# How We Teach Writing at

Wildmoor Heath School

Mar 2026

WILDMOOR HEATH'S APPROACH TO TEACHING WRITING

There are many strands that children need to acquire before they become confident and fluent writers, able to write for different genres in a range of styles across all areas of the curriculum. At Wildmoor Heath, we aim to ensure that all children learn these strands, beginning with the skills of transcription through to developing the skills of composition by the end of KS2.
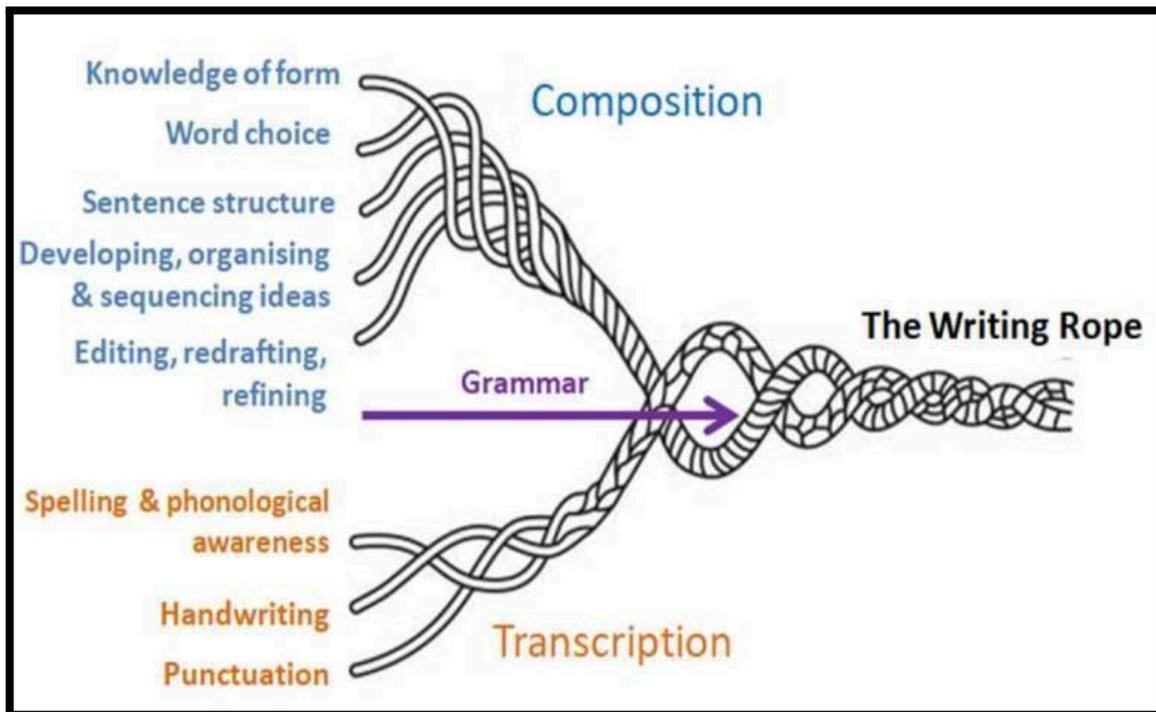
FOCUS FOR WRITING

We recognise that there are three crucial areas to focus on when planning the teaching of writing.

Spoken language underpins the development of writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar. Through using language and hearing how others use it, children become able to describe the world, make sense of life's experiences and achieve more. They learn to use language as a tool for thinking, collectively and alone. During a pupil's seven years at our school, we introduce a progressive range of vocabulary across all curriculum subjects, immersing all our learners in language and building up their personal bank of vocabulary. We aim to ensure all children hear high quality verbal input and have varied opportunities to develop these vital skills through games, storytelling, drama, song, poetry, performances, debates and presentation. This enables our learners to become effective communicators both verbally and in their writing.
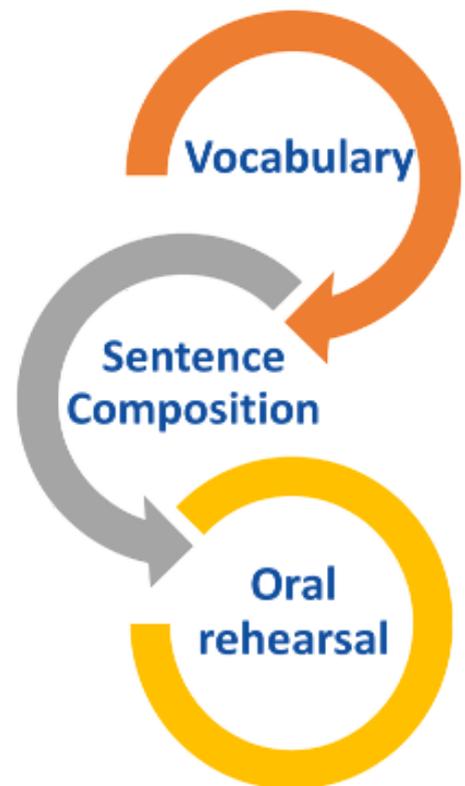
WRITING PROGRESSION

