



## Westbury Writing Curriculum

At Westbury, writing lessons are inspired by quality texts, which demonstrates our commitment to the principle of **Reading for Pleasure**, reflected in our Reading Curriculum and Literature Spine for each class. The Reading and Writing curriculums are closely linked and form our English Curriculum as a whole. Since writing is complex, and made up of many strands, we have identified the key knowledge and skills in the document below, for each year group, that we teach. The bold statements are the mandatory milestones that a pupil has to master in that year to be considered on track.

Since we teach in mixed year groups, writing objectives (from *Integra*, mapped out in line with the National Curriculum) are necessarily revisited again and again, teaching for mastery of these skills alongside learning new ones, specifically for that year group. Pupils are taught as one class for Writing but teachers also target teach the year group a new skill. We teach a rolling programme of English, so that pupils experience a wide and diverse range of texts, linked to their theme, through which writing is taught. This allows them to acquire, practice and master writing skills in a broad range of contexts. Each class has an identified Literature Spine mapped out over either 2 years or 3 years, depending on the number of year groups in their class.

During 2022–3 we overhauled our approach to writing. The Writing Lead worked with the staff on an overview for each sequence of learning that every class would faithfully follow, to provide consistency and continuity of approach in every classroom. To develop this we were inspired by Jane Considine's approach, using some of her ideas alongside current practices in school that were successful plus evidence-based approaches that we sought out. Our aim was for a bespoke Westbury Writing Curriculum that would inspire pupils and improve writing skills. We provided the pupils with English workbooks to complete in lessons and a purple "Published Work" book that celebrated their final pieces of work.

The Writing Lead then worked with the staff again on developing a daily lesson design, based loosely on Jane Considine's approach but created in a bespoke way for our pupils. This again was to provide consistency and continuity, putting vocabulary development and explicit teacher modelling centre stage.

We also use the **Natural Curriculum** for extra stand-alone weekly grammar lessons in KS2, the **Spelling Shed** as our spelling programme and the **Nelson Handwriting** scheme to teach non cursive handwriting. These schemes' approaches to other aspects of writing are timetabled separately to the daily Writing lesson. See links to these schemes below:

<https://www.naturalcurriculum.co.uk/>

<https://www.spellingshed.com/en-gb/scheme-guidance>

[http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/nelson\\_skills/K51463\\_NT\\_handwriting\\_matching\\_grid\\_ENG.pdf?region=uk](http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/nelson_skills/K51463_NT_handwriting_matching_grid_ENG.pdf?region=uk)

## Overview for each sequence of learning (YR- Y6)

*A quality text chosen as part of thematic learning- see Literature Spine  
with Curriculum drivers in mind (**Excellence/Diversity/Sustainability**)*



*Immersive, sensory, inspirational planned experience at the start of each unit  
to level the playing field for a common experience*



*A sequence of lessons teaching a range of writing skills through the text (see Westbury lesson design below)*



*An extended piece of writing (drafted, edited, published)*



*Final piece of writing (illustrated) and in Published workbook- shared with parents at end of theme drop in to celebrate their work*

## Westbury Writing Lesson Design (R-Y6)

A stimulus for writing from the book shared with class (ie. picture/clip/chapter/object)

### WORD COLLECT

Word collect related to overarching writing task to generate a **WORD BANK** for the lesson

- Teacher reads a sentence with word type to be collected explicitly shown
  - Children write that word or those words down in their book
- Children talk with a partner to collect more words of this type orally and/or in books
  - Kind calling out to share words with class
- Teacher or TA writes these words up on a flipchart or board as the children call out
- Children tick off words that they collected and add words to their word bank that they didn't collect
  - All along the way vocabulary discussed as to why or why it does not fit in the word bank

All children will have a word bank to support the next step of learning


### SHARED WRITING

- Teacher now uses the word bank to teach and **model** skill (several times) applied in a sentence for either both or each year group (depending on the skill) with kind calling out and active participation from the pupils
  - Pupils write their own sentence (s)
- Opportunity for **modelled** editing followed up by pupils editing own work (Purple polishing pens)

Teacher and TA move round the classroom live marking and feedback- good work celebrated and possibly shared/read aloud

Teacher's shared writing is displayed on the working wall until the end of the sequence.

