



WRITING

CURRICULUM: ENGLISH WRITING



**St Joseph's
Catholic Primary School**

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Welcome to
secondary
school!

Y5/6
Cycle b



Adventure
Historical
Humorous
Flashback
Other Cultures



Persuasive Writing
Discursive
Non-Chronological
Recount
Explanation
Instructions



Narrative
Acrostic
Riddles



Performance Poems
Modern Verse
Playscripts



Non-Chronological
Explanation
Persuasive letter and
leaflet

Discussion
Newspaper
Diary
Autobiographies



Science Fiction
Myths
Classic
Adventure

Mystery
Other Cultures

Y5/6
Cycle a

Y3/4
Cycle b



Sci-Fi
Myth

Adventure
Historical
Recount
Dilemmas
Other Cultures



Non-Chronological
Persuasive Writing
Explanation
Instructions

Recount



Simile Poems
Modern Verse
Classic Poetry



Acrostic
Performance Poem
Free Verse



Diary
Newspaper
Instructions
Non-Chronological

Letter Recount
Biographies
Persuasive Letter
Explanation



Traditional Tales
Adventure
Familiar Settings
Legends

Fantasy
Mystery

Y3/4
Cycle a

Year 2



Well-Known
Stories
Science
Fiction

Adventure Story
Fables
Humorous Story
Dilemma Story



Persuasive Advert
Diary
Letter
Instructions
Non- Chronological



Limerick Poems
Kenning Poems
Riddles



Performance Poems
Rhyming Poems
List Poems



Recount
Non-Chronological
Instructions



Traditional Tales
Fairy Tales
Familiar Settings
Science Fiction
Dilemma

Fantasy
Stories from
around the world

Year 1

EYFS

Early Writing Skills
Narrative



Labels
Captions
Recounts
Instructions



Lists



Your
writing
journey
starts
here!

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Intent

At St. Joseph's, our intent is for all pupils to become fluent, confident and enthusiastic writers who can communicate ideas effectively and creatively for a range of purposes and audiences.

We aim to develop pupils who:

- Write with fluency and imagination
- Engage readers and convey meaning clearly
- Take pride in their writing and presentation
- Develop confidence, resilience and self belief as writers
- Understand how writing skills are used in real world contexts and future careers

Through our Writing curriculum, pupils learn to value writing as a powerful form of communication, creativity and expression, with clear links to education, culture, entertainment and employment.

Key Writing Concepts

Throughout the school, pupils develop the following core writing skills:

- Write with purpose and audience in mind
- Use imaginative description and precise vocabulary
- Organise writing clearly using paragraphs and structure
- Use sentences effectively for clarity and impact
- Present work neatly and accurately
- Spell and punctuate accurately
- Analyse and reflect on writing choices
- Share and discuss writing confidently with others

Implementation

Writing is taught through clearly structured, carefully sequenced units of work, ensuring progression and consistent expectations across the school.

Oracy at the Heart of Writing

Oracy is embedded throughout all writing lessons. Pupils regularly:

- Discuss and explore ideas before writing
- Rehearse sentences orally
- Explain choices using subject specific vocabulary
- Listen to and build on the ideas of others

This strong emphasis on talk supports vocabulary development, sentence structure and confidence, enabling pupils to articulate ideas before committing them to writing.



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Two Week Writing Cycle

Each unit of writing follows a two week cycle, focused on a specific genre or text type, allowing pupils to develop depth and quality in their writing.

Across the cycle, pupils:

1. Immerse in high quality texts

- Read and discuss model texts
- Identify structure, language features and author techniques
- Use talk to explore purpose, audience and effect

2. Grammar, punctuation and spelling in context

- Explicit teaching linked directly to the genre
- Oral rehearsal used to support understanding and accuracy

3. Plan, write and edit

- Shared and independent planning
- Drafting with opportunities for reflection and improvement
- Editing supported through discussion and feedback

4. Reading comprehension linked to the genre

- Comprehension activities reinforce language, structure and meaning
- Reading and writing are explicitly connected





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Writing and Careers

Explicit teaching of career links is embedded within writing units.

Pupils learn how strong writing skills are used in real world contexts and are introduced to careers such as:

- Authors and novelists
- Journalists and reporters
- Scriptwriters and playwrights
- Editors and publishers
- Advertising and marketing professionals
- Bloggers, content creators and digital writers

These discussions help pupils understand the purpose and relevance of writing, raise aspirations and demonstrate how writing skills are transferable across many professions.

Impact

By the time pupils leave St. Joseph's, they will be:

- Confident, articulate writers who can explain their choices clearly
- Able to write effectively for a range of purposes and audiences
- Secure in grammar, punctuation, spelling and vocabulary
- Resilient writers who reflect, edit and improve their work
- Aware of how writing skills support future learning and careers

Pupils leave St. Joseph's with a secure foundation in writing, underpinned by strong oracy and a clear understanding of writing as both a life skill and a gateway to future opportunities.



