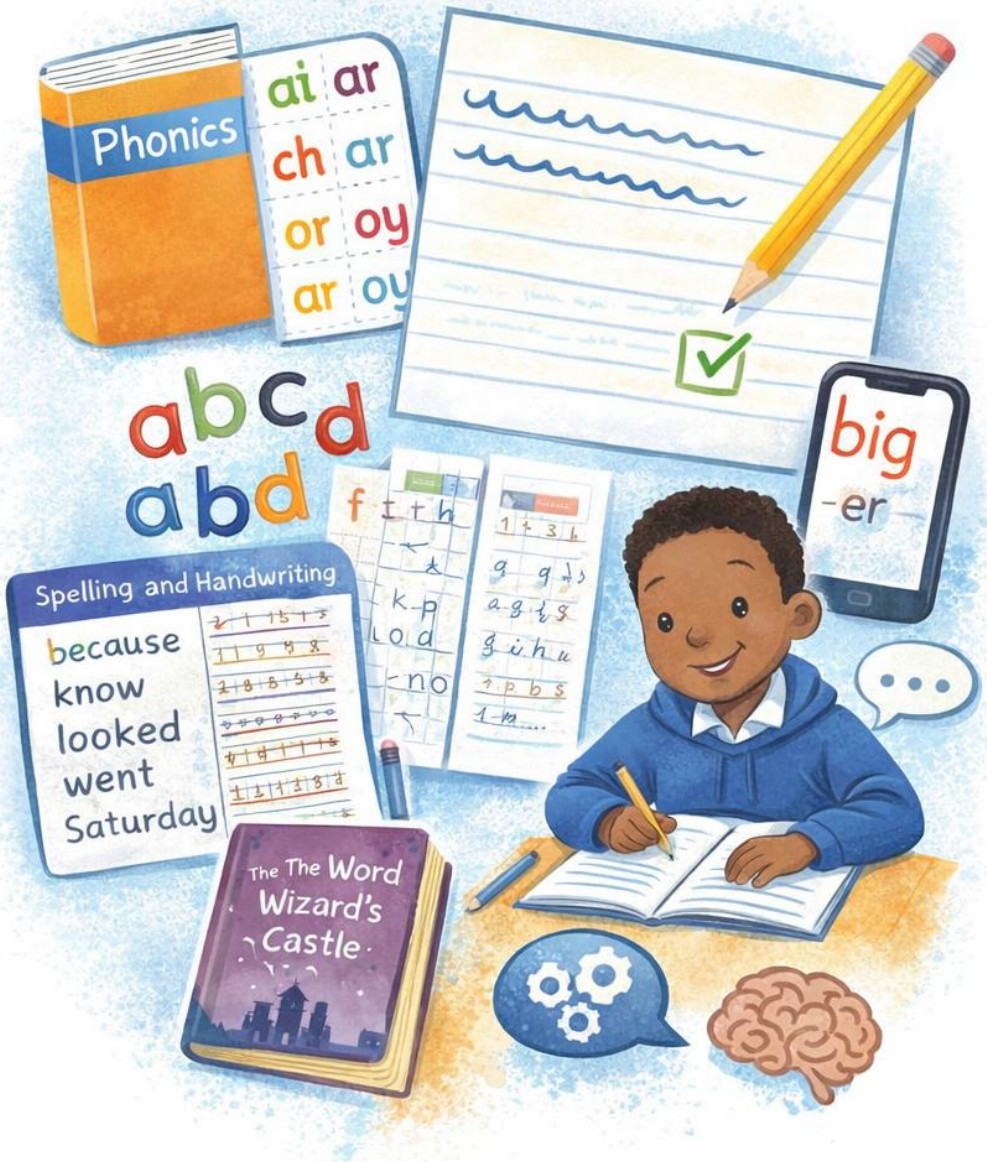
Writing Toolkit



Writing Toolkit

Intent

Aims

At Marwood Primary School, writing is taught as a carefully sequenced process built on secure foundations. We believe that pupils can only become confident, effective writers when the essential building blocks are explicitly taught, practised and secured over time.

Through our "I Am a Marwood Writer" approach, pupils learn what effective writers do, practise key skills explicitly and apply them independently in meaningful writing outcomes.

