



St Uny Church of England Academy



Writing



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

‘Let your light shine before others...’

Matthew 5:16

Statement of Intent:

At St Uny CE Academy, we believe that every child has a voice worth sharing. Our aim is to cultivate motivated, thoughtful writers who not only develop technical accuracy, but also see themselves as authors with something important to say. We want our pupils to take pride in their writing, to write with purpose, and to believe that their words have power – to entertain, to inform, to persuade, and to connect with others.

The foundations of our writing curriculum are laid in the Early Years, where the spoken word is central. Through storytelling, conversation, play and exploration, children begin to develop the structures of language that will underpin their writing. This oral fluency – the ability to form, organise and express ideas aloud – supports the development of sentence construction, vocabulary use and narrative control. As children progress through the school, they build on these foundations to produce writing that is increasingly fluent, structured and precise.

Our curriculum, rooted in the Grammarsaurus approach, places a strong emphasis on the teaching of grammar and vocabulary in context. Writing is never taught in isolation but always with an awareness of audience, purpose and tone. High-quality model texts are used to illustrate what effective writing looks like and to provide pupils with the language, patterns and confidence to write with intent. Pupils are taught how to shape and organise their ideas, how to draw the reader in, and how to reflect on their choices.

Ultimately, our intent is for every child to leave St Uny with the belief that they are a writer – someone who can craft language thoughtfully, who understands the purpose behind what they write, and who takes pride in communicating their ideas with clarity, creativity and control.

Teaching and Learning Principles – Nursery and Reception:

In Nursery and Reception at St Uny CE Academy, we believe that early writing begins with movement, talk and play. Before children can hold a pencil and form letters, they need to develop the strength, co-ordination and confidence to control their bodies and express their ideas. Writing is seen as a process rooted in communication – it starts with mark-making and oral storytelling, and builds into more purposeful, structured writing over time.

We place equal value on child-initiated exploration and adult-guided instruction, ensuring that writing opportunities are meaningful, engaging, and embedded into children's interests and experiences.

1. Writing Begins with Movement

Writing starts with gross motor development and the ability to control the body. We use physical programmes such as:

- Squiggle While You Wiggle
- Write Dance
- Dough Disco
- Pen Disco

These develop shoulder stability, fine motor control, rhythm, bilateral coordination and hand strength – essential foundations for pencil grip and letter formation.

2. Writing is Built on Talk

Children are immersed in a language-rich environment. We prioritise spoken language, vocabulary development, and oral sentence construction. Through role-play, storytelling, song, rhyme and conversation, children begin to form and rehearse the language structures that will underpin their writing later on.

3. Mark-Making is Valued at Every Stage

All marks have meaning. We provide children with daily opportunities to explore mark-making using a range of materials and media (chalk, paint, sand, shaving foam, pens, pencils, crayons, etc.). Adults model mark-making with purpose – from drawing and symbols to name writing and labels – to demonstrate that marks carry meaning and are a valid form of communication.

Mark-making is celebrated as an early form of writing, and children are supported to progress at their own pace from emergent marks to letter strings and eventually to phonetically plausible words and sentences.

4. Phonics and Transcription are Taught Systematically

As children develop phonological awareness and begin Phase 2 of phonics, they are supported to orally segment and blend sounds and to begin writing words and captions using known grapheme–phoneme correspondences. We model early sentence construction and encourage children to write simple sentences with growing independence. Letter formation is taught and reinforced through fine motor activities, modelled writing, and correct pencil grip.

5. Writing is Meaningful and Purposeful

Writing tasks are embedded in child-led topics, interests and real experiences. Children are encouraged to write for real reasons: signs for role-play areas, labels for creations, shopping lists, cards, stories, and recounts. These activities are carefully planned to balance independence with adult modelling and support.

6. Learning to Write is a Collaborative Process

Writing is often shared, modelled and built together. We use:

- Shared writing during group sessions
- Adult modelling during child-initiated learning
- Story mapping and group storytelling
- Scaffolded writing frames where appropriate

Children are encouraged to orally rehearse what they want to write and to use phonics to represent sounds in words.