In **Reception**, children will start to learn how to form letters correctly. They will be encouraged to use their knowledge of phonics (**Appendix 1**) to write words in ways which match their spoken sounds. By the end of the year, they will be expected to write simple sentences which can be read by themselves and others. In **Year 1**, children will be taught to write sentences by saying out loud what they are going to write about, put several sentences together and re-read their writing to check it makes sense. They will also be expected to discuss what they have written and to read it aloud. In **Year 2**, children learn to write for a range of purposes, including stories, information texts and poetry. Children are encouraged to plan what they are going to write and to read through their writing to make corrections and improvements.

In **Years 3 and 4**, children are encouraged to draft and write by talking about their writing. They will continue to learn how to organise paragraphs and, if they are writing non-fiction, to use headings. When they are writing stories, they will learn to use settings, characters and plots. Children in Years 3 and 4 will be expected to use what they know about grammar in their writing and to read through what they have written, to find ways to improve it.

In **Years 5 and 6**, children will continue to develop their skills in planning, drafting and reviewing what they have written. Children learn to identify the audience for and purpose of their writing. They will be expected to use grammar appropriately. In non-fiction writing, children will use headings, bullet points and other ways to organise their writing. They will be expected to describe settings, characters and to use dialogue in their stories.

IMPORTANCE OF MODELLING

To assist children in achieving higher expectations in writing, teachers at Wildmoor Heath use modelling techniques to share good quality texts. Following careful assessment and when the children are ready, the teacher moves through the Gradual Release Model (*I do, We do, You do*), to help to develop independence.

Figure 1: The Gradual Release Model
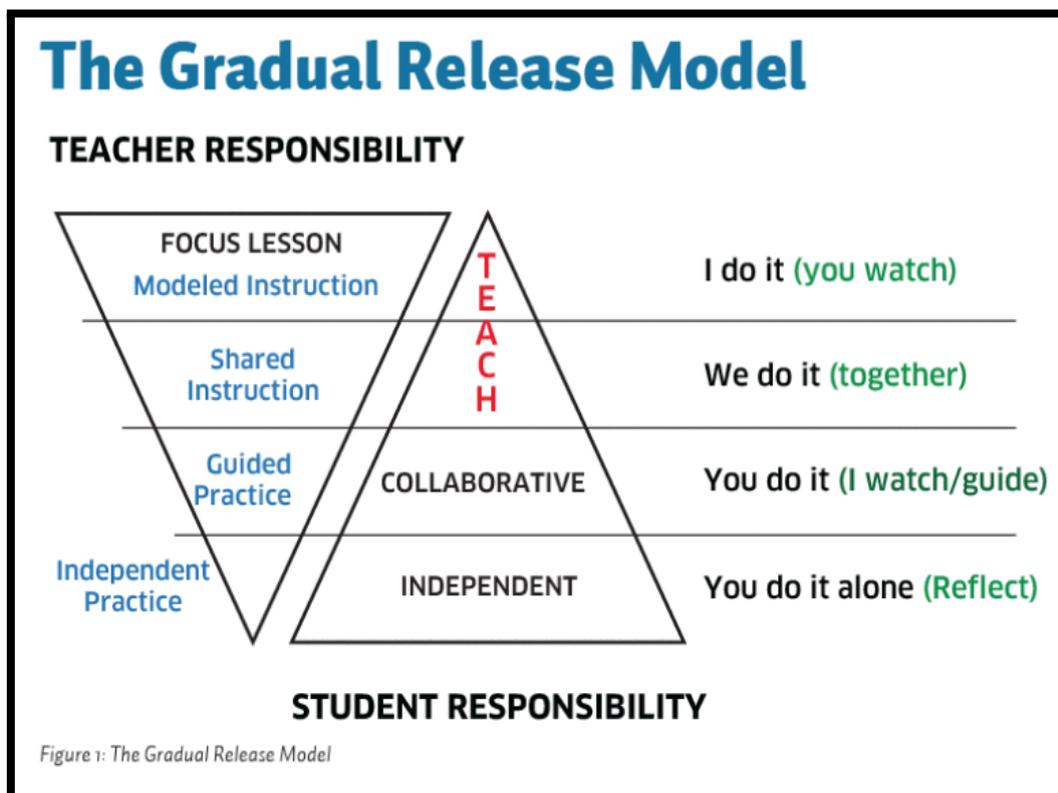
PLANNING FOR WRITING: WRITING PURPOSES

The following overview is used to ensure teachers plan for children to be able to write for different purposes. In KS1, children start with *Writing to Entertain* and *Writing to Inform*, adding *Writing to Persuade* in Lower KS2 and *Writing to Discuss* at Upper KS2. The writing purposes are spread throughout the year, allowing for revision as well as new learning.

