

A photograph of three young children sitting at a wooden table in a classroom, engaged in writing or drawing. A girl in the center is smiling and looking towards the camera, while two boys are focused on their work. The table is covered with blue paper, a yellow basket of colored pencils, and other writing materials. In the background, there is a whiteboard and a door.

Writing

Curriculum & Progression

Our school is a beacon of light. A place where every child and adult is encouraged to shine brightly and reach their full potential. Through curiosity, courage, and compassion, we shine like a lamp in our classrooms, like a village on a hill in our community, and like shining stars across the wider world.



Power of Reading :

Books are at the heart of our curriculum. We use high-quality Power of Reading texts across a wide range of genres and themes, which form the foundation of our English units of study. A variety of carefully chosen quality texts are also used to complement our core concepts, helping to immerse children in a language-rich environment that fosters a love of reading and learning.

Lifelong Writers:

We aim to nurture confident, creative and independent writers who understand the power of the written word. Children are encouraged to write with purpose, develop their own authorial voice and take pride in improving and sharing their work.

Inclusion and Intervention:

At Stelling Minnis, we believe all children should be given the tools and skills they need to become fluent, lifelong readers. Please see our Inclusive Reading Curriculum: Supporting Children with SEND document to learn more about how we ensure the reading opportunities we provide are inclusive and accessible for all children.

Writing at Stelling Minnis



Early Writing:

Early writing begins through purposeful play, mark-making and meaningful opportunities to communicate. Children develop their ideas orally before learning to form letters, spell words and construct sentences, building secure foundations for future writing.

Writing Genres:

Children experience a broad range of fiction, non-fiction and poetry through their English lessons. Carefully chosen genres enable them to write for different purposes and audiences while revisiting and developing key skills across the curriculum.

All genres and text types are woven throughout our curriculum to provide children with varied and meaningful opportunities to apply these skills across different contexts and purposes.

In our Progression through Genres document, we outline six core genres and show how these writing skills are built on each year.

Writing Progression:

Our writing progression sets out how knowledge and skills build from EYFS to Year 6. It supports teachers in planning clear next steps so that children develop increasing control, independence and sophistication as writers.

An inclusive Writing Curriculum: Supporting Children with SEND

At Stelling Minnis CE Primary School, we believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. For our pupils with a Special Educational Need, we scaffold their learning to provide them with the strongest opportunities for success in our school. We believe firmly in the SEND Code of Practice's statement that "every teacher is a teacher of SEN" and that our pupils with SEN should be provided with the same opportunities as their peers in our school. This means that, with their learning being personalised to meet their areas of need, they feel included in the classroom and make progress year on year. Reasonable adjustments are made in all lessons to enable this. When planning for Writing, class teachers will adapt their lessons where necessary using ideas taken from this list; however, it is important to remember this is not exhaustive and other adaptations may be needed for children with specific needs.

Resources	Multi Sensory	Teacher Communication	Assessment
• Writing frames and sentence starters. • Word banks matched to topic and ability. • Visual prompts, story maps and picture sequences. • Vocabulary mats and dictionaries/thesauruses. • Pencil grips, sloping boards and adapted writing tools where needed. • Use of iPads, laptops or assistive technology. • Modelled examples and WAGOLLs (What A Good One Looks Like). • Chunked writing tasks. • Coloured overlays or paper if appropriate. • Widely spaced and dyslexia-friendly fonts.	• Oral rehearsal before writing. • Talk partners and collaborative sentence construction. • Role play and drama to develop ideas and vocabulary. • Story mapping and sequencing activities. • Tracing letters and words in sand, paint or air writing. • Use of manipulatives to build sentences (word cards, sentence strips). • Drawing and labelling before writing. • Actions and gestures to support grammar and punctuation. • Rhythm, rhyme and songs to support spelling patterns.	• Explicit instruction and modelling of writing processes. • Think aloud when planning, drafting and editing. • Break writing tasks into manageable steps. • Use concise, clear instructions. • Pre-teach vocabulary and key concepts. • Check understanding regularly through questioning. • Use visual prompts and success criteria. • Scaffold questioning (Who? What? Where? Why? How?). • Provide sentence stems and writing prompts. • Celebrate small writing successes to build confidence. • Reduce anxiety through supportive feedback and flexible outcomes.	• Formative, ongoing assessment. • Daily observations during writing activities. • Assess individual writing skills separately where appropriate (e.g., sentence construction, spelling, punctuation). • Alternative ways to demonstrate understanding, including oral responses or dictation. • Chunked assessment tasks focusing on one skill at a time. • Allow assistive technology where appropriate. • Progress tracking through small-step targets. • Review individual learning plans and EHCP targets regularly. • Diagnostic assessment to identify barriers (fine motor skills, spelling, language processing, working memory). • Adapt teaching and support accordingly.

Handwriting Progression.

	Letter formation and understanding	Behaviours/ handwriting style
EYFS	Print letters Taught the correct start and exit points for each letter, which should not include lead-in strokes from the line Form capital letters and corresponding lower-case letters Use capital 'I' for personal pronoun	Sit correctly on a chair at a table Learn to hold pencil correctly and practise pencil grip Use spaces between words
Year 1	Print letters as above, orientating correctly on the line Form capital letters and lower-case letters correctly and confidently, starting and finishing in the right place Practise letters belonging to 'families' which are formed in similar ways e.g. <i>c, o, g, d</i> Form digits 0-9	Use spaces between words Hold pencil comfortably and correctly Adult: model pre-cursive letters when ready – optional Practise separate pre-cursive letters when ready – optional
Year 2	Form and orientate lower-case letters the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to other letters e.g. <i>Monday; 50p</i>	Use spaces between words that reflect the size of the letters Use diagonal and horizontal lines to join some lower-case letters when ready (not expected standard); this is indicated by secure letter formation and secure letter orientation Respond to dictation from an adult, handwriting words in sentences
Year 3	Lower case letters are distinct from capital letters, including those of same shape e.g. <i>cC, sS, wW</i>	Join lower case letters using school's chosen style Maintain even-sized lettering Descenders and ascenders are appropriate and parallel to each other
Year 4	Check and correct any errors in letter formation Ensure even sized lower-case letters	Consider introducing ink pen – optional Check that lines are spaced sufficiently so that descenders and ascenders do not touch Build stamina and fluency to handwrite longer pieces
Year 5	Practise as required Check accuracy	Develop fluent and legible style Decide whether to join specific letters
Year 6	Practise as required	Choose the implement and writing style best suited for the task Write legibly and fluently with increasing speed