The Brookhurst Writing Journey

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This document has been constructed with the aim of detailing the journey that children follow as they develop their writing skills and abilities.

In actuality, the Brookhurst Writing Journey is made up of three journeys. The largest of the journeys (which can be looked at as the overall writing journey) details the developmental and academic milestones that children should cover as they progress from EYFS to Year 6. This journey can be referred to as the **'Overall Brookhurst Writing Journey'**.

Another writing journey that is detailed within this document is the **'Independent Writing Journey'**. This journey details the way in which children are assisted to produce pieces of independent writing. On this journey, children are guided through an exploration process when looking at a specific text type. They are then provided with opportunities to develop specific writing-based skills before planning, drafting and publishing a final, independent piece of writing.

The final writing journey that is detailed within this document is one of a much smaller scale. This journey can be referred to as the **'Sentence Construction Journey'** as it is a brief process that should be followed when children are engaging in the act of writing individual sentences.

This document has been segmented so that the true scale of the writing journey can be mapped out. Each of the three journeys is detailed so that it is clear to see the aim of the writing curriculum at Brookhurst Primary School.

1. **Overall Brookhurst Writing Journey**
2. **Independent Writing Journey**
3. **Sentence Construction Journey**

1. Overall Brookhurst Writing Journey

As stated in this document's opening, the Overall Brookhurst Writing Journey is to be looked at as the largest of the three writing journeys at Brookhurst. The other two writing journeys detailed later in this document are contained within this journey. The Overall Brookhurst Writing Journey maps out and details key developmental and academic milestones from EYFS to Year 6.

Before looking at the stages of this journey, it is worth noting that this journey is underpinned by both the intent of the Brookhurst Primary School writing curriculum and the approach to teaching writing skills within everyday classroom practice at Brookhurst Primary School. Below, both key foundations are detailed.

Overview: Curriculum Intent and Classroom Practice

- **Curriculum intent:** By the conclusion of their time at Brookhurst Primary School, children should be able to write clearly, accurately and coherently for a wide range of purposes and audiences. They should have confidence and accuracy when using appropriate grammar, punctuation and spelling. Children should be competent at planning, drafting, editing and publishing extended pieces. A child should also develop a fluent, legible handwriting style.
- **Classroom practice:** Children will engage with a balanced programme of modelled writing, shared writing, guided writing, independent practice, and regular transcription (handwriting/spelling) work. Throughout this, there will be frequent opportunities for talk and vocabulary development as well as purposeful reading–writing links.

Overall Brookhurst Writing Journey Mapped Out

EYFS (Nursery & Reception)

- **Aims / outcomes**
    - Develop fine motor control and mark-making confidence.
    - Begin to link sounds to letters (phonics) and attempt to write simple words and captions.
    - Use emergent writing to convey meaning; adults scribe and model writing conventions.
- **Typical classroom practice**
    - Continuous provision with writing areas; adult-led phonics; name-writing; shared story scribing.
    - Emphasis on oral language, vocabulary and storytelling before sustained independent writing.

- **Sentence construction focus**
    - Single-word labels; simple captions; early attempts at short phrases (e.g., "I go park").
    - Adults model correct sentence forms and punctuation when scribing.
- **Assessment checkpoints**
    - Can the child form letters legibly? Can they write their name? Can they use phoneme–grapheme correspondences to write simple words?

Year 1

- **Aims / outcomes**
    - Apply phonics to spell simple words; write simple sentences with capital letters and full stops.
    - Begin to sequence ideas into short narratives or factual sentences.
- **Typical classroom practice**
    - Daily phonics; short shared and guided writing sessions; sentence-level focus.
- **Sentence construction focus**
    - Accurate subject–verb–object sentences; use of capital letter at sentence start and full stop; simple conjunctions like *and* to join ideas.
- **Assessment checkpoints**
    - Can the pupil write a short, sequenced story or recount using simple sentences and basic punctuation?

Year 2

- **Aims / outcomes**
    - Write for different purposes (stories, instructions, recounts); use expanded noun phrases; begin using commas in lists and question marks/exclamation marks.
    - Improve handwriting and spelling of common exception words.
- **Typical classroom practice**
    - Guided composition lessons; modelled examples; planning with story maps; editing for meaning and basic punctuation.
- **Sentence construction focus**
    - Compound sentences using *and*, *but*; use of adjectives and simple adverbials; correct use of capital letters, full stops, question marks.

- **Assessment checkpoints**
    - Can the pupil write a coherent paragraph with varied sentence starts and correct basic punctuation?