	Autumn	Spring	Summer
Year 1	Writing to Entertain / Writing to Inform	Writing to Entertain / Writing to Inform	Writing to Entertain / Writing to Inform
Year 2	Writing to Entertain / Writing to Inform	Writing to Entertain / Writing to Inform	Writing to Entertain / Writing to Inform
Year 3	Writing to Entertain / Writing to Inform	Writing to Entertain / Writing to Inform / Writing to Persuade	Writing to Entertain / Writing to Inform
Year 4	Writing to Entertain / Writing to Inform	Writing to Entertain / Writing to Inform / Writing to Persuade	Writing to Entertain / Writing to Inform
Year 5	Writing to Entertain / Writing to Inform / Writing to Persuade	Writing to Entertain / Writing to Inform	Writing to Entertain / Writing to Persuade / Writing to Discuss
Year 6	Writing to Entertain / Writing to Inform / Writing to Persuade	Writing to Entertain / Writing to Inform / Writing to Discuss	Writing to Entertain / Writing to Inform

PLANNING FOR WRITING: ENGLISH CURRICULUM MAP

In addition to mapping out the different writing purposes across the year, we ensure that different text types are included and, where possible, linked to the whole class quality text being read. The English Curriculum Map details the term's theme, the quality texts being used (both for reading and writing), the writing purposes and the writing genre unit for each term. This is a fluid document, updated each term, changing with the needs and interests of the children.

Wildmoor Heath School — English Curriculum Map

Y3	Books	Films	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE
Autumn	Stone Age Boy (PB) / Stone Girl, Bone Girl / The Wild Way Home / The Iron Man / The Wild Robot	The Blue Umbrella	Narrative (The Blue Umbrella) / Narrative (The Iron Man) / Poetry (Performance)	Information text (Unicorns)	Persuasive Brochure (Skara Brae)
Spring	Pugs of the Frozen North / Matilda / The Abominables / Shackleton's Journey (NF) / Ice Bear (NF) / The Ice Bear (poetry)	Marshmallow (Literacy Shed)	Narrative (The incredible book eating boy) / Narrative (Marshmallow)	Newspaper report (Shackleton's Journey)	
Summer	The Lost Words (poetry) / Varjak Paw / Arthur and the Golden Rope / The Angel of Nitshill Road		Narrative (Woodland animal story) / Poetry (Woodland animals)	Explanation text (Plants) / Non-chronological report (Woodland animals)	

Y4	Books	Films	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE
Autumn	The Lost Thing (PB) / Matilda / Androcles and the Lion / The Lion, the Witch and the Wardrobe		Narrative (Lost Thing Story) / Narrative (Fable Suspense Story)	Explanation (How to survive in Roman Britain)	Travel advert (travel to Italy)
Spring	Escape from Pompeii (PB) / The Whistling Monster / The Firework Maker's Daughter / The Boy Who Made the World Disappear / Charlotte's Web		Narrative (Suspense story) / Narrative (Escape story)	Non-Chronological Report (Earthquakes)	
Summer	Egyptian Cinderella / Mufi's Necklace / The Butterfly Lion / The Boy Who Biked the World / The Spiderwick Chronicles		Narrative (Precious Item Story) / Poetry (Still I Rise) / Narrative (Cinderella Story)	Biography (Alastair Humphreys)	

Wildmoor Heath School — English Curriculum Map

Y5	Books	Films	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS
Autumn	Beowulf / Wonder / The Last Wild or The Legend of Podkin One Ear / Voices in the Park (PB)		Narrative (monster) / Narrative (quest) / Narrative Poetry (The Highwayman)	Instructions (How to Kill a Sea Hag)		
Spring	Sky Chasers or The Boy Who Flew / Cosmic / The Story of Curiosity (Mars Rover) (PB) (NF) / The Nowhere Emporium	Wing It (Literacy Shed) / Soar (Literacy Shed)	Narrative (play script) / Narrative (flying machine) / Narrative (sci-fi)	Biography (Astronaut) / Explanation (Mars rover)	Point of view (travel to Mars)	
Summer	Floodland / Kensuke's Kingdom / Malamander / The Mark of the Cyclops / I Talk like a River (poetry)	Lost and Found (short film)	Narrative (Flood) / Narrative (Lost and Found) / Poetry (Haiku/Tanka/The Sea) / Narrative (Greek Myths)		Persuasive leaflet (Save Sea Turtles!)	Formal Letter (Plastic Pollution)