Our writing curriculum is designed to ensure that all pupils:

- secure core transcription skills (spelling and handwriting)
- develop control of sentence construction and grammar
- build a rich and precise vocabulary
- learn how writing works for different purposes and audiences

Writing is not taught as isolated tasks, but as a structured journey from foundational knowledge to independent application. Pupils revisit and apply key knowledge repeatedly so that it becomes increasingly fluent and automatic.

High-quality texts are used to provide meaningful context; however, the priority remains on ensuring that pupils know the knowledge and can apply it with confidence.

A writer at Marwood will:

- Write with accuracy and fluency, drawing on secure foundational knowledge
- Understand how to organise and structure writing for purpose and audience
- Use vocabulary, grammar and punctuation deliberately to shape meaning
- Edit and improve writing independently because they understand what quality looks like
- Approach writing with confidence, independence and resilience built through secure learning

Implementation

Marwood values

Our approach to writing reflects our whole-school vision:

- **Ambitious Progress** – all pupils secure the knowledge needed to succeed and go further
- **Respectful Consideration** – pupils communicate clearly and thoughtfully
- **Learning to Learn** – pupils develop independence through secure knowledge and practice

These values underpin our commitment to ensuring that no child moves on without secure foundations.

Curriculum design

Writing at Marwood is structured through three core areas:

- Spelling and Handwriting
- Vocabulary, Grammar and Punctuation

- Composition and Effect

Teaching is deliberately sequenced so that:

- Foundational skills are prioritised and secured early (EYFS/KS1)
- These skills are revisited and built upon in KS2
- Pupils are then able to apply knowledge independently in increasingly complex writing

In EYFS, the foundations of writing are developed through rich language experiences, storytelling, mark-making, fine and gross motor development, phonics and purposeful opportunities to communicate. Adults model the writing process explicitly, enabling children to develop confidence, vocabulary and early transcription skills before moving towards increasingly independent composition.

Early writing focuses explicitly on:

- letter formation and handwriting
- phonics-based spelling
- sentence construction
- basic punctuation

These are identified as non-negotiable foundations for future learning.

Writing is organised into carefully sequenced units that explicitly identify the knowledge and skills pupils need to become successful writers.

Progression grids

Progression maps and writing skills ladders are used to identify the precise knowledge and skills pupils need to learn next. Teachers use these documents to select and sequence the writing skills that form the focus of each writing unit either from autumn (entering), spring (developing) or summer (secure). Skills are layered throughout the year so children secure the foundations they need before moving on.


IAMA CLEVER WRITER

Autumn Term - Year 5 Entering

For the exclusive use of Marwood School

Handwriting
Adopt handwriting style according to the purpose of the writing.
Planning, Composition and Editing
Recount, discuss and use vocabulary and grammar from books that have been exposed to me to inspire my writing.
Plan writing (noting and developing initial ideas, drawing on reading and research and consider how authors have developed characters and settings) using a given model.
Plan writing identifying when tense changes are needed.
Evaluate and edit, ensuring the consistent and correct use of tense.
Plan writing for an identified audience and purpose, selecting the appropriate form, and use other similar writing as models.
Proof-read for spelling and punctuation errors.
Grammar and Punctuation
Use more sophisticated metaphors to describe things in my writing.
Use a metaphor as an opener.
Use personification.
Insert whole sentences to describe setting and characters.
Use show don't tell to build suspense, to introduce a dilemma in a story and convey a character's emotions.
Understand the importance of cohesion in my writing in fiction writing. I use place, time or manner adverbials to ensure cohesion in and across paragraphs.
Include direct speech in my stories but changing where the reporting clause is in the sentence (beginning, middle, end).
Adding a new line whenever a new person starts speaking.
Use speech within a piece of writing to move the story on.
Use noun phrases with a modifier, choosing words carefully to really 'show' the reader what I am describing.
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
Use a colon to introduce a list within a sentence.
Punctuate bullet points consistently in non-fiction.
Understand and identify the main clause & subordinate clause.
Include complex sentences, which start with a subordinating conjunction followed by a comma.
Link sentences and paragraphs using coordinating and subordinating conjunctions.
In narratives describing settings, characters and atmosphere and integrating dialogue to advance the action.
Ask a rhetorical question to appeal directly to the reader.
Use fronted adverbials (eg word, simile, preposition, adverb, conjunction, -ed word, dialogue) to open a sentence.
Confidently use the correct tense throughout a piece of writing (even if it means a change of tense).
Spelling

foreign	average	attached	according	accompany	ancient	achieve
apparent	bargain	bruise	conscious	critic	community	competition
criticise	category	cemetery	curiosity	definite	desperate	vegetable

The statements in bold are Key Indicator Statements and must be secure.