Year 3

- **Aims / outcomes**
    - Develop paragraphs; use a wider range of conjunctions and fronted adverbials; begin to use direct speech punctuation.
    - Consolidate spelling strategies and cursive handwriting.
- **Typical classroom practice**
    - Longer guided writing tasks; explicit grammar lessons (e.g., clauses, conjunctions); drafting and revising short pieces.
- **Sentence construction focus**
    - Simple and compound sentences plus basic complex sentences (subordinate clauses introduced); fronted adverbials (e.g., "Later that day,").
- **Assessment checkpoints**
    - Can the pupil write multi-sentence paragraphs with some sentence variety and correct punctuation for direct speech?

Year 4

- **Aims / outcomes**
    - Use a range of sentence structures deliberately for effect; accurate use of commas for clauses and lists; consistent tense control.
    - Plan and draft longer narratives and non-fiction pieces.
- **Typical classroom practice**
    - Modelled composition showing authorial choices; grammar and punctuation mini-lessons; peer and teacher feedback cycles.
- **Sentence construction focus**
    - More complex subordinate clauses; relative clauses; varied sentence length and structure to create pace and emphasis.

- **Assessment checkpoints**
    - Can the pupil craft paragraphs with purposeful sentence variety and accurate punctuation including commas for clauses?

Year 5

- **Aims / outcomes**
    - Confident use of complex sentences, parenthesis (brackets, dashes, commas), and varied punctuation; write sustained pieces across genres.
    - Stronger control of audience and purpose; editing for cohesion and precision.
- **Typical classroom practice**
    - Extended composition units; explicit teaching of cohesion devices (pronouns, conjunctions, adverbials); drafting and redrafting cycles.
- **Sentence construction focus**
    - Embedded clauses, varied subordinate clause placement, use of parenthesis and punctuation for effect, deliberate sentence-level choices to shape tone.
- **Assessment checkpoints**
    - Can the pupil produce extended writing with coherent structure, varied sentence types, and accurate punctuation?

Year 6

- **Aims / outcomes**
    - Produce polished, extended independent writing across genres with mature sentence structures, accurate grammar and punctuation, and effective vocabulary choices.
    - Confidently plan, draft, revise and publish; prepare for transition to secondary school writing expectations.
- **Typical classroom practice**
    - Extended independent writing projects; sustained editing and redrafting; explicit SATs-style practice where relevant.
- **Sentence construction focus**
    - Sophisticated sentence variety: multi-clause sentences, controlled use of subordination and coordination, rhetorical devices, and precise punctuation (colons, semicolons, dashes).

- **Assessment checkpoints**
    - Can the pupil independently plan and produce a multi-paragraph text with varied sentence structures, accurate grammar and punctuation, and purposeful vocabulary?

2. Independent Writing Journey

When children are developing their skills and abilities to compose extended pieces of independent writing, it is important that they are provided with opportunities to become more familiar with genres, text types and literary devices as well as opportunities to develop their sentence-based writing skills. When children at Brookhurst Primary School focus on producing a piece of extended piece of independent writing, they engage in a procedural sequence of stages aimed at developing writing skills as well as knowledge of text types. This can be referred to as the Independent Writing Journey.

It is worth nothing that this journey is common practise for children at Brookhurst Primary School in Year 2 – Year 6. EYFS and Year 1 children focus on foundational writing skills in order to prepare them for embarking on these writing journeys later in their time at Brookhurst Primary School.

For each Independent Writing Journey, children will focus on producing a piece of extended independent writing that is of a specific text type. Throughout the journey, children will learn more about the audience and purpose of the piece of writing that they will be producing. They will also have the opportunity to develop their understanding of how to use a range of relevant literary devices that suit the text type that they will be producing.

Stage 1 — Immerse

- Children are introduced to a "vehicle text" (quality picture book or novel) that will be used a stimulus for an extended piece of independent writing. Children become familiar with this text, drawing upon it later in the sequence to inform their independent writing.
- Children engage in activities involving drama, book talk, and oracy to increase their understanding of characters, settings, and plots.
- Children are provided with a high-quality example of extended independent writing (an example text) that clearly demonstrates key features of grammar, punctuation and appropriate literacy devices. This acts as a 'Model of Excellence' so that children have an opportunity to view the successful use of features and devices that they will then go on to use in their own piece of writing.
- Children are provided with opportunities to engage in independent writing to develop confidence at writing creatively, accurately and with purpose.

Stage 2 — Analyse

- Children closely examine the 'Model of Excellence', identifying key literary and structural features.
- Children closely examine the 'Model of Excellence', identifying sentence structure, grammar, punctuation and vocabulary choices.
- Children are provided with high-quality examples of vocabulary and sentence structures, that are relevant for the text type in focus, to experiment with in their own independent writing.

- Children are provided with additional opportunities to engage in independent writing to develop confidence at writing creatively, accurately and with purpose.