Y6	Books	Films	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS
Autumn	The Giant's Necklace / The Lion and the Unicorn / Friend of Foe / Letters from the Lighthouse / Rose Blanche (PB) / Once	The Lighthouse (Literacy Shed) / The Piano (Literacy Shed)	Narrative (Evacuee/ Lion & the Unicorn) / Narrative (Flashback – The Piano) / Narrative (Rose Blanche)	Newspaper Report (The Lighthouse & The Giant's Necklace) / Recount (Letters from the Lighthouse)		
Spring	The Explorer / Journey to the River Sea / The Vanishing Rainforest / Mayan Civilisation (NF) / Pax		Narrative (The Explorer) / Diary (Pax or Journey to the River Sea)	Information text (imaginary animal)	Persuasive Letter (Stop destroying rainforests!)	
Summer	Darwin's Dragons / What Mister Darwin Saw / The Moth (poem) / The Arrival (PB)	Replay (Literacy Shed) / Francis (Literacy Shed)	Poem (Moth) / Setting & Character Descriptions (Francis)		Persuasive Speech (Refugees)	Balanced Argument (Should we help refugees?)

PLANNING FOR WRITING: YEAR GROUP PLANNING

From the Writing Purposes Overview, the National Curriculum objectives have been mapped out for each year group, as well as additional features (gold standard) that are relevant for each text type. This provides progression of writing skills across the school. These objectives are used to plan a Wildmoor Heath Writing Journey unit and as success criteria at the end of the writing unit.

Wildmoor Heath School — Writing Purposes Planning

Year 1

	Writing to ENTERTAIN	Writing to INFORM
Writing Purpose	Writing to ENTERTAIN	Writing to INFORM
Genre Autumn	Poetry: nursery rhymes Story openings [Focus on oral work first] / [Use opportunities to read aloud own work]	Leaflet Letter writing [Could use writing frame to structure sections] [May include images]
Early Learning Goals for Writing	• Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible.	

Assessment for Autumn Term Transition

CL — Capital letters for names and 'I' Full stops	Joining words Use 'and'	Finger spaces and neat letters	Describing words - adjectives	Punctuation	Sounding out words	Say your sentence out loud

	Writing to ENTERTAIN	Writing to INFORM
Genre Spring	Character description Traditional stories Poetry: rhyming	Wanted posters Letter writing
Genre Summer	Own stories Poetry	Instructions Recount Letter writing
Grammar / Sentence Features	• Simple sentences e.g. The cat is sleeping. e.g. I went to the park. • Embellished simple sentences using adjectives e.g. The giant had an enormous beard. • Compound sentences using coordinating conjunctions and (or/but/so) e.g. The witch cackled and got on her broomstick. • Precise, clear language to give information e.g. First, switch on the red button. Next, wait for the green light to flash...	• Adjectives to describe e.g. The old house… • Plural noun suffixes –s or –es e.g. dog, dogs; wish, wishes • Suffixes that can be added to verbs e.g. helping, helped, helper • Prefix un– changing the meaning of verbs and adjectives e.g. unkind, or undoing, e.g. untie the boat
Writing Style	• Begin to use openers: While… When… Where… • Embellished simple sentences using adjectives e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. • Begin to use prepositions inside outside towards across under • Repetition for rhythm e.g. He walked and he walked and he walked.	• Repetition for description e.g. a lean cat, a mean cat a green dragon, a fiery dragon • Alliteration e.g. dangerous dragon • Similes using as….as… e.g. as tall as a house as red as a radish
Punctuation	• Use finger spaces between words • Use capital letters/full stops to mark sentences • Use capital letter for names • Use capital letter for first person 'I'	• Use question marks and exclamation marks • Write speech bubbles • Begin to use apostrophes to mark possession • Begin to use commas

Adverbials & Conjunctions: First, Then, Next — After, Later, The next day… — and, but, so, or, when — while, where, if, because

Year 2

	Writing to ENTERTAIN	Writing to INFORM
Writing Purpose	Writing to ENTERTAIN	Writing to INFORM
Genre Autumn	Story openings Story descriptions Poetry	Diary entry Information texts Non-chronological report
Genre Spring	Alternative traditional tale Journey tales Fable	Recount Instructions
Genre Summer	Narrative Poetry	Recounts Letter Explanation
Text Features	• Time sequenced • Begin to differentiate between past and present tense to suit purpose	• Appropriate use of past and present tense
Grammar / Sentence Features	• Use coordinating conjunctions to link two main ideas e.g. They pulled and pulled at the turnip to get it out. • Use noun phrases which add detail to description e.g. very old grandma; brave woodchopper • Use the progressive form for verbs e.g. Goldilocks was walking through the woods	• Use coordinating conjunctions to link two main ideas e.g. Badgers can dig in the day and look for food at night • Use subordinating conjunctions in the middle of sentences e.g. Badgers can dig well because they have sharp claws • Use noun phrases which inform e.g. sharp claws; black fur
Writing Style	• Vary openers with starters e.g. Usually, Eventually, Finally, Carefully, Slowly, • Long sentences to add description or information. • Embellish simple sentences using adjectives e.g. The boys peeped inside the dark cave. • Embellish simple sentences using adverbs e.g. Tom ran quickly down the hill.	• Alliteration e.g. wicked witch slimy slugs Similes using…like… e.g. … like sizzling sausages …hot like a fire • Generalisers for information e.g. Most dogs…. Some cats…. • Begin to use complex sentences (subordinating conjunctions/relative clause): e.g. Sam, who was lost, sat down and cried.
Punctuation	• Use capital letters/full stops to mark sentences • Use capital letter for first person 'I' • Use exclamation sentences where appropriate e.g. What big eyes you have, Grandma! • Use question marks e.g. Did you know…?	• Use commas to separate items in a list e.g. You will need flour, eggs, sugar and water. • Use apostrophes to mark contractions (didn't) • Use apostrophes to mark possession e.g. A badger's home is underground • Begin to use inverted commas to mark direct speech where appropriate

