ST THOMAS MORE
VC ACADEMY

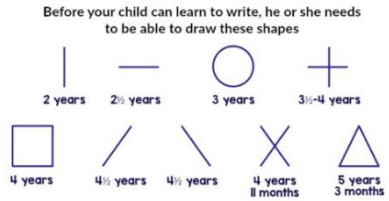
The Writing Curriculum at St. Thomas More VC Academy

Core Principles/Drivers for Writing:

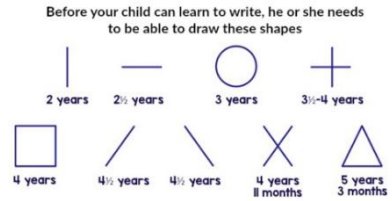
1. **Writing is acknowledged as a complex, integrated process** underpinned by the '*simple view of writing*' which recognises that writing competence arises from the integration of **transcription** and **composition.**
2. **Strong foundations are built early** to ensure pupils can free up cognitive capacity for composition later. This is achieved through systematic prioritisation of transcription skills in the early stages.
3. **Sentence-level mastery is foundational,** and pupils must not be rushed into extended writing until they can reliably construct sentences. Extensive practice is prioritised to achieve this and to ensure that success drives engagement.
4. **Grammar should be taught meaningfully in context** within writing, as a tool for shaping meaning, style, and clarity—not as decontextualized rules.
5. **Process over product** ensures that writing is viewed as a *craft* developed through rehearsal, drafting, revising, and editing—not a finished product that appears fully formed.
6. **Talk and School-wide Writing Culture promotes** rehearsal, discussion, and storytelling to ensure writing is seen as a cognitive and creative process, supported by planning, modelling, and CPD for teachers.

Leaves nothing to chance.	Is **truly ambitious** for all students.
Underpinned by **the Writing Framework 2025,** every element of writing—from transcription to sentence construction to composition—is deliberately sequenced to ensure mastery at every stage. Skills are explicitly taught, modelled, and practised to ensure development in line with the broad framework below. (All year groups retain a focus on sentence mastery). **EYFS :** Transcription **Year 1:** Transcription and Introducing Sentences **Year 2:** Transcription and Mastering Sentences **Year 3** : Mastering Sentences, Introducing Paragraphs **Year 4:** Mastering Paragraphs, Introducing whole-text cohesion **Year 5/6** : Mastering whole-text cohesion	**High expectations**: are embedded for every pupil – regardless of starting point or gaps in knowledge, and the curriculum has been meticulously sequenced to promote genuine mastery. **Extensive Practice:** is prioritised in the curriculum with time built into the broad curriculum and the writing sequence to ensure that all children have the opportunity to practise, embed and refine their skills and knowledge. **Existing knowledge:** is used to ensure that children are able to write about 'what they know'. This drives choices for task selection within schools so that writing aligns with the reading/broader curriculum and supports children's cognitive load.
Prioritises **language** and **vocabulary**.	Is **responsive** to context and need.
Vocabulary instruction: forms a key part of our approach to writing, with children given the opportunity to develop the breadth of their vocabulary across every unit. Children are exposed to rich texts across the curriculum as the foundations for this and schools use systematic approaches to revisiting and applying new vocabulary. **Oracy:** underpins our approach to writing from story-telling, through to discussion and oral rehearsal at every stage of the writing process. Talking through ideas helps pupils plan, structure, and refine their writing effectively.	**Assessment:** informs every stage of the writing process, ensuring pupils master sentence and paragraph-level skills before progressing. In Years 3–5, the first term focuses on crafting a single clear paragraph independently to address gaps and consolidate new skills **Contextual knowledge:** underpins all choices for writing tasks in schools to ensure alignment with the broader curriculum and children's personal development where appropriate.

Foundation 1 - Transcription

	Transcription	Component Knowledge – Grammar, Punctation, Sentence Level	Compositional Knowledge	Writing Outcomes
Term 1 **Term 2** **Term 3**	 • Develop hand and finger strength through play (playdough, threading, construction) • Begin using a **pincer grip** and move toward a more controlled **tripod grip** • Show increased hand-eye coordination for drawing and mark-making.	N/A	- Talk about their ideas before or during mark-making. - Give meaning to marks, drawings, and scribbles ("This says my cat") - Understand that writing is a way to communicate a message - Begin to sequence simple ideas orally. - Dictate simple words/phrases/ sentences for an adult to write.	- Mark making

Foundation 2 Focus – Transcription

	Transcription	Component Knowledge – Grammar, Punctation, Sentence Level	Text Level Compositional Knowledge	Writing Outcomes
Term 1 **Term 2** **Term 2**	Pre-writing shapes – break down each letter into components of the letters, vertical lines, horizontal lines, anti-clockwise circles, bridges, coat hangers. 	**Pupils know how to:** - Write simple phrases and sentences that can be read by others. **FS2 Example sentences:** *Jack had magic beans.* *(Phonetically plausible: majic, beens)* *Mum was sad.*	- **Say a sentence aloud** before writing it. - Begin to **sequence ideas** orally (e.g., "I went to the farm. I saw a cow.") - Re-read their writing to check it makes sense.	- Simple words, labels, captions.

