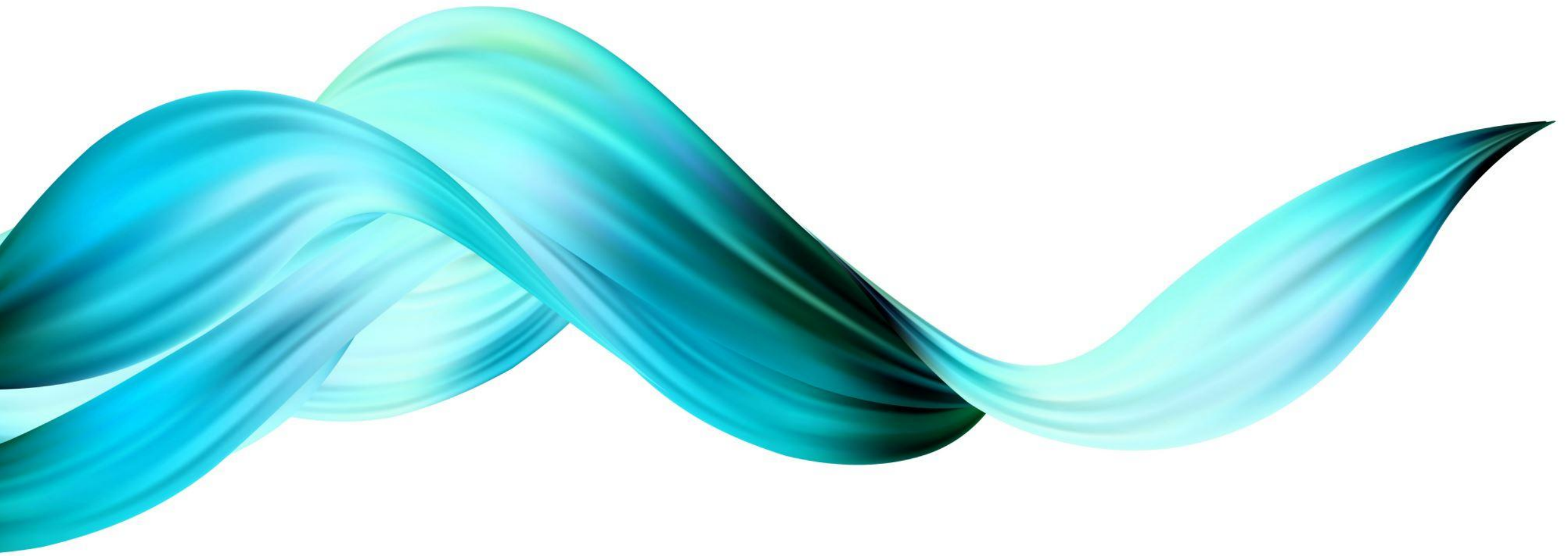


- *“After nourishment, shelter and companionship, stories are the thing we need most in the world.” – Phillip Pullman*
- *“I can shake off everything as I write; my sorrows disappear, my courage is reborn.” – Anne Frank*



WRITING IN OUR SCHOOLS

Redrafted by Lynsey Blackmore, 2025 (original notes by Ian Jackson)

OUR APPROACH

Powerful, engaging
texts as models

Increase motivation
by making the
process exciting

Daily practice for
resilience

Breaking down
barriers for
accessible learning

Reflective writers to
make stronger
choices

Knowledge and skills
are introduced
progressively and
deepened through
consolidation.

A CLEAR
CURRICULUM

Use your school English
handbook (what to teach with examples)

Use the EPA Writing Assessment
Framework to support planning

Refer to the EPA Progression of
Writing Skills by Text Type.

