Writing, spelling and handwriting at West Green

At West Green we use our wider curriculum learning as a stimulus for our writing. This enables the children draw upon (and revise) the knowledge and vocabulary they have already learned in other subjects to inspire their writing – an engaging and impactful combination for *all* our learners and especially for those who speak English as an additional language.

Across Key Stage 1 and 2 children are taught how to write in a range of genres, fiction, non-fiction and poetry. We help them to 'write as readers', understanding the purpose of their work and impact that their vocabulary, grammar, punctuation and layout choices have on their audience. We also specifically teach the specific grammar and punctuation objectives for each year group, ensuring that children are secure in the basics at the sentence level. As part of our lessons, we give children timely feedback and explicitly teach writing processes, encouraging plenty of talk, sentence drafting and editing to help pupils make progress.

In Reception, pupils are taught early writing skills each day as part of the *Read Write Inc. phonics* lessons. They also have many other opportunities to develop and practise their writing by explicit teaching and through continuous provision inspired by the thematic units taught as part of the EYFS curriculum.

Handwriting

We use the *Read Write Inc*. handwriting scheme to support children in developing clear, fluent and confident handwriting. It is closely linked to the RWI phonics approach, helping pupils make strong connections between sounds, letter formation and writing.

Through short, daily practice, children are taught correct letter formation, posture and pencil grip. In Reception they learn to write letters using consistent movement patterns, which builds muscle memory and helps handwriting become automatic. As pupils progress, the programme supports correct sizing, spacing and the smooth joining of letters.

Spelling

Children in Reception and Year 1 learn how to spell through their daily Read Write Inc. phonics teaching. From Year 2, we teach spelling using the *Emile* spelling scheme, chosen for its clear structure, strong academic foundations and inclusive approach. The scheme provides systematic teaching of spelling patterns, phonetical links, morphology and etymology. Digital tools such as the *Emile* app also support children's learning as each weekly word list is linked to online games and activities that pupils can use to practise at home. This inclusive and well-structured scheme is especially valuable for our learners it supports vocabulary development, decoding, and long-term retention through repetition and meaningful word connections helping them to thrive as independent writers and belong as valued members of a supportive, language-rich community.

Reception writing assessment

Name:_____

Spelling:						
I can correctly spell words containing set 1 sounds.						
I can spell my first name.						
I can spell my second name.						
I can make phonetically recognisable attempts at spelling words using set 1 and set 2 sounds and adults can almost always read these.						
I can spell some common exception words (like *red* words such as 'said' 'to' 'the' 'some'.						
I can use the spelling rule for adding -s						
Transcription:						
I have started to use finger spaces.						
I can sit correctly at a table to write.						
I can hold a pencil correctly.						
I can form most lower case letters clearly (although size and shape may be irregular).						
I can form digits 0-9.						
I mostly write on the line.						
Composition						
I can say a sentence before writing it.						
I have started to have my own ideas about the things I want to write.						
I can write a full sentence.						
I can read my own writing and say what it means.						
Grammar, punctuation and vocabulary						
I have started to use capital letters at the beginning of sentences.						
I have started to use full stops.						
I can use capital letters for names.						
My words are usually written in the correct order.						
My sentences have started to make sense.						
I have started to use *and.*						

ELG:

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

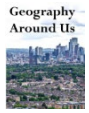
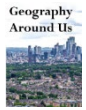
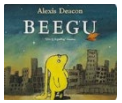
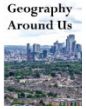
Year 1 writing curriculum

Autumn 1

Stimulus	Genre	Writing	Skills Focus / SPAG	
			Teaching	Revisiting
History 	Description	To write a description of a toy (lost poster): -Capital letters -Finger spaces -Full stops -Adjectives	-Adjectives -Capital letters -Full stops	-Finger spaces -Writing on the line -Letter formation
History  	Narrative	To write the story of Traction Man -Capital letters -Full stops -Finger spaces -ing 'doing words'	-ing verbs -Capital letters -Full stops	-Finger spaces -Writing on the line -Letter formation
History 	Recount	To write a recount of our trip to Bruce Castle	-Past tense -Capital letters -Full stops	-Finger spaces -Writing on the line -Letter formation