	Teach the letters in line with the phonics scheme.			

Year 1 Focus – Transcription, Introducing Sentences

Writing Process

- Planning: Talk about ideas and rehearse orally; draw or label.
- Drafting: Write simple sentences.
- Revising: Check that sentences make sense.
- Editing: Correct obvious mistakes.
- Publishing/Sharing: Read aloud or display work.

	Transcription	**Sentence Level Compositional Knowledge – (Grammar and Punctuation)**	**Text Level Compositional Knowledge (Across the year)**	**Writing Outcomes**
Term 1	• Introduction to the line guide. Tall, short and tail soldiers. • Focus on finger spaces. • Forming numbers on a line guide and on squared paper. Introduction to numbers 0, 1, 2, 3, 4 • Forming numbers on a line guide and on squared paper. Introduction to numbers 5, 6, 7, 8, 9. • Curly caterpillar family. Introduction to the letters c, a, o. Include capital letters C, A, O. • Curly caterpillar family. Introduction to the letters d, g, q. Include capital letters D, G, Q. • Curly caterpillar family. Introduction to the letters e, s, f. Include capital letters E, S, F. • Bridge family. Introduction to the letters r, n, m. Include capital letters R, N, M. • Bridge family. Introduction to the letters h, b, p, k. Include capital letters H, B, P, K. • Ladder family. Introduction to the letters i, l, t. Include capital letters I, L, T.	**Pupils know that:** • A sentence is a group of words that make sense. • A sentence tells us something about a person or thing. • Remembering a sentence helps us write it. • A written sentence starts with a capital letter and ends with a full stop. • The pronoun **I** is always written with a capital letter. • A sentence includes a subject and a verb. **Pupils know how to:** • Say a sentence aloud and remember it. • Check that a sentence makes sense. • Use capital letters and full stops correctly. • Leave clear spaces between words • Count the letters, count the words, count the spaces.	• Focus on dictation, holding a sentence and checking it.	- **Accurate sentences only.** This can include labels, captions and very short sequences. This should happen daily with increasing independence across the year.

	• Ladder family. Introduction to the letters j, u, y. Include capital letters J, U, Y. • Spellings in line with phonics scheme. • Common exceptions words to practise: a, do, go, of, off, as, so, are, Mrs, no, once, me, he, she, her, be , Mr, come, one, make, said, all, like, the, into, to, little, out, you, by, my, they, there •			
Term 2	• Re-cap of all families/letters above. • Re-cap upper and lower case letters in pairs. • Introduce writing of days of the week – explicit teaching of capital letters at the start of these words. • Spellings in line with phonics scheme. • Common exception words to practise: love, have, we, was where, when, find were, who, I'm, some why, what, ask, with, down, today, eyes	**Pupils know that:** • 'And' and 'then' can join two sentences instead of using a full stop. These joining words are called conjunctions. **Pupils know how to:** • Use 'and' and 'then' to join sentences.	**Additional Core Composition Features** **Narrative/descriptive:** • Sequence short sentences to form a short narrative/recount. • Use simple time connectives eg first, then, next, finally. **Non narrative:** • Write captions and labels • Write simple instructions in chronological order.	
Term 3	• Practise groups of letters as digraphs. • Practise groups of letters as trigraphs. • Introduce writing of months of the year – explicit teaching of capital letters at the start of these words. • Spellings in line with phonics scheme. • Common exception words to practise: will, pull, back, children, push that, this, see, too, school water, down, now, for, friend, saw, your, house, today, day, says **Repeated practise of all of the above.**	**Repeated practise of all of the above.** **Year 1 example sentences:** *Jack went to the market.* *Mum was sad and she threw the beans.* *He saw a giant and a pot of gold.* *Jack took the hen and the harp.*		

Year 2 Focus – Transcription, Mastering Sentences	

Writing Process

- Planning: Discuss and rehearse ideas orally; use story maps or bullet points.
- Drafting: Write short texts with simple sentences.
- Revising: Check sense, order of ideas, and simple details.
- Editing: Correct basic errors.
- Publishing/Sharing: Share with peers; add simple illustrations.

	Transcription	**Component Knowledge – Grammar, Punctuation, Sentence Level**	**Compositional Knowledge (by the end of the year)**	**Writing Outcomes**
Term 1	• Recap all taught families/letters. • Recap all lower case and upper-case pairs. • Recap writing all days of the week, months of the year and number names. • Practise writing the numbers: ne, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. • Teacher selection of previously taught common exception words.	**Pupils know that:** • A sentence can start with or include conjunctions such as *because*, *if*, or *when* to join ideas. • A question ends with a question mark. • Questions often begin with *who*, *what*, *where*, *when*, *how*, or *has*. • An exclamation shows strong feeling and may be said loudly or suddenly. **Pupils know how to:** • Write simple and compound sentences using conjunctions such as *and*, *then*, *but*, and *or*. • Use question marks and exclamation marks correctly. • Write questions beginning with *who*, *what*, *where*, *when*, *how*, or *has*.	**No paragraph components in year 2.**	**Per half term:** • 1 short narrative or description • 1short non-fiction piece These pieces should only comprise a small number of accurately written sentences focusing on the sentence level expectations. Across the 4 pieces children should demonstrate their ability to compose accurate sentences in line with the sentence level expectations. **Children will only be assessed on sentence level construction.**

