Bewdley Primary School Writing Curriculum

Introduction, Implementation and Evidence Register

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1. Our Curriculum Intent and Six Principles

Our Curriculum Intent

At Bewdley Primary School, we want every child to become a confident, fluent and increasingly independent writer who can communicate effectively for a range of purposes and audiences. We want children to recognise that writing is meaningful: a way to tell stories, share knowledge, explain ideas, persuade, imagine and express themselves. As they progress through school, pupils learn not only how to write accurately, but how to make deliberate choices that shape meaning and engage their readers.

Our curriculum is built upon secure foundational knowledge and skills, which are explicitly taught, practised and revisited throughout a child's time at school. These include oral language, phonological awareness, phonics, spelling, handwriting, transcription, vocabulary, sentence construction and the ability to organise and communicate ideas. We recognise that fluency and automaticity in these foundations are essential: when children can spell, form letters and construct sentences with

increasing ease, they have greater capacity to concentrate on composition. Where foundational knowledge is insecure, it is revisited and strengthened, regardless of a child's year group.

Writing is developed and applied across the whole curriculum, not solely within English lessons. Children learn to communicate effectively in different subjects and contexts, drawing upon their growing knowledge of vocabulary, sentence structures, organisation and writing conventions. Opportunities to write across the curriculum allow pupils to retrieve, strengthen and apply what they have learned, while recognising that different subjects place different demands on written communication.

Writing knowledge is carefully sequenced and developed cumulatively. New learning builds upon what children already know, while previously taught knowledge is deliberately retrieved, strengthened and applied in increasingly demanding contexts. High-quality literature, poetry, non-fiction and carefully selected stimuli provide inspiration and demonstrate the possibilities of language. Explicit teaching, effective modelling, purposeful practice and responsive support enable pupils to develop the knowledge and confidence to write with increasing independence.

Throughout the curriculum, audience and purpose remain central. Children learn to consider what they are writing, why they are writing it and who will read it. Grammar, punctuation, vocabulary and sentence structures are taught as tools for communicating meaning, rather than features to include simply because they appear on a checklist.

Our ambition is that every child leaves Bewdley Primary School equipped with the knowledge, skills and confidence to express themselves effectively, make thoughtful choices as a writer and approach unfamiliar writing tasks with independence and creativity.

Our Six Curriculum Principles

1. Secure the foundations — Explicitly teach and revisit oral language, phonics, spelling, handwriting, sentence construction and the essential knowledge needed for successful composition.

2. Build cumulatively — Sequence new learning carefully, reactivate prior knowledge and strengthen understanding through repeated, purposeful application.

3. Write with purpose — Ensure audience and purpose shape choices about content, organisation, vocabulary, grammar and the intended effect on the reader.

4. Learn from high-quality writing — Use high-quality literature and ambitious model texts to explore the choices effective writers make, alongside explicit teacher modelling that demonstrates how and why writing is composed, refined and improved.

5. Keep knowledge live — Provide opportunities to retrieve, practise and apply previously taught knowledge across different writing types, subjects and contexts.

6. Grow independent authors — Use modelling, shared writing, guided practice and responsive scaffolding to build confidence, gradually transferring responsibility to pupils so they can make and justify their own choices.

2. Curriculum Implementation and Progression

How We Teach Writing

At Bewdley Primary School, writing is taught through an explicit, cumulative and responsive approach. Teachers use the year-group curriculum and assessment information to identify the knowledge children need to learn, retrieve and strengthen. Learning is carefully sequenced, with secure foundations supporting increasingly sophisticated composition.

High-quality texts and ambitious model writing help pupils recognise the features and choices that make writing effective. Teachers also model the writing process explicitly, composing and refining writing in front of pupils while explaining how and why particular choices are made.

Oral rehearsal, discussion, shared writing, guided practice and purposeful scaffolding support children in developing their ideas and applying new knowledge. Responsibility is gradually transferred to pupils as they become more secure, with teaching adapted to their needs rather than following a rigid sequence.

Children are taught to plan, draft, revise, edit and proofread as appropriate to their age, stage and the writing task. Revision focuses on improving meaning, clarity and effect, while editing and proofreading address technical accuracy. Children are given opportunities to compose meaningful writing throughout a unit, rather than completing isolated exercises before producing a single final piece.

Foundational skills remain a teaching priority throughout school, not only in the early years and Key Stage 1. Teachers check the fluency and automaticity of spelling, handwriting, transcription and sentence construction, providing precise additional instruction and practice when needed.

Writing is applied across the wider curriculum. Teachers help pupils understand the vocabulary, knowledge and conventions of individual subjects; writing in science, history, geography, religious education and other subjects serves those subjects' learning purposes rather than simply rehearsing English objectives.

How Writing Progresses Through School

Nursery and Reception	Develop communication and language, storytelling, vocabulary, physical readiness, mark-making, phonological awareness, early transcription and oral composition through purposeful play, meaningful experiences and increasingly explicit teaching.
Years 1–2	Secure phonics, spelling, handwriting, sentence construction and punctuation. Develop fluency, stamina and the ability to connect and organise ideas through purposeful narrative and non-fiction.
Years 3–4	Maintain and strengthen foundations while developing paragraphs, cohesion, sentence variety and a wider grammatical repertoire. Explain and apply choices linked to audience and purpose.
Years 5–6	Develop control over whole texts: organisation, cohesion, register, viewpoint, tone and authorial effect. Select and manipulate language with growing independence; revise and refine deliberately.

Progression is not simply about writing more or using increasingly complex vocabulary. It is about greater knowledge, fluency, control, precision and independence.

