



Small Schools Partnership

Writing

Curriculum Map Document

Contents

1. Statement of Intent
2. Subject Overview
3. Whole School Long Term Plans
4. Progression of Skills
5. Assessment

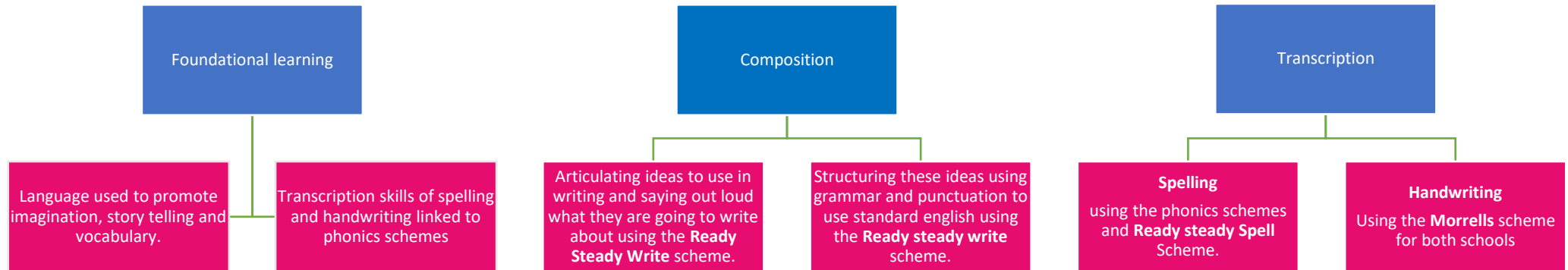


Birdsedge



1. Statement of Intent

In our small schools' partnership at Grange Moor and Birdsedge, we fundamentally value spoken language as a foundation for writing. Through structured talk, drama and vocabulary exploration, children learn how to organise and express their ideas clearly before writing them down. Our aim is for every child – regardless of need – to write fluently and take pride in their work. We want our pupils to leave our schools as enthusiastic writers, ready for the next stage of their education.



Our shared writing curriculum is carefully designed to support all children to master the foundational skills and write for a clear audience and purpose. Through the use of high-quality, vocabulary-rich texts, we provide exciting and meaningful reasons to write. Children are immersed in literature and taught to craft their writing with precision, using a range of pedagogical approaches, including sentence accuracy, modelled writing and shared writing, as well as regular opportunities for editing.

The intent is that all pupils, from year R to year 6, regardless of their needs, abilities or background, have opportunities to meet, and where possible exceed, the National Curriculum expectations for Writing. **Ready Steady Write** gives every pupil the opportunity to develop their writer's knowledge and how writers talk through incidental writing approaches, role play and drama, discussion, ambitious example texts (WAGOLS), vehicle texts, planning and structured and meaningful writing. Crucially, this is enhanced by the discreetly taught **Ready Steady Spell** scheme and **Morrells** handwriting scheme to ensure our children have the best possible start in writing and enable each child to learn, reinforce and embed these skills throughout their time at school.

2. Writing in our Schools - an Overview

Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Ready Steady Write units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions.
- explore the Writing structure and features of different genres, identifying the purpose and audience
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

In our schools we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding.
- Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

The entire writing curriculum is mapped out on coverage and **progression documents**. Then, the **Ready Steady Write** units include all of the resources needed for each teacher to plan and deliver lessons to our mixed age classes. **Adaptations** are sometimes required to allow inclusivity for all learners: these include scaffolding, extra materials and technology support among other things. **Ready Steady Spell** and **Morrells** are used progressively to compliment **Ready Steady Write** and these are taught separately to reinforce and embed this. (See the Long-term plans for Ready Steady Spell and Morrells below.)

3. Whole School Long Term Plans



Grange Moor Writing Cycle A 2026-2027 – Ready Steady Write Units:

