Writing and Spelling

What We Teach in Writing and Spelling:

Our writing curriculum is carefully sequenced and ensures progression in both transcription and composition, enabling children to build secure foundations and develop increasing control, stamina and independence in their writing.

- Substantive knowledge:
  - Secure spelling knowledge, rooted in phonics in EYFS and Key Stage 1 and developed through patterns, rules, morphology and etymology in Key Stage 2
  - Understanding of grammar, punctuation and sentence structures
  - Knowledge of a wide range of genres, text types and purposes for writing
  - Development of a rich and ambitious vocabulary through exposure to high-quality texts and its deliberate application in writing
- Disciplinary knowledge:
  - Writing as a communicator: selecting language and structure to suit purpose, audience and context
  - Writing as a writer: understanding how authors craft sentences, paragraphs and whole texts for effect
  - Editing and improving writing through reflection, evaluation, redrafting and refinement
  - Applying writing skills across the curriculum to communicate ideas clearly and effectively in a range of subjects
- Spelling progression:
  - In Early Years and Year 1, spelling is taught through FFT Success for All Phonics, enabling children to apply phoneme–grapheme knowledge in writing
  - In Years 2 to 4, FFT Spelling with Jungle Club builds on this foundation, teaching spelling patterns, rules and strategies explicitly
  - In Years 5 and 6, a bespoke spelling curriculum ensures progression in line with prior learning and the National Curriculum, including morphology and etymology
- Transcription and fluency:
  - Development of accurate and fluent handwriting through the Letterjoin scheme
  - Increasing automaticity in spelling and handwriting so that cognitive capacity is freed for composition
  - Consistent practice in sentence construction and grammatical accuracy to support extended writing
- Progression and structure:
  - Writing skills are carefully sequenced through Talk for Writing units, poetry units and cross-curricular writing opportunities
  - Sentence composition units, informed by assessment for learning, address specific gaps and strengthen foundational skills before new writing units
  - There is a clear progression from sentence-level accuracy to paragraph construction and extended, coherent texts
  - The curriculum ensures that children revisit and build on prior learning over time, enabling them to write with increasing independence, fluency and stamina

How We Teach Writing and Spelling:

Our teaching is rooted in evidence-informed practice and ensures that all children develop as confident, accurate and independent writers who can sustain writing across a range of contexts.

- Talk for Writing approach:
  - Writing is taught through immersive, high-quality model texts which provide a clear structure, purpose and audience for writing
  - Children learn through imitation, innovation and independent application, gradually developing control over language, structure and authorial choices
  - Teachers use explicit modelling, shared writing and guided practice to make the writing process visible, including how to plan, draft, edit and improve
- Sentence composition and transcription:
  - Dedicated sentence composition weeks use assessment for learning to identify and address gaps in SPAG and sentence construction
  - Lessons follow a structured approach (recap, explore, practise, apply, challenge), ensuring fluency and deeper understanding
  - These units strengthen sentence-level fluency, which underpins children's ability to write increasingly complex and extended texts
- Spelling teaching:
  - Spelling is taught explicitly and systematically across the school, with clear progression from phonics to more complex spelling patterns, morphology and etymology
  - Retrieval, practice and application are built into daily teaching to ensure retention, automaticity and accuracy
  - Misconceptions are identified quickly through ongoing assessment and addressed through targeted teaching
- Handwriting and transcription fluency:
  - Letterjoin provides a structured progression in handwriting, which is followed consistently across the school to ensure correct letter formation, joins, presentation and increasing fluency. Handwriting is taught both as a discrete skill and alongside FFT Success for All Phonics sessions, where children are introduced to letter formation in line with new phonemes, using the associated rhymes and chants to support accurate and consistent formation
  - Teaching prioritises automaticity and efficiency so that transcription does not hinder composition
- Vocabulary and oracy:
  - Vocabulary is explicitly taught, modelled and revisited across writing units
  - Structured talk and oral rehearsal support children in articulating ideas before writing and in shaping sentences orally before recording
  - Teachers model high-quality language and support children in selecting vocabulary deliberately for effect, audience and purpose
- Editing and redrafting:
  - Proof-reading and editing are explicitly taught as part of the writing process, enabling children to evaluate, refine and improve their work
  - Children are supported to redraft their writing to enhance clarity, accuracy and impact, developing independence in improving their own work
- Assessment and responsiveness:
  - Assessment is used formatively to identify gaps and inform teaching, ensuring misconceptions are addressed quickly
  - Writing is assessed against clearly defined statements and exemplification materials and moderated to ensure consistency, progression and clarity of expectations

    - Teaching is adapted in real time to meet children's needs, ensuring all children make strong progress
- Inclusion and adaptive teaching:
    - All children access the full writing curriculum through scaffolding, modelling and carefully structured support
    - Interventions and tailored teaching ensure that children keep up with the curriculum
    - Additional support is targeted effectively to remove barriers, particularly for disadvantaged pupils and those with SEND

- Writing across the curriculum:

    - Writing is embedded across the curriculum, enabling children to apply their skills in meaningful contexts, including science, history and wider subjects
    - Children use writing to explain, justify and communicate their understanding, strengthening both knowledge and literacy

What Our Children Have Learnt in Writing and Spelling:

By the end of primary school, our children are confident, accurate and effective writers who can communicate clearly for a range of purposes and audiences.

- They write with increasing fluency, accuracy, stamina and independence across a range of genres
- They sustain extended pieces of writing, organising ideas into coherent and well-structured texts
- They spell words accurately, applying phonics, spelling rules and morphological knowledge
- They use grammar and punctuation effectively to enhance meaning and clarity
- They select vocabulary deliberately to create effect and engage the reader
- They edit and improve their work, making thoughtful and purposeful changes
- They write across the curriculum, applying their skills to communicate their understanding in different subjects

Children demonstrate their learning through their written outcomes, discussions and the progress seen over time in their books. Their work shows increasing complexity, control and independence as they move through the school.

All children, including those with additional needs or who are disadvantaged, make strong progress from their starting points. Through our ambitious curriculum, precise teaching and targeted support, we ensure that all children leave Bocking Primary School as confident, capable writers, fully prepared for the next stage of their education.