WRITING

SUBJECT OVERVIEW

Every child a writer. Every sentence accurate. Every voice heard.

CHESHIRE ACADEMIES TRUST

Curriculum Intent & Implementation

OUR INTENT

- Every pupil learns to write fluently and accurately, and develops their own writer's voice
- Transcription is taught deliberately, so that it becomes automatic and frees pupils to compose
- All pupils meet and where possible exceed the Early Learning Goals and National Curriculum expectations
- A love of writing is cultivated through vocabulary-rich, high-quality literature
- Every piece of writing has a clear purpose and a real audience
- Pupils develop the habit of writing widely and often

IMPLEMENTATION

Composition

Ready Steady Write from Year 1 to Year 6, taught 9 times a fortnight. Each unit follows the same sequence, Immerse, Analyse, Plan and Write, and ends in a real outcome. Reception secures the foundations through Drawing Club.

Sentence accuracy

A minimum of three Sentence Accuracy sessions each week, taught at the start of the writing lesson. The teacher models a sentence, then pupils construct their own.

Spelling and handwriting

Ready Steady Spell from Year 2, four lessons a week in Year 2 and three in Years 3 to 6, with Floppy's Phonics in Year 1. Ready Steady Handwrite from Reception to Year 6.

Assessment & next steps

Whole class feedback books, Reflecting on Unit Outcomes after each unit, termly moderation, and No More Marking comparative judgement for a national comparison.

Writing and The Pathway

Writing carries The Pathway through purpose. Producing a piece for a real reader is one of the most demanding and most rewarding things children do at Bexton.

Performance



Reading finished writing aloud to the class, publishing work on displays and in the newsletter, and drama and role play within the Immerse stage.

Social



Giving and receiving feedback with honesty and tact, editing a partner's work, and building on someone else's idea rather than replacing it.

Community



Writing for real readers beyond the teacher: letters, reports and persuasive pieces, exhibitions, competitions and events with other schools.

Team



Shared writing composed by the whole class, planning in pairs and groups, building vocabulary banks together and editing one another's work.

Communication



Considering purpose and audience in every unit, choosing vocabulary deliberately, and using grammar and punctuation to control meaning.

Every Ready Steady Write unit ends in a writing outcome with a clear purpose and audience, so pupils always know who they are writing for and why.

Writing in the Early Years Foundation Stage

Reception does not follow Ready Steady Write. Pupils work through Drawing Club, which develops the foundations writing depends on: oral storytelling, vocabulary, imagination and the physical act of mark making. Handwriting is taught explicitly through Ready Steady Handwrite, and spelling develops through Floppy's Phonics.

MASTERING THE FOUNDATIONS

- Tell a story orally before being asked to write one
- Hold a pencil correctly with a comfortable grip
- Hear and represent the sounds in a word
- Write their own name, then simple sentences with finger spaces

LITERACY

Early Learning Goal: Writing

CHILDREN AT THE EXPECTED LEVEL 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

WHY DRAWING CLUB FIRST

- A child who can tell a story, hold a pencil correctly and hear the sounds in a word is ready to write
- A child who cannot is not, however well structured the writing scheme
- This mirrors our approach in mathematics, where foundations are secured before the main scheme begins

Ready Steady Write begins in Year 1, once the foundations are secure. Nursery builds the strength and control writing depends on through Dough Disco, Squiggle Whilst You Wiggle and daily mark making.

Inclusion within Writing

Every child at Bexton is a writer. The curriculum intent stays the same for every pupil. What changes is how staff scaffold the route to it.

ALL PUPILS MUST WRITE.

Scaffolded sentences	Word banks, picture clues and sentence stems; part of a sentence given with pupils changing the rest; cloze procedure and dictated sentences
Oral rehearsal	Talking tins and recording technology so pupils can say a sentence, hear it back and refine it before writing
Shared and guided	The teacher models and pupils join in, recording the sentence themselves; oral support to construct a sentence which the pupil then writes
EAL and SEND	Accurate modelling by all staff, visual support, repetition and recasting; technology to support idea generation where transcription is the barrier
Challenge	Challenge through greater precision and ambition within the same outcome: deliberate vocabulary, controlled structure and awareness of the reader

Curriculum Journey: Reception to Year 6

Ready Steady Write vehicle texts, one per unit, chosen at Bexton. Each unit ends in a writing outcome with a clear purpose and audience.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• *Drawing Club*	• Old Bear • Rapunzel • Hermelin • Where the Wild Things Are • The Secret of Black Rock • The Last Wolf	• A River • The Night Gardener • The Bog Baby • Grandad's Island • Jack and the Baked Beanstalk • Rosie Revere, Engineer	• The Iron Man • Fox • Starbird • The Worry Tiger • Wisp • A Midsummer Night's Dream • Marcy and the Riddle of the Sphinx • Into the Forest • The Secret Elephant	• The Whale • Leaf • Arthur and the Golden Rope • The Lost Happy Endings • The Journey • Manfish	• Curiosity • FArTHER • The Hound of the Baskervilles • The Promise • The Lost Book of Adventure • King Kong	• Rose Blanche • The Lost Book of Undersea Adventure • Rescuing Titanic • On the Origin of Species • The Ways of the Wolf • Shackleton's Journey • Paradise Sands