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (4 ½ weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
Class 1: EYFS				The Extraordinary Gardener By Sam Boughton Writing Outcome 1: (Instruction Sentences) Writing Outcome 2: (Transformation Story sentences)	Little Red By Bethan Woollvin Writing Outcome 1: (Traditional Tale Sentences) Writing Outcome 2: (Instruction sentences)	The Storm Whale By Benji Davies Writing Outcome 1: (Friendship Story Sentences) Writing Outcome 2: (A Whale Poem)
Class 1: Y1/2	King Lion (Y1) by Emma Yartlett Writing Outcome: (Instruction Sentences) (3 weeks)	The girl at the front of the class (Y1) by Onjali Q. Rauf Writing Outcome: (Friendship Story Sentences) (3 weeks) Snow White and the Seven Bears (3 weeks) (Due Mid Oct)	Cloud Boy (Y1) by Greg Stobbs Writing Outcome: (Imagination Story Sentences) (3 weeks)	Pip(Y1) by Jess Rose Writing Outcome: (Invention Story Sentences) (3 weeks)	The King who Banned the dark (Y2) by Emily Howarth-Booth Writing Outcome 1: (Persuasive letter) Writing Outcome 2: (Banning Narrative)	Tidy (Y2) by Emily Gravett Writing Outcome: (Environment Narrative) (3 weeks)
Class 2: Y3/4	Leon and the Place Between by Angela MacAllister Writing Outcome 1: (Portal Narrative) Writing Outcome 2: (Persuasive Magic Show report)	The Barnabus Project (3 weeks) (Due Mid Oct) Nen and the Lonely Fisherman (3 weeks) (Due Mid Oct)	Arthur and the Golden Rope By Joe Todd Stanton Writing Outcome 1: (Myth Narrative) Writing Outcome 2: (Information Guide)	Flotsam by David Wiesner Writing Outcome: (Explanation non-narrative) Secret Sea Creature Guide (3 weeks) Our Tower By Joseph Coelho Writing Outcome: (Environmental change Narrative) (3 weeks) (Extra)	Lost Happy Endings By Carol Ann Duffy Writing Outcome 1: (Twisted Narrative) Writing Outcome 2: (Persuasive Letter)	The Secret Sky Garden By Linda Sarah Writing Outcome: (Transformation Narrative) The Corinthian Girl By Christina Balit Writing Outcome: (Success Narrative)
Class 3: Y5/6	The ways of the Wolf By Smriti Halls Writing Outcome 1: (Documentary Narrative) Writing Outcome 2: (Balanced Argument)	One day By Michael Rosen Writing Outcome 1: (Diary) Writing Outcome 2: (Due Early September)	The invisible story By Jaime Gamboa Writing Outcome: (First person Narrative) (3 weeks) The Mysteries of Harris Burdick By Chris Van Allsburg Writing Outcome: (Private Investigator Report) (3 weeks)	Varmints By Helen Ward Writing Outcome: (Environmental Change Narrative) (3 weeks)	On the Origin of the Species By Sabina Radeva Writing Outcome 1: (Discovery Narrative) Writing Outcome 2: (Explanation Text)	The Lost book of undersea Adventure (3 weeks) (Due Mid Oct) Rescuing Titanic (3 weeks) (Due Mid Oct)

Birdsedge Writing Cycle A 2026-2027 – Ready Steady Write Units:



	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (4 ½ weeks)	Summer 1 (7 weeks)	Summer 2
Class 1: EYFS/Y1	The Girl at the Front of the Class by Onjali Q Rauf Writing Outcome: (Friendship Story Sentences) (3 weeks) King Lion by Emma Yarlett Writing Outcome: (Instruction Sentences) (3 weeks)	Snow White and the seven bears (3 weeks) (Due Mid Oct) The Queen Next Door (3 weeks) (Due Mid Oct)	Cloud Boy by Greg Stobbs Writing Outcome: (Imagination Story Sentences) (3 weeks) Whirly Twirly me by Manjeet Mann Writing Outcome: (Diary Sentences) (3 weeks)	Pip(Y1) by Jess Rose Writing Outcome: (Invention Story Sentences) (3 weeks) The Three Little Wolves and the Big Bad Pig by Eugene Trivivas Writing Outcome: (Instruction Sentences) (3 weeks) (Extra)	There's a Tiger in the Garden by Lizzy Stewart Writing Outcome: (Search Story Sentences) (3 weeks) How to Find a Yeti by Matt Hunt Writing Outcome: (Diary Sentences) (3 weeks)	Last Tree in the City by Peter Carnavas Writing Outcome: (Environment Story Sentences) (3 weeks) Splash by Claire Cashmore Writing Outcome: (Olympic Story Sentences) (3 weeks)
Class 2: Y2/3	Leo and the Octopus (Y2) by Isabelle Marinov Writing Outcome: (Friendship Narrative) (3 weeks) Flower Block(Y2) by Lanisha Butterfield Writing Outcome: (Diary) (3 weeks)	Grandad's Camper(Y2) by Harry woodgate Writing Outcome: (Memory Narrative) (3 weeks) Tidy(Y2) by Emily Gravett Writing Outcome: (Environment Narrative) (3 weeks)	Sportopedia(Y2) by Adam Skinner Writing Outcome: (Olympic Sports Guide) (3 weeks) Pip and Egg(Y3) by Alex Latimer Writing Outcome: (Transformation Narrative) (3 weeks)	Ocean Meets Sky(Y3) by Eric & Terry Fan Writing Outcome: (Dream Adventure Narrative) (3 weeks)	It Fell from the Sky(Y3) by Eric and Terry Fan Writing Outcome: (Complaint Letter) (3 weeks) The Search for Our Cosmic Neighbours(Y3) by Chloe Savage Writing Outcome: (Exploration Narrative) (3 weeks)	Into the Forest(Y3) by Anthony Browne Writing Outcome: (Lost Narrative) (3 weeks) The Secret Elephant(Y3) by Ellen Rankin Writing Outcome: (Diary) (3 weeks)
Class 3: Y4/5 (Y5)	Curiosity by Marcus Motum Writing Outcome 1: (Space Journey Narrative) Writing Outcome 2: (Formal Mission Log)	The Promise by Nicola Davies Writing Outcome 1: (Character Narrative) Writing Outcome 2: (Bargain Letter)	The Lost Thing (3 weeks) (Due Mid Oct) The New Girl (3 weeks) (Due Mid Oct)	Milo Imagines the World (3 weeks) (Due Mid Dec)	The Lost Book of Adventure Writing Outcome 1: (Survival Narrative) Writing Outcome 2: (Survival Guide)	Greta and the Giants by Zoe Tucker Writing Outcome: (Restoring the Environment Narrative) (3 weeks) Wilma Rudolph by Maria Isabel Sanchez Vegara Writing Outcome: (Gratitude Speech) (3 weeks)

Ready Steady Spell Long Term Plan

To reinforce the success of spelling as part of transcription, we are using the following **Long term Plan** for our mixed age classes. This will have a three-tier cyclical approach of introducing, reinforcing and embedding the spelling pattern for it to be applied during **Ready Steady Write** sessions.

Grange Moor Long Term Plan for Ready Steady Spell



Cycle A Y3& 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Y3 A1	Y4 A2	Y3 Sp1	Y4 Sp2	Y3 Sum1	Y 4 Sum 2

Cycle B Y3& 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Y4 A1	Y3 A2	Y4 Sp1	Y3 Sp2	Y4 Sum 1	Y3 Sum 2

Cycle A Y5&6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Y5 A1	Y6 A2				
YEAR 5*		Y5 Sp1	Y5 Sp2	Y5 Sum1	Y5 Sum 2
YEAR 6*		Y6 Sp1	Y6 Sp2	Y6 Sum1	Y6 Sum 2

Cycle B Y5&6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Sum	Sum 2
Y6 A1	Y5 A2				
YEAR 5*		Y5 Sp1	Y5 Sp2	Y5 Sum1	Y5 Sum 2
YEAR 6*		Y6 Sp1	Y6 Sp2	Y6 Sum1	Y6 Sum 2

Birdsedge Long Term Plan for Ready Steady Spell



Year 2/3 Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2 Aut 1	Y3 Aut 2	Y2 Spr1	Y3 Spr 2	Y2 Sum 1	Y3 Sum 2

Year 2/3 Cycle B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3 Aut 1	Y2 Aut 2	Y3 Spr 1	Y2 Spr 2	Y3 Sum 1	Y2 Sum 2

Year 4/5 Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 Aut 1	Y5 Aut 2	Y4 Spr1	Y5 Spr 2	Y4 Sum 1	Y5 Sum 2

Year 4/5 Cycle B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5 Aut 1	Y4 Aut 2	Y5 Spr 1	Y4 Spr 2	Y5 Sum 1	Y4 Sum 2

4. Progression of Skills

The shared Writing curriculum is mapped through the *Progression Overview* documents and units including the *Ready, Steady, Write* Scheme. Resources used are built progressively and ensure teachers deliver dynamic and inclusive lessons for all.

The long-term plan has been mapped out to support our mixed aged classes and each year group has a clear set of skills in the areas below that are built on each year.

