



## Writing



### Teaching and Learning Expectations

#### Intent

At Breage C of E School we aim for all of our children to be able to confidently write for a range of purposes. We encourage and enable our children to be motivated and independent writers, who enjoy writing for a range of purposes and audiences. We want children to acquire a wide vocabulary, a solid understanding of grammar and be able to spell using phonics, morphology and etymology. We want all children to take pride in the presentation of their writing and aim for all children to have fluent, joined handwriting by the end of KS2. We recognise that good writers need time to refine and edit their work and so we teach children to identify areas within their own writing to improve to ensure that editing is effective.

#### **Writing Curriculum Developmental Stages**

**Early writing support in the foundation stage.** Handwriting instruction should begin with play during the first term in Reception and include:

- Motor skills and control

Core strength helps with sitting up straight.

Shoulder strength helps with control for forming letters.

- Memory and awareness

Good working memory supports remembering sounds and letter shapes.

Letter-sound knowledge gives meaning to letters.

Visual perception and spatial awareness help with letter placement.

- Body awareness and movement

Skills which cross the midline and use both sides of the body.

Tracking with both eyes (binocular vision) are vital.

- Multisensory learning

Climbing activities, kicking a ball, or balancing on a ladder help build body control in a fun way.

In EYFS and Reception, play is a key indicator of handwriting readiness. Observing children at play helps adults understand when they are prepared to begin more formal writing instruction. Many aspects of play develop the fine and gross motor skills needed for handwriting, including squeezing, rolling, pouring, tearing, threading, pushing, pulling, catching, throwing and building.

Examples of playful activities that support early handwriting include:

- Finger painting
- Sand and water play
- Messy exploration with foam, paint or shaving cream
- Using stickers
- Manipulating objects with tongs or spoons
- Drawing and colouring for control
- Cutting with scissors to build strength and coordination
- Attaching pegs
- Chalk drawing
- Painting with cotton buds
- Tracing simple shapes
- Building with blocks
- Ball games that support tracking and hand-eye coordination

Once the children are ready, they will start to follow the Morrells letter families. Once individual letters are mastered, they will progress on to forming words and simple sentences.

c o a g q d i l t k j v w u y f r n m h p b e s x z

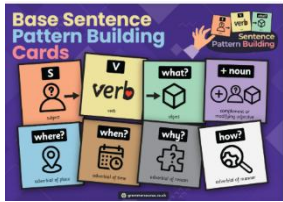
### Key Stage 1

The **Sentence Pattern Building Unit** is a dynamic and engaging resource designed to support language development in children, particularly those who may struggle with sentence structure and building coherent sentences.

**Sentence Pattern Building Cards:** These visually stimulating cards guide our pupils through the process of constructing sentences step-by-step, ensuring a solid understanding of sentence structure.

**Comprehensive Lesson Plans:** Detailed lesson plans are provided, linking visual literacy activities and books, to reinforce learning. Each plan is designed to be flexible, catering to various learning needs and abilities.

**Writing Frames:** Structured writing frames are included to help our pupils organise their thoughts and ideas. Optional Morrells handwriting guidelines are available to support the children in their letter formation and overall writing presentation.



### Key Stage 1 (Summer Term) and KS2

**Grammarsaurus unit guides** are then used to support teachers in creating a bespoke learning journey for our children.

We use the unit guides to support with our unique writing process. Each stage is clearly identified on the slides which we use to deliver the unit.

## Writing Skills Progression

Writing Progression Overview			
	Writing: Transcription Spelling	Writing: composition	Writing: Vocabulary, Grammar and Punctuation
EYFS	<p><b>Phonics and Spelling Rules</b> To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><b>Common Exception Words</b> To write some irregular common words.</p> <p><b>Letter Formation, Placement and Positioning</b> To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control.</p>	<p><b>Planning, Writing and Editing</b> To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own firsthand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and</p>	<p><b>Sentence Construction and Tense</b></p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Use of Phrases and Clauses</b> To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p><b>Use of Terminology</b> To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>

Writing Progression based on the National Curriculum expectations.