Adverbials & Conjunctions: First, Firstly, Then, Next, After, Later, The next day… — and, but, so, or, when, if, because

Terminology: apostrophe, comma, speech marks, verb, adverb — statement, question, exclamation, command — tense (past, present, future), adjective, noun, noun phrase — suffix, prefix

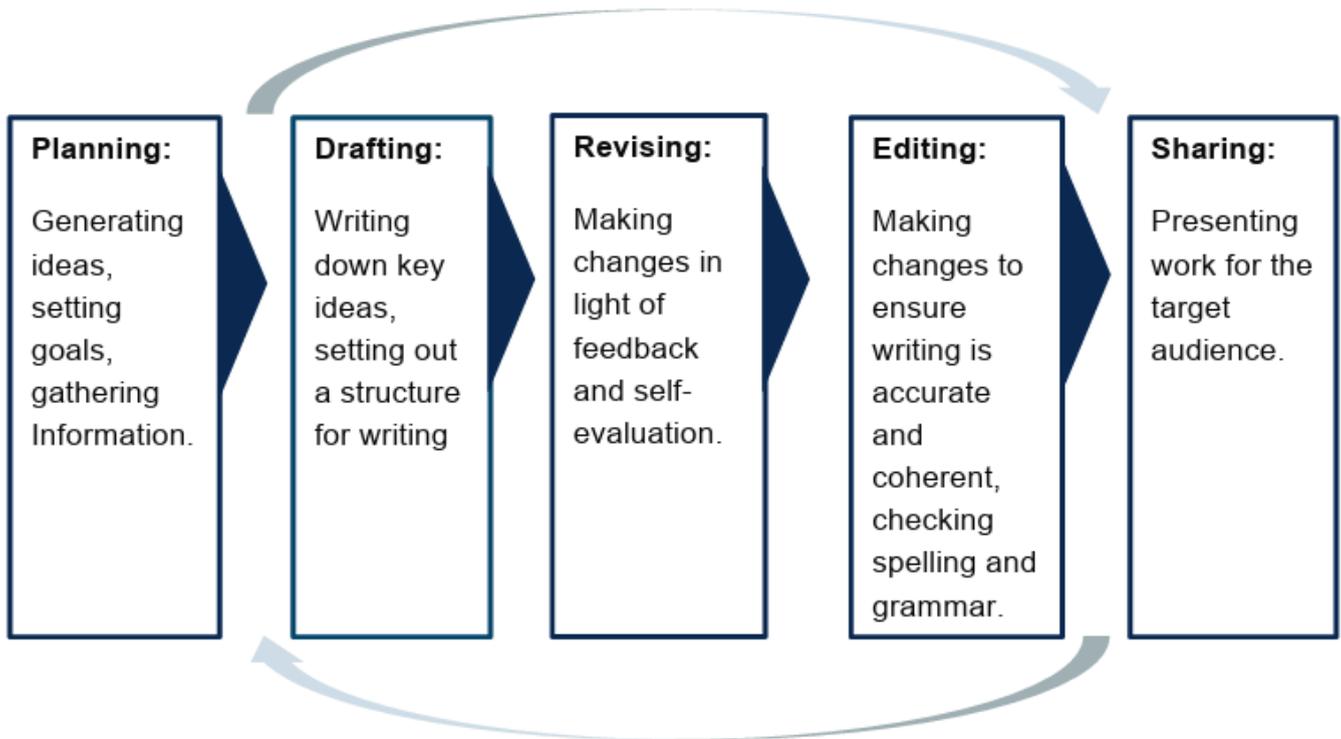| Year 3	Wildmoor Heath School Writing Purposes Planning		
Writing Purpose	**Writing to ENTERTAIN**	**Writing to INFORM**	**Writing to PERSUADE**
Genre Autumn	Narrative (*The Blue Umbrella*) Narrative (*The Iron Man*) Poetry (Performance)	Information text (*Unicorns*)	Persuasive Brochure (*Skara Brae*)
Genre Spring	Narrative (*The incredible book eating boy*) Narrative (*Marshmallow*)	Newspaper Report (*Shackleton's Journey*)	
Genre Summer	Narrative (*woodland animal story*) Poetry (*woodland animals*)	Explanation text (*Plants*) Non-chronological report (*Woodland animals*)	
Text Features	• Use **paragraphs** to organize in time sequence	• **Paragraphs** used to group related ideas • **Headings and subheadings** to label content	• **Paragraphs/sections** used to group related points • Use of **2nd person** • **Facts** and statistics
Grammar / Sentence Features	• Use past and present tense accurately • Consolidate **simple and compound sentences** • Begin to use **fronted adverbials** to show time, place or manner • Begin to use **subordinate clauses** to add detail (when, if, because, although)	• Use **expanded noun phrases** to add detail & description • Use a range of **adverbs** (time, manner, place) • Use **nouns & pronouns** for clarity and cohesion • Begin to use **relative clauses** to add detail	
Writing Style	• Sentence of 3 for description *e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.* *e.g. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.*	• Use figurative language (similes, alliteration) • Pattern of 3 for persuasion e.g. *Visit, Swim, Enjoy!*	
Punctuation	• Consolidate four main punctuation marks .!? • Use **capital letters** for proper nouns • Use ?! for rhetorical / exclamatory sentences • Use **inverted commas for direct speech** • Use **apostrophes for contraction**	• Begin to use **apostrophes for possession** • Use **commas** to separate adjectives in a list • Use **commas** to mark fronted adverbials • Begin to use **commas** to mark subordinate clauses	
Adverbials & Conjunctions	Soon Meanwhile As… The next day… Later… Carefully Without a thought…	if when because while as until whenever once	First Firstly Before After Later Soon Also	However when before after while because if
Terminology	preposition conjunction word family	prefix clause phrase	subordinate clause direct speech inverted commas	consonant vowel