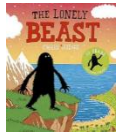
Autumn 2

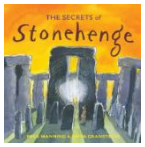
History 	Letter	Write a letter to the King to warn him about the Gunpowder Plot. -Capital letters: names -Capital letters: places -Capital letters: I	-Capital letters: pronouns	-Capital letters -Finger spaces -Full stops -Writing on the line -Letter formation
History 	Biography	All about Walter Tull -Who was Walter Tull? -What was he good at? -Why is he famous?	-Question marks	-Capital letters (inc. Pronouns) -Finger spaces -Full stops -Writing on the line -Letter formation
Science –My Body, My senses 	Poem	Write a poem about our senses -Naming words (nouns) -Describing words (adjectives) -Senses	-Adjectives -Nouns -Features of poetry (describing).	-Capital letters (inc. Pronouns) -Finger spaces -Full stops -Writing on the line -Letter formation

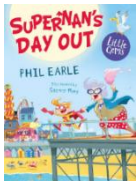
Spring 1				
Geography: Geography Around Us 	Description	Our local area -There is… -There are… -Adjectives	-Plurals - is/are -'and'	-Adjectives -Capital letters: pronouns -Letter formation
Geography: Geography around us 	Letter	Letter to David Lammy to improve our area - West Green -I like West Green because… -To make it better we should…. Because….	-because	-Capital letters -'and' -plurals – is/are -Letter formation
Geography: Geography around us (Beegu)  	Narrative	To retell the story of Beegu -Order -Time connectives (adverbials) -past tense	-Time connectives -Past tense	-Full stops -Capital letters -Letter formation
Spring 2				
Geography: Our Country – the UK  	Book Review	A review of The Spectacular City -Question marks -'because' What happens? What was the scariest part? What was the best part? Would you recommend it?	-Question marks -Using 'because'	-Time connectives -Capital letters – pronouns -Letter formation
Geography: Our Country – the UK 	Postcard	A postcard from Brasilia -Adjectives -Exclamation marks -Feelings	-Exclamation marks	-Adjectives -Capital letters -Full stops -Letter formation
Science: Animal Groups 	Riddle	What am I? -Nouns -Adjectives -Question marks	-Adjectives -Question marks	-Capital letters -Full stops -'and' -Letter formation

Summer 1				
History 	Biography	All about Queen Elizabeth II -Question marks -Capital letters (pronouns) -'and'	-Question marks -'and'	-Capital letters (inc. Pronouns) -Full stops -Letter formation
History 	Interview	An interview with Queen Elizabeth I -Question marks -First person	-Question marks -First person	-'and' -'because' -Letter formation
History 	Recount	Our trip to Kensington palace -Time connectives -Senses -'and' -'because'	-Time connectives -'because' -Past tense – 'ed'	-'and' -Capital letters (inc. Pronouns) -Full stops -Letter formation
Summer 2				
Geography: Wonderful Weather 	Information text	How to keep safe in the sun. -Subheadings -'because' -'You' (third person)	-Subheadings -because -'You' third person	-Capital letters (inc. Pronouns) -Full stops -Letter formation
Geography: Wonderful weather (Lila and the Secret of Rain)  	Speech	What does Lila say to the Mountain? -'I' (first person) -'because' -Exclamation marks	-Writing in first person -Adjectives -Exclamation marks -'ing'	-Question marks -'because' Capital letters (inc. Pronouns) -Full stops -Letter formation
Geography: Wonderful weather 	Narrative	A story in the Arctic -Time connectives -Adjectives	-Planning a story mountain -Time connectives -Adjectives	Review of the year

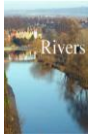
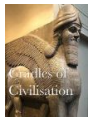
Writing curriculum overview – Year 2