7. Progression Aligns with the Whole-School Approach

While EYFS writing is exploratory and experience-led, it lays the foundation for the structured teaching of writing in Key Stage 1 using the Grammarsaurus five-step model. As Reception children gain control over transcription and sentence structure, they begin to encounter early elements of this structure:

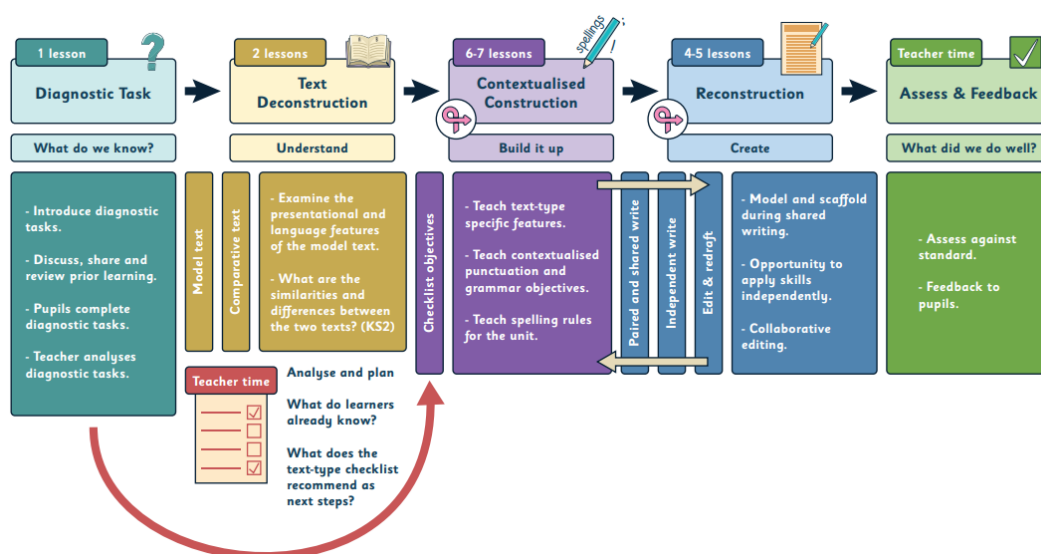
- Exposure to model texts through shared reading
- Teacher-led vocabulary building
- Simple planning and sentence-level writing
- Verbal editing and redrafting (e.g., “What could we add/change?”)

This ensures a smooth transition into more formal writing instruction in Year 1.

Teaching and Learning Principles – KS1 and KS2:

At St Uny CE Academy, the teaching of writing is underpinned by a consistent and progressive approach that enables all pupils to develop the knowledge, skills and confidence to become successful writers. We use the Grammarsaurus approach to structure writing instruction across the school. This approach is rooted in clear, systematic teaching and ensures that grammar, vocabulary and text structure are taught in context and revisited regularly.

Each unit of writing follows a five-step structure, which provides consistency across year groups and supports all children to move from supported to independent writing. The steps are:



1. Immersion – Diagnostic Tasks and Text Deconstruction

Children are introduced to a carefully chosen model text, which demonstrates the key features of the genre being taught. Through reading, discussion and analysis, pupils explore the structure, language, grammar and tone of the text. This phase also supports the development of spoken language, as pupils are encouraged to discuss the text's purpose, audience, and authorial choices.

2. Skills Development – Contextualised Construction

During this phase, grammar, punctuation and vocabulary are taught explicitly and in context. Lessons focus on the specific language features required for the genre, ensuring that pupils understand how to use grammatical tools to shape meaning and achieve effect. Teachers revisit key sentence structures and build on prior knowledge, ensuring continuity across year groups.

3. Planning – Reconstruction

Children are guided to plan their own writing based on the intended audience and purpose. Planning includes opportunities for oral rehearsal, sentence generation, and visual or structural supports such as boxed-up planning frames. Teachers model the planning process to demonstrate how ideas are organised and developed in a coherent way.

4. Drafting – Reconstruction

Pupils write at length, applying the grammatical structures and vocabulary taught earlier in the sequence. Teachers model the writing process using shared and guided writing strategies, and children are supported to construct their texts step-by-step. This phase encourages fluency, independence and a growing awareness of how writing choices affect the reader.

5. Revising, Editing and Sharing – Assess and Feedback

Pupils are explicitly taught how to edit and improve their writing, focusing on accuracy, clarity and impact. They are supported to proofread for errors, revise sentence structure, and make vocabulary more precise. Final writing is shared or published in a variety of formats, giving children a clear sense of purpose and audience.

This structured process ensures that writing is taught progressively, with clear modelling, repeated practice and opportunities for independent application. The approach supports all pupils, including those with additional needs, by providing scaffolded steps and visual frameworks that break writing into manageable, purposeful stages.

By following this approach, pupils at St Uny CE Academy develop the ability to write with control, confidence and intent, laying strong foundations for future success in written communication.

Throughout each unit, teachers provide scaffolding and support to ensure access for all learners, including those with SEND or those working below age-related expectations. Challenge is built in for confident writers, who are encouraged to take ownership of their work and experiment with language and structure.

Writing is also embedded across the curriculum. Pupils write regularly in subjects such as history, science and RE, applying their skills in varied and meaningful contexts. This helps reinforce key writing behaviours and expectations beyond English lessons.