CURRICULUM END POINTS

COMPOSITION						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Express their ideas and feelings and their experiences using simple sentences and begin to use conjunctions to connect thoughts e.g. and, because, or. - Recognise familiar print in their environment and to become more aware of spoken language. - Begin to segment and blend simple CVC words. To begin to give meaning to their mark making. - Express themselves effectively, showing awareness of listeners needs. - Invent narratives with peers and teachers.	- Say out loud what they are going to write about. - Compose a sentence orally before writing it. - Sequence sentences to form short narratives. Use a story map. - Use 5 part story plan opening, build up, problem, resolution, ending. - Discuss what they have written with the teacher or other pupils. - Reread their writing to check that it makes sense and to independently begin to make changes. - Read their writing out loud clearly enough to be heard by peers and the teacher - Start to engage readers by using adjectives to describe. - Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	- Write about personal experiences and those of others (real and fictional). - Write about real events. - Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text. - Encapsulate 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. - Reread to check that their writing makes sense and that the correct tense is used throughout. - Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). - Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. - Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. - Read aloud what they have written with appropriate intonation to make the meaning clear.	- Begin to use ideas from their own reading and modelled examples to plan their writing. Use story mountains, maps and 'boxing up' of texts. - Proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements. - Begin to organise their writing into paragraphs around a theme.	- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story maps and 'boxing up' of texts. - Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion. - Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices). - Write a range of narratives that are well structured and well paced. - Create detailed settings, characters and plot in narratives. - To engage the reader and to add atmosphere. - Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear	- 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. - Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. - Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. - Consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. - Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. - Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. - Regularly use dialogue to convey a character and to advance the action.	- Note down and develop initial ideas, drawing on reading and research where necessary. - Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). - Use a wide range of devices to build cohesion within and across paragraphs. - Habitually proofread for spelling and punctuation errors. - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. - Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). - Distinguish between the language of speech and writing and to choose the appropriate level of formality. - Select vocabulary and grammatical structures that reflect what the writing requires (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).



CURRICULUM END POINTS

COMPOSITION <i>Cont...</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reception • Begin to develop their own narratives and explanations by connecting ideas or events. • Express their ideas and feelings and 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. • Write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. • Express their ideas and feelings about their experiences using full sentences, with modelling and support from their teacher • Invent, adapt and recount narratives with peers and their teachers					• Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear	



CURRICULUM END POINTS

GRAMMAR AND PUNCTUATION						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery Answer 'how' and 'why' questions about their experiences and in response to stories or events. Write simple words or phrases that can be read by others. Begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). Begin to show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Reception Use past, present and future tenses accurately when talking about events that have happened or are to happen in the future. Make use of conjunctions, with modelling and support from their teacher. Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	- Use simple sentence structures. - Explore language and vocabulary in stories and the environment and begin to use them accurately. - Use the joining word (conjunction) 'and' to link ideas and sentences - To begin to form simple compound sentences. - Use capital letters for names, places, the days of the week and the personal pronoun 'I' - Use finger spaces. - Use full stops to end sentences - Begin to use question marks and exclamation marks. - Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	- Use the full range of punctuation taught at Key Stage 1 mostly correctly including: capital letters, full stops, question marks, exclamation marks, commas to separate lists, apostrophes to mark singular possession and contractions. - Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma	- Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. - Use 'a' or 'an' correctly throughout a piece of writing. - Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including; when, if, because and although. - Use a range of conjunctions, adverbs and prepositions to show time, place and cause. - Use the full range of punctuation from previous year groups. - Punctuate direct speech accurately, including the use of inverted commas. - Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	- Always maintain an accurate tense throughout a piece of writing. - Always use Standard English verb inflections accurately, e.g. 'we were'. - Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. - Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. - Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. - Consistently use apostrophes for singular and plural possession. - Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial	- Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. - Ensure the consistent and correct use of tense throughout all pieces of writing. - Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). - Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. - Use commas consistently to clarify meaning or to avoid ambiguity. - Use brackets, dashes or commas to indicate parenthesis. - Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	- Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. - Use the subjunctive form in formal writing. - Use the perfect form of verbs to mark relationships of time and cause. - Use the passive voice. - Use question tags in informal writing. - Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. - Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points



CURRICULUM END POINTS

HANDWRITING AND PRESENTATION						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Show some control and coordination in large and small movements. - Move in a range of ways, beginning to safely negotiate space. - Start to handle equipment and tools, including pencils for writing. - Use letter formation when ready. - Write simple words and phrases which can be read by themselves and others. Reception - Show good control and coordination in large and small movements. - Move confidently in a range of ways, safely negotiating space. - Handle equipment and tools effectively, including pencils for writing. - Use letter formation when ready. - Write simple sentences which can be read by themselves and others.	- Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. - Sit correctly at a table, holding a pencil comfortably and correctly. - Form digits 0-9. - Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. - Use finger spaces. - Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.	- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - Form lower case letters of the correct size, relative to one another. - Use spacing between words that reflects the size of the letters. - Begin to use the diagonal and horizontal strokes needed to join letters. - Use joined handwriting by the end of Year 2. - Write full date and underline on each piece of work (short date maths).	- Use a neat, joined handwriting style with increasing accuracy and speed. - Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. - Always start at the margin and leave a line between paragraphs.	- Increase the legibility, consistency and quality of their handwriting e.g. 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] - Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	- Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. - Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. - Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way	- 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 and choosing the writing implement that is best suited for a task. - Recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).



Handwriting

Handwriting is a fundamental skill that supports communication, literacy and overall academic success. At our school, handwriting is taught progressively from Early Years Foundation Stage (EYFS) through to Key Stage 2, ensuring children develop the fundamental knowledge and motor skills needed for fluent, legible writing.

EYFS

In EYFS, handwriting development begins long before formal letter formation. We focus on building gross and fine motor skills, which are essential for pencil control and writing readiness.

- **Gross Motor Development – Development of Core Strength, Shoulder Stability, Elbow/Wrist Control**
Activities such as climbing, crawling, balancing, scarf dancing and using large equipment help strengthen core muscles, shoulders, and arms. These skills provide the stability needed for controlled hand movements during writing.
- **Fine Motor Development – Development of Wrist, Hand and Finger Strength and Endurance**
Children engage in activities like threading beads, using tweezers, playdough manipulation, and peg boards to strengthen finger muscles and improve dexterity. These experiences prepare children for a secure pencil grip.
- **Early Mark-Making**
Children start by making **purposeful marks**, progressing from random scribbles to controlled patterns. They practise drawing **lines, curves, and shapes**, which are the building blocks of letter formation.
- **Pencil Grip and Control**
Teachers model correct grip and posture, supporting children to hold writing tools effectively. As control develops, children begin forming letters during **phonics lessons**, linking sounds to symbols to make handwriting meaningful.