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At Marwood, teachers are aware of the importance of foundational skills and understand that effective learning is built upon secure foundations. In FS and Year 1, there is a strong focus on children acquiring the essential foundational skills that underpin future learning. These include early literacy skills such as letter recognition, letter formation, phonemic awareness and basic sentence construction. Children's development in these foundational skills are carefully tracked and monitored and where learning is not fully secured, appropriate interventions are put into place.

I AM A CLEVER WRITER

Genre Progression - Fiction

For the exclusive use of Norwood School



Retell					
Year 1		Year 2		Year 3	
Genre Features	Openers	Genre Features	Openers	Genre Features	Openers
Use past tense Title Include beginning, middle and Chronological order Story language: Once upon a time, one sunny day etc. Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.) No comma would be used after the fronted adverbial until Year 3.	*Time Adverbials* *Once upon a time* *One sunny day* *First, Next* *Then, After* *that, Finally* *Openers* *He, She, The,* *It, They* *Question openers* *Will, What* *Exciting openers* *Suddenly* *Quickly, As quick as* *a flash*	Way create a story map or use pictures as prompts Description of the character and setting No comma would be used after the fronted adverbial opener until Year 3.	*Time Adverbials* *Soon, Later* *At last, Eventually* *Openers* *Everyone, Far away* *In the distance* *Question Openers* *Where, Who, How* *Exciting openers* *Instantly* *Unexpectedly* *Subordinating conjunctions* *When, If*	A title to make the reader want to read the story Using paragraphs to organise my writing Include simple speech with inverted commas. Limited speech Detailed description of character OR setting By the end of Year 3 children should be beginning to use a comma after the fronted adverbial.	*Fronted adverbials* *How (Manner)* *Quickly, Softly* *Frantically* *Cautiously, As quick as a flash, As fast as he could* *When (Time)* *Later, A long time ago, Centuries ago in the beginning* *Where (Place)* *In the distance, Beneath his feet, On the horizon, Beyond the fields* *Subordinating conjunctions* *Before, After* *While, As*

Progression and Foundational Knowledge

Teachers use progression maps to ensure that:

- knowledge is taught in **small, manageable steps**
- pupils build on **what they already know**
- gaps are **identified and addressed immediately**

In EYFS and KS1, there is a strong emphasis on:

- transcription (spelling and handwriting)
- sentence construction
- spoken language and vocabulary
- learning behaviours such as independence and resilience

These foundations are:

- explicitly taught
- regularly revisited
- expected to become automatic over time

Planning and sequence of each writing unit

1. Assessment-Informed Planning

Teachers review:

- previous independent writing
- ongoing formative assessment
- identified misconceptions

to select the key skills and knowledge pupils need next.

2. High-Quality Text and Genre

A high-quality text provides a meaningful context for learning but this is driven by the skills children need to master (rather than the genre driving the sequence of lessons).

Teachers identify:

- genre
- intended outcome
- audience
- writing purpose

3. WAGOLL (What A Good One Looks Like)

A teacher model is used to:

- demonstrate expected outcomes
- analyse writing features
- highlight key grammatical structures
- expose pupils to ambitious vocabulary

4. Explicit Skill Teaching

Teachers teach and model the specific skills pupils need.
These may include:

- sentence construction
- punctuation
- grammar
- vocabulary
- organisational features

5. Repeated Application
Pupils practise the identified skills through:

- oral rehearsal
- sentence-level activities (perfect practice)
- short writing opportunities
- shared and guided writing

6. Star Write
The sequence culminates in an independent piece of writing.
The Star Write enables pupils to apply:

- taught skills
- genre knowledge
- vocabulary
- writing stamina

independently.

7. Review and Adapt
Assessment of the Star Write informs planning for future units.

I am a Marwood writer

At Marwood, writing is delivered through the "I Am a Marwood Writer" approach based on 'I am a Clever Writer'.

In Reception, children begin their journey as Marwood Writers through talk, storytelling, vocabulary exploration, mark-making and shared writing. Adults explicitly model how writers think and work, preparing children for the increasingly independent writing expected in Key Stage 1.

