stage 2: Letter Formation with Lead-Out Strokes
Once children are confident in forming individual letters, they are taught to finish letters in the correct lead-out position. This develops consistency in letter formation and prepares children for future joins. At this stage, letters are not yet joined together; children simply learn the correct exit movement from each letter.

Stage 3: Common Digraphs and Graphemes
Children practise writing digraphs, trigraphs and other graphemes while maintaining correct letter formation and lead-out strokes. This provides meaningful opportunities to rehearse handwriting skills alongside phonics learning.

Stage 4: High-Frequency, Common Exception Words and Weekly Spellings
Children apply their handwriting skills when writing increasingly familiar words, focusing on letter size, spacing and presentation.

Stage 5: Joining Preparation
Children develop consistency in letter size, orientation, spacing and lead-out strokes before learning how letters join together.

Stage 6: Introduction to Joins
Children are taught the appropriate joins in a structured sequence, building on the lead-out strokes they have already mastered.

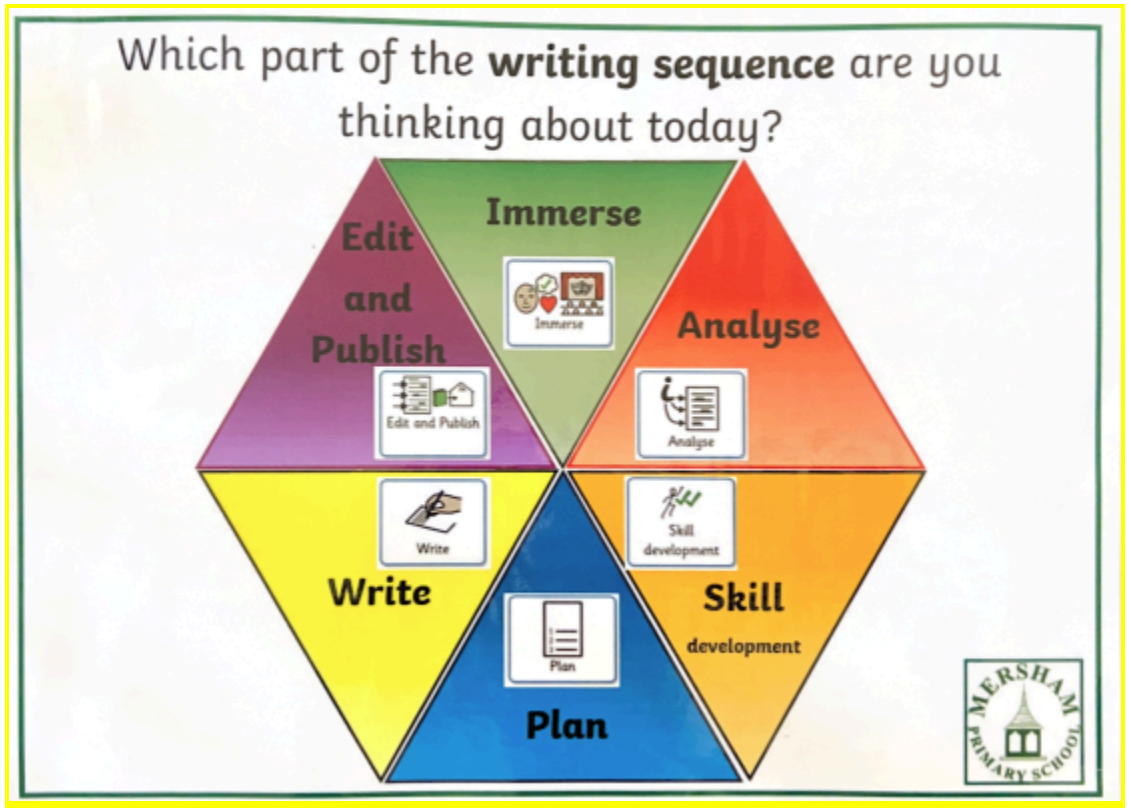
Stage 7: Fluent Joined Handwriting
Children apply joined handwriting across the curriculum, developing fluency, consistent size, legibility and stamina.

Composition: Grammar, Punctuation and Composition.

All years (except Reception)
During term 1, teachers will assess, practise and apply grammar and punctuation skills effectively to ensure **stronger foundations** are focussed on in all classes. These lessons should identify class weaknesses and build children's confidence to apply basic writing skills across all areas of the curriculum. Lessons will be progressive identifying the learning of a new skill, and then applying it into sentences before demonstrating security through crafting a short, creative activity. Oracy will be heavily involved in ensuring all children can both verbally apply the skill as well as written.

Any independent targets will be highlighted in term one and placed on bookmarks for both children and adults to see on a daily basis. This will allow any adult working with the children to know what that child is currently focussing on. These will be continually updated as and when targets have been achieved.

From term 2 onwards, teachers will (if the class is ready) begin to embed more text features and discuss the purpose of texts and their impact on the reader. This will follow our writing sequence.



All writing lessons will start with a spag question to allow children to recap previously learnt terminology and attempt answering questions in a variety of ways.