Key Stage 1

Children are taught individual letters from specific letter groups using a clear printed style. Teachers model correct formation and provide guided practice, focusing on:

- Consistent starting points and directionality.
- Accurate letter sizing and spacing.
- Reinforcement through daily handwriting sessions and cross-curricular writing opportunities.

When children are ready, they transition to cursive handwriting:

- Individual cursive letters taught in a structured sequence.
- Gradual introduction of joins within words, following the same letter group structure.

Key Stage 2

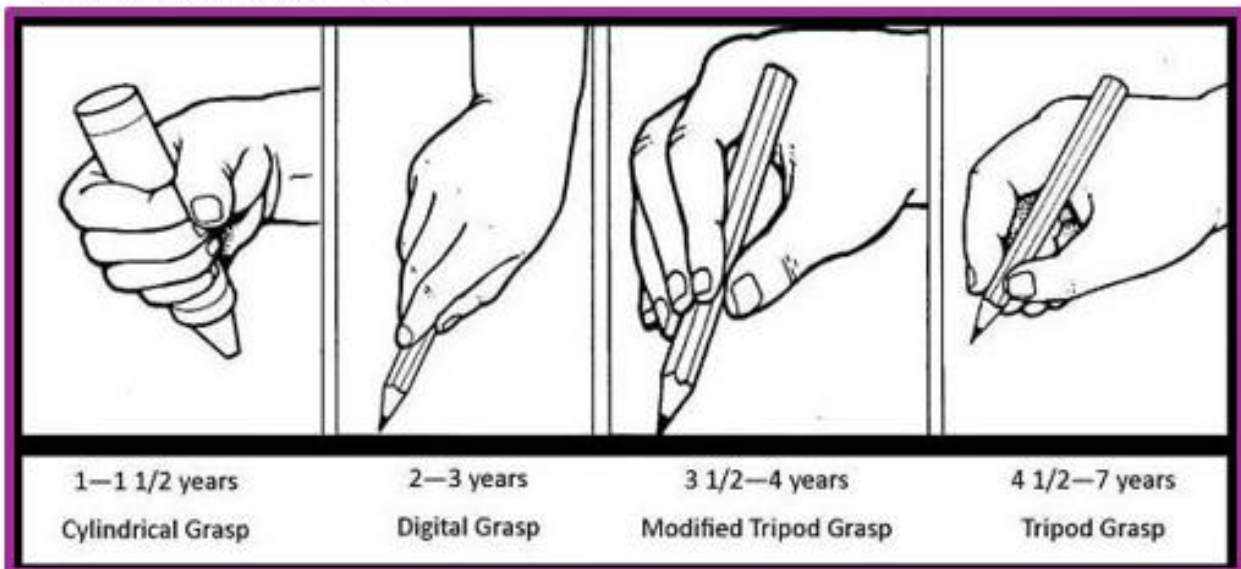
Handwriting is taught daily to consolidate skills and develop fluency. Pupils practise:

- Diagonal and horizontal joins explicitly.
- Increasing speed and consistency while maintaining legibility.
- Developing a personal style that supports efficient writing across the curriculum.

We ensure handwriting is accessible for all learners through targeted interventions:

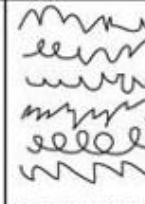
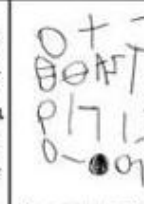
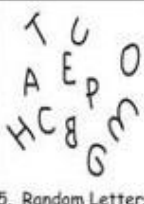
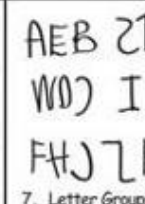
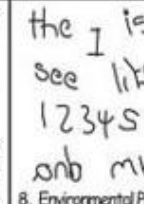
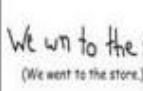
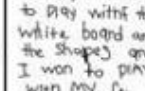
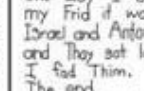
- Additional gross and fine motor sessions may be implemented.
- Bubble writing for pupils struggling with letter sizing and correct formation.
- Slanted boards, pen grips, and other aids recommended by Occupational Therapy.
- Where fine motor skills and handwriting continues to be a problem, the use of touch typing and word processing will be considered.

Pencil Grasp Progression



Progression of a Child's Writing

HeidiSongs' Chart of the Developmental Progression of A Child's Writing

 1. Pictures	 2. Random Scribbling	 3. Scribble Writing (Written in linear fashion to mimic real writing.)	 4. Symbols That Represent Letters
 5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)	 6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)	 7. Letter Groups (The groups have spaces in between to resemble words.)	 8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)
 9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)	 10. Early Inventive Spelling (Includes the same elements as the previous level, but with more constant sounds represented and spaces between words.)	 11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)	 12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)