Term 2	• Introduction to joining onto letters (up, over, stop, reverse). Join onto: a, c, o, g, q, s, d Suggested combinations: og, da, ds, eq, ma, uc, lo, ed • Introduction to joining onto letters (down, round, top dotted line). Join onto: b, f, l, t, h, k Suggested combinations: mb, th, ch, nk, if, ab, al • Introduction to joining onto letters down, round, top solid line). Join onto: i, m, n, p, r, u, v, w, y, z, x, j Suggested combinations: kn, ai, up, aw, mp, er, du • Introduction to joining from letters (across the top). Join from: v, w, o, f, r Suggested combinations: vi, va, vr, we, wh, wr, on, of, oo, re, ry, rs • Introduction to joining from letters (do the loop). Join from: g, y, j Suggested combinations: gl, go, gr, ye, yo, ya, ju, je, ju • Introduction to joining from letters (along the bottom and up). Join from: b, p, s. Suggested combinations: bo, ba, bl, ph, pr, pu, sh, st, sp • Explicit teach of joining q onto u. • Practise common exception words: door, floor, poor, because, who, any, many, water, again, even, kind, mind, behind, child, children, wild, climb, clothes, people, most, only, both, old, told, hold, gold, cold, Mr, Mrs every, everybody, great, break, steak, pretty, beautiful, whole, half after, fast, past, past, father, class, path, bath, money, parents, Christmas, hour, move, prove, improve, sure, sugar, eye, could, would, should	**Pupils know that:** • A noun names a person, place, or thing. (HILG1) • A noun or noun phrase is usually preceded by a determiner. • Determiners show whether a noun is known or unknown, singular or plural, or show possession. (HILG1) • An adjective describes a noun or pronoun. (HILG1) • A verb shows an action or event. • Different verbs can change the meaning of an action. (HILG2) **Pupils know how to:** • Use adjectives to describe nouns. • Choose and use alternative verbs. (HILG2)	**Additional Core Composition Features** **Narrative/descriptive:** - Introduce characters and settings. **Non-narrative:** - Write sentences that begin with simple time connectives followed by imperative verbs. - Using headings and simple subheadings. *****Focus of composition must be on writing grammatically accurate sentences. Teaching of paragraphs should not commence until KS2.**	

Term 3	• Recap all taught joins. • Practise common exception words joined up. • Practise common exception words: door, floor, poor, because, who, any, many, water, again, even, find, kind, mind, behind, child, children, wild, climb, clothes, people, most, only, both, old, told, hold, gold, cold, Mr, Mrs, every, everybody, great, break, steak, pretty, beautiful, whole, half, after, fast, past, past, father, class, path, bath, money, parents, Christmas, hour, move, prove, improve, sure, sugar, eye, could, would, should • Repeated practise of all of the above.	**Repeated practise of all of the above.** **Year 2 Example Sentences:** *Jack's mother told him to sell the cow because they needed money.* *Jack got magic beans from an old man but his mum was angry.* *Jack saw an enormous, sleeping giant.* *The beans grew into a big beanstalk.* *Why did Jack climb the beanstalk?* *What a beautiful castle!* *Climb the beanstalk.*		

Year 3 Focus – Mastering Sentences, Introducing Paragraphs

Writing Process:

- Planning: Plan the content of a paragraph using TSC.
- Drafting: Write a clearly structured paragraph.
- Revising: Add detail and improve clarity.
- Editing: refine writing including spelling, grammar and punctuation.
- Publishing/Sharing: Present neatly; read aloud.

	Transcription	**Component Knowledge – Grammar, Punctuation, Sentence Level**	**Compositional Knowledge**	**Writing Outcomes**

Term 1	Recap of all taught joins. **Practise spelling the following words joined:** • days of the week, months and number words • with /ow/ sound (spelled 'ou') - mouth, around, sprout, sound, spout, ouch, hound, trout, found, proud • with /u/ sound (spelled 'ou') - double, trouble, country, touch, young, cousin, enough, encourage, flourish, couple • with /i/ sound (spelled 'y') - gym, myth, Egypt, pyramid, mystery, symbol, synonym, lyrics, system, gymnastics • with /ze/ sound - measure, treasure, pleasure, enclosure, displeasure, composure, leisure, exposure, disclosure	**Pupils know that:** • An adverb of manner shows how something happens, usually ends in *-ly*, and can appear at the start or elsewhere in a sentence. (HILG3) • Lists can be vertical or included in a sentence, with items separated by commas. • Nouns, adjectives, or adverbs can form a list. • Sentences beginning with conjunctions like *because*, *if*, or *when* often need a comma to separate the main ideas. • Such sentences contain a clause that cannot stand alone because the conjunction links it to another idea. **Pupils know how to:** • Use comma-separated lists in sentences. (Y2 NC) • Write sentences with subordinating conjunctions (*because*, *if*, *when*), using commas correctly to separate clauses. (HILG4) • Use *-ly* adverbs with verbs. (HILG3)	**Pupils know that and know how to:** **Paragraphs:** • Paragraphs are a group of sentences built around a key topic or idea. • Group sentences into paragraphs around a key topic or idea. • A paragraph can be structured using TSC – topic sentence, supporting sentences, concluding sentence. • Build a clear paragraph with a topic sentence, supporting sentences and concluding sentence.	**Per half term:** • 1 short narrative or description • 1short non-fiction piece In term one, this should focus on **crafting one paragraph only**. An opening to a narrative, a descriptive paragraph or an informative paragraph. In term 2 and 3, this can be extended if appropriate. Across the 4 pieces children should demonstrate their ability to compose accurate sentences in line with the sentence level expectations and paragraph construction. **Children will only be assessed on sentence and paragraph level construction.**

