



Eastington Writing Strategy: Intent, Implementation, Impact

2026 - 2028

Intent

At Eastington, writing is seen as an extension of our reading offer. We value reading and writing as essential skills and, to that end, ensure that all our children, including those who experience disadvantage, progress well in literacy so they are prepared for the next stage of their education. Our approach to English and writing specifically, is an equitable one: we achieve equity by ensuring that research informs the develop of our universal offer for writing. In addition, we supplement our universal offer with targeted support for those children who may need further help. Targeted support will be deployed using class teachers and trained teaching assistants to ensure all children are meeting or exceeding their potential. This means that our targeted support will secure important transcription skills (foundational knowledge), and target excellence in writing.

The design of our writing curriculum is built around high-quality inclusive picture books and animations. We are research informed in our approach to choosing texts; using organisations such as Book Trust, CLPE and The Literacy Trust to support our selections. We aim to select texts which are highly motivating. We know that texts provide us with powerful contexts in which to explore diversity, social justice and British Values so we purposely seek out texts that help to enrich our children's personal development.

The design and delivery of writing skills has been developed around the principles of foundational knowledge: children need to be secure in the basics of writing - transcription (basic punctuation, phonics for spelling, and handwriting) before they embark on fluency practice for grammar, and then composing complex pieces of writing. In EYFS and Key Stage One, our curriculum prioritises the teaching of these transcription skills by refining the need to write complicated pieces of writing. In Key Stage Two, our curriculum slowly develops the skill of composition whilst securing foundational knowledge through our slow release teaching sequence.

Implementation

Early Writing

At Eastington, we recognise that early writing development begins long before children pick up a pencil. Strong transcription skills are rooted in secure **gross and fine motor control**, which provide the physical foundations children need to form letters, write with fluency and later develop stamina. Through continuous assessment, children who need additional support in this area are identified early, and provision is put in place.

Precursors to Writing: Gross and Fine Motor Development

Gross motor development builds children's core strength, shoulder stability and upper-arm control — all essential for holding a writing tool and making controlled marks.

Our *universal offer* includes:

- Large-scale movement opportunities outdoors, including climbing, balancing and wheeled toys.
- Access to painting on vertical surfaces (easels, boards, walls) to strengthen shoulder and elbow joints.
- Daily activities such as **Squiggle While You Wiggle**, encouraging children to develop big-movement patterns that transfer into early letter shapes.

Our *additional support* includes:

- Targeted gross-motor interventions for children who need further development of coordination, stability or muscle strength.
- Adult-led movement sessions to model and refine mark-making actions.
- Specific interventions such as 'Fizzy' programme.

Fine motor development supports the small, precise movements required for pencil control and letter formation.

Our *universal offer* includes:

- Daily provision of fine motor resources: playdough, threading, tweezers, pegboards, construction and malleable materials.
- Regular opportunities for finger-strength activities, such as dough disco and small-tool exploration.
- Encouragement of independent mark-making through chalks, crayons, brushes and a range of writing media.

Our *additional support* includes:

- Precision-teaching of fine motor skills for children who need more practice with grip, manipulation or control.
- Specialist resources such as triangular pencils, pencil grips, writing slopes.
- Pre-teaching of key movements and letter families using multi-sensory approaches.

Phonics

A secure knowledge of phonics and the ability to use phonics to decode for reading and encode for spelling is the next essential step on children's writing journey at Eastington. In EYFS and Year 1, we prioritise the teaching of phonics through Bug Club Phonics, ensuring daily, systematic and structured lessons. See 'Reading at Eastington' document.

Drawing Club & Curious Quests

At Eastington, we value the creativity and joy that Greg Bottrill's **Drawing Club** brings to early writing. We use this approach in EYFS, year 1 and 2; however, we adapt it to ensure **high levels of**

rigour, particularly in early transcription. Children benefit from the imaginative world and rich vocabulary that Drawing Club provides, and we pair this with structured, explicit teaching to secure accuracy and fluency.