Progression of a Child's Drawing

Basic Scribbles

Diots Lines multiple lines Zig-zags Roaming lines Whirls Loops Circles

Combined Scribbles

Crosses Mandalas Stars Closed Shapes

Suns

Sun Faces

Human Figures With Limbs

Human Figures With Torsoes

Human Figures With Limbs Used in Drawings



Handwriting

Printed Letter Formation



Cursive Letter Formation





HANDWRITING PROGRESSION

AUTUMN TERM						
WEEK	Nursery	Reception	Year 1	Year 2	Year 3/ 4	Year 5/6
Week 1	Whole-body responses to the language of movement	Dots	Practising long-legged giraffe letters	Practising diagonal join to ascender: th, ch	Practising joining through a word in stages: no ascenders or descenders	Practising diagonal join to ascender: th, sh, nb, nd, ht, st
Week 2	Large movements with equipment	Straight lines and crosses	Writing words with ll	Practising diagonal join, no ascender: ai, ay	Practising joining through a word in stages: parallel ascenders	Practising diagonal join, no ascender: ai, ay, kn, er, ie, en
Week 3	Large movements with malleable materials	Circles	Introducing capitals for long-legged giraffe letters	Practising diagonal join, no ascender: ir, er	Practising joining from s to ascender: sh, sl, st, sk	Practising diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho
Week 4	Using one-handed tools and equipment	Waves	Practising one-armed robot letters	Practising horizontal join to ascender: wh, oh	Practising joining from s, no ascender: sw, si, se, sm, sn, sp, su	Practising horizontal join to ascender: wh, wl, oh, ol, of, ob
Week 5	Hand responses to music	Loops and bridges	Practising long-legged giraffe letters and one-armed robot letters	Practising horizontal join, no ascender: ow, ou	Practising joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq	Practising horizontal join, no ascender: oi, oy, ou, op, ve
Week 6	Pattern-making	Joined straight lines	Introducing capitals for one-armed robot letters	Introducing diagonal join to e: ie, ue	Practising joining from r to an ascender: rb, rh, rk, rl, rt	Practising horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo
Week 7	Investigating dots	Angled patterns	Practising curly caterpillar letters	Introducing horizontal join to e: oe, ve	Practising joining from r, no ascender: ri, ru, rn, rp	Practising joining from r: ra, re, ri, ro, ru
Week 8	Investigating straight lines and crosses	Eights	Writing words with double ff	Introducing ee	Practising joining from r to an anticlockwise letter: ra, rd, rg, ro	Practising joining from r to an anticlockwise letter: ra, rd, rg, ro
Week 9	Investigating circles	Spirals	Writing words with double ss	Practising diagonal join, no ascender: le	Practising joining from r to e: are, ere, ure, ore, ire	Practising joining from s: sh, su, sc, sl, sw, sp
Week 10	Investigating curves, loops and waves	Left-to-right orientation	Introducing capitals for curly caterpillar letters	Writing numbers 1–100	Practising break letters: g, j, y, f, b, p, x, z	Practising joining to s: os, es, is, as, us
Week 11	Investigating joined straight lines and angled patterns	Mix of patterns	Review	Review	Review	Review
Week 12	Messy Play	Review of patterns	Review	Review	Review	Review



HANDWRITING PROGRESSION

SPRING TERM						
WEEK	Nursery	Reception	Year 1	Year 2	Year 3/ 4	Year 5/6
Week 1	Whole-body responses to the language of movement	Introducing long-legged giraffe letters: l	Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters	Introducing diagonal join to anticlockwise letters: ea	Practising joining to f: if, ef, af, of	Practising joining from f to ascender: fl, ft
Week 2	Large movements with equipment	Introducing long-legged giraffe letters: l, i	Practising zig-zag monster letters	Practising diagonal join to anticlockwise letters: igh	Practising joining from f to an ascender: fl, ft	Practising joining from f, no ascender: fa, fe, fi, fo, fu
Week 3	Large movements with malleable materials	Introducing long-legged giraffe letters: u, t	Writing words with double zz	Practising diagonal join to anticlockwise letters: dg, ng	Practising joining from f, no ascender: fe, fi, fu, fr, fy	Practising joining to f: of, af, if, ef
Week 4	Using one-handed tools and equipment	Introducing long-legged giraffe letters: j, y	Mixing all the letter families	Introducing horizontal join to anticlockwise letters: oo, oa	Practising joining from f to an anticlockwise letter: fo, fa	Practising proportion, joining p and b to ascenders: ph, pl, bl
Week 5	Hand responses to music	Practising all the long-legged giraffe letters: l, i, t, u, j, y	Practising all the capital letters	Practising horizontal join to anticlockwise letters: wa, wo	Practising ff	Practising joining from p and b, no ascender: bu, bi, pe, pu, pi, pr
Week 6	Pattern-making	Introducing one-armed robot letters: r	Practising all the numbers 0–9	Introducing mixed joins for three letters: air, ear	Practising rr	Practising parallel downstrokes: pp, bb
Week 7	Investigating dots	Practising one-armed robot letters: b, n	Writing words with ck and qu	Practising mixed joins for three letters: oor, our	Practising ss	Practising all double letters: RR, SS ff, cc, dd
Week 8	Investigating straight lines and crosses	Practising one-armed robot letters: h, m	Practising long vowel phonemes: ai, igh, oo	Practising mixed joins for three letters: ing	Practising qu	Practising crossbar join from t: th, ti, tr, ta, tt
Week 9	Investigating circles	Practising one-armed robot letters: k, p	Practising vowels with adjacent consonants: ee, oa, oo	Size and spacing	Revising parallel ascenders and descenders: bb, pp	Practising looping from g: gl, gi, gr, ga, gg
Week 10	Investigating curves, loops and waves	Practising all the one-armed robot letters: r, b, n, h, m, k, p	Assessment	Assessment	Assessment	Practising looping from j and y: je, jo, ye, yr, yo
Week 11	Investigating joined straight lines and angled patterns	Practising all the long-legged giraffe and one-armed robot letters	Review	Review	Review	Review
Week 12	Messy Play	Reviewing all the long-legged giraffe and one-armed robot letters	Review	Review	Review	Review



