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WRITING

Engage Academy

2025-2026



Nurturing inclusive learning communities



THE CURRICULUM INTENT AND SEQUENCE

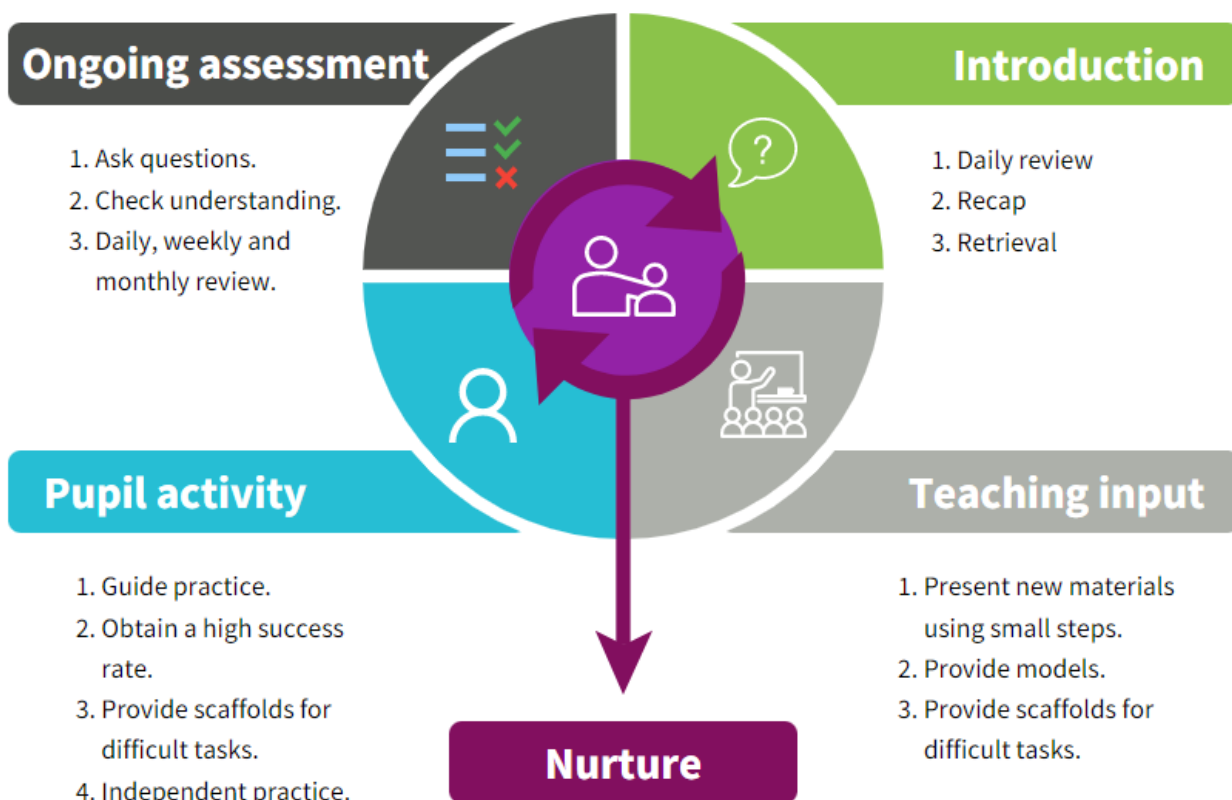
1	THE INTENT OF THE CURRICULUM
	At Engage Academy, we believe writing is a key skill for life. We aim to provide children with transferable writing skills, that can be used successfully within lessons at Engage and at their next educational setting. Children arrive at Engage at very different starting points in their writing journey. However, by the time they leave, we want all children to be confident writers who will ‘have a go’, to be coherent in what they write, and increasingly accurate in their spelling and transcription. We recognise writing as a complex process, with various layers to unpick and support.

2	THE IMPLEMENTATION OF THE CURRICULUM
	Children have daily opportunities to write for a variety of purposes, within a variety of contexts, access new learning and practise key skills. Writing is taught through explicit English lessons, supported in daily handwriting, SPAG activities, phonics lessons and applied across the wider curriculum. Children may be working on explicit cognition and learning targets taken from their EHCPs, or individual/whole class writing targets identified by their class teacher. Teachers have a wide range of schemes to support the teaching of writing, and may include: Read Write Inc, Power of Reading and Literacy Shed. Units of work are chosen based on their links to wider learning, the interests of the pupils and are driven by high quality texts and media. For pupils at the beginning of their writing journey, the focus will be on writing simple sentences, with a view of becoming increasingly independent as they progress. Pupils may be supported through sentence building, oral rehearsal, colourful semantics etc.. Once pupils can write simple sentences independently and consistently, teachers can begin to teach different texts and for different purposes including fiction and non-fiction. Teachers use the skills progression document to support this.

3	THE IMPACT OF THE CURRICULUM
	Children are increasingly likely to be engaged in writing lessons. Children have the confidence and ability to use their writing as a means to communicate effectively.

Children are proud of their writing, and it is displayed across school to be shared and celebrated.

What do our lessons look like?



