

EYFS (Nursery) Writing Journey

1. Read & Explore

Writing begins with lots of playful experiences. Children explore stories through pictures and books, listening carefully and talking about what happens. They share ideas about the characters and events, and adults encourage rich conversations to build understanding and vocabulary. New words are introduced in fun, meaningful ways, and children are supported to use them when they talk. For those needing extra help, we work in very small groups and use picture cards and simple prompts so everyone can join in and feel confident.

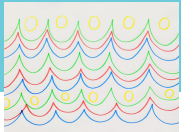
2. Laying the Foundations

The children have lots of chances to make marks in playful ways. They use crayons, paint, chalk, and other tools to explore and enjoy making marks. Adults talk with children about their marks, helping them begin to give meaning to what they create. This supports early communication and builds confidence in expressing ideas and feelings.



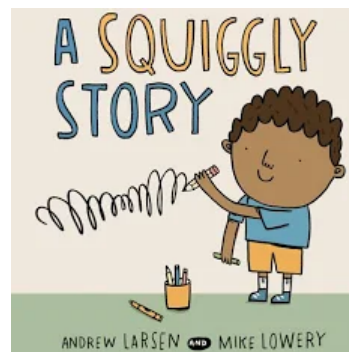
3. Becoming a Writer

Children take part in Pen Disco and Dough Disco sessions to build strength and control in their hands and fingers, preparing them for early mark-making. Alongside this, daily movement activities using the Healthy Movers Programme and Morrells Handwriting Scheme focus on developing gross motor skills, coordination, and core strength. These experiences lay the foundations for fine motor development and correct letter formation later on, while keeping learning active and fun.



4. Constructing & Writing

Children begin to talk about their pictures and add simple marks or symbols to represent ideas, such as a circle for the sun or lines for rain. Adults give quick, positive feedback by naming what the child has drawn and encouraging more detail (e.g., "You've made a big circle - can you add some rays?"). Effort is celebrated through warm praise, and observations help plan next steps, like introducing new words or encouraging more purposeful marks.



5. Editing & Improving

Children are given opportunities to strengthen their hands and fingers through activities like dough play, painting, and mark-making and 'Funky Fingers' activities. They practise making lines, circles, and patterns, which helps develop control for future writing. Adults give immediate, positive feedback, naming shapes and marks and encouraging more purposeful movements to build confidence and coordination.



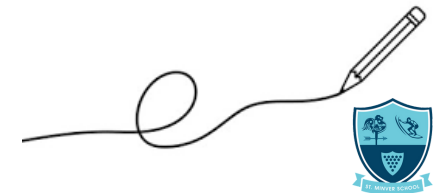
6. Marking & Feedback

Children add labels to pictures using phonics skills, segmenting and blending sounds for words like "pig," then extending to phrases such as "mummy pig" or "go down the chimney." Adults give quick verbal feedback, praising correct sounds and prompting next steps. Effort is celebrated through positive comments, and observations inform planning for progression to short sentences.



7. Final Read

All children have the opportunity to share their marks or drawings by talking about them with an adult or a friend. This builds confidence, celebrates effort, and encourages language development. Adults respond with positive comments and simple prompts to extend conversation, helping children learn new words and ideas.



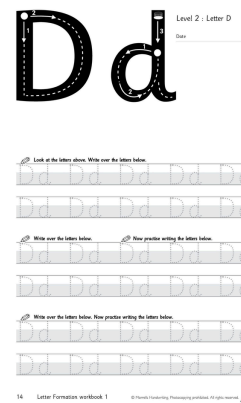
EYFS (Reception) Writing Journey

1. Read & Explore

Writing continues with lots of rich experiences. Children explore a range of genres through pictures, stories, and non-fiction texts linked to topics. They talk about what they notice and share ideas about how words and pictures work together to tell a story or give information. Adults encourage discussion to build vocabulary and understanding. Children play with new words, learn their meanings, and collect interesting phrases to use in their own writing. For those needing extra support, we work in small groups and provide simple tools like picture prompts, sentence starters, and word banks so everyone can join in and feel confident.

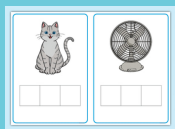
2. Laying the Foundations

At this stage, children will have lots of opportunities to make marks and begin to give meaning to the marks they create. They will explore different materials and tools, using them in playful ways to express their ideas and feelings.