HANDWRITING PROGRESSION

SUMMER TERM						
WEEK	Nursery	Reception	Year 1	Year 2	Year 3/ 4	Year 5/6
Week 1	Whole-body responses to the language of movement	Introducing curly caterpillar letters: c	Numbers 10–20: spacing	Building on diagonal join to ascender: ck, al, el, at, il, ill	Practising diagonal join from p and b to ascender: ph, pl, bl	Practising joining from v, w, x and z
Week 2	Large movements with equipment	Practising curly caterpillar letters: a, d	Practising ch unjoined	Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip	Practising diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe	Practising capitals
Week 3	Large movements with malleable materials	Practising curly caterpillar letters: o, s	Introducing diagonal join to ascender: ch	Building on horizontal join to ascender: ok, ot, ob, ol	Practising diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs	Practising spacing between words
Week 4	Using one-handed tools and equipment	Practising curly caterpillar letters: g, q	Practising ai unjoined	Building on horizontal join, no ascender: oi, oy, on, op, ov	Revising parallel ascenders and descenders	Practising the importance of consistent sizing
Week 5	Hand responses to music	Practising curly caterpillar letters: e, f	Introducing diagonal join, no ascender: ai	Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag	Revisiting break letters	Practising the importance of proportion
Week 6	Pattern-making	Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f	Practising wh unjoined	Building on horizontal join to anticlockwise letters: oc, og, od, va, vo	Spacing in common exception words	Practising handwriting for different purposes: abbreviations
Week 7	Investigating dots	Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters	Introducing horizontal join to ascender: wh	Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks	Consistent size of letters	Practising handwriting for different purposes: annotations
Week 8	Investigating straight lines and crosses	Introducing zig-zag monster letters: z	Practising ow unjoined	Practising joining ed and ing	Relative size of capitals	Practising handwriting for different purposes: note making
Week 9	Investigating circles	Practising zig-zag monster letters: v, w, x	Introducing horizontal join, no ascender: ow	Capitals	Speed and fluency	Practising handwriting for different purposes: print letters for personal details
Week 10	Investigating curves, loops and waves	Practising all the zig-zag monster letters: z, v, w, x	Assessment	Assessment	Assessment	Practising handwriting for different purposes: presentation
Week 11	Investigating joined straight lines and angled patterns	Practising all the curly caterpillar and zig-zag monster letters	Review	Review	Review	Review
Week 12	Investigating eights and spirals	Reviewing all the curly caterpillar and zig-zag monster letters	Review	Review	Review	Review

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KS1 SPELLING PROGRESSION

Y1 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'	Step 7: Compound words and words with unstressed vowels	Step 13: Words with the <u>split</u> digraph 'ou' <i>ou</i>	Step 19: Words where the digraph 'er' <u>is</u> stressed	Step 25: Words where the digraph 'ou' makes an /ow/ sound	Step 31: Words with the trigraph 'igh' <i>igh</i>
Objective	Step 2: Words with the /k/ sound spelled 'k' and 'nk' spelling pattern	Step 8: Words with the digraphs 'ai' and 'oi'	Step 14: Words with the split digraph 'ue' <i>ue</i>	Step 20: Words where the digraph 'er' is unstressed	Step 26: Words where the digraph 'ow' makes an /ow/ or /ga/ sound	Step 32: Words with the digraphs 'or' and the trigraph 'ore'
Objective	Step 3: Words with the 'tch' trigraph	Step 9: Words with the digraphs 'ay' and 'oy'	Step 15: Words with the digraph 'ar' <i>ar</i>	Step 21: Words with the digraphs 'ic' and 'uc' <i>ic uc</i>	Step 27: Words ending in 'y' /ee/ and 've' /v/	Step 33: Words where the digraphs 'aw' and 'au' make an /or/ sound
Objective	Step 4: Adding '-s' and '-es' to make plurals	Step 10: Words with the split digraph 'ae' <i>ae</i>	Step 16: Words with the digraph 'ee' <i>ee</i>	Step 22: Words where the digraph 'oo' makes an /oo/ sound	Step 28: Words with the digraphs 'ue' and 'aw' <i>ue aw</i>	Step 34: Words with the trigraphs 'air' and 'ear'
Objective	Step 5: Adding the suffixes '-ing' and '-ed'	Step 11: Words with the split digraph 'ue' <i>ue</i>	Step 17: Words where the digraph 'ea' makes an /ee/ sound	Step 23: Words where the digraph 'oo' makes an /u/ sound	Step 29: Words where the digraph 'ie' makes an /igh/ sound	Step 35: Words where the trigraphs 'ear' and 'are' make an /air/ sound
Objective	Step 6: Adding the prefix 'un-' and the suffixes '-er' and '-est'	Step 12: Words with the split digraph 'ie' <i>ie</i>	Step 18: Words where the digraph 'ea' makes an /e/ sound	Step 24: Words where the digraphs 'ga' and 'gg' make an /ga/ sound	Step 30: Words where 'ie' makes an /ee/ sound	Step 36: Words with the digraphs 'gh' and 'wh' <i>gh wh</i>

