



Writing Progression

The children at South Wilford learn to be confident and creative writers through an engaging and knowledge rich curriculum. Accurate use of grammar and vocabulary will be evident in writing that has a clear, authentic purpose and audience. Teachers will expertly model writing and provide children with the skills through transcription, modelling and support to improve their own writing independently and effectively. Wider reading will build the children's knowledge and help to model how to write effectively. At South Wilford we believe that writing is a vital life skill that empowers children to express themselves, communicate effectively, and succeed across the curriculum and beyond.

Our Approach:

Early Years Foundation Stage and KS1

Emphasis on mark-making, oral composition, phonics-based spelling, and early handwriting. Writing is valued even when incomplete or phonetically plausible. Writing is part of the daily provision and writing for pleasure is encouraged.

Transcription and Composition

Transcription is used from Reception to reduce cognitive load as children learn to formulate and write basic sentences. Composition is developed through oral rehearsal, sentence construction, and structured writing processes. Pupils are encouraged to speak sentences aloud before writing them. Structured talk and vocabulary development are embedded. Grammar is taught in context and revisited regularly Teachers model writing and scaffold sentence construction to build fluency and cohesion. Focus on short, coherent narratives, accurate punctuation, and phonics-based spelling. Children begin to write for a purpose and show cohesion between ideas as their fluency improves.

Developing Writing

Once children have reached a fluent level of writing and are able to plan and write sentences successfully, then they are ready to write more independently.

Knowledge of a subject provides children with more confidence to write about it and the more successful their writing will be - based on the research of the Writing Revolution. Our writing blocks are taught over three weeks and link to the Geography or History topic that term.

The unit is designed to build subject knowledge and vocabulary throughout whilst immersing the children in the subject matter through drama, reading and research. Each piece of writing has a purpose and an audience. Teachers then plan in the elements of

grammar and genre features required in that piece of writing through daily 'dabble' activities. The final element is the drafting and publishing, in which we teach the skills of editing and improving before producing the finished article.

Inclusion and Support

Early identification

Accurate assessment and moderation

In class support

Targeted interventions focus on transcription, sentence structure, and confidence-building.

High expectations are maintained for all pupils, with scaffolding and support as needed

Children in KS2 that have not reached writing fluency will be supported through transcription and scaffolds.

Assessment

- Daily ongoing assessment in lessons
- Marking of books
- End of writing block – Purple Books
- Use of the Transform Writing Standards
- Best fit model
- Moderation of writing

General Outline of a 3-week writing unit:

Week 1:

- Set out a clear purpose and audience for the writing
- Use a hook to engage children's imagination e.g. a film clip , mystery box, drama
- Read and study a variety of related texts and stories in shared reading
- Link with themes and vocabulary in the Core Text for that term
- Watch video clips or documentaries
- Link to the wider curriculum in Science, RE, Geography and History
- Apps such as Expeditions and Hologo
- Drama activities
- Read poems
- Listen to music
- Draw pictures, maps and diagrams
- Make word banks
- Create a vocabulary wall
- Outdoor learning
- iPads
- Knowledge organisers
- Daily Dabble activities
- Shared Writing and Transcription

Week 2:

- Model specifically what the children will be writing and look at the features
- Read similar style pieces of writing
- Shared reading to build knowledge
- Reference to the core text for vocabulary and ideas
- Use pictures, videos and Apps to help visualise what they are writing about
- Create a Writing Map (success criteria) with the specific features of this type of text
- Teach the relevant writing standards
- Daily Dabble
- Look at sentence structure build writing skills
- Look at the structure of the piece of writing to understand how it is presented
- Teach the Triangle method for introductions and conclusions
- Study the style of the writing from other authors. What is the authorial intent?
- Build children's understanding of the effect their writing has on the reader
- Teach the skill of planning a piece of writing – use modified planning frames
- Build towards the final piece of writing through the week.
- Break the whole piece into sections and work on a different part each day

Week 3:

- Daily Dabble
- Continue to build towards the 1st draft
- Transcription and scaffolds for those that require it
- Writing conference to support
- Teach the skill of editing
- Children edit in green pen
- Teach the skill of improving using ARMS (Add, Remove, Move, Substitute)
- Children re-write openings, sentences, paragraphs or conclusions
- Study good (and bad) pieces of writing together and practise editing and reviewing
- Complete the 1st draft and edit & review (self and peer)
- Children write up the final piece of writing in purple books or on a writing frame
- Writing is published for the intended audience
- Writing is assessed against the Transform Writing standards and moderated each term