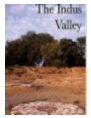
Stimulus	Genre	Writing	Skills Focus / SPAG	
			Teaching	**Revisiting**
Autumn 1				
The Lion Inside 	Narrative	Retell a story -Capital Letters -Full stops -Time connectives	-Capital letters -Full stops -Finger spaces -Time connectives	-Writing on the line -Letter formation
History: Emily Davison and Rose Parks 	Biography	The Life of Rosa Parks -Early life -On the bus -After she was arrested	-'and' -'because' -Subheadings -Past tense	-Capital letters -Full stops -Letter formation
Science: Plants 	Recount	All about our trip to the Hamstead Heath (Plant Detectives) -Past tense -First person -Adjectives -Science vocabulary	-First person -Past tense -Adjectives -Time connectives	-Capital letters -Full stops -'and' -'because' -Letter formation
Autumn 2				
Science: Everyday Materials 	Persuasive poster	Recycle! - 'You' (Third person) -Persuasive language -'because' -Subheading questions	- Questions -Third person (you) -Present tense -Persuasion	-Subheadings -'because' -Letter formation
Geography: Wonderful World 	Letter recount	A Letter from Travelling Ted describing his trip to France -Time connectives -Commas -Past tense	-Commas in lists -Writing in character	-Adjectives -First person -Time connectives -Past tense -Letter formation
Geography: Wonderful World  	Descriptive narrative	A worldwide journey to discover another beast. (The Beast travels to 2 or 3 different places of varying climate which will be described). -Adjectives -Senses	-Adjectives -Commas in lists - so/but	-Time connectives - so/but -Letter formation

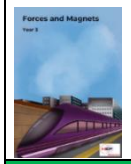
Spring 1				
History: The Great Fire of London 1666 	Setting description	What was London like before The Great Fire? (A walk around London in 1666). -Senses -Adjectives -Prepositions (above me, across/in the river…, in the river…)	-Prepositions -Commas	-Adjectives -First person -and/but/so
History: The Great Fire of London 1666 	Diary entry	The day the fire began. -First person -Past tense -Chronological order -Feelings	-Feelings -adjectives -Commas	-First person -Conjunctions -Past tense
Science: Animals Inc. Humans 	Instructions	How to clean your teeth. -Time connectives -Bossy verbs -Number order -so/but/because -Diagrams	-Bossy (imperative) verbs -Chronological order -Clear explanations	-Subordinate conjunctions -Time connectives
Spring 2				
Geography: Let's go to China! 	Holiday brochure	Let's go to China! -Headings -Adjectives -Apostrophe -Persuasive	-Exclamation marks -Apostrophe for possession -Persuasion	-Commas in lists -Headings -Question marks
History:  	Narrative	The day the Woolly Mammoth came to the cave. -Story mountain -Time connectives -Adjectives -and/but/so	-Story mountain -Time connectives -Apostrophe for possession	-Adjectives -Coordinating/ subordinating conjunctions
History:  	Information text	All about Stonehenge -What is Stonehenge? -How was it made? -Why is it special?	-Sub headings -Adjectives -Question marks	-Commas -Coordinating/ subordinating conjunctions

Summer 1				
History: The Bronze Age 	Diary	Diary of a Bronze Age kid -First person -Past tense -Feelings -Historical knowledge	-Feelings -adjectives -Commas	-First person -Conjunctions -Past tense
Science: Living Things and their Habitats 	Fact file	A fact file about an animal -Subheadings (what does it look like? What is a lion's habitat? What is a lion's diet?) -Commas -Apostrophe (The animal's fur is…)	-Commas in lists (adjectives) -Apostrophe for possession	-Subheadings -co-ordination: and/but/so -Adjectives -Question Marks
Science: Living Things and their Habitats  	Letter	A letter to the Lorax telling him that he can come back because we have regrown the last seed. -Paragraphs -Apostrophe's (the humming bird's habitat) -because/if/when	-Paragraphs -Subordinate conjunctions -Apostrophes	-Adjectives
Summer 2				
Geography: Beside the seaside 	Holiday brochure	Visit St.Ives! -Headings -Adjectives -Apostrophe -Persuasive	-Exclamation marks -Apostrophe for possession -Persuasion	-Commas in lists -Headings -Question marks -Prepositions
Geography: Beside the seaside 	Narrative	Write a similar version of the story. -Story mountain -Adjectives -Something funny!	-Story mountain -Order -Humour	Review of the year

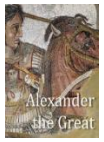
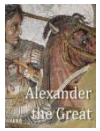
Writing curriculum overview – Year 3

