

‘If you want to be a writer, you must do two things above all others: read a lot and write a lot.’

Stephen King

At Hawes Primary School it is our intention to excite, engage and inspire our pupils by teaching an English curriculum that allows them to acquire the necessary knowledge, skills and understanding to become lifelong learners and effective communicators - both orally and in writing - preparing them for their future journey through education and beyond.

We believe that writing is strengthened by fostering a love of reading and language within our pupils, immersing them in the wonders of high-quality texts, developing a passion for storytelling and a confidence to explore their imagination and develop understanding and communicate effectively through a literature led curriculum.

Using the principles of the most up to date research, including the Writing Framework 2025, the curriculum is designed for children to build their transcription and composition skills without cognitive overload. Using a cyclical teaching structure, children continually revisit and build on their substantive and disciplinary knowledge to enable them to express themselves and communicate effectively for a variety of purposes.

Early Writing – ‘practice makes permanent.’

In EYFS and KS1, as well as immersing children in stories and storytelling, there is a specific focus on teaching fundamental skills. Core transcription skills such as pencil grip are taught using the nip, flip, grip technique and seating position, letter formation, spelling and simple sentence construction is the focus on learning. This is taught daily, both within phonics lessons and in separate handwriting and spelling sessions. Oracy (say it before you write it) and dictation is used widely to support learning and enable pupils to build the skills they need, as well as use of colourful sentences to support an understanding of sentence structure. In EYFS and KS1 the teaching process is cyclical ensuring that core transcription and grammar skills are constantly revised and embedded in preparation for more creative and independent application across genres in KS2.

Transcription - Spelling and Handwriting

The curriculum progression documents emphasise the importance of the explicit teaching of handwriting and spelling, beginning in Reception, to ensure pupils acquire skills gradually, thus allowing them to free up working memory for composition.

In EYFS and KS1, spelling and handwriting forms part of the daily phonics lesson. Children rehearse spellings using the sounds they know through specific tasks and dictated sentences. Separate handwriting lessons take place daily.

In KS2, Handwriting takes place daily, at the start of English lessons and in discrete sessions. Weekly spelling lessons teach the spelling patterns for LKS2 and UKS2 and have a focus on orthography and morphology, allowing children to explore and practice in different ways. The spellings are taught in a yearly cycle so children encounter each spelling rule twice. Spellings are tested weekly in low stakes tests on Spelling Frame or in class.

Structure and Sequence of teaching – moving into composition

English writing comprises of transcription and composition. When teaching composition, we use essential knowledge documents for each year groups to focus teaching and learning. These include the key vocabulary, grammar and punctuation knowledge, as well as oracy and cohesion end points for each year group. The teaching structure (with elements outlined below) is cyclical, allowing students to revisit knowledge in different contexts of writing. This structure has been informed by the exemplars within the Writing Framework 2025. Adopting this approach to writing ensures consistency across the school and ensures opportunities for exploration of vocabulary, explicit teaching and practice of skills, oral rehearsal, exploring text cohesion, drafting and editing.

In the Autumn Term all year groups recap and embed the previous year’s knowledge before teaching new knowledge. All of this is done using known texts linked to traditional tales (see progression in texts document) to free up working memory and support children in securing essential knowledge and developing fluency and cohesion. This addresses gaps in connected knowledge and provides a secure foundation for learning.

By Spring Term, fiction, non-fiction and poetry genres are introduced using a progression of specifically chosen, high quality texts, and all new knowledge of grammar and language is embedded through the teaching. Children begin to apply their grammatical knowledge across a wider range of purposes and audiences from Year 2 upwards.

Non-fiction genres are applied purposefully in areas of the wider curriculum once taught in writing lessons.

The progression of teaching and cyclical structure allows for frequent revisiting and embedding of essential knowledge, applying it to an increasing range of writing (narrative, informative, persuasive and poetic).