Year 4	Wildmoor Heath School Writing Purposes Planning		
Writing Purpose	**Writing to ENTERTAIN**	**Writing to INFORM**	**Writing to PERSUADE**
Genre Autumn	Narrative (*Lost Thing story*) Narrative (*Fable Suspense Story*)	Explanation (*How to survive in Roman Britain*) Newspaper article (*Death of Julius Caesar*)	Travel advert (*travel to Italy*)
Genre Spring	Narrative (*Suspense story*) Narrative (*Escape story*)	Non-Chronological Report (*Earthquakes*)	
Genre Summer	Narrative (*Precious Item Story*) Poetry (*Still I Rise*) Narrative (*Cinderella Story*)	Biography (explorer) (*Alastair Humphreys*)	
Text Features	• Use **paragraphs** to organise time sequence	• **Paragraphs** used to group related ideas • **Headings and subheadings** to label content • **Bullet points** in lists	• **Paragraphs** used to group related points • Use of **2nd person** • **Facts** and statistics
Grammar / Sentence Features	• Use **past and present tense** accurately • Use **fronted adverbials** to show time, place or manner (when, where, how) • Use **expanded noun phrases** by adding modifying adjectives/prepositions • Use **subordinate clauses** to add detail or context, including as openers	• Use **nouns & pronouns** for cohesion and to avoid repetition • Use **relative clauses** to add further detail • Use **rhetorical questions** to engage the reader • Begin to use **present perfect** tense to place events in time *e.g. This week we have visited the Science Museum.*	
Writing Style	• **Figurative language** (alliteration, similes, metaphors, onomatopoeia) • **Sentence of 3 for description** *e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.* *e.g. Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.* *e.g. The Romans enjoyed food, loved marching but hated the weather.*	• **Sentence of 3 for action** *e.g. Sam rushed down the road, jumped on the bus and sank into his seat.* • **Pattern of 3 for persuasion** *e.g. Visit, Swim, Enjoy!* • **Planned repetition** *e.g. Find us to find the fun!*	
Punctuation	• Consolidate four main punctuation marks .!? • **Capital letters** for proper nouns, including I • **Inverted commas** for direct speech • Begin to use full **punctuation for direct speech**, including punctuation within and before inverted commas • Know the difference between **plural and possessive -s**	• Secure use of **apostrophes for contraction** • Secure use of **apostrophes for possession**, including for plural nouns • **Commas** after fronted adverbials • **Commas** after subordinate clauses • **Commas** to mark relative clauses	
Adverbials & Conjunctions	Soon Meanwhile As… The next day… Later… Carefully Without a thought…	if when because while as until whenever once	First Firstly Before After Later Soon Also In addition,	However when before after while because if
Terminology	preposition conjunction determiner	clause phrase adverbial phrase	word family direct speech dialogue	consonant vowel prefix