Term 2	**Practise spelling the following words joined:** • with /ch/ sound – creature, furniture, picture, nature, adventure, future, capture, mixture, sculpture • common exception words – actual, answer, bicycle, circle, earth, enough, fruit, island, often, popular • with prefix 're' – redo, refresh, return, reappear, redecorate, revenge, review, replay, reaction	**Pupils know that:** • Adverbs give more information about a verb, indicating manner, time, place, or frequency. (HILG3) • Verbs and other words can be chosen for effect. (HILG2) • With some additions or omissions of words, the order of words can be changed in sentences to alter the meaning.	**Paragraphs:** We start a new paragraph when we change time, topic or place. Start a new paragraph at an appropriate point. **(This can be moved to term 3 if more practise is needed on earlier paragraphing steps)**	

	• with prefix 'dis' – disagree, dislike, dishonest, disallow, distrust, disobey, discover, disown, dismiss • with prefix 'mis' – misuse, mislead, misbehave, misfire, mismatch, misplace, misread, miscount • common exception words – centre, decide, disappear, early, heart, learn, minute, notice, regular, therefore • multisyllabic words (final consonant not doubled) – gardener, limited, developing, covered, listening, listened, footballer, brightening, destroyed • multisyllabic words (final consonant doubled) – forgotten, beginning, preferred, permitted, regretting, committed, forbidden, propelled, equipped • with the /a/ sound (spelled 'ai') – straight, painter, fainted, waist, strainer, chained, claimed, failure, waiter • with the /a/ sound (spelled 'ei') – vein, weigh, eight, neighbour, sleigh, freight, reins, veil, eighteen • with the /a/ sound (spelled 'ey') – obey, prey, convey, survey, grey, disobey, they, surveyor, conveyo • with the /l/ sound (spelled 'al') – arrival, burial, comical, emotional, national, magical, personal, optional, survival, tropical **Teacher to choose words based on which joins need practising**	• It is essential to maintain tense and person in a piece of writing for it to make sense. • Speech marks (inverted commas) show the exact words someone says. **Pupils know how to:** • Use adverbs and adverbial phrases to show when, where, how, or how often. • Use *-ly* adverbs to show intensity (e.g., very, fairly, really). • Select alternative, more effective verbs. • Change the order of words in a sentence and modify to make it into a question. • Write using consistency of tense and person. • Add inverted commas around spoken words. Identify where speech begins and ends in a sentence. • Use simple reporting clauses (e.g., said, asked) with speech.	**Additional core compositional features (not assessed)** **Narrative/descriptive:** • Use dialogue and thoughts to show character. • Use sensory language to build description. • Plan and write a narrative that includes the following • Orientation → Climax → Resolution/Ending (Terms 2 and • 3) **Non-narrative:** • Use a range of adverbs and adjectives to start presenting a point of view.	
Term 3	**Practise spelling the following words joined:** • with the /l/ sound spelled 'le') – battle, article, struggle, possible, capable, settle, humble, terrible, example, adjustable • with the suffix 'ly' (from 'le') – gently, simply, humbly, terribly, incredibly, possibly, horribly, responsibly, wrinkly • with the suffix 'ally' (from 'ic') basically, frantically, dramatically, historically, nationally, emotionally, accidentally, automatically • with the suffix 'ly' (exceptions) – truly, publicly, daily, slyly, shyly, happily, coyly, suddenly • common exception words – address, arrive, certain, experience, history, mention, occasionally, probably, reign, sentence	**Repeated practise of all of the above.** **Year 3 Example Sentences:** *Jack climbed the beanstalk once his mother had gone to bed.* *Finally, Jack arrived at the castle on top of the clouds.* *Carefully, Jack climbed the beanstalk so that he could satisfy his curiosity.*		

	• ending in 'er' (where the root word ends in (t)ch) – teacher, butcher, preacher, catcher, watcher, stretcher, dispatcher, scorcher • common exception words – • with the /k/ sound (spelled 'ch') – scheme, chorus, chemist, echo, character, stomach, monarch, school, anchor, chaos • with the /g/ sound (spelled 'gue') and the /k/ sound (spelled 'que') – vague, league, plague, tongue, antique, unique, grotesque, mosque, plague • with the /s/ sound (spelled 'sc') – science, scene, discipline, fascinate, crescent, scissors, ascend, scented, scenery, descend • common exception words – accidentally, breathe, century, consider, eight, guard, heard, peculiar, possible, quarter • common exception words – difficult, important, length, perhaps, position, question, strange, pressure, special, purpose • common exception words – build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight, **Teacher to choose words based on which joins need practising**			

Year 4 Focus – Mastering paragraphs, Introducing Whole-text Coherence

Writing Process:

- Planning: Plan more complex texts using multiple well-planned paragraphs.
- Drafting: Write multi-paragraph texts.
- Revising: Improve order, detail, and flow.
- Editing: Refine writing – including spelling, grammar and punctuation.
- Publishing/Sharing: Share with peers/display work.