Teachers select a high-quality text and zoom in to key story elements such as plot, character or setting. They then model drawing and writing about these elements, demonstrating how spoken ideas can be represented visually and captured on the page. Children use the taught “code” to scaffold their writing, progressing from supported words and captions towards linked sentences.

A central feature of our approach is **regular, purposeful dictation**. Dictation is used frequently within lessons to:

- reduce cognitive load
- ensure children apply phonics accurately
- secure spelling and punctuation habits
- allow children to focus on transcription before composition

By embedding dictation throughout the week, children are not overwhelmed by having to juggle ideas, handwriting, spelling and sentence structure all at once. Instead, they master transcriptional skills first. **Only when children are secure, accurate and fluent do we move towards more independent, free writing.**

This balance of engagement and rigour ensures that children enjoy writing about high-interest texts and animations while developing the technical proficiency needed for future success.

Universal Offer

- Used in EYFS and year 1 and 2 to immerse children in rich language and high-quality texts.
- Teachers model drawing and writing linked to key story elements.
- A structured “code” supports the progression from words → captions → sentences.
- **Frequent dictation** is embedded to strengthen phonics, spelling and sentence construction.
- Oral rehearsal is prioritised before writing to support sentence fluency and reduce cognitive load.

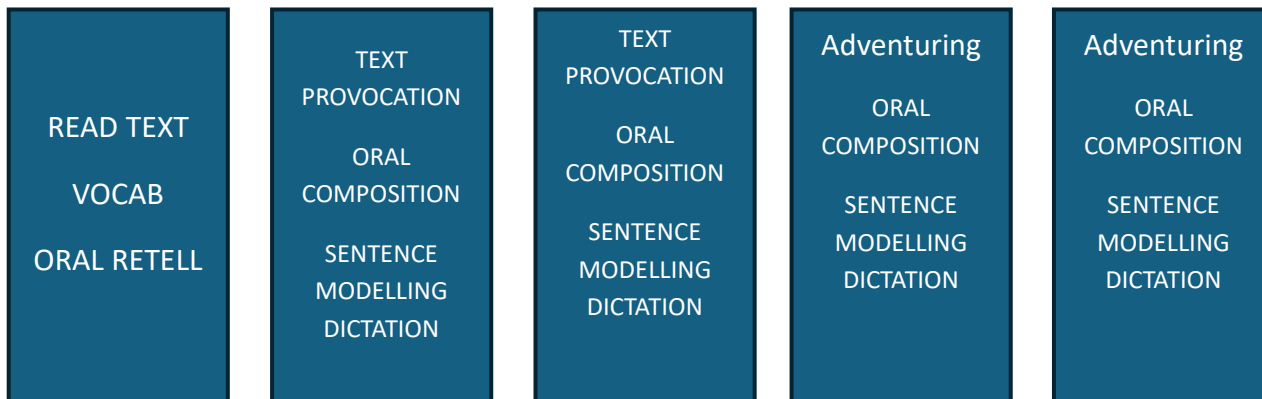
Additional Support

- Extra adult-led sessions to rehearse vocabulary and sentence structures.
- **Increased dictation opportunities** for children needing additional reinforcement.
- Scaffolded sentence stems and visual supports for structure and confidence.
- Pre-teaching of key vocabulary, language patterns and story structures.
- Small-group interventions focusing on accuracy, transcription and writing fluency.

Moving into later year 1 and Year 2: Curious Quests

As children move through year 1 and into year 2, we continue to build on the strong transcriptional foundations established through Drawing Club. At this stage, we use the principles of Curious Quests to provide a motivating and purposeful structure for writing, while maintaining a careful balance between creativity, accuracy and independence.