ALONGSIDE EVERY UNIT

Sentence accuracy
Minimum three sessions a week, at the start of the lesson

Spelling
Floppy's Phonics in Reception and Year 1; Ready Steady Spell from Year 2

Handwriting
Ready Steady Handwrite from Reception to Year 6

Vocabulary
Collected, explored and applied within the unit itself

Progression of Skills: Year 1 – Year 3

STRAND	YEAR 1	YEAR 2	YEAR 3
Composition	Compose a sentence orally before writing it; sequence sentences to form short narratives; re-read to check it makes sense	Write narratives and about real events; plan or say out loud what is to be written; make additions, revisions and corrections	Discuss models of writing; compose and rehearse sentences orally; organise paragraphs around a theme
Grammar and punctuation	Join words and clauses using and; use capital letters, full stops, question marks and exclamation marks	Subordination and co-ordination; expanded noun phrases; commas in lists; apostrophes for contraction and possession	Express time, place and cause with conjunctions, adverbs and prepositions; inverted commas for direct speech
Spelling	Spell words containing taught phonemes; add the prefix un- and suffixes -s, -es, -ing, -ed, -er, -est	Segment into phonemes; suffixes -ment, -ness, -ful, -less, -ly; common exception words; dictated sentences	Suffix rules and the four -ly exceptions; prefixes; homophones; Year 3 and 4 word list begins
Handwriting	Letter families by shared movement: Curly Cat, Long Ladder, Robot Arm, Zig Zag; capitals and digits	Diagonal and horizontal joins introduced; understand which letters are best left unjoined	Joins from descenders, rounded letters and small letters; no join from q
Vocabulary	Collect vocabulary from the vehicle text; apply new words in speech before writing them	Use expanded noun phrases for description; choose words for effect within a sentence	Build a varied and rich vocabulary; explore word families; use the Zone of Relevance

Reception is set out on the Early Years slide. For full progression and end points by phase, see the Writing Curriculum Progression document.

Progression of Skills: Year 4 – Year 6

STRAND	YEAR 4	YEAR 5	YEAR 6
Composition	Create settings, characters and plot; use headings and sub-headings; propose improvements to writing	Identify audience and purpose; note and develop ideas from reading and research; build cohesion across paragraphs	Select form and adapt register; integrate dialogue; precis longer passages; proof-read and perform
Grammar and punctuation	Fronted adverbials with commas; expanded noun phrases; apostrophes for plural possession	Relative clauses; modal verbs; brackets, dashes and commas for parenthesis	Passive voice; subjunctive forms; semi-colons, colons and dashes; hyphens to avoid ambiguity
Spelling	Suffix -ation; endings -tion, -sion, -ssion, -cian; -ous endings; Year 3 and 4 word list	/ee/ spelt ei after c; silent letters; hyphens; words ending -fer; Year 5 and 6 word list begins	Endings -cious, -tious, -cial, -tial, -able, -ible; morphology and etymology; revise all Year 3 to 6 content
Handwriting	Consolidate a fully joined style; practise using Year 3 and 4 word list words	Consolidate a fully joined style; choose the implement best suited to the task	Write legibly, fluently and at speed; know when an unjoined style is more appropriate
Vocabulary	Increasingly rich and precise vocabulary; shades of meaning; vocabulary matched to form and audience	Vocabulary for atmosphere and character; synonyms and antonyms; draw on vocabulary met in reading	Distinguish informal from formal vocabulary; justify a word choice by purpose and audience

Reception is set out on the Early Years slide. For full progression and end points by phase, see the Writing Curriculum Progression document.

Assessment within Writing

DAY TO DAY

- Teachers circulate during writing, intervening while the piece is still being composed
- Sentence Accuracy monitored for coherence and accuracy
- Whole class feedback books completed after sessions and acted on at the start of the next
- Pupils edit and improve in purple pen, with time given to respond

ONGOING

- Reflecting on Unit Outcomes completed after each half-termly unit, shaping the next
- Ready Steady Spell assessments at half termly intervals
- Termly whole-school moderation and logging of teacher assessments on Insight; statutory teacher assessment at the end of Key Stage 2
- No More Marking comparative judgement, giving a scaled score and a national comparison

Every child at Bexton leaves able to write accurately, at length and with purpose, and with something they want to say.