	Transcription	**Component Knowledge – Grammar, Punctuation, Sentence Level**	**Compositional Knowledge**	**Writing Outcomes**

Term 1	Recap previously taught joins. Practise writing days of the week and months of the year joined. **Practise spelling the following words joined:** • with the prefix 'in' – inactive, incorrect, invisible, insecure, inflexible, incurable, inability, inadequate. • with the prefix 'il', 'ir' and 'im'– illegal, illegible, immature, impossible, impatient, imperfect, irregular, irrelevant, irresponsible • with the prefix 'sub' – joined subtitle, submarine, submerge, subheading, submit, subtropical, subway, substandard • with the prefix 'inter' – interact, international, interfere, interview, intercept, internet, intercity, interchange • common exception words – calendar, appear, believe, grammar, increase, interest, opposite, straight, strength, women	**Pupils know that:** • Relative pronouns (*which*, *who*, *that*, *whom*, *whose*) can form clauses that describe a noun; these are adjectival and subordinate. (HILG4) • Other subordinating conjunctions include *so that*, *while*, *since*, *though*, *although*, in addition to *because*, *if*, *when*. (HILG4) • Lists of phrases or clauses use semi-colons; a colon can introduce a list. • A preposition is a small word preceding a noun or adjective, often showing position. (HILG1) • Noun phrases can be extended with prepositional phrases. (HILG1) **Pupils know how to:** • Use *which* or *who* to form relative clauses; optionally shorten by removing the pronoun. (HILG4) • Use conjunctions: *if, so that, while, since, though, although, when, because*. (HILG4) • Write semi-colon separated lists and use a colon to introduce lists or topics. • Place adverbs/adverbial phrases (how, when, where, how often) in various positions in a sentence. (HILG3) • Extend noun phrases with prepositional phrases (e.g., *at, over, by, with, to, behind, before, under, near, without*). (HILG1)	**Pupils know that and know how: In addition to KS1 and Y3 outcomes:** **Paragraphs:** • Use supporting sentences that stay on topic and include detail, examples or evidence. • Use conjunctions and pronouns (e.g. in addition to, although etc.) to make my ideas flow. • Use adverbials (e.g. Later that day, In the distance, As a result) to link sentences smoothly.	**Per half term:** • 1 narrative or description • 1 non-fiction piece In term one, this should focus on crafting one paragraph. An opening to a narrative, a descriptive paragraph or an informative paragraph. In term 2 and 3, this should be extended to 3 paragraphs. Across the 4 pieces children should demonstrate their ability to compose accurate sentences in line with the sentence level expectations and paragraph construction. **Children will be assessed on sentence and paragraph level construction.**

Term 2	**Practise spelling the following words joined:** • with the suffix 'ation' – information, preparation, vibration, decoration, observation, location, exploration, illustration	**Pupils know that:** • Adverbs can appear in different places in a sentence; fronted adverbials are often most effective. (HILG3)	**Paragraphs:** • Write a **summary or linking sentence** that connects my paragraph to the next one.	

	• with the 'ly' suffix (adding onto adverbs) – sadly, completely, wildly, bravely, gently, proudly, horribly, happily, nervously • with the 'ly' suffix (turning adjectives into adverbs) – usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, generally • with the /sh/ sound (spelled 'ch') – chef, machine, brochure, parachute, chaperone, chandelier, crochet, quiche, chaperone • with the suffix 'ion' (or 'sion') – expansion, comprehension, tension, suspension, exclusion, provision, explosion, erosion, invasion • common exception words – complete, continue, experiment, famous, favourite, February, naughty, material, knowledge, remember • number words • with the suffix 'ous' – poisonous, dangerous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous • with the suffix 'ous' (if keeping the /g/ sound, 'e' is kept on the end) – courageous, outrageous, nervous, famous, adventurous, carnivorous, ridiculous, torturous, advantageous • with the /ee/ sound (spelled 'i') – happiness, plentiful, silliness, beautiful, prettiest, nastiness, merriment, plentiful • with the suffix 'ous' - serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious • with the 'au' digraph – naughty, caught, automatic, astronaut, cause, author, applaud, taught, audience • common exception words – breath, business, caught, different, exercise, extreme, medicine, possession, although, thought **Teacher to choose words based on which joins need practising**	• The order of clauses can be chosen to create effect. (HILG4) • Pronouns replace nouns to avoid repetition, but too many can cause confusion. • Apostrophes show possession, not plurality. • Comparatives compare two things; superlatives show the highest degree. The punctuation at the end of speech goes **inside** the inverted commas. A reporting clause can come before or after the speech **Pupils know how to:** • Use adverbs and adverbial phrases (how, when, where, how often) in different positions. (HILG3) • Write simple, compound, and complex sentences, experimenting with clause order for effect. (HILG4) • Balance nouns and pronouns to avoid ambiguity. • Use apostrophes correctly for possession. • Use comparatives and superlatives appropriately. Use speech punctuation accurately.	**(This can be moved to term 3 if more practise is needed on earlier paragraphing steps)** **Additional Core Compositional features** **Narrative/description:** • Use some figurative language – similes and personification. • Build tension and use paragraphs for different events. • Plan and write a narrative that includes the following Orientation → Rising Action → Climax Resolution / Ending (Terms 2 and 3) **Non-narrative:** • Use factual detail • Use rhetorical questions to make the reader/audience think and reflect.	

