Eden Academy Trust

‘Together for better’

Writing

September 2026

Eden Academy Trust
Together for better

Fishburn Primary School
Whole School English Expectations 2026-27

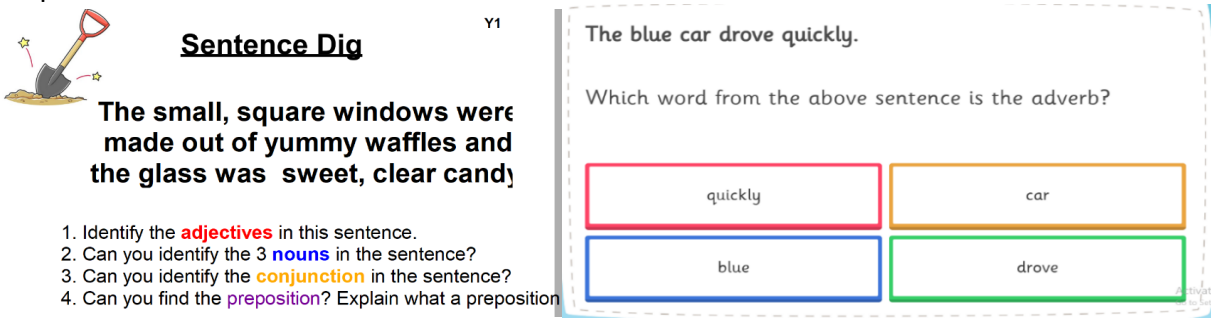
Bespoke Handwriting Curriculum

At Fishburn, all children- from Nursery to Year 6- actively engage in handwriting sessions at least 4 times per week in order to embed our Handwriting Policy. In all lessons, it is an expectation that handwriting is modelled by teaching and support staff and precursive letters are to be displayed in the classroom.

Sentence Dig

At Fishburn, the start of every English lesson must begin with a 5-minute SPAG starter focussed on the progression in grammar overview and identified grammar areas on the writing long term plan.. This part of the session does not require any recording in books, however these terms will be revisited regularly across the term to ensure the children's understanding is embedded. Staff will display a sentence – linked to the context of the writing- and incorporate at least 4 grammar questions that the children will discuss and respond to. This is to be done using whiteboards as a quick assessment tool. Paired discussion is also encouraged in this part of the lesson, use of the phrase **'two brains, one board'** for the '**show me'** part of the questioning.

Examples:



Each writing lesson should also contain discrete grammar teaching where staff will use progression in grammar documents and follow the outline from their writing long term plan to determine the focus.

In English books, contextualised skills lessons (linked to SPAG e.g. noun phrases) should be evident and relevant to the genre the class are focussing on. Writing cycle lessons are 'building blocks' to enable all children to successful write the chosen genre.
Every lesson implements the same sequence: Share model, discuss and teach the skill and then follow the 'I do, We do, You do' approach.

Spelling

During afternoon discrete spelling sessions, staff at Fishburn follow the scheme 'Spelling Success'

Spelling Success provides a Medium-Term Plan for the weekly planning of spelling rules for all stages

(Stage 1 = Year 1 etc). Spelling sessions last approximately 15-20 minutes

In **Year 2,** teaching and support staff follow the Little Wandle bridge to Spelling Scheme.
(Stage 1 = Year 1 etc).

Year 1 Autumn 1 week 1

Graphemes

ee	oo	or	ow
igh	ar	**oo**	ear

Spellings

feel	food	sort	down
right	hard	took	hear

Tricky words

go	my	into	out

Autumn 1 week 1
The toads feel so cool.
The boot on my right foot is too hard.
I can see foxes in the car lights.
We can go down to the town on the bus.

Year 2 Autumn 1
Phase 5 review

	Coverage	Tricky words
Week 1	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o-e oa oe ou	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	thought sure
Week 4	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

Writing Cycle

At Fishburn, we follow a bespoke, two - year rolling long term plan which meets the requirements of The Early Years Foundation Framework and The National Curriculum. Children from Reception to Year 6 receive English lessons 4 times a week..

Our writing curriculum is based around an engaging stimulus, which is, where possible, linked to our class topics and texts to enable cross-curricular learning.