In years 1-6, each short sequence follows a common structure:

- Identify key skills
- Explore a high-quality text
- Analyse a WAGOLL (model text)
- Teach and practise writing skills
- Apply skills repeatedly
- Complete an independent star write

This shared approach ensures consistency across mixed-age classes whilst allowing teachers to adapt learning for different cohorts. Instead of following a scheme, the sequence of lessons are driven by what children need in the classroom at that particular point in the year (emerging, developing or secure) and their prior knowledge.

Working walls and displays of pupils' writing

Working walls and displays of pupils' writing are used to:

- make learning explicit, visible and cumulative over time
- support pupils to recall and apply key knowledge independently
- reinforce key vocabulary, sentence structures and writing features
- showcase high-quality examples of pupil writing, demonstrating how knowledge can be applied effectively

They act as a bridge between teacher modelling and independent writing, enabling pupils to draw on prior learning and apply it with increasing confidence and independence.



Working walls might include examples of:

- current WAGOLL
- vocabulary
- modelled examples
- key grammar features
- current writing skills
- examples of edited and improved writing
- "I am a Marwood Writer because..." statements

Handwriting

At Marwood, handwriting is taught as a core foundational skill, ensuring pupils develop the automaticity needed to focus on composition rather than transcription.
We follow the Letter-Join cursive handwriting programme, which is carefully sequenced to build secure foundations:

- In EYFS, pupils focus on accurate letter formation using printed letters
- In Year 1, pupils develop pre-cursive skills
- From Year 2 onwards, pupils learn and apply a fluent cursive style
- In Key Stage 2, pupils further develop fluency, consistency and accuracy

Handwriting is:

- taught through frequent, structured sessions (up to 5 times per week depending on year group)
- explicitly modelled and practised regularly to build fluency over time
- revisited to ensure accuracy becomes automatic

We place strong emphasis on children forming letters accurately before joining, as this underpins long-term success in writing.

Pupils who require additional support:

- receive targeted small group intervention
- are given opportunities to practise key skills in a focused way

Through this approach, pupils develop legible, fluent handwriting, enabling them to write efficiently and concentrate on the quality of their ideas.

Spelling

In EYFS and Year 1, we use the Essential Letters and Sounds phonics programme. Daily, structured sessions support children in learning letter sounds and developing secure grapheme–phoneme correspondences. Children also practise blending to read and write words and simple sentences that include the key sounds they have been taught.

In Years 2–6, we follow the Essential Letters and Sounds spelling programme (Essential Word Knowledge). Children are taught spelling rules and less common graphemes, aligned to the National Curriculum. There is a clear expectation that pupils apply taught spelling patterns consistently in their independent writing across the curriculum.

Phonics and spelling mats, along with commonly misspelt words, are available on pupil tables to support this application. In addition, each pupil has a personalised spelling card in their book, which they can refer to for words they frequently spell incorrectly.
Each lesson begins with a revisit and recap to help pupils embed previously taught sounds, patterns and rules, ensuring knowledge becomes increasingly secure over time.

Spelling knowledge is deliberately revisited and applied during writing sequences.

SEND and adaptive practice

Where children are working significantly below the expected age-related expectations of the curriculum, scaffolding and resources will be provided to enable pupils to undertake independent writing. The learning planned for by the teacher addresses the child's needs and reflects their targets on their My Plan as agreed by the school's SENDCo. These targets are monitored termly to ensure progression.
Where appropriate, teachers adapt the writing sequence by reducing the number of skills taught, using earlier progression ladders or providing additional scaffolds whilst maintaining access to the same writing outcome.

Impact

Assessment

Book scrutiny and moderation demonstrates a clear progression from taught skills to independent application within each writing sequence.
The star writes (found in the children's books) evidence that pupils make progress from the beginning of the unit to the final write.
Year 3-6 spelling assessments take place termly and the data is tracked.
Handwriting assessments take place termly.

Outcomes (national data)

In 2024, the KS2 spelling, punctuation and grammar data was at 77% with 15% at GD
In 2024, the KS2 writing data was at 69% with 0% GD
In 2025, the KS2 spelling, punctuation and grammar data was at 94% with 33% at GD
In 2025, the KS2 writing data was at 78% with 11% GD