All lessons are underpinned by the 6 principles of nurture ensuring that:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for the development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

Strategies	What do we expect to see in lessons?
Daily review	Teacher reviews previous learning through questioning, sharing pupils' writing, phoneme practice and retrieval activities.
Present new materials using small steps	New learning is built in small steps at an appropriate level, achievable and repeatable steps to build confidence, competence and retention.
Provide models	The teacher models the skills first. Explicit handwriting lessons model strategies daily.
Provide scaffolds for difficult tasks	Teacher provides temporary supports and scaffolds to assist in challenging tasks. Support reduced as children become more confident.
Guided practice	Children are given the opportunity to discuss and build on ideas with support.
Obtain a high success rate	Skills are constantly revisited and revised over time to ensure that children achieve age expected skills.
Independent practice	Children have the opportunity to practice regular and independently to transfer the knowledge into their long term memory.

Gold	• use commas to clarify meaning or avoid ambiguity in writing • use brackets, dashes or commas to indicate parenthesis • use hyphens to avoid ambiguity • use semicolons, colons or dashes to mark boundaries between independent clauses • use a colon to introduce a list punctuating bullet points consistently	SKILLS PROGRESSION – Handwriting (taught using the LSA approach – see Handwriting Policy for further information)	5
Silver	• use commas after fronted adverbials • indicate possession by using the possessive apostrophe with singular and plural nouns • use and punctuate direct speech (including punctuation within and surrounding inverted commas)		
BRONZE	• Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • develop understanding by learning how to use familiar and new punctuation correctly: • Full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list		
	Apostrophes for contracted form and for possession		
Gold	• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choose the writing implement that is best suited for a task		
Silver	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting		
BRONZE	• Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD) • Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) • Form lower-case and capital letters correctly. (LIT) • Know how to write the taught letters (LIT)		
	• Sit correctly at a table, holding a pencil comfortably and correctly (TNT/BBC) • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting ‘families’ and to practise these using the terminology taught to support formation. • Produce recognisable letters and words to convey meaning • Another person can read writing with some mediation • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters.		
Weekly and monthly review		Constant review through discussion and ongoing assessment, retrieval practice and breakfast assembly as well as in discrete lessons.	

SKILLS PROGRESSION – Punctuation



SKILLS PROGRESSION – Phonic and whole word spelling

Gold	• Use further prefixes and suffixes and understand the guidance for adding them • Use dictionaries to check the spelling and meaning of words • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Silver	• Spell further homophones • Spell words that are often misspelt (Appendix 1) Other word building and spelling: • Use further prefixes and suffixes and understand how to add them • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • Use the first 2 or 3 letters of a word to check its spelling in a dictionary
BRONZE	• Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) • Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) • Spell some taught common exception/ high frequency and familiar words. (LIT) • spell words containing each of the 40+ phonemes taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound • spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red • make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations • learn to spell common exception words Other word building spelling- • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un– • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 • learn the possessive apostrophe (singular) • learn to spell words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • show awareness of silent letters in spelling e.g. knight, write

SKILLS PROGRESSION – Vocabulary

Gold	- Use a thesaurus - Use expanded noun phrases to convey complicated information concisely - Use modal verbs or adverbs to indicate degrees of possibility
Silver	- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
BRONZE	- Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) - Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L) - Leave spaces between words - Join words and joining clauses using "and" - Use familiar adjectives to add detail e.g. red apple, bad wolf - Use expanded noun phrases to describe and specify - Attempt some varied vocab and use some varied sentence openings e.g. time connectives

SKILLS PROGRESSION – Grammar

Gold	- recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - use passive verbs to affect the presentation of information in a sentence - use the perfect form of verbs to mark relationships of time and cause - understand and use differences in informal and formal language - understand synonyms & Antonyms - use further cohesive devices such as grammatical connections and adverbials - use of ellipsis
Silver	- use the present perfect form of verbs in contrast to the past tense - form nouns using prefixes - use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) - use a wide range of fronted adverbials correctly punctuated - use a wide range of conjunctions, adverbs and prepositions to express time and cause. - learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
BRONZE	- use regular plural noun suffixes (-s, -es) - use verb suffixes where root word is unchanged (-ing, -ed, -er) - use the un- prefix to change meaning of adjectives/adverbs - combine words to make sentences, including using and sequence sentences to form short narratives - separate of words with spaces - use sentence demarcation (. ! ?) - use capital letters for names and pronoun 'I') - use coordination (using or, and, or but) - use commas in lists - use sentences with different forms: statement, question, exclamation, command - use subordination (using when, if, that, or because) - use apostrophes for omission & singular possession - use the present and past tenses correctly and consistently including the progressive form - use extended simple sentences e.g. including adverbs and adjectives to add interest - Use and understand grammatical terminology when discussing writing

SKILLS PROGRESSION – Transcription

	Planning writing	Drafting writing	Editing writing
Gold	note and develop initial ideas, drawing on reading and research where necessary	- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - precising longer passages - use a wide range of devices to build cohesion within and across paragraphs - use further organisational and presentational devices to structure text and to guide the reader	- assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors
Silver	- discuss and record ideas - compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	- organise paragraphs around a theme - in narratives, create settings, characters and plot - in non-narrative material, use simple organisational devices (headings & subheadings)	- assess the effectiveness of their own and others' writing and suggest improvements - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors
BRONZE	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) - Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) - Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L) - plan or say out loud what they are going to write about	- To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) - sequence sentences to form short narratives - write down ideas and/or key words, including new vocabulary - encapsulate what they want to say, sentence by sentence	- To check written work by reading and make changes where necessary. (LIT) - re-read what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - evaluate their writing with the teacher and other pupils - re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form