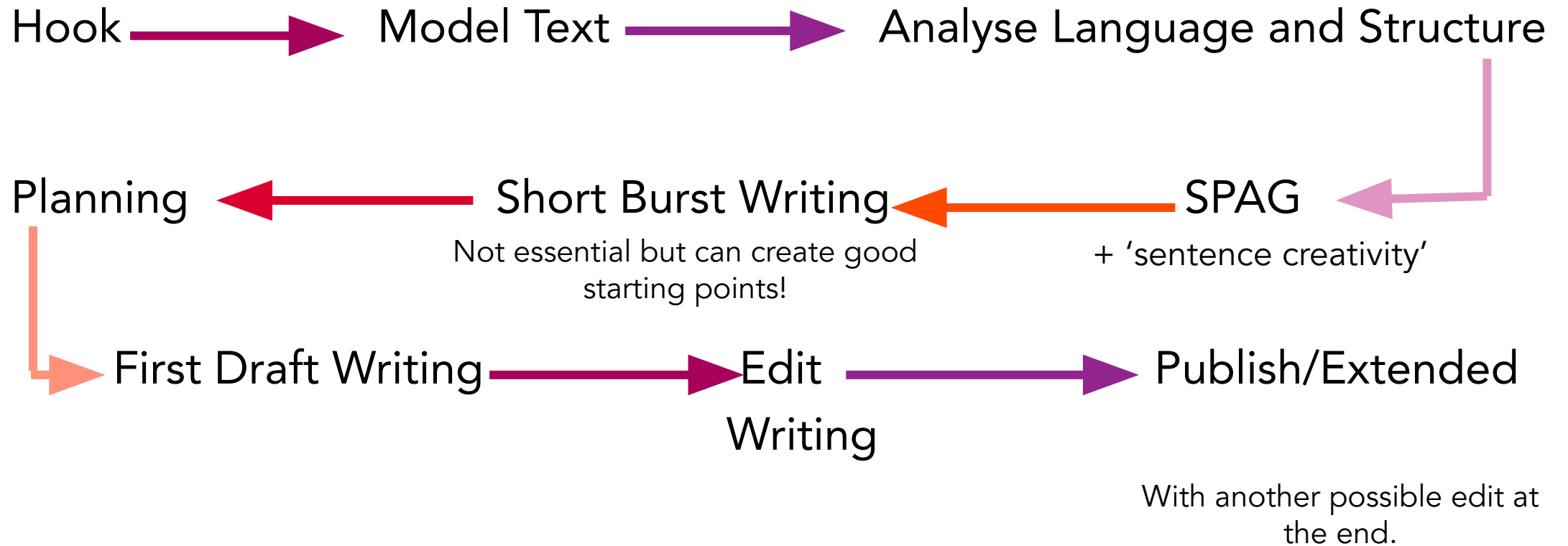
Make the writing purposeful

Composition Skills Writing clear ideas based on personal experience, sentence structure.	AP2 – Developing Range and Control Focus: Growing sentence variety, cohesion, and response to discussion.	AP3 – Independent Application and Refinement Focus: More fluent, varied writing for purpose and audience.
Write simple sentences based on real or familiar experiences. Example: "I went to the park with Mum." Attention: Sentences should reflect everyday events or class-based experiences.	Use present and past tense mostly correctly. ➤ Example: "Yesterday, I played outside. Today, I am watching TV." ➤ Clarification: Tense consistency is mostly secure.	Write a simple, coherent narrative independently. ➤ Clarification: Story has structure, ideas flow logically, with clear character and setting details.
Write short narratives based on known stories or personal experiences. Example: "The troll was very big and scary. He chased the goat." Attention: Beginning, middle, and end are present but may be brief.	Use coordinating conjunctions ('and', 'but', 'or'). ➤ Example: "I like jam but I don't like butter." ➤ Clarification: These help extend and balance ideas.	Adapt tone slightly for purpose or audience. ➤ Example: Writing a friendly birthday invitation vs. a diary entry. ➤ Clarification: Word choices and phrasing begin to reflect purpose and audience.
Write a short account of a real event, simply and clearly. Example: A diary entry about a school trip. Attention: Sentences describe what happened in order.	Use subordinating conjunctions (when, if, because, that). ➤ Example: "I cried when the balloon popped." "I will be happy if Mum gets home."	Proofread writing to check punctuation and sentence sense. ➤ Clarification: Child identifies missing full stops, tense errors, and repetition with some independence.
Write most sentences with capital letters and full stops. Example: "We saw a dog. It barked at us." Attention: Begin sentences with capital letters and end them with a full stop.	Write in response to oral discussion or a model. ➤ Clarification: Pupil plans writing with support but adapts the structure.	Use a wider range of conjunctions to extend ideas. ➤ Example: "Although I was tired, I kept walking." (if introduced)
Use capital letters for proper nouns (names, days). Example: "Ben and Sarah went to London on Tuesday."	Write narratives with some development of plot and detail. ➤ Example: "She found a magic key. She opened the door and saw a dragon."	Begin to shape paragraph-like groupings (e.g. TIPTOP orally). ➤ Clarification: Linked ideas are grouped even if not formally paragraphed.
Write about events logically. Attention: Events follow a time order using first, next, then, finally.	Write about a familiar real-life event with greater detail. ➤ Example: "First we saw the elephants. Then we had lunch on the grass."	Compose extended pieces over multiple sessions with coherence. ➤ Clarification: Writing is sustained across several paragraphs.