Teaching sequence elements	This might look like...
Reading for Writing	• Creative introduction to the text to support background knowledge e.g. taste porridge for 3 bears • Give a purpose for writing • Talk about reading as a writer – being conscious of words, feelings, events that make the writing exciting/emotive etc • Share a summary/overview/recap of the story • Share extracts of the texts
Exploring Vocabulary • generate and explore vocabulary • Oracy – use new vocabulary in spoken sentences • model its use • dictation	• teachers sharing vocabulary and meanings • matching words to meanings/to pictures • finding synonyms/ shades of meaning • generating vocabulary around an image linked to the text e.g. setting or character (working in pairs or groups) • using zones of relevance to sort vocabulary linked (or not) to the narrative • inserting the appropriate vocabulary into sentences. • Dictated sentences using the new vocabulary using the new words in sentences orally • using the new vocabulary in written sentences
• Grammar/Sentence/Punctuation study • collect and study different good examples • generate and practice ideas for composition (grammar, structure, language, punctuation) • teach sentence structures – e.g. adding adverbials • Oracy – use new vocabulary in spoken sentences • dictation	• teaching and modelling examples • reading models and examples e.g. sentences using conjunctions • finding examples in a paragraph or passage • manipulating sentence strips e.g. experimenting with the position of a subordinate clause. • identifying/sorting examples and non-examples • correcting mistakes in a piece of work • inserting new knowledge e.g. conjunctions/subordinate clauses/punctuation etc into pre-written sentences that link to the text. • dictated sentences applying new knowledge • shared writing of sentences • partner writing • independent writing on sentences linked to an image • independent application of knowledge within a paragraph • sentence combining activities

Combining new and connected knowledge – creating cohesion - oral rehearsal of sentences for writing - drama techniques when appropriate to explore character, setting and themes - explicitly teaching cohesion techniques Reading for writing - identifying, labelling and annotating features - impact on reader	- Mini knowledge checks - Identifying sentence types from a list and selecting from them for a particular purpose/audience/impact - Organising prewritten sentences to create a paragraph 'Up-levelling' a piece - Generating sentences orally before writing - Drama e.g. creating a conversation between 2 characters before writing dialogue - Drama to explore character motivation - Writing short paragraphs that include new and connected knowledge. - annotating a text - finding features 'hunt' - matching features to examples taken from the text. - discussing/analysing the impact of features on the reader - how does the text make you feel? How is this achieved? - Discuss authorial techniques e.g. for building suspense. Are they successful?
Drafting and writing - scaffolding techniques – reverse modelling, guided writing - Writing for reading - purpose and audience - developing own ideas	- real and relevant purpose and audience (where possible) - oral rehearsal - modelled writing - reverse modelling - shared/guided writing - staying close to the structure/ideas of a known text and altering elements - planning using pictures, models, written ideas - develop ideas around images - generate success criteria for writing
Evaluating and editing - peer and self assessment - identifying, labelling and annotating features - final publication	- identifying successful features - highlighting where new and connected knowledge has been applied - highlighting sections where the reader is particularly engaged – why? - Annotate a paragraph - Re-write/edit a teacher written sentence/paragraph - Edit a sentence/paragraph of own work - Evaluate against success criteria

Mixed Age Classes

Planning is carefully structured to ensure that all year groups are taught the content for their year group within a mixed age class. In KS1, lessons are planned to ensure new knowledge is carefully matched to year group expectations. Tasks are also differentiated to ensure Year 1 children in particular have time to rehearse transcriptional skills, for example, through dictation, before moving on to independent sentence writing. In KS2, planning is structured into 2 main teaching inputs (LKS2 and UKS2) and within this, new grammatical knowledge is split into individual year groups. Each year group is given clear expectations and tasks are clearly differentiated to match NC expectations and to meet the needs of individual children. Texts are carefully selected across both KS1 and KS2 for their vocabulary, sentence structures and most importantly, to inspire children to write.

English Working Walls

Working walls support children to remember new knowledge and to make connections between knowledge. They are language rich as this is how children can achieve the depth they need in their writing and really write with a purpose or audience in mind.

Working walls at Hawes Primary feature both connected and current learning, vocabulary, models and reminders of key knowledge. Working walls should be useful to all pupils and children should be involved in their creation when possible.

To be reviewed Sept 2027