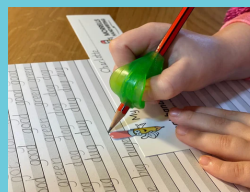
4. Constructing & Writing

Children add labels to pictures using phonics skills, segmenting and blending sounds for words like “pig,” then extending to phrases such as “mummy pig” or “go down the chimney.” Adults give quick verbal feedback, praising correct sounds and prompting next steps. Effort is celebrated through positive comments, and observations inform planning for progression to short sentences.



5. Editing & Improving

Children are given opportunities to practise spelling and improve letter formation, applying phonics knowledge as they write. Adults provide immediate feedback on correct sounds and letter shapes, encouraging accuracy and confidence.



3. Becoming a Writer

Through Drawing Club, children use stories to retell and sequence events, helping them understand how narratives are structured. They explore simple sentence building by linking drawings to words and phrases, gradually moving towards writing short captions or sentences. Alongside this, daily handwriting sessions following Morrells Handwriting Scheme develop fine motor skills and dexterity, focusing on correct letter formation to support confident, legible writing.



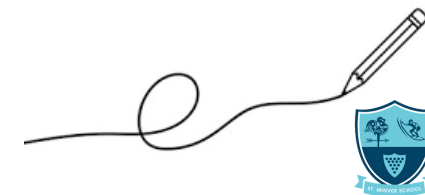
6. Marking & Feedback

At this stage, all feedback is given orally to support immediate understanding and confidence. Teachers model WAGOLL (What A Good One Looks Like) examples, demonstrating clear writing language and vocabulary expectations for children to imitate and build upon.



7. Final Read

All children have the opportunity to share their written work by reading it aloud to a peer or an adult. This promotes confidence, celebrates achievement, and allows for oral feedback to guide next steps.



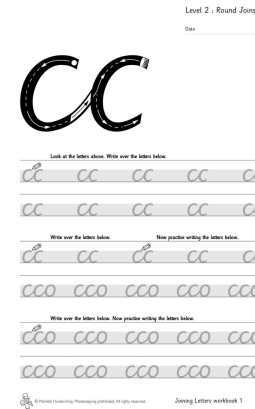
KS1 Writing Journey

1. Read & Explore

Writing begins with exposure to a specific genre through visual literacy, such as books and high-quality texts. Children are introduced to a variety of model texts that reflect the genre being taught. They are given opportunities to explore and discuss key features, with attention drawn to relevant, genre-specific grammar, punctuation, and spelling (GPS). Children analyse unfamiliar words and vocabulary, identifying phrases they would like to use in their own writing. SEND learners are supported through guided group work and scaffolds that promote independence.

2. Becoming a Writer

At this stage, children work closely with the chosen text, discussing and analysing each paragraph to understand how the author constructs sentences, selects language, uses punctuation, and organises ideas. In teacher-facilitated groups, they explore audience and purpose, cohesion, and how accurate punctuation supports meaning and clarity. Alongside this, children take part in daily handwriting sessions to develop a flowing, fluent style with correct letter formation, ensuring their writing is neat and legible.



3. Planning

Children begin generating their own ideas based on what they have learned from the model text. Teachers explicitly discuss and model the concept of the author's voice, showing how emotions, attitude, and point of view influence the reader. This includes exploring tone—formal or informal—and how it shapes meaning. SEND learners are supported through shared discussions and adult guidance to ensure access and independence.



4. Constructing & Writing

During the writing journey, children will watch and join in as the teacher models how to write like an author. They will learn to start sentences in different ways and use words such as and, but, or and because, when, if to make their ideas flow. They will choose exciting words to make their writing interesting and talk about why those words work well. Children will also practise checking their work for sense, punctuation, and spelling, and make small changes to improve it. This helps them understand how real authors plan, write, and edit their work.



5. Editing & Improving

Editing and improving is an important part of the writing journey, so time is set aside for this. The teacher will model how to spot and fix mistakes, such as spelling errors or sentences that need more variety. This is shown using a teacher's example or a photocopied piece of a child's writing. Children will then edit and improve their work by themselves, in pairs, in groups, or as a whole class. They will check for sense, punctuation, and spelling, and make changes to make their writing even better.