Y2 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where 'dge' makes a /j/ sound	Step 7: Words where 'wr' makes a /r/ sound at the beginning of words	Step 13: Words where 'y' makes an /igh/ sound	Step 19: Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Step 25: Words where the digraph 'ex' makes an /ee/ sound	Step 31: Words that are homophones
Objective	Step 2: Words where 'ge' makes a /j/ sound	Step 8: Words ending in 'le'	Step 14: Words where '-es' is added to words ending in 'y'	Step 20: Words where '-ing' is added to single syllable words	Step 26: Words where 'a' makes an /a/ sound	Step 32: Words that are homophones or near homophones
Objective	Step 3: Words where 'g' makes a /j/ sound	Step 9: Words ending in 'el'	Step 15: Words where '-ed' is added to words ending in 'y'	Step 21: Words where '-ed' is added to single syllable words	Step 27: Words where 'or' and 'ar' make an /er/ or /or/ sound	* Step 33: Words ending in '-tion'
Objective	Step 4: Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Step 10: Words ending in 'al'	Step 16: Words where '-er' and '-est' are added to words ending in 'y'	Step 22: Words where 'a' makes an /or/ sound	* Step 28: Words where 'si' and 's' makes an /zh/ sound	Step 34: Words with an <u>apostrophe</u> for contraction
Objective	Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Step 11: Words ending in 'il'	Step 17: Words where '-ing' is added to words ending in 'e'	Step 23: Words where 'o' makes an /u/ sound	Step 29: Words ending in '-ment' and '-ness'	Step 35: Words with an apostrophe for possession
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words ending in '-ful', '-less' and '-ly'	Step 36: Challenge Words



LKS2 SPELLING PROGRESSION

Y3/4 Overview (Cycle a)

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words where the digraph 'ou' makes an /ow/ sound	Step 7: Words with the prefix 're-'	Step 13: Words with the digraph 'ai' and tetragraph 'aigh'	Step 19: Words ending in 'al'	Step 25: Words with the suffix '-er'	* Step 31: Words ending in '-sion'
Objective	Step 2: Words where the digraph 'ou' makes a /u/ sound	Step 8: Words with the prefix 'dis-'	Step 14: Words with the digraph 'ei' and tetragraph 'eigh'	Step 20: Words ending in 'le'	Step 26: Words where the digraph 'ch' makes a /k/ sound	Step 32: Challenge Words
Objective	Step 3: Words where 'y' makes an /i/ sound	Step 9: Words with the prefix 'mis-'	Step 15: Words where the digraph 'ey' makes an /ai/ sound	Step 21: Words ending in '-ly' where the base word ends in 'le'	Step 27: Words ending in '-gue' and '-que'	Step 33: Revision Words
Objective	* Step 4: Words ending in '-sure'	Step 10: Words where '-ion', '-er' and '-ed' are added to multisyllabic words	Step 16: Words with the suffix '-ly'	Step 22: Words ending in '-ly' where the base word ends in '-ic'	Step 28: Words where the digraph 'ss' makes a /s/ sound	Step 34: Revision Words
Objective	* Step 5: Words ending in '-ture'	Step 11: Words where '-ion', '-ed' and '-ed' are added to multisyllabic words	Step 17: Words that are homophones	Step 23: Words ending in '-ly'; exceptions	Step 29: Words that are homophones	Step 35: Revision Words
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words

Y3/4 Overview (Cycle b)

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	Step 1: Words that are homophones	* Step 7: Words ending in '-ation'	* Step 13: Words ending in '-sion'	Step 19: Words where 'au' makes an /or/ sound	Step 25: Words that are homophones	Step 31: Challenge Words
Objective	Step 2: Words with the prefix 'in-' meaning 'not'	* Step 8: Words ending in '-ation'	* Step 14: Words ending in '-ous'	* Step 20: Words ending in '-tion'	Step 26: Words spelled with 'c' before 'i' and 'e'	Step 32: Words that are plurals with possessive apostrophes
Objective	Step 3: Words with the prefixes 'il-', 'im-' and 'ir-'	Step 9: Words ending in '-ly'	* Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains	* Step 21: Words ending in '-sion'	Step 27: Words containing 'sol' and 'real'	Step 33: Revision Words
Objective	Step 4: Words with the prefix 'sub-' meaning 'below' or 'further divided'	Step 10: Words ending in '-ly'	Step 16: Words where a suffix is added to words ending in 'y'	* Step 22: Words ending in '-sion'	Step 28: Words containing 'phon' and 'sign'	Step 34: Revision Words
Objective	Step 5: Words with the prefix 'inter-' meaning 'between' or 'among'	Step 11: Words where 'ch' makes a /sh/ sound	* Step 17: Words ending in '-ious' and '-eous'	Step 23: Words that are adverbs of manner	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto'	Step 35: Revision Words
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Words with the prefix 'bi-' meaning 'two'	Step 36: Revision Words



UKS2 SPELLING PROGRESSION

Y5/6 Overview (Cycle a)

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	* Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Objective	* Step 2: Words ending in '-cious'	Step 8: Words ending in '-auce' and '-auce'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Objective	* Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in 'fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision Words
Objective	* Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34: Revision Words
Objective	* Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision Words
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words

Y5/6 Overview (Cycle b)

Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	* Step 1: Words ending in '-tious' and '-ious'	Step 7: Words ending in '-ant'	Step 13: Words ending in '-able', where the 'e' from the root word remains	Step 19: Words with 'ie' after 'c'	Step 25: Words that are homophones or near homophones	Step 31: Words with hyphens
Objective	* Step 2: Words ending in '-cious'	Step 8: Words ending in '-auce' and '-auce'	Step 14: Words that are adverbs of time	Step 20: Words where 'ei' can make an /ee/ sound	Step 26: Words that are homophones	Step 32: Challenge Words
Objective	* Step 3: Words ending in '-cial'	Step 9: Words ending in '-ent' and '-ence'	Step 15: Words with suffixes where the base word ends in 'fer'	Step 21: Words where 'ough' makes an /or/ sound	Step 27: Words that are homophones	Step 33: Revision Words
Objective	* Step 4: Words ending in '-tial'	Step 10: Words ending in '-able' and '-ible'	Step 16: Words with 'silent' first letters	Step 22: Words containing 'ough'	Step 28: Words that are homophones or near homophones	Step 34: Revision Words
Objective	* Step 5: Words ending in '-cial' and '-tial'	Step 11: Words ending in '-ably' and '-ibly'	Step 17: Words with 'silent' letters	Step 23: Adverbs of possibility and frequency	Step 29: Words that are homophones or near homophones	Step 35: Revision Words
Objective	Step 6: Challenge Words	Step 12: Challenge Words	Step 18: Challenge Words	Step 24: Challenge Words	Step 30: Challenge Words	Step 36: Revision Words