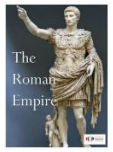
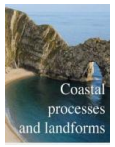
Stimulus	Genre	Writing	Skills Focus / SPAG	
			Teaching	**Revisiting**
Autumn 1				
History: Ancient Egypt 	Diary Entry	A diary entry written by Howard Carter recounting his discovery of Tutankhamun's tomb.	-Paragraphs -Adjectives -Linking ideas (conjunctions/adverbs/ prepositions)	-First person -Past tense -Commas in lists
	Information text	What happened when an Egyptian Pharaoh died? -Mummification -Burial -Afterlife	-Subheadings -Conjunctions: coordinating and subordinating	-Question marks -Past tense
Geography: Rivers 	Poem	Personification poem based on Valarie Bloom's The River (non-rhyming!).	-Personification -Verbs -Adverbs	-Commas in lists
Autumn 2				
History: Cradles 	Narrative	Retelling the Epic of Gilgamesh. Story mountain: Introduction: Gilgamesh Build up: Enkidu and Gilgamesh battle then become friends Problem: Angering the Gods and the death of Enkidu Resolution: Gilgamesh finds Utnapishtim Conclusion: Gilgamesh returns home.	-Paragraphs -Describe characters -Dialogue (model) -Inverted commas	-Past tense -Adjectives
Geography: Mountains 	Diary Entry	The Day I climbed Mount Snowdon	-Paragraphs -Adjectives -Feelings & emotions -Exclamation marks	-Commas -Time conjunctions
Science: Rocks 	Information text	All about rocks! Introduction Sedimentary Metamorphic Igneous	-Paragraphs -Sub-headings - Conjunctions: Coordinating and subordinating	-Question marks

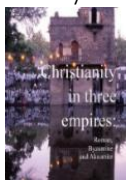
Spring 1				
Stimulus	Genre	Writing	Skills Focus / SPAG	
			Teaching	Revisiting
History: Indus 	Argument/ explanation	Were the Indus people clever? -Intro – some people might think…. But…. -Cities – You might think that… but…. -Culture -Trade and Travel	-Subheadings -Subordination: but -Linking ideas -Apostrophe: contraction	-Question marks
Geography: Settlements 	Persuasive argument	Leave the countryside and live in urban London! -Introduction – Villages and towns are lovely because… but why not come and live in urban London? -Facilities -Transport -Leisure	-Persuasive language -Conjunctions -Rhetorical questions	-Paragraphs -Question marks -Commas -Exclamation marks -Apostrophe: contraction
Science: Light 	Explanation text	How to keep yourself safe in the sun. -Sun safety -Eye safety	-Headings -Conjunctions -Layout	-Exclamation marks - Apostrophe: contraction -Present tense
Spring 2				
History: Persia & Greece 	Persuasive Speech	A persuasive speech by King Cyrus to the Babylonians asking them to open the city gates and let him in.	-Persuasive language -Sentence starters -Conjunctions -Apostrophe: possession	-Paragraphs -First person -Rhetorical questions -Exclamation marks
Science: Animals Including Humans 	Information Leaflet	A guide to eating healthily.	-Commas -Scientific vocabulary -Present tense -Sentence starters	-Conjunctions -Layout -Headings -Question marks
Geography: Volcanoes 	Travel blog	Write a travel blog about visiting Mount Etna. Where and what is Mount Etna? Is it dangerous? What can you do there? Recommendations	-Commas -Sentence starters -Description	-Headings -Question marks -Apostrophe: possession/contraction

Summer 1				
Stimulus	Genre	Writing	Skills Focus / SPAG	
			Teaching	Revisiting
History 	Narrative	Retelling a section of the Odyssey – when Odysseus fights the Cyclops. Use the summary paragraph in the HEP booklet (p.21) as a stimulus	-Dialogue -Inverted commas -Narrative structure: story mountain	-Prepositions/adverbs -Apostrophe: possession
Science 	Information text	All about magnets! - Introduction -How are they made? -Types -Uses	-Paragraphs -Sub-headings - Conjunctions: Coordinating and subordinating	-Question marks -Commas
Summer 2				
Special event: Forest School 	Recount	Our trips to Forest School.	-Sentence starters -Apostrophe: possession -Description	-Past tense -Commas -Dialogue
Science: The Bee Project 	Instructions	Write a set of instructions to a bee about how to make honey. -Bossy verbs -Diagrams -Ordered instructions	-Commands -Clarity -Apostrophe	-Present tense -Commas