Assessment and Feedback

Assessment is formative and ongoing. Teachers give timely feedback to support progress and identify gaps (please see marking feedback below). Small steps of progress that are appropriate for the child are recorded with the lesson's WAWA sticker. Summative assessments take place at key points throughout the year and inform planning and moderation discussions.

Marking Feedback

Use of WAWAs and WILFs

Each writing lesson includes a WAWA (*We Are Writing A...*) statement and a WILF (*What I'm Looking For...*) checklist to make the objectives of the session explicit to pupils. These are displayed on stickers in books to ensure pupils are clear on the purpose and success criteria of the task.

- **Teacher Role:**

- At the end of the lesson, teachers highlight the WAWA and the WILF statements in green to show which objectives have been successfully achieved.
- Where an objective is partially met or needs further focus, teachers may leave the statement unhighlighted to signal the next step.

- **Pupil Role:**

- Pupils can review highlighted WAWAs and WILFs during editing time to identify what they have done well and what to work on in future drafts.
- This supports self-assessment and encourages ownership of progress.

Marking Expectations –

Across all year groups, verbal feedback (VF) is the primary and most immediate form of feedback used to support pupils in improving their writing. Teachers are not expected to correct every error in a piece of writing; instead, marking should be selective, focusing on key areas that will have the greatest impact on pupil progress and independence. To maintain consistency, margin codes (SP for spelling, P for punctuation, G for grammar, H for handwriting) are used to signal where attention is needed.

Pupil response to feedback is a vital part of the process. Time is built into the week for pupils to revisit their work, using purple pens, to make corrections and improvements.

Independent pieces of writing will be given more formal feedback, with teacher comments focusing on the overall impact, accuracy, and effect of the writing rather than addressing every minor error. This feedback can be given as verbal feedback, or with a written comment at the end of the piece. This ensures that feedback is purposeful, manageable, and progressive, supporting pupils in becoming reflective, independent writers.

Marking Acronyms –

- **VF** – Verbal Feedback
- **Sp** – Spelling
- **P** – Punctuation
- **G** – Grammar
- **H** – Handwriting

Handwriting			
Year Group	Example Expectations	Maximum number of corrections per lesson	Appearance in books
Year 1	<ul style="list-style-type: none"> - form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0–9 	x1	<ul style="list-style-type: none"> - incorrect example to be circled in green pen - H to be recorded in the margin of that line - H x3 - to be written at the end of the piece, with the correction then modelled by an adult - correction to be practised 3 times - completed with adult support
Year 2 (including previous expectations)	<ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another - use some of the diagonal and horizontal strokes needed to join letters - 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 	x1	<ul style="list-style-type: none"> - incorrect example to be circled in green pen - H to be recorded in the margin of that line - H x3 - to be written at the end of the piece, with the correction then modelled by an adult - correction to be practised 3 times - completed with adult support, where needed
Year 3 (including previous expectations)	<ul style="list-style-type: none"> - letters consistently sitting on the line - clear ascenders and descenders - early attempts at common joins 	x2	<ul style="list-style-type: none"> - incorrect examples to be circled in green pen - H to be recorded in the margin of that line - H x5 - to be written at the end of the piece, with the correction then modelled by an adult - correction to be practised 5 times
Year 4 (including previous expectations)	<ul style="list-style-type: none"> - consistent and secure spacing between words - distinct use of capital letters, ensuring they are not joined 	x2	<ul style="list-style-type: none"> - incorrect examples to be circled in green pen - H to be recorded in the margin of that line - H x5 - to be written at the end of the piece, with the correction then modelled by an adult - correction to be practised 5 times
Year 5 (including previous expectations)	<ul style="list-style-type: none"> - consistency in size and spacing across lines and paragraphs - smooth, fluent joins without unnecessary loops 	x3	<ul style="list-style-type: none"> - incorrect examples to be circled in green pen - H to be recorded in the margin of that line - modelled in book by an adult - to be practised to the end of the line
Year 6 (including previous expectations)	<ul style="list-style-type: none"> - consistently fluent, legible handwriting in all subjects - appropriate style choice that is sustained across a piece - handwriting that supports purpose and audience 	x3	<ul style="list-style-type: none"> - incorrect examples to be circled in green pen - H to be recorded in the margin of that line - modelled in book by an adult - to be practised to the end of the line