Year 5 — Wildmoor Heath School Writing Purposes Planning

Writing Purpose	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS
Genre Autumn	Narrative (*Flying Machine*) Narrative (*sci-fi opening*)	Biography (*Katherine Johnson*) Non-Chronological Report (*Model Aircraft*) Explanation (*Mars Rover*)	Point of view (*Travel to Mars*)	
Genre Spring	Narrative (*hero/monster story*) Narrative (*quest story*) Narrative Poetry (*The Highwayman*)	Instructions (*How to kill a sea hag*)		
Genre Summer	Narrative (*Flood*) Narrative (*Lost and Found*) Poetry (*Haiku/Tanka/The Sea*)		Point of view (*Save sea turtles!*)	Argument (*Should we stop using plastics?*)
Text Features	• Use **paragraphs** to organise in time sequence • Use a **range of tenses** to indicate changes in timing, sequence, etc.	• Secure use of **range of layouts** • **Paragraphs** to group related ideas • **Headings/sub-headings** • Use of **technical vocabulary** • **Sections** may contain more than one paragraph • **Link ideas** within and across paragraphs • **Summary clear** at the end	• Use of **2nd person** • **Personal pronouns** • **Facts & Statistics**	• Use **paragraphs** to structure arguments • Use a **range of tenses** to indicate changes in timing, sequence, etc. • Appropriate use of **cohesive devices** *e.g. pronouns, adverbials, conjunctions*
Grammar / Sentence Features	• Secure use of **past** and **present tense** • Secure use of **simple** and **compound sentences** • Secure use of **fronted adverbials** to show time, place or manner (*when, where, how*) including prepositional phrases • Secure use **expanded noun phrases** to inform or add detail		• Use **subordinate clauses** to add detail or context, including in varied positions • Use **relative clauses** to add detail or context, including in varied positions • Use of **non-finite clauses** with –ing and –ed starters • Use **imperative verbs** to convey urgency • Use **modal verbs** to indicate degrees of possibility • Use **adverbials** to convey sense of certainty	
Writing Style	• **Figurative language** (alliteration, onomatopoeia, simile, metaphor, personification, pathetic fallacy) • Use **rhetorical questions**		• Use a wide range of **sentence structures** to add interest: lengthening or shortening of sentences for meaning • Planned **repetition for effect**	
Punctuation	• Secure use of . ? ! , " " • Secure use of **commas** to mark clauses, including opening subordinate clauses • Secure use of apostrophes for possession and contraction • Use all punctuation for **direct speech** including new line for a new speaker • Use ? ! for rhetorical / exclamatory sentences		• Begin to use brackets or dashes to add extra detail • Begin to use colons to introduce lists • Begin to use semi-colons to join related clauses	
Adverbials & Conjunctions	Meanwhile At first After Furthermore Despite As a result Consequently	Due to For example In conclusion Later that day Silently Within moments All night	Nearby Non-finite openers (-ing -ed) if because although unless	since even if rather whereas in order to whenever whether
Terminology	phrase clause modal verb imperative verb	relative pronoun relative clause parenthesis bracket	dash colon semi-colon hyphen	cohesion ambiguity synonym antonym

Year 6 — Wildmoor Heath School Writing Purposes Planning

Writing Purpose	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to DISCUSS
Genre Autumn	Narrative (*Evacuee/ Lion & the Unicorn*) Narrative (*Flashback – The Piano*) Narrative (*Rose Blanche*)	Newspaper Report (*The Lighthouse & The Giant's Necklace*) Recount (*Letters from the Lighthouse*)		
Genre Spring	Narrative (*The Explorer*) Diary (*Journey to the River Sea*)	Information Text (*Imaginary animal*)	Formal Letter (*Stop destroying rainforests*)	
Genre Summer	Evolution Poem (*The Moth*) Narrative (*Refugees – The Arrival*)	Non-Chronological Report (*On the Origin of Species*)		Two-sided argument (*Should we help refugees?*)
Text Features	• **Maintain plot consistently** working from plan • Use **paragraphs** to organise in time sequence • Use a **range of tenses** to indicate changes in timing, sequence, etc.	• **Paragraphs** to group related ideas • Use a variety of **text layouts** • **Headings/sub-headings** • Use of **technical vocabulary** • **Sections** may contain more than one paragraph	• Use of **2nd person** • **Personal pronouns** • Planned **repetition** • **Facts** & Statistics • **Rhetorical questions**	• Appropriate use of **cohesive devices** • Use of **subjunctive form** if needed • Use **paragraphs** to group points • Maintain **formal/informal** tone
Grammar / Sentence Features	• Secure use of **linking ideas** within and across paragraphs • Use **adverbials** to provide cohesion across the text • Use **subordinating conjunctions** to add detail in varied positions		• Use **modal verbs** to convey degrees of probability • Use **relative clauses** to provide supporting detail or context • Use **expanded noun phrases** to convey complicated information precisely	
Writing Style	• Begin to use **passive voice** to maintain formal or impersonal tone • Use a **wide range of sentence structures** to add interest • Use a **range of techniques** to involve the reader – comments, questions, observations, rhetorical questions		• Use appropriate **formal and informal** styles of writing • Use of **subjunctive form** in very formal writing	
Punctuation	• Secure use of **commas** to mark clauses, including opening subordinate clauses and relative clauses • Use **brackets or dashes** for incidentals or parenthesis to explain technical vocabulary or mark relative clauses		• Use **semi-colons** for to mark related clauses • Use **colons** to add further detail in a new clause • Use **colons** and **semi-colons** to punctuate complex lists, including using bullet points	
Adverbials & Conjunctions	Firstly Furthermore In addition However Consequently Due to For example Nevertheless Therefore	if because although unless since even if rather Consequently In conclusion	whereas in order to whenever whether At first After Before Despite As a result	Later that day Silently Within moments All night Nearby Non-finite openers (-ing -ed)
Terminology	active voice passive voice subject object	synonym antonym prefix suffix	hyphen colon semi-colon ellipsis bullet points	subjunctive past progressive tense cohesion ambiguity

