



English Writing and Grammar Curriculum Documents





Intent

At Axbridge C of E Academy, we believe writing is both an essential skill for success in the wider world and an art form. Therefore, we make our teaching of writing as resourceful as possible, as well as rigorously teaching the rules of spelling, punctuation and grammar. The creativity within our learning means that our children are exposed to English as a subject that spans every other topic, rather than as an isolated lesson on the timetable, with skills being shown in a contextualised environment where possible, providing further meaning and purpose. For example, the children may write: letters home in the role of a soldier in Roman Britain; postcards home describing the climate of a country they are 'visiting' in geography; accurate and well-labelled posters in science and reasoning in maths. We also try to create as many real-life situations for the children to practise writing skills. For instance, application letters for school council roles and thank you cards to visitors, as well as letters to the headteacher demanding change!

Implementation

At Axbridge, our English curriculum is rooted in high-quality, carefully selected texts that inspire pupils as readers and writers, enrich vocabulary and provide meaningful contexts for writing. Through engaging with rich literature, pupils deepen their understanding of themes, characters and the wider world, while developing the knowledge, skills and confidence needed to write with increasing purpose, creativity and independence. Short-burst writing sits alongside extended writing tasks, as children build up skills and knowledge of grammar to improve upon model texts, producing high quality independent writing examples. We focus on giving the children a genuine purpose to their writing, whether that be creating stories to read to Reception Class, tour guides to Somerset or Welcome to Our School letters.

High quality texts immerse children in rich language which they can imitate, innovate and then apply in their own writing through the independent application stage. WAGOLLS are used to provide exemplary models for pupils, from which they can scaffold and build their learning around, but which are also adapted to ensure all children are able to access the curriculum.

Children are exposed to a wide range of texts, genres, authors and stimulus to ensure writing remains engaging at all times. Educational visits related to writing themes are widely encouraged to broaden children's knowledge and understanding of the world. These visits also provide children with a broader range of opportunities, experiences and vocabulary which translate into their writing. Spelling and grammar are taught within the teaching sequence, with additional discrete teaching of spelling taking place across the week. Teaching of spelling is high profile and children are encouraged to use dictionaries to aid with the spelling of more difficult words.



Implementation continued

We ensure that our children are immersed in a vocabulary rich environment. Staff model the writing process through guided and shared writing sessions to show the children how to craft their writing. Staff also check children's understanding systematically, identify misconceptions accurately and provide clear, direct verbal feedback, as referenced in the Feedback Policy. Editing is evidenced through the 'purple polishing pens' and peer support/self-assessment takes place regularly.

We have a long-term planning overview for writing that identifies what genres, books, text-types and themes are being taught. Further medium term plans help inform short-term planning. High quality texts are identified and chosen to reflect a range of authors from different cultures, backgrounds, beliefs and gender. Planning also ensures there is a clear purpose for writing, as demonstrated through our Buddy letter writing and guides to Somerset.

Three yearly Testbase assessments for grammar and spelling take place, which help inform future planning and allow us to identify any gaps in knowledge. Staff assess writing outcomes with more detailed feedback, both verbal and written, to identify next steps in learning. Writing is evidenced across the curriculum, with examples of excellent writing found in history, geography, RE and Science books. Writing is celebrated and displayed in the classrooms and corridors. Writing competitions also give opportunity for pupils to demonstrate their love of writing, as well as highlight the important status it holds within our setting.

Impact

From the regular monitoring of plans, books and pupil interviews, it is clear that writing is taught in a systematic and progressive way, that prior teaching and learning is considered, and that learning is memorable. Children enjoy talking about their writing – about its construction, purpose and impact it may have on the reader. They are confident to share their writing with staff, children and parents alike and parents are complimentary about the stamina and standard of writing throughout the school.

As a result of the explicit teaching of writing skills, cross-curricular writing is of the same standard as writing completed in literacy units. All writing is planned with a clear intention and audience and editing ensures that writing is presented at its best. Children achieve well and are ready to access the middle school curriculum and the expectations of writing across all subjects.



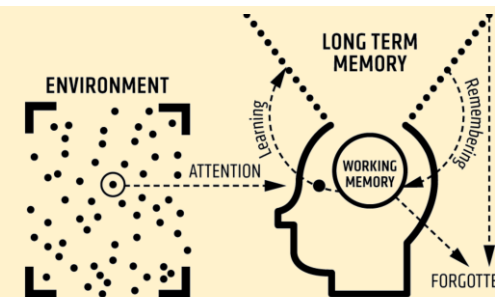
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