Foundations of sentence construction and core vocabulary use	AP2 – Developing Range and Control	AP3 – Independent Application and Refinement
Use capital letters and full stops accurately in most sentences.	Use a range of conjunctions (FANBOYS and some ISAWAWUBUB).	Write compound and complex sentences using conjunctions.
Use capital letters for proper nouns. Example: Sarah, London, Tuesday	Use expanded noun phrases. ➤ Example: "The huge, growling dog barked loudly."	Demonstrate tense consistency across a piece.

Mastery Writing Approach (composition, vocabulary, grammar, punctuation and transcription)

- The core writing skills (composition, vocabulary, grammar, punctuation, transcription) are absolutely central.
- Progression in these areas ensures pupils develop accuracy, fluency and control.
- Mastery means children can *apply* these skills consistently and confidently, not just practise them in isolation.

ENGLISH TEACHING MODEL



HOOK

Engage the children in their writing. If they are interested, they will produce higher quality writing.

Create a scene to investigate

Message for the class

Act out a scene

Treasure hunt for clues

Fairy doors around the school

Dress up day

Link to another curriculum area





SHARE AN ASPIRATIONAL EXAMPLE OF WHAT YOU WANT THE CHILDREN TO PRODUCE. INCLUDE ALL THE CORE SKILLS AND TEXT FEATURES YOU WANT THE CHILDREN TO LEARN .



MAKE IT MEMORABLE AND SHORT FOR EASY RECALL. THIS WILL HELP THE CHILDREN WHEN THEY WRITE THEIR OWN VERSION.

MODEL TEXTS

When creating a model text, ensure it clearly demonstrates the progressive core learning outcomes being taught while also weaving in greater depth features to illustrate how these skills can be extended towards mastery. Remember, we are aiming for 80% of our pupils to achieve Age-Related Expectations (ARE) and 40% to be working at Greater Depth

Lyra hardly ever climbed out of her bedroom window these days; she had discovered a better way to reach the roof of Jordan College. The Porter, a kind old man, gave her a special key that opened the door to the Lodge Tower's roof. He couldn't climb up there himself because he was too old, so Lyra helped by inspecting the roof stonework and lead. As a reward, she could go up to the roof whenever she pleased.

Excited, determined, delighted, Lyra hurried to the rooftop whenever she had the chance.

When Lyra lay down on the roof, she felt invisible to everyone but the sky. A low wall surrounded the square roof and her loyal companion Pantalaimon, who could transform into different animals, often perched on the corner to watch the storks on St. Michael's Tower across the street.

Relaxed, comforted, soothed, Lyra listened to the gentle hum of the city drifting up from below.

One afternoon, while Pantalaimon lounged lazily on the wall grooming his red-gold fur, Lyra stood up and gazed out. She could see a row of tall trees rising above the buildings. She was eagerly awaiting the arrival of the starlings. Last year, an extraordinary number of starlings had gathered in the Botanic Garden and every evening they had put on a mesmerizing show in the sky, swirling and dancing together.