CAREER LINKS AND INFLUENTIAL PEOPLE

My Path Careers Videos

KS1 children learn about a specific career (Job spotlight)

English							
		Autumn 1 <i>Non-Chronological</i>	Autumn 2 <i>Instructions</i>	Spring 1 <i>Familiar Settings</i>	Spring 2 <i>Recount</i>	Summer 1 <i>Instructions</i>	Summer 2 <i>Fantasy</i>
Year 1	Career	Tour Guide 	Vet 	Dentist 	Photographer 	Chef 	Illustrator 

English							
		Autumn 1 <i>Letter</i>	Autumn 2 <i>Diary Recount</i>	Spring 1 <i>Instructions</i>	Spring 2 <i>Persuasive</i>	Summer 1 <i>Humorous Story</i>	Summer 2 <i>Persuasive Advert</i>
Year 2	Career	Translator 	Firefighter 	Game Developer 	Travel Agent 	Librarian 	Town Planner 



CAREER LINKS AND INFLUENTIAL PEOPLE

My Path Careers Videos

KS2 children about a range of careers (English, Why Bother?)

English							
Y3/4 (Cycle a)		Autumn 1 <i>Persuasive Letter</i>	Autumn 2 <i>Diary</i>	Spring 1 <i>Performance Poems</i>	Spring 2 <i>Explanation</i>	Summer 1 <i>Traditional Tales</i>	Summer 2 <i>Non-Chronological Report</i>
	Career	Health Care Administrator Fundraising Coordinator Marketing Coordinator 	Genealogist Therapist/Councillor Historian 	Lyricist Poet Creative Writing Teacher 	Environmental Consultant Journalist Customer Support Specialist 	Folklorist Storyteller Teacher 	Market Researcher Food Analyst Government Auditor

English							
Y5/6 (Cycle a)		Autumn 1 <i>Performance Poems</i>	Autumn 2 <i>Discussion Text</i>	Spring 1 <i>Persuasive Letter</i>	Spring 2 <i>Diary</i>	Summer 1 <i>Classic Literature-Narrative Writing</i>	Summer 2 <i>Descriptive Writing</i>
	Career	Playwright Freelance Writer Literacy Critic 	Diplomat Crisis Manager Communication Director 	Secretary Grant Writer Event Planner 	Content Creator Health Coach Documentary Film Maker 	Screenwriters Game Writer Marketing Manager 	Museum Curator Travel Writer Editor



CAREER LINKS AND INFLUENTIAL PEOPLE

My Path Careers Videos

KS2 children about a range of careers (English, Why Bother?)

English							
Y3/4 (Cycle b)		Autumn 1 <i>Adventure Descriptive Writing</i>	Autumn 2 <i>Explanation Text</i>	Spring 1 <i>Myths and Legends</i>	Spring 2 <i>Dilemma Narrative Writing</i>	Summer 1 <i>Persuasive- Speeches</i>	Summer 2 <i>Instructions Text</i>
	Career	Book Author Historian Film Critic 	Environmental Consultant Journalist Customer Support Specialist 	Cultural Heritage Manager Musician Translator 	Author Literary Writing Content Creator 	Motivational Speaker University Professor Public Speaking Coach 	Cooking Instructor Fitness Trainer Game Designer

English							
Y5/6 (Cycle b)		Autumn 1 <i>Non- Chronological Report</i>	Autumn 2 <i>Discursive- Speeches</i>	Spring 1 <i>Acrostic Poems Poetry</i>	Spring 2 <i>Instructions</i>	Summer 1 <i>Explanation Text</i>	Summer 2 <i>Discursive Text</i>
	Career	Social Media Analyst Forensic Scientist Tourism Researcher 	Diplomat Crisis Communication Manager Communication Director 	Playwriter Freelance Writer Literary Critic 	Technical Writer Quality Assurance Specialist DIY Blogger 	Science Communicator Software Developer Legal Writer 	Foreign Correspondent Photojournalist Freelance Journalist



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

WRITING							
Year 1		Autumn 1 <i>Non-Chronological</i>	Autumn 2 <i>Instructions</i>	Spring 1 <i>Familiar Settings</i>	Spring 2 <i>Recount</i>	Summer 1 <i>Instructions</i>	Summer 2 <i>Fantasy</i>
	British Values	Individual Liberty 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Individual Liberty 	Individual Liberty 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Self- Belief 	Rights and Responsibilities 	Resilience 	Resilience 	Participation 	Common Good 

WRITING							
Year 2		Autumn 1 <i>Letter</i>	Autumn 2 <i>Diary Recount</i>	Spring 1 <i>Instructions</i>	Spring 2 <i>Persuasive</i>	Summer 1 <i>Humorous Story</i>	Summer 2 <i>Persuasive Advert</i>
	British Values	Mutual Respect and Tolerance 	Rule of Law 	Individual Liberty 	Mutual Respect and Tolerance 	Individual Liberty 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Solidarity 	Rights and Responsibility 	Self- Belief 	Compassion 	Confidence 	Respect 