**Ready To Learn
Routines**



**Linking Prior +
New Learning**



**Focused
Instruction 'I Do'**



**Practise
Learning 'We Do'**



**Learning Check
'You Do'**



**Consolidating
Learning**

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



Ready To Learn Routines		Ref SLC - Emotional learning environment - physical learning environment	Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.
Linking Prior + New Learning		Ref SLC - Pace of talk, clarity of instruction	Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.
Focused Instruction 'I Do'		Ref SLC - Explicit teaching of vocabulary - Explicit teaching of listening	The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.
Practise Learning 'We Do'		Ref SLC - Explicit teaching paired, small group talk	Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.
Learning Check 'You Do'			Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.
Consolidating Learning			Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i>

Writing Progression Map

	Year R	Year 1	Year 2	Year 3	Year 4
FOUNDATIONAL SKILLS & EXPECTATIONS	Foundational writing knowledge is not something pupils “do” and move on from. It’s something they return to, strengthen and apply with increasing sophistication. Across the whole school, foundational writing skills include: • Secure control of sentence structure • Increasing precision in vocabulary choice • Spelling and Handwriting are fluent enough to support composition • Writing is fluent and not laboured or overly dependent on support • The ability to reflect, edit and improve writing purposefully				
		Pupils entering year 1 who have not yet met the early learning goals for literacy should: • continue to follow their school’s curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. • follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous	Pupils at the beginning of year 2 should be able to: • compose individual sentences orally and then write them down. • spell correctly many of the words covered in year 1 (see English Appendix 1). • make phonically plausible attempts to spell words they have not yet learnt. • form individual letters correctly, so establishing good handwriting habits from the beginning. Pupils who do not have the phonic knowledge and skills they need for year 2 should: • use the year 1 programmes of study for word reading	Pupils should be able to: • write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils’ writing skills, vocabulary, grasp of sentence structure and knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Pupils who are still struggling to decode should: • be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers • follow the lower key stage 2 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.	



Writing Progression Map

		and systematic phonics programme so that they catch up rapidly.	- and spelling so that pupils' word reading skills catch up. - use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.		
	Year R	Year 1	Year 2	Year 3	Year 4
Core Foundation Skills	Core Focus: Transcription Oral composition skills Joins in with familiar rhymes Speak in simple sentences (4-6 words) Holds a pencil/mark-making tool (tripod grip developing) Gives meaning to marks made	Core Focus: Phonetically plausible writing & simple sentences Write simple sentences that can be read by others Uses finger spaces consistently Apply phonics (Phase 3-5) to spell unfamiliar words Begin to use capital letters and full stops correctly Start to include 'and' to join ideas Write simple narratives based on real or fictional experiences Form lower-case letters correctly	Core Focus: Sentence structure and basic grammar control Use capital letters, full stops, question marks, exclamation marks Write in sentences that make sense Start to use subordination (because, when, if) Use noun phrases (e.g. "the hairy dog") Spell common exception words accurately Write longer pieces with a clear beginning, middle, end Begin to edit simple errors (with support)	Core Focus: Paragraphing & developing ideas Organise writing into paragraphs Use a wider range of conjunctions (when, while, so, because) Begin to use inverted commas for speech Use descriptive language (adjectives & adverbs) Write for a range of purposes (stories, reports, letters) Check writing for basic spelling and punctuation errors Maintain legible handwriting (joined where appropriate)	Core Focus: Cohesion & control of grammar Use paragraphs to group related ideas effectively Apply fronted adverbials (e.g. "Later that day...") Use apostrophes for possession and contraction Begin to create cohesion through pronouns and linking words Use varied sentence structures (simple, compound, complex) Adapt writing for purpose and audience with some consistency Edit and improve own writing with greater independence

Writing Progression Map

	Year R	Year 1	Year 2	Year 3	Year 4
Phonics / Whole Word Spelling	words Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall & identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	Spell: - words containing each of the 40+ phonemes taught - common exception words - days of the week Name the letters of the alphabet: - in order - use letter names to distinguish between alternative spellings of the same sounds Spell words with simple phoneme/ grapheme correspondence accurately e.g. cat, dog, red Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations	Spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words	Spell words that are often misspelt (Appendix 1)	Spell words that are often misspelt (Appendix 1)
	Year R	Year 1	Year 2	Year 3	Year 4
Other Word Building		- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - use the prefix un- - use -ing, -ed, -er and -est where no change is needed in the spelling of root words - apply simple spelling rules and guidance from Appendix 1	- learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	- distinguishing between homophones and near-homophones - use further prefixes and suffixes and understand how to add them - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use the first 2 or 3 letters of a word to check its spelling in a dictionary	- distinguishing between homophones and near-homophones - use further prefixes and suffixes and understand how to add them - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use the first 2 or 3 letters of a word to check its spelling in a dictionary