Term 3	• Practise spelling words with the suffix 'ion' (or 'tion') – joined invention, injection, action, hesitation, completion, nomination, migration, conservation, selection • Practise spelling words with the suffix 'ion' (or 'ssion') – joined expression, discussion, confession, permission, admission, impression, obsession, omission, concussion • Practise spelling words with the suffix 'cian' – joined musician, magician, electrician, politician, technician, optician, beautician, physician, dietician • Practise spelling words with the suffix 'ly' (to create adverbs of manner) – joined reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously • Practise spelling homophones – joined scene – seen whose – who's affect – effect here – hear heel - heal • Practise spelling common exception words – joined group, height, particular, potatoes, separate, surprise, through, various, though, woman • Practise spelling common exception words – joined • Teacher to choose words based on which joins need practising • Practise spelling words with the /s/ sound (spelled 'c' before 'i' and 'e') – joined circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil • Practise spelling words with the prefixes 'super', 'anti' and 'auto' – joined supermarket, superman, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic • Practise spelling words with the prefix 'bi' – joined bicycle, biplane, biped,	**Repeated practise of all of the above.** **Year 4 Example Sentences:** *After saying farewell to his mother, Jack carefully climbed the gigantic beanstalk until he reached the magnificent castle in the clouds. When he eventually reached the top of the gigantic beanstalk, Jack was exhausted.*		

	bicentennial, biannual, bilingual, bicuspid, biceps, binoculars, bisect • Practise spelling words from the 'sol' word family and the 'real word family' – joined solar, solution, soluble, insoluble, dissolve, real, reality, realistic, unreal, realisation • Practise spelling words from the 'phon word family' and the 'sign word family' – joined phone, telephone, phonics, microphone, phonograph, sign, signature, assign, designer, signaller • Practise spelling common exception words – joined • Teacher to choose words based on which joins need practising • Practise spelling common exception words – joined • Teacher to choose words based on which joins need practising			

Year 5 Focus – Mastering Whole-text Coherence

Writing Process:

- Planning: Use structured planning tools and research ideas.
- Drafting: Write extended texts.
- Revising: Improve clarity, style, and cohesion.
- Editing: Review and refine work – including grammar, punctuation and language choices.
- Publishing/Sharing: Share polished work; read aloud or display.

	Transcription	**Component Knowledge – Grammar, Punctuation, Sentence Level**	**Compositional Knowledge**	**Writing Outcomes**

Term 1	Re-cap all taught joining onto letter combinations. **Practise spelling the following words joined:** • ending in 'ious' – ambitious, infectious, fictitious, nutritious, repetitious, amphibious, curious, devious, obvious • ending in 'cious' – delicious, atrocious, conscious, ferocious, gracious, malicious, precious, spacious, suspicious • ending in 'cial' and 'tial' – official, special, artificial, crucial, glacial, facial, potential, essential, confidential • ending in 'cial' and 'tial' (exceptions) – financial, commercial, initial, spatial, controversial, provincial, palatial • common exception words – appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	**Pupils know that:** • Many subordinating conjunctions can form subordinate clauses. • Words like *quite, fairly, rather, pretty* can modify adjectives or adverbs. **Pupils know how to:** • Make complex sentences using a range of subordinating conjunctions (e.g., *after, as, as if, as long as, as though, before, if, in case, once, since, than, that, until, unless, when(ever), where(ever), whereas, while, providing, so long as*). • Choose adverbs to show degree or intensity. Use a mix of longer and shorter sentences for effect.	**Pupils know that and know how: In addition to KS1 and Y3 outcomes: Paragraphs:** • Use supporting sentences that stay on topic and include detail, examples or evidence. • Use conjunctions and pronouns (e.g. in addition to, although etc.) to make my ideas flow. • Use adverbials (e.g. Later that day, In the distance, As a result) to link sentences smoothly.	**Per half term:** • 1 narrative or description • 1 non-fiction piece In term one, this should focus on crafting one paragraph. An opening to a narrative, a descriptive paragraph or an informative paragraph. Children should build to writing 3 to 4 paragraphs. Across the 4 pieces children should demonstrate their ability to compose accurate sentences in line with the sentence level expectations and paragraph construction. **Children will be assessed on sentence and paragraph level construction and additional core compositional features.**