## Writing skills progression across the school mapped out from INTEGRA (National Curriculum) and Development Matters

 Westbury-on-Severn CE Primary School	Pre School	Reception Willow Class	Year 1 Willow Class	Year 2 Sycamore Class	Year 3 Sycamore Class	Year 4 Oak Class	Year 5 Oak Class	Year 6 Oak Class
<b>Composition</b>  <b>Bold statements</b> are mandatory curriculum objectives to meet EXPECTED at the end of this (and subsequent) year group(s)	Create simple story maps  Use talk to organise themselves in their play  Speak in longer sentences of 4-6 words or more  Know many rhymes, be able to talk about familiar books, and be able to tell a long story  Enjoy listening to stories and able to remember much of what has happened (plot)	Orally rehearse sentences before writing  Create simple story maps  <b>Write simple phrases and sentences that can be ready by others</b>	Orally rehearse sentences before writing  Plan by talking about ideas  Use simple narrative language features  <b>Write sequences of linked sentences</b>  <b>Sequence sentences to form short texts</b>  Write for simple audiences and purposes based on real life experiences e.g. thank you letters, instructions, recounts, reports, stories  Write stories with characters based on class reading and role play	Orally rehearse sentences before writing  Write for a range of purposes and audiences based on personal experiences and high quality texts  Read their writing aloud with intonation to make the meaning clear  Create simple plots in narratives with an opening, build up, dilemma, resolution/ending based on class reading and stories with repetitive structures  Use sentences with different forms: statements  Use sentences with different forms: questions	Write for a range of purposes and audiences based on personal experiences and high quality texts  Record and note ideas through making notes,  Create plots in narratives with a clear opening, build up, dilemma, resolution, ending  <b>Create settings that are appropriate for the type of story/effect</b>  <b>Describe characters in narratives</b>  Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear  <b>Proof-read and</b>	Write for a range of purposes and audiences based on personal experiences and high quality texts  <b>Describe plots in narratives, linking the end to the opening</b>  <b>Develop settings linked to the genre and intended effect</b>  <b>Develop characters in narratives</b>  <b>Use paragraphs to organise ideas around a theme across the text</b>  Descriptive language drawing from their own reading  Figurative language (e.g. similes,	Write for a range of purposes and audiences based on personal experiences and high quality texts  Explore and use their own techniques to note ideas, drawing on research where necessary  Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear  Provide a range of opportunities to write for varying levels of formality  <b>Proof-read and edit their writing</b>  Control plots (e.g.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader  Control and <b>maintain</b> plots  Use different ways of opening and closing narratives Develop characters in detail  Use dialogue to convey character and advance the action  Develop settings, characters, and

			<p>Write stories based on familiar settings e.g. from real life and traditional stories</p> <p>Use simple organisational features in fiction e.g. beginning, middle and end</p> <p>Use simple organisational features in non-fiction e.g. captions; instructions in the right order</p>	<p>Create simple characters in narratives e.g. heroes and villains, 2-3 main characters,</p> <p>Describe appearance, feelings</p> <p>Create simple settings in narratives</p> <p>Evaluate their writing through discussion and make improvements to clarify the meaning and sense</p> <p>Use recurring language e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide</p> <p><b>Maintain stamina in longer pieces of writing</b></p> <p>Use the main language features of narrative e.g. story language powerful verbs, tense</p>	<b>edit their writing</b>	<p>alliteration, hyperbole)</p> <p><b>Proof-read and edit their writing</b></p> <p>Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>use of foreshadowing, dialogue to move the action on</p> <p>Extend and refine their use of narrative language</p> <p><b>Develop settings and atmosphere in detail</b></p> <p><b>Develop characterisation by drawing on their reading</b></p> <p><b>Write with appropriate levels of formality for audience and purpose</b></p> <p>Effective use of organisational features in fiction and non-fiction</p> <p><b>Use a dictionary and thesaurus effectively</b></p>	<p>atmosphere in detail</p> <p><b>Manipulate and control the use of narrative language features</b></p> <p><b>Manipulate and control the use of non-fiction language features</b></p> <p><b>Manipulate and control the use of organisational features</b></p> <p><b>Proof-read and edit their writing</b></p> <p>Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear</p> <p>Extend and refine their use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use a dictionary and thesaurus</p>
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								effectively
<b>Punctuation</b>		Start using a full stop at the end of a sentence	<b>Demarcate most sentences using a full stop</b>  <b>Demarcate most sentences using a capital letter</b>  <b>Begin to demarcate sentences using question marks</b>  <b>Use a capital letter for proper nouns</b>  Begin to demarcate sentences using exclamation marks	Use full stops and capital letters consistently  Use question marks accurately	<b>Use commas in lists, apostrophes for contractions and singular possession</b>  <b>Demarcate direct speech with inverted commas (speech marks)</b>	<b>Use commas after fronted adverbials</b>  <b>Understand the difference between plural and possessive -s</b>  <b>Use apostrophes for plural possession</b>  <b>Use inverted commas and other punctuation accurately to mark speech</b>	<b>Use commas to separate main and subordinate clauses</b>  <b>Use brackets and dashes to mark parenthesis</b>  Use dashes for after thoughts  <b>Use commas to mark non-defining relative clauses</b>	Use semi colons to mark independent clauses  Use the range of punctuation taught at KS2 mostly correctly  Use colons to mark independent clauses
<b>Grammar</b>	Understand an instruction with two parts (linked by "and")  Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'  Understand and	Join words using 'and'	<b>Use 'and' to join simple sentences</b>  <b>Generally use the present and past tense accurately</b>  <b>Begin to use some features of standard English</b>  Use simple language features of non-fiction e.g. the first person in recounts; accurate nouns and verbs, some use of specific	Use noun phrases to describe and specify  Use co-ordination (and/but/or/yet/s o)  <b>Use a variety of simple pronouns</b>  Use the progressive form of verbs  Use sentences with all different forms: commands  Use subordination (when/if/that/because) to add extra	Use a or an correctly  <b>Use a range of adverbs, conjunctions and prepositions for time</b>  <b>Use a range of adverbs, conjunctions and prepositions for place</b>  <b>Use a range of adverbs, conjunctions and prepositions for cause</b>  use of speech	<b>Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs</b>  <b>Use noun phrases expanded with modifying adjectives</b>  <b>Use noun phrases expanded with modifying nouns</b>  <b>Use noun phrases expanded with prepositional phrases</b>	<b>Write sentences with the subordinate clause at the start and end of the sentence</b>  <b>Indicate degrees of possibility using modal verbs</b>  <b>Indicate degrees of possibility using adverbs</b>  <b>Use embedded clauses</b>  <b>Use a range of cohesive devices within paragraphs</b>	Use expanded noun phrases across their writing to convey complicated information precisely  Use verb tenses consistently and accurately  Use formal and informal question tags  <b>Use passive voice to create empathy or suspense</b>  <b>Use passive</b>