6. Marking & Feedback

Marking and feedback will follow the school policy, and every child will be given a clear Next Step to help them improve and feel confident as a writer. Teachers will also check for any non-negotiables for the year group, such as correct punctuation or spelling of common words, to reinforce expectations. Children will use this feedback to edit and improve their writing, making sure it meets the standards for their year.



7. Final Read

At the end of the writing journey, every child has the chance to read their final piece aloud to a partner or to the teacher. After listening, the partner should respond positively by saying one thing they really liked and one thing that could make the writing even better next time. This helps children celebrate success and think about how to improve.



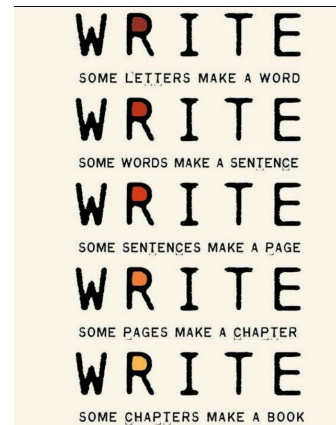
KS2 Writing Journey

1. Read & Explore

Writing begins with immersing children in the chosen genre through rich visual literacy experiences such as books, films, and video clips. Pupils should explore a range of high-quality model texts that reflect the genre being taught. They will identify and discuss key features, drawing attention to genre-specific grammar, punctuation, and spelling (GPS). Children will analyse unfamiliar vocabulary, collect powerful words and phrases, and note language they want to use in their own writing. They will also consider audience and purpose, cohesion, and how punctuation supports meaning and clarity. For SEND learners, provide guided group support or scaffolds that promote independence.

2. Becoming a Writer

At this stage, pupils work closely with the chosen text to understand how authors craft their writing. They analyse each paragraph to see how sentences are constructed, how vocabulary is chosen for effect, and how punctuation shapes meaning and clarity. In teacher-led discussions, children explore audience and purpose, cohesion, and the impact of sentence variety and structure. They annotate key features, highlight examples of effective language, and collect words and phrases to use in their own writing. This process helps pupils think like writers and apply similar techniques independently. Alongside this, they take part in daily handwriting sessions to develop a fluent, joined style with accurate letter formation, ensuring neat and legible presentation that reflects pride in their work.



3. Planning

Children now begin planning their own writing based on what they have learned from the model text. They record ideas for structure, vocabulary, and sentence types, thinking carefully about how to engage the reader. At this stage, the teacher should model 'author's voice', showing how emotions, attitude, and point of view influence tone and whether the writing is formal or informal. These choices directly affect how the reader responds. SEND pupils should be supported through shared planning or scaffolds that promote independence.

4. Constructing & Writing

Children will begin drafting their own text using the ideas from their plan. They will organise their writing into clear paragraphs, use a range of sentence starters, and include co-ordinating and subordinating conjunctions to link ideas. They will choose rich vocabulary to make their writing engaging and think carefully about tone and style, using an author's voice to show emotions, attitude, and point of view.

As they write, children will check their work for sense, punctuation, and spelling. They will respond to feedback by making improvements—such as adding detail, varying sentence structure, or refining word choices—to make their writing more effective.



5. Editing & Improving

Editing and improving is a key part of the writing journey, so time must be set aside for this. The teacher will first model how to spot and fix mistakes, such as spelling errors, comma splicing, and improving sentence variety. This can be shown using a teacher example or a photocopied piece of a child's writing.

After modelling, children will edit and improve their own work. They can do this independently, in pairs, in small groups, or as a whole class activity. They will check for sense, punctuation, and spelling, and make changes to improve clarity, accuracy, and impact.

6. Marking & Feedback

Marking and feedback should follow the school policy. Every child must receive a clear Next Step to guide improvement and empower them as a writer. Teachers should also check for non-negotiables (specific to the year group), such as correct punctuation, spelling of common words, and sentence structure, to reinforce expectations. Editing and improving is a cyclical process: children act on feedback, make changes, and review their writing again. This ongoing cycle helps pupils understand that writing is never finished after the first draft—it is refined through checking, improving, and responding to feedback.



7. Final Read

All children will have the opportunity to share their finished writing by reading it aloud to a peer or to the teacher. This stage reinforces the idea of writing for an audience, helping pupils understand that their work is meant to be read and enjoyed by others. It also encourages pride in their writing and builds confidence in communication.