Term 2	• ending in 'ant' – abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant • ending in 'ance' – abundance, brilliance, elegance, extravagance, tolerance, relevance, hesitance, fragrance, ignorance • ending in 'ent' and 'ence' (after soft c, soft g and qu) – innocent, innocence, frequent, confident, confidence, transparent, violent, violence, competence Practise • ending in 'able' and 'ible' – dependable, forgivable, enjoyable, comfortable, incredible reliable, possible, horrible, terrible • ending in 'ably' and 'ibly' – reliably, dependably, comfortably, possibly, horribly, terribly, visibly, sensibly, incredibly • common exception words – accommodate, available, controversy, dictionary, twelfth, marvellous, suggest, opportunity, secretary, sincerely Teacher to choose words based on which joins need **practising**	**Pupils know that:** • Brackets, hyphens, or commas can add extra information to a sentence (parenthesis). **Pupils know how to:** • Use brackets, hyphens, or commas for parenthesis.	**Paragraphs:** • Use supporting sentences to add detail, description, and emotion that build atmosphere or tension or point of view. • Use paragraphs of different lengths for pace and effect (e.g. short paragraph for shock or cliffhanger). **Additional Core Compositional features** **Narrative/description:** • Manipulate time and narrative pace - including flashbacks and foreshadowing (introduction). • Use metaphors to add to description of setting/emotion. • Refine and use the features taught earlier in the curriculum. • Plan and structure a narrative that has an Orientation → Rising Action → Climax → Falling Action → Resolution/ Ending (Terms 2 and 3) **Non-narrative:** • Use a range of features – such as direct address, factual language, formal tone to match the purpose and audience.	
Term 3	**Practise spelling the following words joined:** • ending in 'able' (words ending in 'ce' or 'ge') – changeable, manageable, noticeable, knowledgeable, replaceable, microwaveable, rechargeable, irreplaceable, salvageable • temporal adverbs – afterwards, immediately, earlier, eventually, previously, finally, recently, yesterday, tomorrow • with vowel suffixes on words ending in 'fer' – referring, preferred, transferring, reference,	**Repeated practise of all of the above.** **Year 5 Example Sentences** *Through the small crack in the castle door, Jack could see the enormous giant who was asleep in the kitchen.* *A magnificent castle, which had a huge front door, stood on top of the clouds.*		

	referee, preference, difference, inference, conferring • with 'silent' letters at the start – knight, wreckage, writer, knowledgeable, knuckle, wreath, pterodactyl, mnemonic, knife • with 'silent' letters throughout – doubt, island, lamb, solemn, thistle, autumn, build, receipt, ascend • common exception words – amateur, ancient, awkward, criticise, excellent, foreign, pronunciation, symbol, yacht, equipment Teacher to choose words based on which joins need **practising**	*Tiptoeing past the sleeping giant, Jack wondered whether he could make it out of the castle alive.* *The giant was certainly going to be angry when he noticed his harp was missing.*		

Year 6 Focus – Consolidation and Crafting

Writing Process:

- Planning: Plan texts for different genres and purposes.
- Drafting: Write cohesive, multi-paragraph texts.
- Revising: Refine content for effect, clarity, and audience.
- Editing: Review and improve accuracy and style.
- Publishing/Sharing: Publish formally; share digitally or in presentations.

	Transcription	**Component Knowledge – Grammar, Punctuation, Sentence Level**	**Compositional Knowledge**	**Writing Outcomes**
Term 1	• Recap previously taught joins. **Practise spelling the following words joined:** • common exception words – muscle, prejudice, available, determined, rhyme, identity, accommodate, suggest, competition, existence • common exception words – accompany, average, conscience, develop, explanation, immediately, necessary, privilege, category, occur • common exception words – according, awkward, dictionary, familiar, individual, neighbour, profession, sacrifice, system, correspond • common exception words – achieve, controversy, disastrous, frequently, interfere,	**Pupils know that:** • Sentences can be long or short and can be simple, compound, or complex. • Shorter and longer sentences serve different purposes in narrative and non-narrative writing. • The passive voice can change how information is presented. • Semi-colons, colons, and dashes can separate independent clauses. • Colons can introduce lists, and semi-colons can separate items in lists.	No new content. Pupils learn to write with decreasing scaffolding for a range of purposes and audiences with increasing coherence across a range of texts.	**Per half term:** • 1 narrative or description • 1 non-fiction piece Children should now be writing 5 paragraph pieces demonstrating the range of sentence and paragraph level expectations and the additional core composition features.

	nuisance, programme, secretary, temperature, variety • common exception words – aggressive, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, signature, thorough • common exception words – amateur, environment, language, queue, twelfth, equipped, government, leisure, recognise, sincerely	• Informal speech structures differ from formal writing, including the use of the subjunctive. **Pupils know how to:** • Use a mix of sentence lengths and types, including complex sentences with multiple subordinate clauses. • Use full punctuation accurately. • Use the passive voice in sentences. • Use colons, semi-colons, and dashes to separate independent clauses. • Introduce lists with colons and separate list items with semicolons.		
Term 2 and Term 3	**Practise spelling the following words joined:** • with the /i/ sound (spelled 'y') rhythm, system, physical, symbol, mystery, lyrics, oxygen, typical, symptom • with the /igh/ sound (spelled 'y') -rhyme, occupy, apply, hygiene, supply, identify, multiply, recycle, python • with the prefix 'over' – overthrow, overturned, overcoat, overslept, overcook, overpaid, overreact, overtired, overlooked • with the suffix 'ful' – merciful, plentiful, beautiful, fearful, faithful, doubtful, thankful, pitiful, fanciful • with the /s/ sound (spelled 'ce') –prejudice, nuisance, hindrance, sacrifice, cemetery, certificate, celebrate, December, necessary • common exception words – committee, curiosity, definite, especially, exaggerate, guarantee, lightning, parliament, recommend, soldier • with the prefixes 'dis', 'un', 'over' and 'im' – disappointed, dissimilar, unsure, unnecessary, overseas, overrule, overreact, impatient, immature • with the /f/ sound (spelled 'ph') – graph, pheasant, phone, photo, physical, alphabet, dolphin, elephant, sphere • ending in /shul/ (after a vowel) – antisocial, official, superficial, special, artificial, crucial, social, facial, beneficial	**Repeated practise of all of the above.** **Year 6 Example sentences:** *The enraged giant chased Jack down the gigantic beanstalk.* *Jack was chased down the gigantic beanstalk by the enraged giant.*		

