

Writing: Substantive Threads

The writing curriculum is built around a number of key substantive threads that are revisited, developed and applied progressively from EYFS to Year 6. These threads ensure that pupils build secure foundations before developing increasing fluency, independence and sophistication as writers. The curriculum has been carefully sequenced so that knowledge, skills and understanding grow cumulatively over time, enabling pupils to become confident and successful writers.

1. Transcription: Handwriting and Spelling

Children begin by developing the physical foundations for writing through gross and fine motor development, letter formation and pencil control in EYFS. They then progress through Little Wandle phonics, Bridge to Spelling, Spelling Shed and Letter-Join to develop increasingly fluent handwriting and accurate spelling. By Year 6, pupils apply spelling and handwriting automatically, allowing them to focus on composition and communication.

EYFS	KS1	Lower KS2	Upper KS2
Letter formation, pencil control, mark making, early phonics application	Accurate sentence writing, phonics-based spelling, beginning joins	Fluent joined handwriting, spelling patterns, prefixes and suffixes	Automatic handwriting, advanced spelling knowledge, morphology and etymology

2. Composition and Authorial Craft

Pupils learn to generate, organise and communicate ideas effectively. Writing develops from oral storytelling and simple sentence construction into extended pieces across a range of genres. Through modelling, planning, drafting, editing and publishing, pupils learn how writers make deliberate choices about language, structure and organisation to achieve an intended effect.

EYFS	KS1	Lower KS2	Upper KS2
Oral storytelling, mark making, simple sentences	Sentence construction and basic narratives	Writing for different purposes and audiences	Sophisticated control of structure, language and authorial choices

3. Vocabulary Development

Children are immersed in rich language through high-quality texts, discussion and explicit teaching. Vocabulary is carefully developed from spoken language and phonics learning in the early years through to ambitious vocabulary choices and precise language selection in Key Stage 2. Pupils are encouraged to draw upon vocabulary they encounter in reading to enhance the quality of their writing.

EYFS	KS1	Lower KS2	Upper KS2
Vocabulary development through talk and stories	Use of varied and descriptive vocabulary	Ambitious vocabulary from high-quality texts	Precise, purposeful and audience-appropriate language choices

4. Grammar and Sentence Construction

Grammar is taught progressively so that pupils understand how language works and how authors construct meaning. Children move from simple sentence construction to using a wide range of grammatical structures, punctuation and cohesive devices. Increasingly complex grammar supports pupils in writing with clarity, accuracy and sophistication.

EYFS	KS1	Lower KS2	Upper KS2
Oral sentences and simple written statements	Basic punctuation and sentence types	Expanded noun phrases, varied sentence structures	Cohesion, manipulation of grammar and sophisticated sentence control

5. Writing for Purpose and Audience

Throughout the curriculum, pupils learn that writing is a tool for communication. Children write for a range of audiences and purposes across fiction, non-fiction and poetry. As they progress through the school, they become increasingly adept at adapting language, tone and structure to suit different contexts.

EYFS	KS1	Lower KS2	Upper KS2
Writing linked to meaningful experiences	Writing for simple purposes and audiences	Exploring a wider range of genres	Deliberate adaptation of style, tone and structure

6. Independence, Reflection and Writing Process

Children are taught that effective writing is a process. Across the school, pupils learn to plan, draft, edit, improve and publish their work. Expectations increase over time, enabling children to become reflective writers who evaluate and improve their own work independently.

EYFS	KS1	Lower KS2	Upper KS2
Shared writing and guided support	Beginning to review and improve writing	Increasing independence in editing and drafting	Independent planning, refining and publishing of writing

End Point

By the end of Year 6, pupils are confident, resilient and independent writers who can communicate effectively for a range of purposes and audiences. They apply fluent handwriting, accurate spelling, secure grammatical knowledge and thoughtful authorial choices to produce writing that is purposeful, ambitious and increasingly sophisticated.