Inclusion and Ambition

We maintain high expectations for all pupils while recognising that children develop writing knowledge and fluency at different rates. Teachers identify barriers and adapt teaching through oral rehearsal, visuals, explicit vocabulary teaching, additional modelling, sentence scaffolds, targeted transcription practice and alternative methods of communication (such as symbols, signing or communication devices), as appropriate. Support is carefully matched to need and reduced as pupils become secure. Pupils ready for challenge demonstrate increasing precision, sophistication and independence in authorial choices rather than simply producing more writing.

Assessment and Responsive Teaching

Assessment is integral to writing teaching. Teachers consider what pupils can explain, retrieve, compose and apply, identifying secure knowledge and areas needing further teaching or practice. Evidence includes discussion, oral composition, sentence work, drafting, revision and independent writing. Teachers distinguish supported performance from independent application. Year-group writing checklists support consistent judgements and inform subsequent teaching.

3. How Our Writing Curriculum Fits Together

The curriculum is supported by documents establishing expectations, progression, teaching approaches and assessment from Nursery to Year 6. Together they provide consistency without requiring staff to consult every document for every lesson.

Curriculum Knowledge and Progression

Knowledge Journey	Identifies when knowledge is introduced, retrieved and applied within each year group.
Writing Progression – Individual Year Groups	Detailed year-specific curriculum across spelling, handwriting, composition, grammar and punctuation, including statutory expectations where applicable, BPS sequencing, foundational knowledge and end-of-year or stage expectations.
Grammar and Punctuation Small Steps	Breaks grammatical and punctuation knowledge into manageable teaching steps.
Bewdley Primary Sentence Craft and Progression	Supports systematic development of sentence accuracy, construction, variety and control.
Bewdley Primary Vocabulary Progression Document	Sets expectations for vocabulary instruction, oral rehearsal and precise choices.
Bewdley Primary Genre Progression	Maps progression in writing types, purpose, audience, organisation, language and authorial choices.

Foundational Skills and Transcription

Little Wandle Phonics Overview	Supports systematic phonics and early spelling knowledge.
Spelling Shed Overview and Spelling Shed Medium Term Plan	Provide spelling instruction and practice sequencing.
Handwriting Overview	Sets out handwriting development and fluent transcription.

Planning and Teaching

BPS Guide to Planning Writing	Supports knowledge-led planning, audience and purpose, models, live modelling, practice and independence.
BPS AI Model Text Guidance	Supports critical creation and evaluation of ambitious, purposeful model texts.
Learning Intentions and Success Criteria Guidance	Supports precise learning intentions and success criteria aligned to intended learning.

Assessment

Writing Checklists 2026	Supports judgements of writing knowledge, skills and independence; identifies gaps and next teaching.

Using the Documents Effectively

The Knowledge Journey establishes when knowledge is taught and revisited. The individual year-group progression documents explain what pupils need to know and demonstrate, including expected end points. Supporting documents deepen subject knowledge and assist planning, teaching and assessment. Teachers use the relevant references according to need, not as additional planning forms.

4. Evidence-Informed Curriculum Design

The Bewdley Primary School Writing Curriculum has been developed through sustained research, professional discussion, curriculum review, comparison and refinement.

It draws on statutory requirements, national guidance, educational research, professional literature, established teaching programmes, local professional development and curriculum exemplification. These sources have been considered alongside pupils' needs, staff expertise, assessment evidence and existing school approaches.

No single publication, scheme or commercial programme determines the curriculum. The final selection, organisation and sequencing of content are Bewdley Primary's curriculum decisions.

The following register distinguishes statutory requirements, non-statutory guidance, research and literature, professional development, implementation programmes and comparison resources. Inclusion does not imply endorsement or adoption of every resource.

Appendix A. Comprehensive Evidence and Reference Register

A1. Statutory requirements

- DfE — National Curriculum in England: English programmes of study, Key Stages 1 and 2.
- DfE — English Appendix 1: Spelling, including statutory word lists and dictation.
- DfE — English Appendix 2: Vocabulary, grammar and punctuation.
- DfE — Statutory framework for the Early Years Foundation Stage (2026), including educational programmes and Early Learning Goals.

A2. National and early-years guidance (non-statutory)

- DfE — The Writing Framework (2025).
- DfE — The Reading Framework (2023).
- DfE — Development Matters.
- Early Education — Birth to 5 Matters.
- DfE — Help for Early Years Providers: communication, language, literacy and physical development.

A3. Evidence-informed research and professional literature

- Education Endowment Foundation — Improving Literacy in Key Stage 1.
- Education Endowment Foundation — Improving Literacy in Key Stage 2.
- Education Endowment Foundation — Preparing for Literacy.
- Education Endowment Foundation — Metacognition and Self-Regulated Learning.
- Education Endowment Foundation — oral language and vocabulary evidence resources (specific resources to confirm).
- Alex Quigley — Closing the Vocabulary Gap (2018).

A4. Professional development and local sources

- Worcestershire County Council — The Art of Modelling and Creating a Learning Narrative (January 2026).
- BPS staff training and curriculum development on vocabulary, sentence craft, model texts, live teacher modelling, assessment and writing progression.
- Local authority and school moderation and curriculum discussions

A5. Bewdley Primary School's implementation programmes

- Little Wandle Letters and Sounds Revised — phonics and early spelling.
- Kinetic Letters — handwriting and physical readiness.
- Spelling Shed — spelling instruction and practice.

A6. Approaches and commercial resources considered or compared

- Talk for Writing.
- Ready Steady Write — Literacy Counts.
- Pathways to Write.
- Literacy Tree — Writing Roots.
- The Write Stuff.
- Vocabulary Ninja and Sentence Ninja.
- Centre for Literacy in Primary Education (CLPE): Power of Reading and Power of Pictures.
- Widgit — visual communication and access resources.