The teaching sequence:

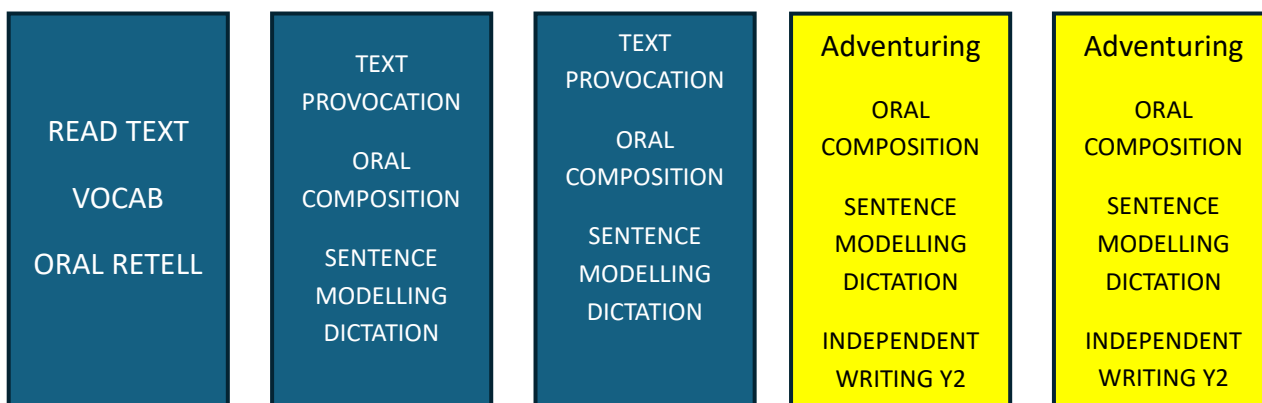


Dictation continues to play a key role. For year 2 children, teachers use **more complex, extended dictation sentences** that include features such as:

- coordination and subordination (e.g., *and, but, because, when, if*)
- expanded noun phrases
- more adventurous vocabulary
- varied sentence starters

Through structured dictation, children practise applying grammar, punctuation and spelling within meaningful contexts, without the cognitive overload of generating and organising all ideas independently. This ensures that accuracy remains secure as expectations rise.

During this phase, children move from heavily modelled and guided writing towards greater independence as their transcription becomes more automatic. Teachers still scaffold oral rehearsal, vocabulary choices and sentence structures, but slowly reduce support as fluency develops.



In Year 2, particularly in the summer term, children begin to write **longer sections of text**, drawing on the grammatical skills and sentence structures they have secured. However, we are

intentional about ensuring that writing is not overly complex (e.g. writing a whole story). Instead, children often respond to a text or concept in varied ways, such as:

- writing a character description
- completing a missing section of a story
- writing one paragraph with a specific grammatical focus
- responding to a prompt or question
- writing a note to a character
- writing a single but well-crafted sentence

This approach keeps expectations high while preventing writing from becoming labour-intensive or overwhelming.

By the end of Year 2, children have experienced writing in many forms: short responses, structured sentences, paragraphs and occasional longer texts. They have learned to apply increasingly complex grammar with accuracy and are prepared for the broader range of composition required in Key Stage 2. In addition, they will have experienced retelling stories orally.

Developing Writing into Key Stage Two

The Long-Term Plan and Coverage of text types

Every year, our children will have the opportunity to explore **writing to entertain**, **writing to inform**, **writing to persuade** and **writing to instruct**.

Write to entertain	stories, poetry
Write to inform	recounts, diaries, news, information texts, letters, biographies, autobiographies
Write to persuade	letters, news, adverts, invites, brochures, arguments, discussions
Write to instruct	recipes, directions, manuals

We ensure that, in a term, children will have time to explore writing to entertain, as well as one non-fiction text type. However, our teaching is not driven by genre, but by a high-quality stimulus (text, animation or real-life event), alongside grammar objectives. These are set out in the class overviews. This ensures that we are focused on the acquisition of the non-negotiable skills needed for writing successfully.