## Handwriting development: Morrells Handwriting

The ultimate goal is for children to write with confidence and creativity, supported by handwriting that is executed with ease, speed, and clarity. Developing automaticity in writing is essential to enable children to focus on content rather than letter formation.



<b>1. Foundation stage – readiness for writing</b>	Children begin developing the gross and fine motor skills necessary for handwriting, including achieving a correct pencil grip and sitting posture. At this stage, they learn the correct size and direction of letters through early mark-making and guided practice of forming letters correctly.
<b>2. Key Stage 1 – developing letter formation</b>	Pupils continue to refine their letter formation, spacing and size. By the end of Year 2, more able pupils may begin learning and applying horizontal and vertical joins, laying the groundwork for joined handwriting.
<b>3. Lower Key Stage 2 – introducing joins</b>	Letter formation is further embedded, and pupils begin learning to join letters. This stage focuses on building fluency and consistency in the early stages of joined writing.
<b>4. Middle Key Stage 2 – securing joins</b>	Pupils consolidate their understanding of joins, working towards confident and automatic use of joined handwriting across subjects.
<b>5. Upper Key Stage 2 – developing fluency and presentation</b>	Children practise joined handwriting with a focus on speed, fluency, and presentation. They apply these skills consistently across all written work.
<b>6. Upper Key Stage 2 – embedding legibility and style</b>	Pupils refine their handwriting style, ensuring legibility, fluency, and appropriate presentation. Joined handwriting becomes a natural and efficient tool for written communication.

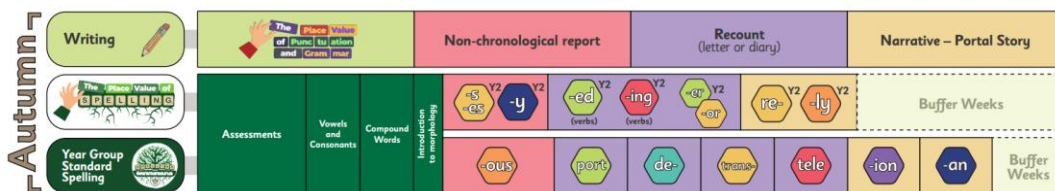
### Phonics and Spelling Development



In EYFS/KS1, phonics is taught daily following the Little Wandle scheme. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.



The Spelling with Grammarsaurus scheme is designed to enhance children's spelling skills after or alongside phonics by focusing on morphology, etymology, and orthography. Through this approach, children develop a deep understanding of how words are built, how their structures relate to meaning, and how spelling patterns are influenced by word origins. Throughout the scheme, pupils explore the building blocks of words, uncovering the relationships between meaning and spelling. This knowledge empowers them to spell more accurately, recognise patterns across words, and apply their understanding to both familiar and unfamiliar vocabulary.



### Punctuation and Grammar Development

Children in Year 1 to Year 6 will learn the Place Value of Punctuation and Grammar (PVPG) — an approach that focuses on the foundations of writing: grammar and punctuation. Punctuation and grammar are the place value of writing. They are the building blocks of successful writers. Without a secure grasp



of them, children often struggle with sentence structure, making it much harder for them to produce cohesive stories, letters and reports that readers can understand and enjoy. To reflect its importance, the Place Value of Punctuation and Grammar (PVPG) will be the very first unit taught in Years 2 - 6 and will be revisited regularly across the curriculum. In Year 1, PVPG will be introduced once children have a secure grasp of letter formation and phonics.

The curriculum map is organized into four main sections:

- READY FOR PVPG:** A grid of 12 boxes covering Noun focus, Nouns review, Verb focus, and Subject focus.
- YEAR 2:** A grid of 12 boxes covering Noun focus, Nouns review, Verb focus, and Subject focus.
- Y3 Y4:** A grid of 12 boxes covering Noun focus, Nouns review, Verb focus, and Subject focus.
- Y5 Y6 Y7:** A grid of 12 boxes covering Noun focus, Nouns review, Verb focus, and Subject focus.

Each box in the grid contains a specific topic and a small icon representing that topic. The topics are: Noun focus, Nouns review, Verb focus, and Subject focus. The grid shows a progression of these topics across the years, with some topics being revisited in later years.