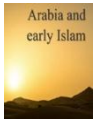
Writing curriculum overview – Year 4

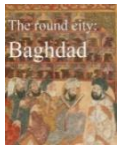
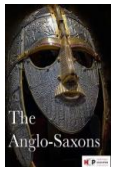
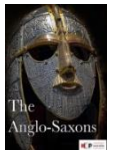
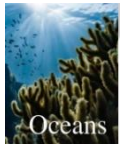
Autumn 1				
Stimulus	**Genre**	**Writing**	**Skills Focus / SPAG**	
			Teaching	**Revisiting**
History: 	Narrative	The Battle of Issus. Story mountain: Intro – Darius and Alexander meet Build up – Armies advance Problem – Darius' secret weapon Resolution – Alexander's soldiers move Conclusion – Darius retreats	-Dialogue -Inverted commas -Narrative structure: story mountain -Editing	-Descriptive vocabulary -Varied sentence starters -Paragraphs
History: 	Biography	Alexander the Great. Early life Successes Regrets Death	-Apostrophes -Sentence starters -Conjunctions -Editing	-Headings -Pronouns
World Views 	Setting description	A description of St. Paul's cathedral -Noun phrases -Fronted adverbials -Commas	-Noun phrases -Fronted adverbials -Commas -Thesaurus	-Past tense -Adjectives -Prepositions
Autumn 2				
History 	Narrative	The Birth of Rome. Retelling the story of Romulus and Remus. -Paragraphs -Dialogue -Detail – plot and character	-Narrative structure: story mountain -Dialogue -Speech punctuation: commas	-Speech punctuation: inverted commas -Editing skills
History 	Diary recount	A Carthaginian soldier (after trekking over the alps). -First person -Feelings and thoughts -Detdetailed description – adjectives/prepositions	-Noun phrases: adjectives/prepositions -Thesaurus skills	-First person -Past tense -Editing skills
Geography 	Information text	All about the Rhine. -Subheadings -Fronted adverbials -Commas	-Textual organisation -Fronted adverbials -Commas -Pronouns/nouns for flow	-Exclamation marks -Paragraphs -Editing skills

Spring 1				
Stimulus	**Genre**	**Writing**	**Skills Focus / SPAG**	
			Teaching	**Revisiting**
Geography 	Persuasive travel brochure	Visit multi-cultural Cardiff! -Persuasive language -Rhetorical questions -Headings/Subheadings -Noun phrases	-Persuasive features -Noun phrases -Apostrophe: plural possession	-Textual organisation -Apostrophe: singular possession/contraction -Question marks
History 	Biography	The life of Julius Caesar -Early life -Power and Dictatorship -Death & Legacy	-Textual organisation -Pronouns for flow -Apostrophes	-Chronological order -Third person -Past tense
	First person narrative	Escape from Pompeii (written as Plinni). -Paragraphs -Dialogue -Details for interest (noun phrase/fronted adverbials)	-Narrative structure: story mountain -Dialogue -Speech punctuation	-Fronted adverbials -Noun phrases -Commas
Spring 2				
History 	Persuasive speech	A speech by Boudicca persuading her tribe to fight. -Persuasive language -Rhetorical questions -Paragraphs	-Persuasive devices -Paragraphing -Noun phrases	-Commas -Question marks -Present tense -Apostrophe
Geography 	Third person narrative	A disaster by the sea. -Paragraphs -Dialogue -Details for interest (noun phrase/fronted adverbials)	-Narrative structure: story mountain -Dialogue -Speech punctuation	-Fronted adverbials -Noun phrases -Commas
History 	Instructions	How do you take a bath in Roman Britain? -Third person -Imperative verbs -Organised and easy to read -Conjunctions (time/subordinating/coordinating)	-Textual organisation -Third person -Imperative verbs	-Commas -Conjunctions