	Spelling, Punctuation, and Grammar (See 'Appendix 1: Spelling' and 'Appendix 2: Vocabulary, Grammar and Punctuation' for full details)				
Year Group	Example Sp Expectations	Example P Expectations	Example G Expectations	Maximum number of corrections per lesson	Appearance in books
Year 1	<ul style="list-style-type: none"> - Common exception words - Pural noun suffixes –s or –es - Adding –ing, –ed and –er to verbs where no change is needed to the root word - The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck 	<ul style="list-style-type: none"> - Finger spaces - Introduction to capital letters, full stops, question marks, and exclamation marks - Capital letters for personal pronoun <i>I</i> 	<ul style="list-style-type: none"> - Combining words to make sentences - Joining words and joining clauses using <i>and</i> 	x1	<ul style="list-style-type: none"> - incorrect example to be underlined in green pen - Sp, P, or G to be recorded in the margin - ___ x3 - to be written at the end of the piece for spelling errors, with the correction then modelled by an adult - correction to be practised 3 times - completed with adult support
Year 2 (including previous expectations)	<ul style="list-style-type: none"> - Formation of nouns using suffixes such as –ness, –er - Formation of adjectives using suffixes such as –ful, –less - Contractions - Words ending in –tion - Common exception words 	<ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes for omission and possession 	<ul style="list-style-type: none"> - Correct choice and consistent use of present tense and past tense throughout writing - Use of the progressive form of verbs in the present and past tense to mark actions in progress 	x1	<ul style="list-style-type: none"> - incorrect example to be underlined in green pen - Sp, P, or G to be recorded in the margin - ___ x3 - to be written at the end of the piece for spelling errors, with the correction then modelled by an adult - correction to be practised 3 times - completed with adult support, where needed
Year 3 (including previous expectations)	<ul style="list-style-type: none"> - Formation of nouns using prefixes [super–, anti–, auto–] - Use <i>a</i> or <i>an</i> accordingly - Word families based on common words [solve, solution, dissolve] - Homophones and near-homophones 	<ul style="list-style-type: none"> - Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Use of the present perfect form of verbs instead of the simple past 	x2	<ul style="list-style-type: none"> - incorrect example to be underlined in green pen - Sp, P, or G to be recorded in the margin - ___ x3 - to be written at the end of the piece for spelling errors, with the correction then modelled by an adult - correction to be practised 3 times
Year 4 (including previous expectations)	<ul style="list-style-type: none"> - Adding suffixes beginning with vowel letters to words of more than one syllable - The suffixes –ation and –ly - Words ending in –tion, –sion, –cian 	<ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech - Apostrophes to mark plural possession - Use of commas after fronted adverbials 	<ul style="list-style-type: none"> - Use of paragraphs to organise ideas around a theme - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	x2	<ul style="list-style-type: none"> - incorrect example to be underlined in green pen - Sp, P, or G to be recorded in the margin - ___ x3 - to be written at the end of the piece for spelling errors, with the correction then modelled by an adult - correction to be practised 3 times

Year 5 (including previous expectations)	<ul style="list-style-type: none"> - Converting nouns or adjectives into verbs using suffixes [-ate; -ise; -ify] - Verb prefixes [dis-, de-, mis-, over- and re-] 	<ul style="list-style-type: none"> - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> - Indicating degrees of possibility using adverbs or modal verbs - Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	x3	<ul style="list-style-type: none"> - incorrect example to be underlined in green pen - Sp, P, or G to be recorded in the margin - ___ x3 - to be written at the end of the piece for spelling errors, with the correction then modelled by an adult - correction to be practised 3 times
Year 6 (including previous expectations)	<ul style="list-style-type: none"> - Words ending in -ant, -ance/-ancy, -ent, -ence/-ency - Words ending in -able and -ible Words ending in -ably and -ibly 	<ul style="list-style-type: none"> - Use of the semi-colon, colon and dash - Use of the colon to introduce a list and semi-colons within lists - Bullet points - Hyphens to avoid ambiguity 	<ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive device - Layout devices - The difference between informal speech and formal speech and writing 	x3	<ul style="list-style-type: none"> - incorrect example to be underlined in green pen - Sp, P, or G to be recorded in the margin - ___ x3 - to be written at the end of the piece for spelling errors, with the correction then modelled by an adult - correction to be practised 3 times

Impact

By the end of each key stage, we expect our pupils to be fluent, capable writers who can confidently select language and structure appropriate for purpose and audience. As a result of our coherent and consistent approach:

- Pupils develop a love for writing and see themselves as authors.
- Children make strong progress from their starting points, particularly in areas of grammar, structure and vocabulary.
- Children can articulate their writing decisions and reflect on their use of language and structure with increasing independence.
- Disadvantaged pupils and those with additional needs make strong progress from their starting points due to targeted scaffolding, repeated practice and precise teaching.

We regularly review our curriculum and use pupil voice, book monitoring and moderation to ensure that writing remains a focal point of our curriculum and that our pupils develop into confident communicators who write clearly, accurately and effectively across a range of contexts.