Writing Progression Map

			- show awareness of silent letters in spelling e.g. knight, write - use -le ending as the most common spelling for this sound at the end of words - apply spelling rules and guidelines from Appendix 1		
Transcription		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Year R	Year 1	Year 2	Year 3	Year 4
Handwriting	Holds a pencil/mark-making tool (tripod grip developing) Draws simple representations Uses scissors with support Manipulates small objects (e.g. construction, threading)	- sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - 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.	- form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters.	- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Composition		Write sentences by: saying out loud what they are going to write about	write narratives about personal experiences and those of others (real and fictional)	Discuss writing similar to that which they are planning to write in order to understand and learn from	Discuss writing similar to that which they are planning to write in order to understand

Writing Progression Map

		- composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher.	- write about real events - write poetry - write for different purposes (with a stronger emphasis on sentences/vocab than text features)	its structure, vocabulary and grammar <i>Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.</i> <i>Pupils should be beginning to understand how writing can be different from speech.</i>	and learn from its structure, vocabulary and grammar <i>Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.</i> <i>Pupils should be beginning to understand how writing can be different from speech.</i>
	Year R	Year 1	Year 2	Year 3	Year 4
Planning Writing	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	- say out loud what they are going to write about - compose a sentence orally before writing it	Consider writing before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary	Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas	Plan their writing by: - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas
	Year R	Year 1	Year 2	Year 3	Year 4
Drafting Writing	To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	sequence sentences to form short narratives	encapsulating what they want to say, sentence by sentence	compose and rehearsing sentences orally (including dialogue)	compose and rehearsing sentences orally (including dialogue)



Writing Progression Map

				- manipulate sentence structures, progressively building a varied and rich vocabulary - organise paragraphs around a theme in narratives, - create settings, characters and plot - in non-narrative material, use simple organisational devices (headings & subheadings)	- manipulate sentence structures, progressively building a varied and rich vocabulary - organise paragraphs around a theme in narratives, - create settings, characters and plot - in non-narrative material, use simple organisational devices (headings & subheadings)
Editing Writing	To check written work by reading, and make changes where necessary.(LIT)	- re-read what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils	Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	- assess the effectiveness of their own and others' writing and suggest improvements - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors	- assess the effectiveness of their own and others' writing and suggest improvements - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors
	Year R	Year 1	Year 2	Year 3	Year 4
Performing Writing	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	read their writing aloud clearly enough to be heard by their peers and the teacher	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone



Writing Progression Map

				tone and volume so that the meaning is clear. pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.	and volume so that the meaning is clear. pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.
	Year R	Year 1	Year 2	Year 3	Year 4
Grammar & Punctuation	To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT) Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	- Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun - Suffixes that can be added to verbs where no change is needed in the spelling of root words - How the prefix un– changes the meaning of verbs and adjectives - combine words to make sentences - Joining words and clauses using and - sequence sentences to form short narratives - separate words with spaces - use sentence demarcation (. ! ?) - use capital letters for names and personal pronoun 'I'	<i>Year 1 expectations and:</i> - formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] - formation of adjectives using suffixes such as –ful, –less - use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs - subordination (using when, if, that, because) and co-ordination (using or, and, but) expanded noun phrases for description and specification - how the grammatical patterns in a sentence	<i>Year 1-2 expectations and:</i> - formation of nouns using a range of prefixes [for example super–, anti–, auto–] - use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for	<i>Year 1-3 expectations and:</i> - grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] - Use of paragraphs to organise ideas around a theme



Writing Progression Map

			indicate its function as a statement, question, exclamation or command • use the present / past tenses correctly and consistently including progressive form • use extended simple sentences e.g. including adverbs and adjectives to add interest • use some features of written Standard English • capital letters, full stops, question marks, exclamation marks • commas to separate items in a list • apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	example, before, after, during, in, because of] • introduction to inverted commas to punctuate direct speech	• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials
	Year R	Year 1	Year 2	Year 3	Year 4
SENTENCE EXAMPLES	Mum was sad. Jack had magic beans. (magic, beans)	Jack went to the market. Mum was sad and she threw the beans. He saw a giant and a pot of gold! What did Jack take?	Jack's mother told him to sell the cow because they needed money. The beans were magic but his mum was still angry. Jack saw an enormous, sleeping giant. The beans grew quickly into a big beanstalk. Why did Jack climb the beanstalk? What a beautiful castle!	Jack climbed the beanstalk once his mother had gone to bed. Finally, Jack arrived at the castle on top of the clouds. Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity. "These are magic!" said Jack.	After saying farewell to his mother, Jack carefully climbed the colossal beanstalk until he spotted an unusual castle in the clouds. When he eventually reached the top of the gigantic beanstalk, Jack was ready to steal the giant's treasures. The giant hollered, "Give me back my goose!"

Writing Progression Map

Grammatical Terminology			<i>Climb the beanstalk.</i>		
	letter capital letter word sentence full stop	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	noun noun phrase statement question exclamation command adjective verb adverb suffix adverb tense (past, present) apostrophe comma	adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant letter vowel letter determiner pronoun possessive pronoun adverbial inverted commas (or 'speech marks')	determiner pronoun possessive pronoun adverbial