WRITING JOURNEY

At all times, children are involved and aware of the writing journey and each stage through to publishing/sharing their final draft. The following structure will be visible in books and on display:

Planning:	Drafting:	Revising:	Editing:	Sharing:
Generating ideas, setting goals, gathering Information.	Writing down key ideas, setting out a structure for writing	Making changes in light of feedback and self-evaluation.	Making changes to ensure writing is accurate and coherent, checking spelling and grammar.	Presenting work for the target audience.

EDITING

REVISING

SPELLING

At the beginning of each term, children are tested on a list of words working through the spelling rules and patterns. Staff identify the common gaps in specific rules and patterns, which are then taught that term. Spellings are taught explicitly and regular opportunities to practise the spelling patterns are planned for every day, with sessions lasting around 15 to 20 minutes. Weekly spellings are added to the online app 'Spelling Shed' and children are encouraged to practise their spellings as part of their home learning every day. Children who still require spelling support, work daily for 15 mins in a small group and may have alternative spelling lists each week depending on their gaps. In addition, some children are identified as priority spellers and they will practise spelling the common exception/tricky words or additional spelling gaps with an adult.

HANDWRITING

We follow the **Letterjoin** handwriting scheme throughout the school. In Reception, children begin to develop letter formation. Children are expected to learn to join their writing from Year 1. From Year 2, and when ready, children are given the opportunity to practise their handwriting using a pen, as well as writing their final draft with pen. We use the '*Good Practice for Handwriting*' guide from the [National Handwriting Association](#) to identify and address any children struggling with their handwriting. See the [WHS Handwriting Progression - Letter Join](#) document for handwriting interventions or support.

ASSESSMENT & MONITORING

Teachers identify strengths and areas to improve. They complete a relevant year's assessment grid for each child, which is stuck in their Writing Journal books, and then identify whether they are working at (EXS), above (GDS) or below (WT) the current year's objectives. In Year 6, the Department for Education's exemplification documents are used.

Senior Leaders look at English and Writing Journal books each term. They are looking for evidence of the Writing Journey within books and on display and to see progress throughout the year (and throughout the school). Staff meetings are arranged for all staff to share good practice in writing and to undertake writing moderation. Y6 staff attend writing moderation sessions within Bracknell Forest and with other Greenshaw Learning Trust schools.

NON-NEGOTIABLES

Writing:
- When planning, use the English Curriculum Map for texts/genres; use objectives from the Writing Purposes Planning (to use as grammar features) and follow the Wildmoor Heath Writing Journey structure, using these objectives for assessment
- Plan to teach writing in chunks with a big focus on oral rehearsal, vocabulary and sentence composition
- Teachers MUST model their writing and explicitly discuss language choices
- Each stage of the writing journey should be visible (explicit to children) on display and books
- Challenge GDS writers by discussing word choices and mood/tone of the text

Handwriting:
- Follow the Letterjoin scheme
- Handwriting practice must be **every day** with the joins for the week being taught explicitly (using a visualiser or handwritten on a flipchart) from Year 2 onwards
- Children can use pen for any final draft writing (in writing journals or for display) and in handwriting books.

Phonics/Spelling:
- Phonics/Spelling practice must be **every day** – use Spelling Shed scheme or add own list of gap words to Spelling Shed
- Spelling test each week and dictations every day

Effective Writing Teaching

What The Research Says

The Writing For Pleasure Centre
- Promoting research-informed writing teaching

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Type of instruction	Effect size
Set writing goals	2.03
A contemporary writing workshop approach	1.75
Teach the writing processes	1.26
Pursue purposeful and authentic writing projects	1.07
Reading, sharing, thinking and talking about writing	0.89
Feedback from teacher and peers	0.80
Genre-study	0.76
Time spent revising	0.58
Time spent generating ideas and planning	0.54
Children writing in response to their reading	0.50
Functional grammar teaching	0.46
Formal grammar teaching	-0.41