



## Writing

At Arnesby Primary school, we believe that writing is a powerful tool for communication, creativity, and self-expression. Our aim is to ensure every child becomes a confident, articulate writer who can write for a range of purposes and audiences.

We aim to:

- Develop strong transcription skills (spelling and handwriting) early, freeing cognitive space for composition.
- Foster a love of language and literature through high-quality texts.
- Build progression from mark-making in EYFS to sophisticated writing in Year 6.
- Ensure writing is purposeful, creative, and linked to spoken language development.

Hamilton Brookes mixed aged progressive scheme of work for English writing, is aligned with the National Curriculum for English. In a two year rotation for mixed ages, it builds on prior learning with specific age appropriate tasks for individual year groups.

The curriculum offers:

- Complete coverage of fiction, non-fiction, and poetry genres.
- Carefully chosen high-quality texts to inspire writing.
- Integrated SPaG (Spelling, Punctuation and Grammar) teaching.
- Opportunities for spoken language development through discussion and drama.
- Flexible blocks that allow teachers to adapt planning to meet the needs of their class.

### **EYFS**

The EYFS statutory framework states that providers must ensure children *“have the knowledge and skills they need to start school” and that writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing)”*.

In practice, this means:

- Mark-making and play-based writing opportunities are embedded in continuous provision.
- Children develop fine and gross motor skills through activities like threading, painting, and outdoor mark-making.
- Oral composition is prioritised: children say their sentences aloud before writing.
- Phonics-based spelling and correct letter formation are taught explicitly.

### **Key Stage 1**

Writing lessons are built around engaging texts such as traditional tales, stories with repeating patterns, and simple non-fiction. Pupils learn to write short sentences, use basic

punctuation, and begin to organise ideas into sequences. Grammar and spelling are taught explicitly within each unit.

## **Key Stage 2**

As pupils progress, they explore a wide range of genres including persuasive writing, explanation texts, and narrative forms. Hamilton planning ensures progression in vocabulary, sentence structure, and text organisation. Children learn to plan, draft, edit, and evaluate their writing, developing an understanding of audience and purpose.

The impact of a carefully chosen mixed aged scheme of work is:

- A strong foundation in handwriting, spelling, and composition.
- A clear progression of skills from mark-making in EYFS to sophisticated writing in Year 6.
- Consistency across the school in writing pedagogy and progression from EYFS to Year 6
- Opportunities for every child to become a confident, motivated writer and develop a love of literature

We measure curriculum impact through:

- Regular moderation of writing across year groups and in year groups as part of Embrace Trust writing moderation
- Tracking progress against age-related expectations
- Whole school writing theme to show progress e.g report writing after a school trip