	answer questions (orally)		<p>vocabulary</p> <p>Use the prefix un-</p>	<p>information</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use a variety of simple, compound and complex sentences</p> <p>Use some features of standard written English</p> <p>Use a dictionary</p> <p>Use sentences with different forms: exclamations</p>	<p>power of three</p> <p>Use the present perfect form of verbs</p> <p>Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences</p> <p>Use paragraphs to group related ideas</p> <p>Use a range of organisational features in fiction and non-fiction</p> <p>Consistently use features of standard English and explore when non-standard English could be used</p> <p>Use nouns and pronouns to aid cohesion within sentences</p> <p>Use a dictionary</p> <p>Use figurative language</p> <p>Evaluate their writing through discussion and make</p>	<p>Use fronted adverbials for time, manner and place</p> <p>Identify main and subordinate clauses</p> <p>Use possessive pronouns</p> <p>Expand their use of non-fiction language features</p> <p>Write complex sentences with the subordinate clause at the start and at the end of the sentence</p> <p>Control the use of standard and non-standard English</p> <p>Use a dictionary</p> <p>Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations</p>	<p>Use a range of devices between paragraphs</p> <p>Use relative pronouns</p> <p>Use a range of figurative language</p> <p>Use defining and non-defining relative clauses Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas</p> <p>Extend and refine their use of non-fiction language features e.g. technical vocabulary linked to the topic; precise description</p> <p>Use a range of verb forms (progressive, perfect, modal)</p> <p>Evaluate their writing through discussion and make improvements</p>	<p>voice to create a formal tone</p> <p>Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause</p> <p>Use a range of figurative language</p> <p>Use a range of verb forms for effect (progressive, perfect, modal)</p> <p>Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations</p>
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					improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations		through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations	
<b>Spelling</b>	<p>Developing “phonological awareness”</p> <p>Notice that some words have the same sounds in them</p>	<p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters</b></p> <p>Spell a range of common exception words correctly (the, I, he, she, they etc) from memory or by referring to a display or word mat</p>	<p><b>Spell compound words correctly most of the time</b></p> <p><b>Spell most of the Y1 common exception words</b></p> <p><b>Spell words with the range of Y1 phonemes mostly correctly</b></p> <p>Spell the days of the week</p> <p>Add -er, -ed, -ing, -est to words where no change to the root word is needed</p> <p>Add -es and -s to words to make plurals where no change to the root word is needed</p>	<p>Spell <b>many</b> / <b>most</b> of the Y2 common exception words and homophones</p> <p>Spell <b>many</b> / <b>most</b> words with the range of Y2 phonemes mostly correctly</p> <p>Add -er, -ed, -ing, -est to words where a change to the root word is needed</p> <p>Add -ies to words to make plurals where a change to the root word is needed.</p>	<p><b>Spell many words from the Year 3 word list and use these accurately in their writing</b></p> <p><b>Meet Y3 expectations from the chosen spelling scheme</b></p>	<p><b>Spell many words from the Year 4 word list and use these accurately in their writing</b></p> <p><b>Meet Y4 expectations from the chosen spelling scheme</b></p>	<p><b>Spell many words from the Year 5 word list and use these accurately in their writing</b></p> <p><b>Meet the Y5 expectations from the chosen spelling scheme</b></p>	<p>Spell most words from the Year 5/6 word list and use these accurately in their writing</p> <p>Meet the Y6 spelling expectations in the National Curriculum</p>