The writing curriculum enables children to access a progressive range of different text types. Our writing cycle is as follows:

- Oracy lesson (where needed)
- Analysing the features of a new text type/introducing the next text
- Vocabulary lesson (tier 2 vocabulary)
- Sentence level lesson(s) (skills lessons comes from year group writing curriculum objectives)
- Planning, writing and editing- over 2 or 3 days (depending on the length of the text type the children are writing)
- Conferencing lesson (Year 3-6). This can be done in small groups or 1-1 and it is an opportunity to correct, up level and improve their writing.
  Free writing opportunities, in their own free writing books, takes place during conferencing lessons. All children are given suggested writing tasks that they have to choose from.
- Publish lesson (Y3-6) children publish their writing into their writing books.

At Fishburn, all of our children are given opportunities to write for a range of audiences and purposes across the year with a blend of planning for fiction, non-fiction and poetry writing and with a variety of purpose- to entertain, to inform and to persuade. We believe, at Fishburn, that the emphasis for writing should always be 'Quality over Quantity', with effective modelling and focussed teaching to support children towards successful writing.

Editing is encouraged but is balanced with free write activities. Missing a line in writing draft books for editing and improving ensures progression to be clear. Both staff and children understand that correcting spelling, secretarial skills and presentation are distinct from editing and improving.

We follow a progressive writing approach to promote creative, immersive writers from Nursery to Year 1.

Nursery Reception Year 1

Writing Stimulus

Each half term, classes base at least 2 pieces of writing around a particular stimulus, which includes: topic books,, novels, picture books or animations- some of which could be taken from our year group reading spine. Long term plans specify and track the genres covered throughout the academic year in each cycle in order to ensure all pupils cover a range. This can however be flexible if we are following the children's interests to foster a love of reading e.g. If the children are particularly enjoying their end of day novel, use this as a stimulus for writing. Writing is to be always given a purpose and audience, which is shared alongside the genre of writing to emphasise the importance of transforming the mechanical task of writing into a meaningful act of communication. These should be clearly displayed on the Working Wall and form part of daily writing lessons.

- Genre – What is the piece of work we are creating? (eg. Letter, newspaper article, postcard, poem)
- Purpose – Why are we creating this piece? (e.g. to persuade the King to give us more bank holidays)
- Audience – Who are we writing for? (e.g. our parents, the HOS,)

Setting out work in books

Children must write the long date in Writing books on the very top line next to the margin which is underlined with a ruler e.g. Monday 4th September

Directly underneath the date, the child should write the Learning Objective, next to the margin and underlined with a ruler. e.g. LO: To write a character description.

Then a line is left before the child begins their written work. ‘

Drafting

When drafting, in years 2-6, children must leave every other line blank for editing purposes. In Key Stage 2, children will make any edits to their work in black pen.

Sentence Level Lessons

Children do not need to leave editing lines; however, they should leave a line between sentences.

Marking and Feedback

Core Subjects

Staff must mark children’s work using a green pen in all subjects.
Live marking/verbal feedback is always encouraged.
Staff use the agreed marking codes to provide feedback to children in all skills lessons and for at the end of the planning and writing of a genre.

LO- Learning objective	Tick	Wobble	Cross
	The learning objective has been achieved.	The learning objective is not secure.	The learning objective has not been met.
E- Effort	Excellent effort	Acceptable effort	Unacceptable effort
P- Presentation	Excellent presentation	Acceptable presentation	Unacceptable effort
H- Handwriting	Excellent handwriting	Acceptable handwriting	Unacceptable handwriting
I (indpendent)			
IS (Independent Scaffold)			
AS (adult supported)			

Presentation

- A4 purple writing books
- Labelled (identified whether SEN-Bold, PP- italics
- Plastic cover
- Expectations for pupils and staff will be clear regarding presentation. Non negotiables will be established in September and revisited. eg. black pen to edit, lines left for drafting/redrafting, crossing out with a pencil and a ruler.

Stationary

- All children in Reception and Year 1, will write in pencil in their writing books.

- Once children are fluently joining their handwriting from Year 3 onwards, they should be given a blue pen.
- All tables, graphs, diagrams must be drawn in pencil.

Expectations of children's presentation

General Presentation

Children should be encouraged to record directly into their books in all subjects rather than using pre-made sheets; however, if adult-made resources are to be used, they must be trimmed to size and stuck into books neatly.

When using pen, if children's presentation is poor, they must be taught to cross it out using one horizonal line with a ruler. When using a pencil, if the presentation is poor, children can use a rubber to redo this part of their work.

English and Maths books should be protected by a transparent, plastic cover.

All books should be labelled with the child's name; teacher's name; and subject..