Summer 1				
Stimulus	**Genre**	**Writing**	**Skills Focus / SPAG**	
			Teaching	**Revisiting**
Science 	Trip review	A review of our trip to London Zoo. -Fronted adverbials -Noun phrases -Paragraphs -Opinions and recommendations	-Fronted adverbials -Noun phrases -Linking ideas	-Apostrophe -Paragraphs -Past tense
History: 	Travel blog	A visit to Abuna Yemata Guh Where and what is Abuna Yemata Guh? How do you get there? What is it like? Recommendations	-Fronted adverbials -Audience (informal tone)	-Question marks -Apostrophe contraction
Summer 2				
Science 	Scientific report	Let's investigate: Which materials are conductors and which are insulators? -Hypothesis -Method -Findings -Conclusions	-Textual organisation -Commas	-Linking ideas -Fronted adverbials
Geography 	Balanced Argument	Is tourism a good or a bad thing? -Introduction -Points for -Points against -Conclusion (including ecotourism)	-Paragraphing -Fronted adverbials -Linking ideas	-Commas -Apostrophe

Writing curriculum overview – Year 5

Stimulus	Genre	Writing	Skills Focus / SPAG	
			Teaching	Revisiting
Autumn 1				
History 	Suspenseful narrative	Journey into Mecca to deliver an important message. -Journey -Messenger gets lost -Frantic finding (short sentences) -Finds the house (relief & joy)	-Narrative structure: story mountain -Dialogue -Speech punctuation	-Fronted adverbials -Noun phrases -Commas
Geography 	Newspaper report	The Christchurch earthquake. -5Ws -relative clauses (An eye witness, who felt the quake, told us…) -Final paragraph looking to the future -picture with caption	-Textual organisation -Commas for parenthesis -relative clauses -caption	-Past tense -Future tense (final paragraph)
Special Event : Restart a Heart 	Instructional Poster	How to save a life	-Clarity of layout -Clarity of language -Imperative verbs -Chronological order	-Present tense
Autumn 2				
Geography 	Narrative	Lost in the desert!	-Commas for clarity (after fronted adverbial) -Apostrophe	-Narrative structure: story mountain -Fronted adverbials -Noun phrases - dialogue
Geography 	Setting description	The Arctic desert	-Senses -Commas for clarity (after fronted adverbial) -relative clauses &commas	-Noun phrases -commas in lists
History 	Persuasive advert	Come and live in 'The City of Light'!	-Persuasive language -Linking Paragraphs -relative clauses -commas for parenthesis -modal verbs	-Apostrophe -Noun phrases

Spring 1				
History 	First person recount	Al-Mansur recounting his triumph of building the round city of Bagdad.	-Planning -Adverbials -Adjectives -Editing with accuracy	-First person -Past/future tense -Paragraphs
Geography 	Report	The California farming problem.	-Commas: clarification -Relative clauses.	-Present/future tense -Paragraphs -Fronted adverbials -Editing
Geography 	Persuasion (Speech)	A speech to the United Nations about Climate change.	-Second person (you) -Rhetorical questions -Emotion -Modal verbs	-commas (clarity and parenthesis) -relative clauses
Spring 2				
History 	Newspaper report	Anglo Saxons. Invasion!	-Planning -Structural layout -brackets -relative clauses	-Person and tense -paragraphs -apostrophe
History 	Narrative	Anglo Saxons. The discovery at Sutton Hoo.	-Punctuating dialogue -Creating atmosphere with powerful description. -metaphor/simile	-Apostrophes for possession and omission, -Expanded noun phrases -Story mountain structure
Geography 	Persuasion (letter).	A letter to David Lammy persuading him to speak to parliament about the negative human impact on the world's oceans.	-Modal verbs -Commas for clarity -Switching tense	-Subordinate clauses -paragraphing -Formal and informal tone.

Summer 1				
History 	Suspenseful narrative	The Vikings are here! (use 'Strange Oars' story in HEP booklet as stimulus)	-Atmosphere (short sentences/show don't tell) -commas/brackets/dashes for extra information	-relative clauses -fronted adverbials
Science 	Explanation text	Earth and space. Why do we have day and night?	-Use of genre specific features: glossary, layout features. -Causal conjunctions. -Clarity	-Parenthesis -Question marks -Apostrophe
Summer 2				
Geography 	Flashback story opening	Migration: The day they left home…	-Range of openers -Description (show, don't tell) -Switch of tense -Dialogue	-Story mountain structure -Devices to build cohesion between paragraphs
Geography 	Report	Interview write up (magazine article-style) written in first and third person.	-Introductory paragraph -Commas for clarification -commas/brackets/dash for parenthisis -Open and closed questions	-Relative clauses