<b>Handwriting</b>	<p>Pretend to write, scribbling a shopping list in their play for eg</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>	<b>Write recognisable letters, most of which are correctly formed</b>	<p><b>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</b></p> <p><b>Form lower case letters of the correct size relative to one another</b></p> <p>Use some diagonal and horizontal strokes needed to join letters</p>	Form correctly sized and orientated lower case letters, upper case letters and digits and appropriate spacing.	<b>Use legible, joined writing consistently</b>	<b>Use legible, joined writing consistently</b>	<b>Use legible, joined writing consistently</b>	Use legible, joined writing consistently when writing at speed
<b>Greater Depth</b>		Sequence sentences to form short texts	<p>Use simple noun phrases</p> <p>Develop stamina by providing opportunities for children to write more extended pieces of writing</p> <p>Use because and but to join clauses</p> <p>Write effectively for a range of purposes and audiences</p> <p>Manipulate the language and grammar taught</p>	<p>Use commas in lists</p> <p>Use exclamation marks as an indication to the reader</p> <p>Use apostrophes for contractions</p> <p>Use the main language features of non-fiction e.g. imperative verbs for instructions adverbs such as firstly, next, then</p> <p>Use apostrophes for singular possession</p> <p>Proof-read and edit their writing in relation to the</p>	<p>Begin to demarcate speech with all necessary punctuation</p> <p>Understand the concept of a main and subordinate clause</p> <p>Begin to use commas to separate main and subordinate clauses</p> <p>Secure use of paragraphing</p> <p>Write effectively for a range of purposes and audiences</p> <p>Manipulate the language and grammar taught within Y3 in a</p>	<p>Secure use of commas to separate main and subordinate clauses</p> <p>Secure cohesion within paragraphs</p> <p>Maintain an appropriate level of formality throughout pieces of writing</p> <p>Confident and effective use of a range of tense and verb forms</p> <p>Write effectively for a range of purposes and audiences</p> <p>Manipulate the language and</p>	<p>Begin to use semi colons to separate main clauses</p> <p>Show secure use of a range of sentence structures, begin to manipulate clauses for effect</p> <p>Manipulate formality in different types of writing</p> <p>Begin to experiment with using passive voice</p> <p>Write effectively for a range of purposes and audiences</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p> <p>Demonstrate an assured and conscious control over levels of</p>

			<p>within Y1 in a range of independent writing, drawing on their own reading</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p> <p>Re-read their writing to check it makes sense and make simple changes as necessary e.g. spotting omissions</p> <p>Consistently use vocabulary from across the curriculum in their writing</p> <p>Consistently apply Y1 spelling expectations across their writing</p>	<p>Y2 grammar and spelling expectations</p> <p>Spell most of the Y2 common exception words and homophones</p> <p>Spell most words with the range of Y2 phonemes mostly correctly</p> <p>Use joined handwriting most of the time</p> <p>Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections</p> <p>Spell words with the suffixes -ment, -ness, -less, -ful, -ly</p> <p>Write effectively for a range of purposes and audiences</p> <p>Manipulate the language and grammar taught within Y2 in a range of independent writing, drawing</p>	<p>range of independent writing, drawing on their own reading</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p> <p>Consistently use vocabulary from across the curriculum in their writing</p> <p>Consistently apply Y3 spelling expectations across their writing</p>	<p>grammar taught within Y4 in a range of independent writing, drawing on their own reading</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p> <p>Consistently use vocabulary from across the curriculum in their writing</p> <p>Consistently apply Y4 spelling expectations across their writing</p>	<p>Manipulate the language and grammar taught within Y5 in a range of independent writing, drawing on their own reading</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p> <p>Consistently use vocabulary from across the curriculum in their writing</p> <p>Consistently apply Y5 spelling expectations across their writing</p>	<p>formality</p> <p>Use the full range of punctuation taught at KS2 correctly</p> <p>Use punctuation to avoid ambiguity or enhance meaning</p> <p>Write effectively for a range of purposes and audiences</p> <p>Manipulate the language and grammar taught within Y6 in a range of independent writing, drawing on their own reading</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p> <p>Consistently use vocabulary from across the curriculum in their writing</p> <p>Consistently apply Y6 spelling expectations across their</p>
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				<p>on their own reading</p> <p>Consistently use editing and revising strategies to improve the quality and accuracy of their writing</p> <p>Consistently use vocabulary from across the curriculum in their writing</p> <p>Consistently apply Y2 spelling expectations across their writing.</p>				<p>writing</p>
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