"There must be millions of them," Pantalaimon remarked.

"Maybe even more. It's impossible to count them... Look, there they are!" Lyra exclaimed.

The starlings didn't look like separate birds; they formed a massive flock that moved as one. Fascinated, awed, inspired, Lyra watched their shapes unfold across the sky. It was like watching a single piece of cloth, gracefully twisting and turning through the air. This sight made Lyra think of a secret message waiting to be decoded.

Key

Dialogue/punctuation for speech

Subordinate Clause

Simile

Challenge - find 3-ed sentences and consider the effect of using these.

Writing to inform - Explanations:

Purpose of explanation texts: To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.

Generic text structure:

- A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.
- The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.
- Specific features that include written in the present tense, text arranged into numbered points, time conjunctions, diagrams with labels and pictures with captions

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• s		Basic explanation • consistent use of present tense • questions used to form titles • question marks used to denote questions (Y1) • conjunctions e.g. so...because to	Sectioned explanation • Introduction to paragraphs as a way to group related material • consistent use of present tense • express time, place and cause using conjunctions (e.g.	Explanation text with paragraphs • fronted adverbials • paragraphs to organise ideas • cohesion through the use of nouns and pronouns	Developed explanation text • indicate degrees of possibility using adverbs and modal verbs • layout devices to provide additional information and guide the reader	Scientific writing/report • cohesion through a wider variety of devices • passive voice • appropriate levels of formality demonstrated • features of

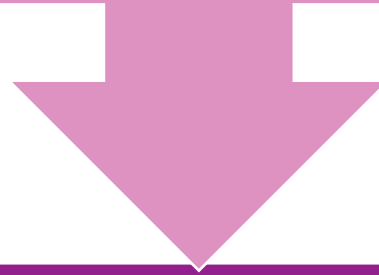
PROGRESSION OF WRITING SKILLS BY TEXT TYPE

- **Writing is also about purpose and audience.** Different genres—such as narrative, report, letter, explanation, and persuasion—demand distinct structures and features.
- It is important to check whether pupils can apply their skills effectively in **authentic writing tasks**.
- Referring to progression by text type ensures pupils experience a **broad writing curriculum**, learning how to adapt style and structure for different contexts.

The EPA Progression of Writing Skills on EPA Learn is a valuable resource.

ANALYSE THE MODEL TEXT

Identify the SPaG features of the model text.



Share it to produce a success criteria for the children. They should know why they are learning these complicated terms!

IDENTIFY FEATURES OF A TEXT TYPE



Understanding different text types is essential to be able to teach the range effectively.



Consider the purpose for the writing. Why do children need to learn to write this?



What do they need to include?
How could challenge be added?

SPAG FOR TEXT TYPE WITHIN THE MASTERY JOURNEY



Without transcriptional accuracy, writing lacks fluency. Without grammar and punctuation, meaning and effect are lost. Without vocabulary, writing lacks precision and voice.



Knowledge and skills are introduced progressively and deepened through consolidation.



SPaG is not bolt-on knowledge but underpins all strands of writing.

Year	Sentence Type	Example	Rule	Link to National Curriculum
Year 5	3 __ed	Frightened, terrified, exhausted , they ran from the creature. Amused, amazed, excited , he left the circus reluctantly. Confused, troubled, worried , she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	- using expanded noun phrases to convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing
	Noun, which/who/where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with <u>which</u> , <u>who</u> or <u>where</u> .	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun -
	2 pairs sentences	Exhausted and worried, cold and hungry , they didn't know how much further they had to go. Injured and terrified, numb and fearful , he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.	- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i>	- Indicating degrees of possibility using adverbs
	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	- 3 negative followed by a dash and then a question which relates to the three adjectives.	- Brackets, dashes or commas to indicate parenthesis -
	Name – adjective pair – sentences	Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with	- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked.	- Brackets, dashes or commas to indicate parenthesis -

SENTENCE CREATIVITY - Greater depth features are built in to our modelled texts, giving aspiration and challenge. Our EPA Variety in Sentence Structures on EPA Learn are a valuable resource for this.