D.E.A.R Time

D.E.A.R (Drop Everything And Read) Time is an allocated time to allow pupils and adults to read for joy! We believe that **Reading is the foundation of every writer's craft.** By consuming a wide variety of texts, authors internalize pacing, narrative structure, and vocabulary, which ultimately shapes their unique voice.
We have developed a reading spine of high quality texts for pupils to experience within their primary education. Our reading spine has been carefully curated with our pupils at the centre to provide a rich, relevant and diverse reading experience. See our reading spine below:

* These books may also feature as part of our Writing units; however, this is subject to change depending on the classes interests and engagement.

	Term 1 **Marvellous Mersham, marvellous ME!**	**Term 2** **Once upon a time**	**Term 3** **When I grow up…**	**Term 4** **What a wonderful world!**	**Term 5** **How does your garden grow?**	**Term 6** **Up, up and away!**
EYFS Cycle A	One little word* The Lost Homework* Can Bears ski? The Everywhere Bear Dogger	Little Red Riding Hood* Jack and the Beanstalk* Mixed up fairytales*	Non- fiction texts based on different occupations	The Journey Home* Dear Greenpeace*	Eat your peas Oliver's Vegetables Instructions	The pirates next door Pirates love underpants
EYFS Cycle B	Meesha makes friends* Hello Friend!* Almost Anything!* The Everywhere Bear Can Bears ski? Dogger	The Ugly Duckling* Three Little Pigs* Goldilocks* Little Red Hen*	The Jolly Postman The Ada Twist series Non- fiction texts based on different occupations	A walk in London* The snail and the whale*	Oliver's Vegetables* Oliver's Fruit Salad* Handa's Surprise*	Journey* Tom and the island of Dinosaurs* My Granny went to Market*
	Term 1 **Marvellous Mersham, marvellous ME!**	**Term 2** **Long, Long Ago**	**Term 3** **All things bright and beautiful!**	**Term 4** **What a wonderful world!**	**Term 5** **Little Leaders**	**Term 6** **Sail away with me…**
Year 1/2 Cycle A	Perfectly Norman* The Magic Box poem*	Fantastic Mr Fox* Extracts from Samuel Pepys	Eat Your Peas * Non- fiction texts based on healthy	The Great Kapok Tree * Non- fiction texts	What Will I Be?* Non- fiction texts on Amelia Earhart and	The Night Pirates *

	The way back home	diary*	eating	on Brazil	Florence Nightengale	
	Term 1 **Marvellous Mersham, marvellous ME!**	**Term 2** **Little Leaders**	**Term 3** **Long, Long Ago**	**Term 4** **What a wonderful world!**	**Term 5** **All things bright and beautiful!**	**Term 6** **Sail away with me…**
Year 1/2 Cycle B	A Long Way Home* Non fiction texts about the body	Cat in the Hat* Non- fiction texts about space, Neil Armstrong	The toys in space * Non- fiction texts about castles Traction Man The night the toys came to life	The day the crayons quit!* Non- fiction texts about UK	Non- fiction texts about minibeats Animal fact files	Sharing a shell Non- fiction texts about seasides in the past
Year 3	Cave Baby The Stone Age Boy* The Twits	Non- fiction texts about The Victorians	The True Story of the Three Little Pigs* The Three Little Pigs*	Matilda	Matilda	George's Marvellous Medicine
	Term 1 **Food Glorious Food**	**Term 2** **Ancient Egypt**	**Term 3** **Frozen Planet**	**Term 4** **There's No Place Like Home**	**Term 5** **Anglo Saxons**	**Term 6** **Victorious Vikings**
Year 4	James and the Giant Peach*	The Egyptian Cinderella Scarab Story	Shackleton's Journey	The Promise	Beowulf Anglo-Saxon Boy	How to Train your Dragon*
	Term 1 **Ancient Greece**	**Term 2** **Mission Earth to Orbit**	**Term 3** **A Journey Through Medieval England**	**Term 4** **A Journey Through Medieval England**	**Term 5** **The Maya**	**Term 6** **Rivers and Coasts**
Year 5	Greek Myths*	Voices in the Park* Cosmic	Knights, Kings and Conquerors	Clockwork	The Curse of the Maya *	Journey to the River Sea*

	Term 1 Nurturing Nature	Term 5 Crime and Punishment	Term 3 A World at War	Term 4 A World at War	Term 5 Tectonic World	Term 5 Lights, Camera...Action!
Year 6	The Explorer	Sherlock Holmes The Case of the Missing Treasure (Robin Stevens)	Friend Or Foe* - Michael Morpurgo	Goodnight Mr Tom		

Assessment

Writing is assessed through a range of assessment strategies, these consist of, but are not limited to:

Summative assessments

- The 21 steps
- The National Curriculum
- Early Years Framework 2021
- Baseline assessment in Term 1
- Data collection- three times a year
- SATs -SPAG paper
- Spelling- a range of 20 spellings from the term. (x6 terms)

Formative assessments

- In class observations
- Daily marking
- Daily AFL
- Moderation - in school and through our CARE foundation.
- Whole school writing task 3 x per year.
- Handwriting books
- Bookmark targets