	• ending in /shul/ (after a consonant) – influential, spatial, partial, confidential, essential, substantial, potential, sequential, torrential • starting with 'acc' – accompany, accommodate, access, accuse, accost, accuracy, accomplish, accumulate, accentuate • common exception words – attached, harass, hindrance, mischievous, persuade, physical, relevant, stomach, vehicle, yacht • ending in 'ably' – changeably, noticeably, dependably, comfortably, reasonably, adorably, believably, considerably, tolerably • ending in 'ible' – reversible, incredible, possible, horrible, terrible, responsible, legible, sensible, visible • with the suffix 'ibly' (to make adverbs) – reversibly, responsibly, possibly, horribly, terribly, visibly, incredibly, sensibly, legibly • where 'ent' changes to 'ence' – excellent, excellence, silent, silence, evident, evidence, convenient, convenience, difference • words ending in 'er', 'or' and 'ar' –computer, superior, customer, soldier, shoulder, interior, calendar, popular, particular • descriptive adjectives (setting) – picturesque, magnificent, regal, tranquil, sinister, unsightly, spectacular, majestic, bustling • descriptive adjectives (feelings) – euphoric, delighted, despondent, terrified, apprehensive, jittery, optimistic, positive, sanguine • descriptive adjectives (character)– amiable, obnoxious, disagreeable, grotesque, exquisite, courageous, gargantuan, valiant, delightful • grammar vocabulary – subject, synonym, antonym, punctuation, comma, colon, adverb, clause, relative • maths vocabulary – addition, subtraction, multiplication, division, horizontal, vertical, circumference, diameter, calculation			

St Cuthbert's Trust Writing Cycle (KS2 Focused but with principles that can be applied for Year 2)		
Stage	**Focus and Purpose**	**Teaching Approach**
Teacher Preparatory Stage: • **Core learning drivers to be identified at sentence, paragraph and whole-text level (as relevant).** For year 2, the core learning drivers should be at sentence level only. For years 3-4, these should be sentence and paragraph level only. From year 5 onwards, this will include additional core compositional features. • **Teacher to select the context and purpose for writing** – ensuring that this links with the broader curriculum content and provides the best framework in which the core learning drivers can be practised and mastered.		

• **Teaching sequence (stage 1-3) to be mapped out** ensuring time for extensive practice of sentence level components, including key gaps from prior learning), and opportunities for the stage relevant writing process to be undertaken meaningfully. The number of lessons allocated to each stage will vary by year group and task. For instance, in year 3, greater time will be allocated to stage 1; whereas, by year 5, more equal weighting will be needed to ensure time for crafting whole text coherence.		
Stage 1: **Sentence Mastery & Grammar in Context (with Hook)**	• Engage students with a text, image, scenario, or purpose (Hook) In line with principles, this should link to wider curriculum (reading, PSHE, RE or foundation subjects) to enable students to write about what they know. • Model the core sentence components that will drive the learning in context. (These should be selected from the core components from the relevant term.) • Provide extensive independent practice of these core sentence components/types. • Elevate sentences through explicit vocabulary development - giving children the opportunity to apply taught words to their own sentences. • Revisit previous sentence-level components and address gaps as relevant.	Teacher models → Guided practice → Independent sentence writing inspired by the hook → Elevate sentences through application of explicitly taught vocabulary.
Stage 2: Paragraph Structure & Planning *(Paragraphs from Year 3; Year 2 focus on order of ideas)*	• Using same hook/context, model grouping and organizing ideas into paragraphs. This should focus on the core paragraphing components identified. • Provide time for independent practise of organizing ideas/sentences coherently into paragraphs. • Ensure grammar and sentence-level skills are applied accurately at this stage. The skills developed in stage 1 should feed into this and should still be at the forefront of teaching/checking. • Revisit previously taught paragraph-level components and address gaps as relevant.	Model paragraph construction → Guided paragraph practice → Independent paragraph planning and writing
Stage 3: **Independent Writing, Editing & Redrafting**	• Plan text in line with year group writing process. • Use plan to create first draft of independence piece – employing sentence level and paragraphing components accurately. • Apply targeted editing, redrafting, peer feedback, and reflection in line with writing process for year group. • Publish work.	First draft → Targeted editing → Redrafting → Peer/teacher feedback → Publishing