SHORT BURST WRITING

Not essential but can create good starting points if children are new to a text type or genre feature!



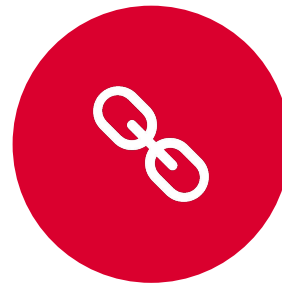
Build up independence and stamina in writing



Identify gaps or consolidate a writing skill



Can be used as evidence for assessment



Link it to the text type you are working on so that it can provide a starting point for extended writing

PLANNING

Plan using a variety of tools:

- Create a character profile
- Story mapping
- Boxed up plan
- Flow diagram
- Act it out
- Co-create a sentence strip

DRAFT WRITING

A **first draft** is children's *first proper attempt at putting their ideas into sentences or paragraphs*.

“Independent” doesn't mean *without help* — it means writing **without the teacher scribing for them** but with supportive scaffolds in place. The writing is their own.

The focus is on **ideas and flow**. The transcriptional skills are necessary but can also be revisited during editing.

- Reflect on the writing journey
- Use co-created success criteria
- Give time to write at length
- Provide scaffolds where necessary and appropriate to support pupils' independence.

EDITING

Time: Give pupils time to edit their writing to improve it, with scaffolds and support for this.

Self-editing: Look back through English books and incorporate good ideas. Check spellings with a dictionary. Use a thesaurus to find ambitious synonyms.

Peer-assessment: Mixed ability pairing is often successful. Focus can be given to transcription skills.

Clear: Use a different writing instrument to make edits clearly visible.

UNIT OF WORK - allowing 12 lessons

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Hook + model text	Analyse language/structure	Explore story with drama	SPaG	SPaG
Week 2	Sentence Creativity	Planning	First Draft	Edit and improve	Extended writing
Week 3	Final editing, Improving discussion	Checkpoint write for a previous studied genre.	Begin next hook and model text		

UNIT OF WORK - allowing 15 lessons

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Hook + model text	Analyse language/structure	Explore with drama	SPaG	SPaG
Week 2	SPaG	SPaG	Sentence Creativity	Short burst writing	Planning
Week 3	First Draft	Edit and improve	Extended writing	Editing and Improving discussions	Checkpoint write for a previous studied genre.

Checkpoint Writing

Guidance for Independent Writing Tasks

During each short term, children will complete at least one—and ideally two—independent writing tasks in a genre they have previously been taught, but not immediately before the task. This task should:

- Be completed within one lesson (appropriately 30 minutes for KS1 and 45 minutes for KS2).
- Be completed with as much independence as is realistic for the child—scaffolds from prior lessons (e.g., word mats, vocabulary, displays) may remain visible, but teachers should not guide or model during the writing unless support is needed (e.g. SEND).
- Reflect each child's current writing ability without adult intervention, unless support is needed for engagement (e.g. SEND), which should be taken into account when making judgements.
- Include time to edit using a different coloured writing tool for composition, vocabulary, grammar and punctuation (VGP), and transcription. This can be carried out with a partner, allowing pupils to improve both their own and others' writing by giving and receiving feedback.

Purposeful Checkpoint Writing

‘The purpose of
assessment is to
improve, not to
prove’

Purpose of a Checkpoint Write.

It provides a clear snapshot of what children can achieve independently at this stage of their writing journey.

It must be used to highlight misconceptions, identify exemplars and inform the upcoming planning: notice, respond and adapt!

Checkpoint Writes help teachers track progress across the year toward writing **independence and refinement** by **Assessment Point 3 (AP3)**.

Purpose: To capture what pupils can currently do independently, without over-scaffolding.

