WRITING CURRICULUM

Purpose • audience • composition • transcription • authorial choice

OUR INTENT Children become fluent, confident and purposeful writers who communicate clearly for different audiences and reasons across the curriculum.

CURRICULUM STRANDS Ideas and purpose • organisation and cohesion • vocabulary and sentences • grammar and punctuation • spelling • handwriting • revision

How learning develops

EYFS	Build spoken language, develop fine-motor control, hear and record sounds, and write words, captions and simple sentences.
KEY STAGE 1	Compose and sequence sentences; write narratives and non-fiction; apply phonics and spelling knowledge; use basic punctuation; reread and improve.
KEY STAGE 2	Write for varied audiences and purposes; organise cohesive texts; choose vocabulary, grammar and register; revise and proofread increasingly independently.

Assessable end points

BY THE END OF KS1	BY THE END OF KS2
Write a coherent short text, demarcate sentences, spell using taught knowledge and form letters legibly.	Write effectively for a range of purposes and audiences, controlling organisation, language, grammar, punctuation and transcription.

What pupils learn to do in the subject

SUBJECT PRACTICE Read as a writer • rehearse • plan • draft • revise • edit • proofread • publish

ESSENTIAL LANGUAGE audience • purpose • compose • sentence • paragraph • cohesion • register • revise • proofread • transcription

Implementation, inclusion and impact

- Teachers revisit prior learning, teach precise vocabulary, model subject thinking and give pupils opportunities to apply knowledge with increasing independence.
- Adaptive teaching, clear explanations, carefully chosen resources and appropriate scaffolds enable all pupils to access an ambitious curriculum.
- Teachers check what pupils remember, understand and can apply through discussion, observation, work and carefully chosen tasks—not through unnecessary evidence collection.

HOW FAMILIES CAN HELP Talk and read widely; create real reasons to write; praise ideas and improvement; correct selectively rather than taking over.

WEBSITE NOTE This one-page summary should be read with the detailed Great Leighs curriculum progression and unit end-point document, which remains the authoritative teaching sequence.