Grammar: Word					
Word level work is progressive from Reception, using RSW progression overview and complimented by the phonics schemes of 'Little Wandle' and 'Sounds write', all the way up to Y5 at BFS and Y6 at GM, where the Ready Steady Spell scheme mirrors the structures of this progression document throughout.					
Grammar: Sentence					
Sentence knowledge is taught progressively from Reception onwards. Oracy skills are the vital foundations for sentence construction in the early years followed by single clause sentences moving towards extending sentences using the range of grammatical structures that are age related to the progression bands.					
Grammar: Text					
Text level showcases the composition of sentences and how words are put in a particular sequence to make sense. This is progressive throughout school and uses Grammar and punctuation systems alongside composition. Each progression age band builds on the previous year's learning to reinforce and embed how to write a sentence in standard English.					
Grammar: Punctuation					
This shows how to use word spaces and an awareness of full stops and capital letters all the way through to the use of punctuation for parenthesis. This progression overview allows all children to build on their knowledge of punctuation and reinforce previous knowledge all the way through learning.					
Terminology for Pupils					
This encompasses all the terminology from Reception to Y6 at GM and Y5 at BFS using age related progression documents. These are used in sentence accuracy work and continues in all the areas of the Ready steady write curriculum. These also are applied in other areas of the curriculum when sentence writing is necessary.					

RSW – Progression – Literacy Counts

5. Assessment

During writing lessons teachers use ongoing formative assessment to enable pupils to work on their sentence accuracy, punctuation, grammar and writer's knowledge. This allows children to improve their writing in real time.

Throughout the academic year, six independent assessments are carried out in each year group, supported by Teacher assessment style frameworks that enable gap analysis. The data highlights strengths and weaknesses and by identifying next steps, the tool helps teachers and leaders target teaching and explicitly model the required skills and strategies in subsequent lessons. Subject leaders analyse termly data and address areas for development.

Attainment, progress and barriers to learning are reviewed in half-termly pupil progress meetings, where clear actions are agreed to close gaps, particularly for pupils working towards the standard.

There are qualifiers within the assessment frameworks that allow teachers to assess accurately:

- 'Some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent.
- 'Many' indicates that the statement is met frequently but not yet consistently.
- 'Most' indicates that the statement is generally met with only occasional errors.

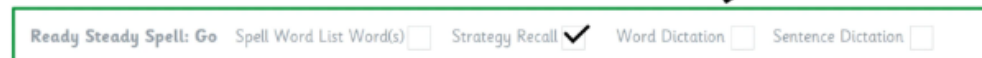
This ongoing assessment is moderated regularly within the small school's setting as well as within the schools' cluster group to enable consistency in assessment and professional discussions about children's attainment and future next steps.

Independent Writing

For the purposes of moderation, the STA have released a definition of independent writing; 'Pupils' writing upon which teachers base their judgements must be produced independently. The national curriculum is clear that writing should also be produced through discussion with the teacher and peers. A piece of writing may provide evidence of a pupil demonstrating some statements independently, but not others. For example, a pupil may produce an independent piece of writing which meets many of the statements relating to composition and the use of grammar, but they did not demonstrate independent spelling where the teacher has provided the pupil with domain specific words or corrected their spelling. This does not mean that the entire piece is not independent.

Teachers may choose to use success criteria in lessons to help pupils to understand what they have learnt and help them to judge whether a pupil has met the objectives for a piece of writing. Using success criteria does not mean that a pupil's writing is not independent; they would simply need to avoid modelling or over-scaffolding the expected outcome. Furthermore, using detailed success criteria as a teaching tool for one aspect of writing could still provide independent evidence of other 'pupil can' statements which have not been mentioned.

Assessment for the ready steady spell scheme compliments ready steady write by using formative assessment to inform the teacher of a pupil's understanding during the lesson (see the diagram below that is found at the bottom of the Practise and apply documents.)



Ready Steady Spell: Go ☐ Spell Word List Word(s) ☐ Strategy Recall ☒ Word Dictation ☐ Sentence Dictation ☐

Summative assessment is done every term using GAPS NTS assessments and statutory spellings and Common exception word assessments, as well as taught spelling patterns will be tested every half term and data collated to inform the writing TAFs and subsequently inform the next terms planning for Ready Steady Spell GO intervention as well as data analysis. Beyond this, practitioners will also gain valuable information from the following: Weekly Spelling Tests (summative) Periodic Assessment Intervals (summative) Error Analyses of Pupil Record (summative).

RSW – Assessment – Literacy Counts