Stage 3 — Plan

- Children are provided with a writing brief that is linked to the 'vehicle text'. They are tasked with constructing a piece of extended independent writing to meet a specific purpose and for a specific audience. The content of this piece of writing will be linked to the 'vehicle text'. The genre, text type, purpose and audience will be linked to the 'Model of Excellence' and may be linked to the 'vehicle text'.
- Children reflect on literacy, structural, grammatical and punctuation features they have developed their understanding of up until this point in the writing journey.
- Children are provided with opportunities to use structured planning frameworks (such as 'Role on the Wall' outlines, 'Mood Palette' outline and paragraph-by-paragraph outlines) to collect and organise initial ideas.

Stage 4 — Write

- Children draft and compose a final piece of extended independent writing for a clear audience and purpose.
- Children apply learned grammar, spelling conventions and editing strategies to review sections and/or the entirety of their initial draft.
- Children produce a published version of their extended piece of independent writing. While doing so, there is a strong focus on handwriting and presentation.

3. Sentence Construction Journey

When children are engaged in the act of writing, they will be completing many small journeys – the construction of each individual sentence is a sequence that, if followed correctly, can result in accuracy and effectiveness. With this in mind, it important to acknowledge that the short journey a child must go on when constructing an individual sentence will differ depending on both the year group they are a part of and their current levels of confidence and fluency when using sentence writing skills.

Below is a summary table to display the key differences regarding the grammar and punctuation features that children would be expected to use in their sentences as they progress through their primary school journey. It is worth noting that this is not 'set in stone' as children will progress with their sentence writing skills at different rates: some children will need to focus on some features that are from previous year groups due academic gaps,

Stage	Key sentence features	Typical pupil outcomes
EYFS	Single words; simple phrases; adult modelling of full sentences	Attempts labels/captions; beginning to sequence ideas
Year 1	Simple S–V–O sentences; capitals and full stops; *and* to join	Short, correct sentences; basic punctuation
Year 2	Compound sentences; adjectives; commas in lists; question/exclamation marks	Paragraphs of linked sentences; varied sentence starts
Year 3	Subordinate clauses; fronted adverbials; direct speech introduced	Multi-sentence paragraphs; basic complex sentences
Year 4	Relative clauses; commas for clauses; consistent tense	Purposeful sentence variety; clearer cohesion
Year 5	Parenthesis; embedded clauses; deliberate sentence-level choices	Extended writing with stylistic sentence use
Year 6	Multi-clause, controlled subordination; semicolons/colons; rhetorical devices	Polished, mature sentence structures for effect

Sentence Construction Journey Mapped Out

When constructing a sentence, a sequential, procedural approach can be taken in order to ensure careful and measured control over the process of writing. A more basic idea can be built upon, in a layered manner, to create a more complex sentence. This layered approach can assist children in forming the foundations of their sentences. As children increase in confidence, they can construct increasingly complex sentences by adding layers to very basic, initial ideas. This is the brief journey that a child should make when they are constructing a sentence.

It is helpful to visualise the layers that make up a significantly complex sentence so that it is clear to see the components that make an accurate sentence. Looking at the sequence below, moving from Layer A to Layer F, we are able to see the many steps that make up the journey of constructing a complex sentence. Layer G is not specifically linked to sentence accuracy as it is focused on formality and voice. However, this layer has been included in the sequence as it demonstrates that knowledge of sentence structure and complexity is required in order for children to be able to construct sentences with differing levels of formality as well as sentences that are in both the active and passive voice. For further guidance on the usage of grammar and punctuation within sentences, please refer to the document titled Sentence Structure Guidance as it contains a breakdown of how to use a wide range of sentence features required to accurately construct increasingly complex sentences.

It is also important to note that children will end their sentence construction process at different layers depending on their context. For instance, a child in Year 3 will end their construction process at a different layer to a child in Year 6. Furthermore, specific needs (such as academic gaps and/or confidence levels) may play a part in the depth of a child's sentence writing skills.

Base clause (simple sentence):

The dog ran.

Layer A – add detail (expanded noun phrase / modifiers):

The **small, muddy** dog ran.

The small, muddy dog ran **through the gate.**

Layer B – add time/place/manner (adverbials; later fronted adverbials):

After lunch, the small, muddy dog ran through the gate.

Layer C – join clauses (coordination):

After lunch, the small, muddy dog ran through the gate **and** it barked loudly.

Layer D – add subordination (complex sentence):

After lunch, the small, muddy dog ran through the gate **because** it heard a noise.

Layer E – add a relative clause (Year 5):

After lunch, the small, muddy dog**, which had escaped earlier,** ran through the gate because it heard a noise.

Layer F – add parenthesis and punctuation choices (Year 5–6):

After lunch, the small, muddy dog **(still soaking wet)** ran through the gate because it heard a noise; it barked loudly.

Layer G – shift formality / voice (Year 6):

The gate **was pushed open** by the small, muddy dog; the disturbance **must be investigated.**