Outcome: One short piece can evidence a *range of skills*. It doesn't need to be perfect—it's a *checkpoint snapshot* of what pupils can do independently in approximately 30 minutes.

AP1 Year 3 Brief narrative inspired by *How to Train Your Dragon* (30-45 minutes) Children are given an engaging hook “**You discover a dragon’s egg hidden deep inside the cliffs. What happens when it begins to crack open?**” **Outcome:** One short piece can evidence a *range of skills*.

Level	Example Pupil Outcome	Key Features for Teachers to Notice
Not Yet Met	the egg was big and it brok a dragon come out it was red it was scary i run away the dragon run too the egg was on the floor	- No clear beginning, middle, end. - No paragraphs, written as notes. - Very limited description. - Repetitive sentence structure (“and/then”). - Punctuation mostly missing. - Purpose/audience not evident.
Expected	The egg cracked loudly and Isla jumped back. Smoke curled up from the hole in the shell. Suddenly a small dragon poked out its head and squeaked. It was green, shiny and hot. Isla didn't know what to do. "Should I touch it?" she whispered. The dragon blinked and stretched its wings. Then it tumbled out and shook itself. At last, Isla smiled. She reached out her hand and the dragon curled its tail around her fingers.	- Beginning, middle, and end clear. - TIPTOP paragraphing attempted. - Vocabulary borrowed from reading/models (“smoke curled”). - Correct use of full stops, capitals, question marks, exclamation mark, and commas in a list. - Apostrophe for contraction (“didn’t”). - Basic audience awareness (speech, tension).
Greater Depth	Carefully, Isla brushed the sand away from the smooth, glowing shell. It was cracked in three places and a faint tapping echoed inside. The egg shuddered. Then, with a sharp snap, a tiny dragon pushed through, coughing out sparks. Its wings were silver and scaled like armour. Isla gasped. “You’re not dangerous, are you?” she whispered. She remembered that the elders had said every dragon must be trained with patience or it will turn wild. Taking a deep breath, Isla held out her hand. The dragon sniffed it and then curled up in her palm. From that moment, Isla knew she was its rider.	- Secure beginning, middle, and end with build-up and resolution. - Paragraphs used deliberately for events/ideas. - Rich vocabulary (“glowing shell,” “scaled like armour”). - Technical detail/genre knowledge (elders’ advice). - Clear awareness of purpose and audience (tension, characterisation). - Secure punctuation, including speech. - Narrative extends beyond basic template, shows originality.

At **AP1, AP2, and AP3**, teachers use these Checkpoint Writes, alongside pupils' extended writing, to assess against the **Writing Framework Progression Statements** using our **EPA QLA documents**.

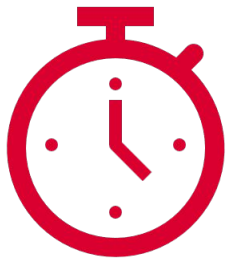
By tracking these assessments, teachers can identify next steps and plan future teaching effectively.

Checkpoint Writing

Key Reminders for Teachers

- **This is not a test** – it is an **assessment checkpoint** to see what children can do independently.
- **Protect writing time** – allow children to write at length without interruptions or over-direction.
- **Inspire writing** – provide purposeful, engaging tasks that motivate children to write with enthusiasm.
- **Keep it authentic** – resist the urge to correct, prompt or intervene during the task.
- **Celebrate and use the outcome** – value progress shown and use the writing to inform future planning.

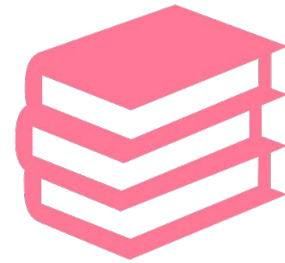
QUESTIONS?



English Leads and our EPA English Strategic Lead are available to support with planning and delivery of writing.



Engage children fully in the writing process and bring creativity into your teaching — make writing exciting, purposeful and fun!



Use all available resources, including your school English Handbook, the EPA Learn platform, colleagues and AI, to support your planning and teaching.