

English Writing at SS Mary and John Primary School

At SS Mary and John, we are proud to follow the English National Curriculum while providing a rich, book-based writing curriculum that places high-quality literature at the heart of learning. From Early Years through to Year 6, our approach ensures that reading and writing are meaningfully connected and support one another.

A Book-Based Approach

All year groups follow a book-based curriculum, using engaging fiction, non-fiction, and poetry texts as stimuli for writing. Writing is taught through a two-week cycle that builds towards a final written outcome. Across this cycle, children explore vocabulary, grammar in context, shared and modelled writing, as well as opportunities for drafting, editing, and publishing.

We use high-quality model texts and follow the **Grammarsaurus Genre Progression** and **Grammar Skill Progression** documents to ensure that children develop their writing skills consistently and progressively throughout their time at school.

Writing in Early Years and Key Stage One

In the Early Years, children develop the motor skills needed for writing through a range of activities across continuous provision. They begin to form letters and apply phonics knowledge to write simple words and phrases.

In Key Stage One, pupils continue to use phonics to write sentences based on stories and themes they explore in class. As their confidence grows, they begin to write for different purposes and audiences, improving their sentence structure, vocabulary, and fluency.

Writing in Key Stage Two

In Key Stage Two, children build on their foundational knowledge to write at length for a variety of audiences and purposes. Each piece of writing follows a clear process—**planning, drafting, editing, and publishing**—helping children understand that writing is a craft that improves with effort and reflection.

We use a scaffolded approach to writing:

- **My Turn (Modelled Writing)**
- **Our Turn (Shared Writing)**
- **Your Turn (Independent Writing)**

As the year progresses, these supports are gradually removed as pupils become more independent and confident writers.

Grammar, Punctuation and Spelling

We begin each academic year with a dedicated grammar unit, following the **Grammarsaurus "Place Value of Punctuation and Grammar"** scheme. This structured programme introduces and consolidates key grammatical concepts, sentence structures, and punctuation rules in line with National Curriculum expectations. The scheme includes:

- Year-by-year progression of grammar knowledge
- Structured, objective-led teaching
- Editable, high-quality resources
- Alignment with statutory National Curriculum SPaG outcomes

After this initial unit, grammar and punctuation are taught throughout the year in the context of writing, with children applying their skills in a range of genres and formats.

Teaching Editing Skills

Editing is an essential part of our writing process, and children are taught how to review and improve their work from the earliest stages:

- **EYFS & Year 1:** Focus on correcting letter formation, applying capital letters and full stops, and checking phonics-based spellings.
- **Year 2:** Begin to edit punctuation (., ? ! '), improve vocabulary, correct common exception words, and refine sentence structure.
- **Lower KS2:** Build on KS1 skills while introducing commas, inverted commas for speech, and more structured sentence editing.
- **Upper KS2:** Edit with an eye on purpose and reader, improving vocabulary, adjusting formality, and refining sentence structure and punctuation for effect.

Handwriting

Handwriting is a daily focus across Key Stage One and Two. Pupils use the **LetterJoin cursive handwriting script**, with handwriting modelled regularly by staff. Good examples of handwriting are celebrated and shared, and weekly handwriting awards are given to encourage pride and care in presentation.

Celebrating Writing

At SS Mary and John, children take great pride in their writing. Final pieces are often published, displayed around the school, or shared with peers—giving pupils a sense of audience and purpose.