



Intent and Design – What are we trying to achieve?

Our WRITING curriculum aims to develop pupils' understanding of and confidence in developing and using writing key skills, enabling them to write independently for a variety of audiences and purposes within different subjects. Through analysis and discussion of high-quality texts, children will learn how to 'read as writers' and 'write as readers'. Using their Reflector Seagrave Step, children will strive to improve their writing throughout the writing process. Most importantly, we aim to promote a love of writing using creative, engaging 'hooks' and purposeful contexts.

Speaking We Speak with core vocabulary, confidence and care	Thinking We think deeply and widely using our head and our heart	Reading We read for knowledge and pleasure	Inspiring Attitudes Our learning behaviours are excellent	Determined Ambition We achieve our goals	Everyone We include and value everyone
<ul style="list-style-type: none"> Debates, discussion, role play Daily word exploration in context or writing and reading Oral rehearsal for drafting 	<ul style="list-style-type: none"> High-impact teaching of basic skills: phonics, spelling (RWinc), handwriting, grammar & punctuation Author links Linking our writing to other curriculum areas 	<ul style="list-style-type: none"> High-quality, age-appropriate and diverse range of fiction and non-fiction texts used as models/stimuli—Reading Spine/Power of Reading 	<ul style="list-style-type: none"> A wide range of writing opportunities give children the skills to make a difference to their school, community and the wider world Paired writing and peer editing opportunities encourage kindness and collaboration 	<ul style="list-style-type: none"> Pupils use toolkits to set goals in their writing and achieve them 	<ul style="list-style-type: none"> All children have access to the age-related writing National Curriculum through differentiated support, guided writing and scaffolds In-class teacher/TA support Vocabulary pre-teaching Phonics intervention and differentiated spellings Small group interventions




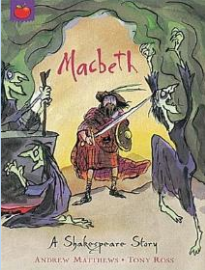

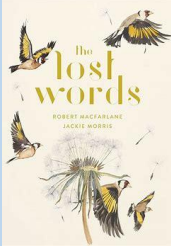
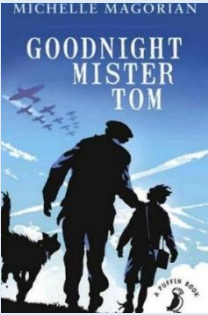


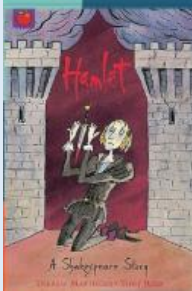

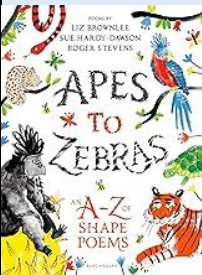


Implementation – How will we arrange learning?

EYFS	Autumn Term	Spring Term	Summer Term
	Terminology		
	Sound, letter, word, blend, Fred talk	Capital letter, finger space, blend, segment, special friends.	Sentence, capital letter, full stop
	Handwriting / letter formation		
	Mark make from left to right Write our own names correctly Begin to form alphabet letters Develop a dominant hand and a tripod grip	Hold and use a pencil effectively for writing. Form all of the letters of the alphabet (not all correctly formed) Understand the difference between lower and upper case letters.	Form all upper and lower case letters correctly Consistently use a tripod grip.
	Letter		
	Linking sounds to letters. RWI Set 1 - m s a d t i n p g o c k u Beginning to hear and write initial and ending sounds in words. Read sound blending books.	Linking sounds to letters. RWI set 1 - b f e l h r j v y w z x qu + Set 1 special friends – sh ch th ng nk Read Ditty books.	Linking sounds to letters. RWI – Read all set 1 sounds and special friends. Learn double letters ll, zz, ss, ff Read Red and then Green story books.
	Word		
	Blend and segment VC and CVC words orally Begin to learn red words by sight – I the to my go no Write some of these words from memory.	Beginning to hear and write VC and CVC words. Write words containing some digraphs. Continue to learn red words – Me he she we be of for you said Write some of these words from memory.	Write CVC and CVCC words correctly. Begin to write red words within writing. Continue to learn red words – Your are was come some her they have were Write some of these words from memory.
	Punctuation		
		Introduce capital letters and full stops	Use capital letters and full stops.
	Sentence		
		Write a caption with finger spaces and a capital letter	Write a simple sentence with capital letter, finger spaces and full-stop.
	Writing		
	Sequence a story orally with pictures. Give meaning to the marks they make.	Create a story map. Read back own writing. Continue to write labels, lists, speech bubbles, cards and captions.	Re-tell a story with some accuracy. Write 2 or 3 sentences.

KS 1	Autumn Term		Spring Term		Summer Term	
Cycle A						
	Instructions Narrative	Letter Diary entry Description	Information text Labelling Narrative	Character Description Narrative	Narrative Explanation text	Poetry Newspaper report
Cycle B						
	Recount Diary	Information text Narrative	Newspaper report Labelling	Letter Narrative	Poetry Fact File	Retelling Postcard

LKS 2		Autumn Term		Spring Term		Summer Term	
Cycle A							
		Narrative Letter	Non-Chronological report Narrative	Narrative Biography	Diary Advert	Narrative Short Story	Poetry
Cycle B							
		Information Advert	Diary Information text	Non- Chronological report Narrative	Narrative Letter	Narrative Short Story	Poetry

UKS 2	Autumn Term		Spring Term		Summer Term	
Cycle A						
	Suspense Persuasive advert	Biography Narrative	Informal letter Non-chronological Report	Balanced Argument Newspaper	Narrative Emotive Speech	Poetry
Cycle B						
	Narrative Formal report	Narrative Diary	Informal letter Non-chronological report	Letter Summary	Character Emotive Speech	Poetry



English - Writing

STRIDE Curriculum 2024/25



Impact – how will we achieve our aims?

Work sample analysis	What do books show?
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? How good is questioning in lessons?
Surveys	What do teachers and families say about this subject?
Interviews	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
Data analysis	What does the data tell us?
Coaching and Mentoring	What is the impact of coaching and mentoring? Support for colleagues in this subject?
Training	What is the impact of the training undertaken?
Learning Environment	How does the learning environment support learning in this subject area?