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

WRITING							
Y3/4 (Cycle a)		Autumn 1 <i>Persuasive Letter</i>	Autumn 2 <i>Diary</i>	Spring 1 <i>Performance Poems</i>	Spring 2 <i>Explanation</i>	Summer 1 <i>Traditional Tales</i>	Summer 2 <i>Non-Chronological Report</i>
	British Values	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Individual Liberty 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Confidence 	Common Good 	Self-Belief 	Common Good 	Common Good 	Stewardship 

WRITING							
Y5/6 (Cycle a)		Autumn 1 <i>Performance Poems</i>	Autumn 2 <i>Discussion Text</i>	Spring 1 <i>Persuasive Letter</i>	Spring 2 <i>Diary</i>	Summer 1 <i>Classic Literature-Narrative Writing</i>	Summer 2 <i>Descriptive Writing</i>
	British Values	Individual Liberty 	Rule of Law 	Individual Liberty 	Democracy 	Mutual Respect and Tolerance 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Confidence 	Common Good 	Confidence 	Self-Belief 	Respect 	Solidarity 



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

WRITING							
Y3/4 (Cycle b)		Autumn 1 <i>Adventure Descriptive Writing</i>	Autumn 2 <i>Explanation Text</i>	Spring 1 <i>Myths and Legends</i>	Spring 2 <i>Dilemma Narrative Writing</i>	Summer 1 <i>Persuasive- Speeches</i>	Summer 2 <i>Instructions Text</i>
	British Values	Individual Liberty 	Individual Liberty 	Democracy 	Individual Liberty 	Rule of Law 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Confidence 	Responsibility 	Human Dignity 	Responsibility 	Resilience 	Confidence 

WRITING							
Y5/6 (Cycle b)		Autumn 1 <i>Non- Chronological Report</i>	Autumn 2 <i>Discursive- Speeches</i>	Spring 1 <i>Acrostic Poems Poetry</i>	Spring 2 <i>Instructions</i>	Summer 1 <i>Explanation Text</i>	Summer 2 <i>Discursive Text</i>
	British Values	Mutual Respect and Tolerance 	Democracy 	Individual Liberty 	Individual Liberty 	Individual Liberty 	Mutual Respect and Tolerance 
	Trust Virtues and Catholic Social Teachings	Stewardship 	Confidence 	Human Dignity 	Participation 	Solidarity 	Stewardship 



SEND

Our Writing curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". A popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning.

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

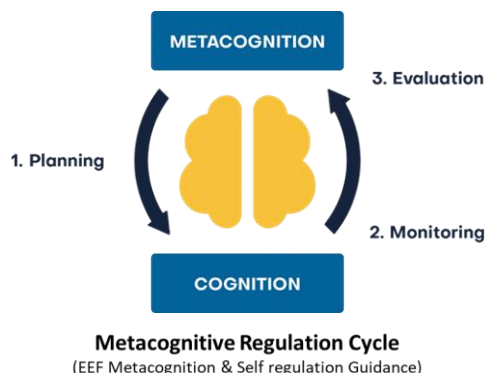
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two linked processes:

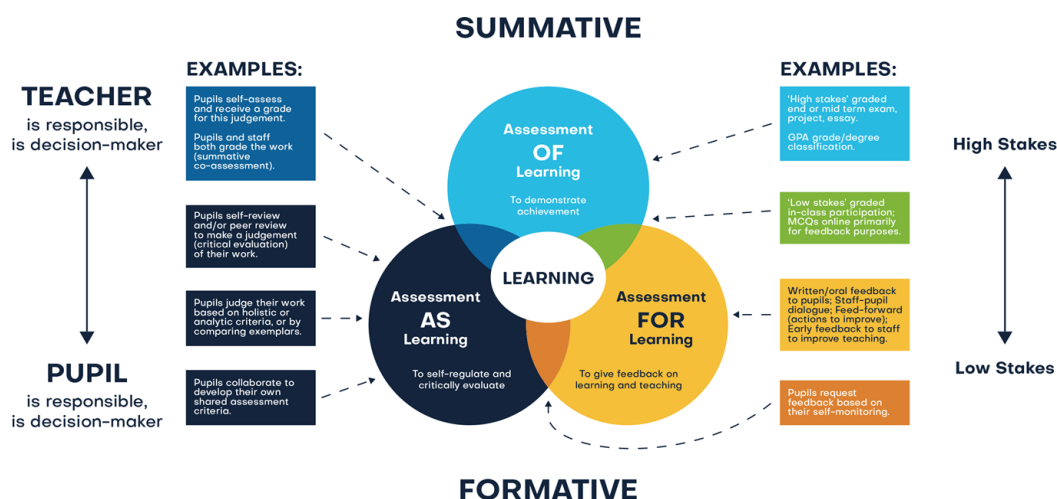
Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.



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BHCET TAF

The BHCET TAF format forms an assessment framework for writing within, across and at the end of the year. This format of assessment provides consistency across current assessment of Maths and Reading within the Trust and links to the structure of assessment judgements, assessing writing at WTS, WTS+, EXS and GDS. This links to the reporting language that is used to assess writing across the year. It provides clear distinction between the assessment of writing at each standard and particularly between WTS and WTS+. The overview of objectives are fundamentally linked to NC expectations, creating year group specificity for the programmes of study. Each year group covers elements of cohesion, sentence structure, composition and effect, punctuation, spelling and handwriting.

The TAF is provided in two forms.

1 – A progressive overview from Year 1 to Year 6.

As a refined, logical set of year group specific objectives this provides clarity of progression across year groups. These clear descriptors lead to an understanding of expectations between year groups. Such expectations allow staff to focus on the key elements that form the revision of previous learning and the year group specific new learning.

2 - Year group specific.

Focusing on year group specificity, this provides clear focus on the end of year expectations for writing. It provides a simple but thorough set of objectives to assess a collection of writing.