



# Writing



## Teaching and Learning Expectations

Expectation	Example
<b>Intent</b>	At Cusgarne School we aim for all of our children to be able to confidently write for a range of purposes. We encourage and enable our children to be motivated and independent writers, who enjoy writing for a range of purposes and audiences. We want children to acquire a wide vocabulary, a solid understanding of grammar and be able to spell using phonics, spelling patterns and rules that they have learnt. We want all children to take pride in the presentation of their writing and aim for all children to have fluent, joined handwriting by the end of KS2. We recognise that good writers need time to refine and edit their work and so teach children to identify areas within their own writing to improve to ensure that editing is effective.

### Writing Curriculum Developmental Stages



#### Drawing Club

We use Drawing Club to excite children with the magic world of tales and story, whilst enriching their language skills, developing their fine motor skills and into a love of writing. It immerses children into a world full of imagination where anything can happen and it often does. It develops a wide range of skills across the whole curriculum, particularly focusing on making conversations, mark making and mathematics.

Children's creative streaks are enhanced as well as their ability to share ideas and skills. It provides an age-appropriate approach that is highly engaging.

**THE 3MS...**

**MAKING CONVERSATION:**  
TALKING CONFIDENTLY, USING NEW VOCABULARY, LISTENING, SHARING IDEAS, HAVING CONVERSATION BACK AND FORTH, COLLABORATING, RESPECTING AND HELPING ONE ANOTHER

**MARK MAKING:**  
WRITING AT THE CLASP OF CONFIDENCE, READING WITH INTEREST, DEVELOPING PHONIC KNOWLEDGE, DISCOVERING THE ART OF MESSAGING, INCREASING FINE MOTOR CONTROL, WITH PURPOSE

**MATHEMATICS:**  
DRAWING IS FULL OF MATHEMATICAL OPPORTUNITIES, COUNTING, COMPARING, ADDING, TAKING AWAY, DIVIDING, NUMERAL WRITING AND RECOGNITION - ALL THE TIME BUILDING CONFIDENCE THROUGH PURPOSE

Writing passwords are modelled and across the year build on progressive steps toward the end outcome of writing sentences.

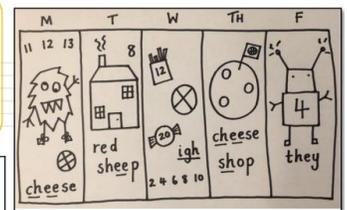
Autumn	Mark making symbols
	Identified letters from phonics
	Cvc words
Spring	CEW's / Captions
Summer	Sentences

**DRAWING CLUB CHARACTER SPELLS**

GROW 100 TIMES ITS SIZE  
TURN INTO SOMETHING DISGUSTING  
SHRINK  
TURN INTO A CHICKEN  
MAKE THEIR TUMMY RUMBLE  
FLOAT AWAY

**Get-Up-Stand-Up Vocabulary**

GOBBLE      CHOMP  
DESTROY      LEAKING  
IGNORE      SPLATTER  
FEROCIOUS      ASTONISHED



**Base Sentence Pattern Building Cards**

**Toy Man Sentence Pattern Building Unit**

KS1

Step-by-step planning with accompanying tasks and visual memory aids

Writing frames with optional handwriting support

**The Sentence Pattern Building Unit** is a dynamic and engaging resource designed to support language development in children, particularly those who may struggle with sentence structure and building coherent sentences.

#### What's included:

**Sentence Pattern Building Cards:** These visually stimulating cards guide our pupils through the process of constructing sentences step-by-step, ensuring a solid understanding of sentence structure.

**Comprehensive Lesson Plans:** Detailed lesson plans are provided, linking visual literacy activities and books, to reinforce learning. Each plan is designed to be flexible, catering to various learning needs and abilities.

**Writing Frames:** Structured writing frames are included to help our pupils organise their thoughts and ideas. Optional Morrells handwriting guidelines are available to support the children in their letter formation and overall writing presentation.



**Grammarsaurus unit guides** are used to support teachers in creating a bespoke learning journey for our children.

We use the unit guides to support with our unique writing process. Each stage is clearly identified on the slides we use to deliver the unit.

## Writing Progression

Writing Progression Overview			
	Writing: Transcription Spelling	Writing: composition	Writing: Vocabulary, Grammar and Punctuation
EYFS	<p><b>Phonics and Spelling Rules</b> To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><b>Common Exception Words</b> To write some irregular common words.</p> <p><b>Letter Formation, Placement and Positioning</b> To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control.</p>	<p><b>Planning, Writing and Editing</b> To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own firsthand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and</p>	<p><b>Sentence Construction and Tense</b> To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Use of Phrases and Clauses</b> To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p><b>Use of Terminology</b> To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>

Writing Progression based on the National Curriculum expectations.

## Handwriting development: Morrells Handwriting

**The ultimate goal is for children to write with confidence and creativity, supported by handwriting that is executed with ease, speed, and clarity. Developing automaticity in writing is essential to enable children to focus on content rather than letter formation.**



<b>1. Foundation stage – readiness for writing</b>	Children begin developing the gross and fine motor skills necessary for handwriting, including achieving a correct pencil grip and sitting posture. At this stage, they learn the correct size and direction of letters through early mark-making and guided practice of forming letters correctly.
<b>2. Key Stage 1 – developing letter formation</b>	Pupils continue to refine their letter formation, spacing and size. By the end of Year 2, more able pupils may begin learning and applying horizontal and vertical joins, laying the groundwork for joined handwriting.
<b>3. Lower Key Stage 2 – introducing joins</b>	Letter formation is further embedded, and pupils begin learning to join letters. This stage focuses on building fluency and consistency in the early stages of joined writing.
<b>4. Middle Key Stage 2 – securing joins</b>	Pupils consolidate their understanding of joins, working towards confident and automatic use of joined handwriting across subjects.
<b>5. Upper Key Stage 2 – developing fluency and presentation</b>	Children practise joined handwriting with a focus on speed, fluency, and presentation. They apply these skills consistently across all written work.
<b>6. Upper Key Stage 2 – embedding legibility and style</b>	Pupils refine their handwriting style, ensuring legibility, fluency, and appropriate presentation. Joined handwriting becomes a natural and efficient tool for written communication.