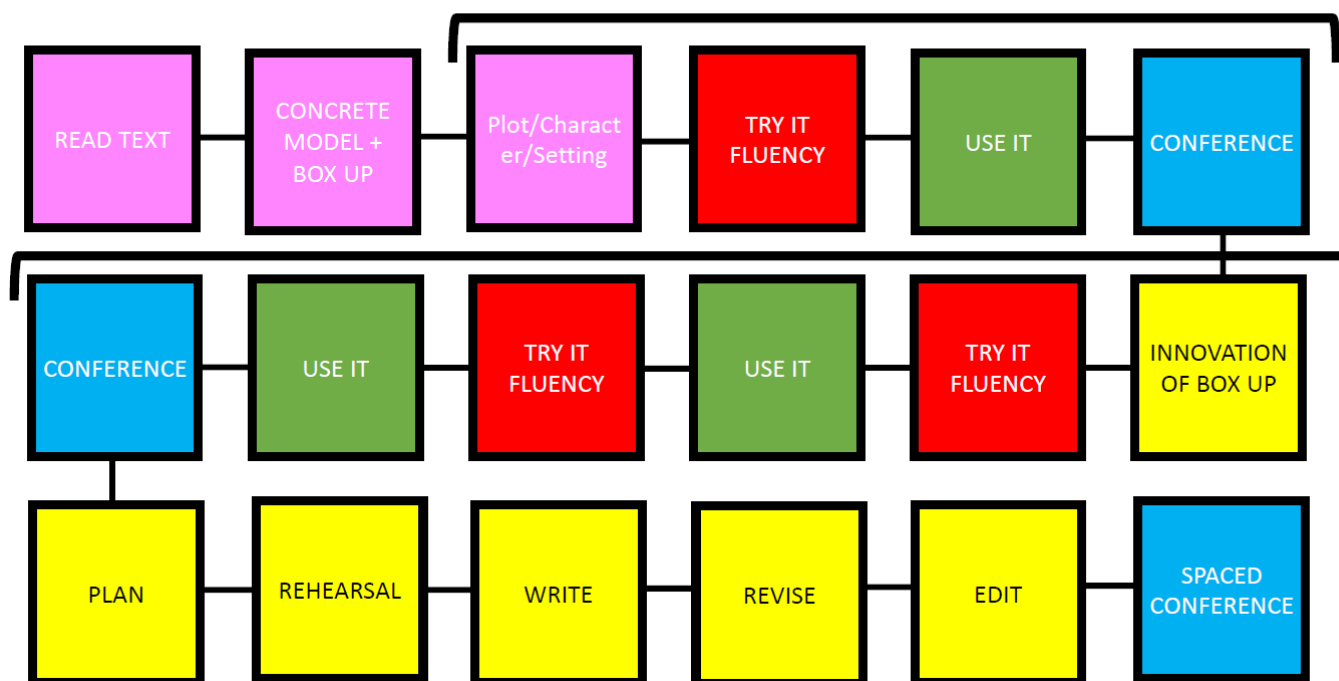
Narrative

When children are fluent in early transcription skills (foundational knowledge), we teach fiction writing using a narrative slow-release teaching sequence. This teaching sequence allows children to secure cultural capital, vocabulary and the themes of a text or animation. They will then

explore a concrete model and use their knowledge and 'wonder' of the story structure (the story map or box up) to investigate age-appropriate grammar; plot, character, setting and text features.

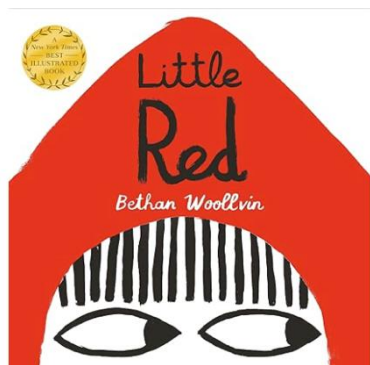
Over time, children gain confidence in the story structure. This then allows the teacher to remove the scaffold so that the children can write purposely and independently.

Our narrative teaching sequence is shown below:



Box-Up

In KS2, teachers will use boxing-up as a scaffold to support independent writing. Teachers will box-up the original story structure, and then children will use this to create a suitable plan to support independent writing (see example below). At Eastington, we see the boxing-up as a golden thread throughout a unit, which supports all children to become authors.



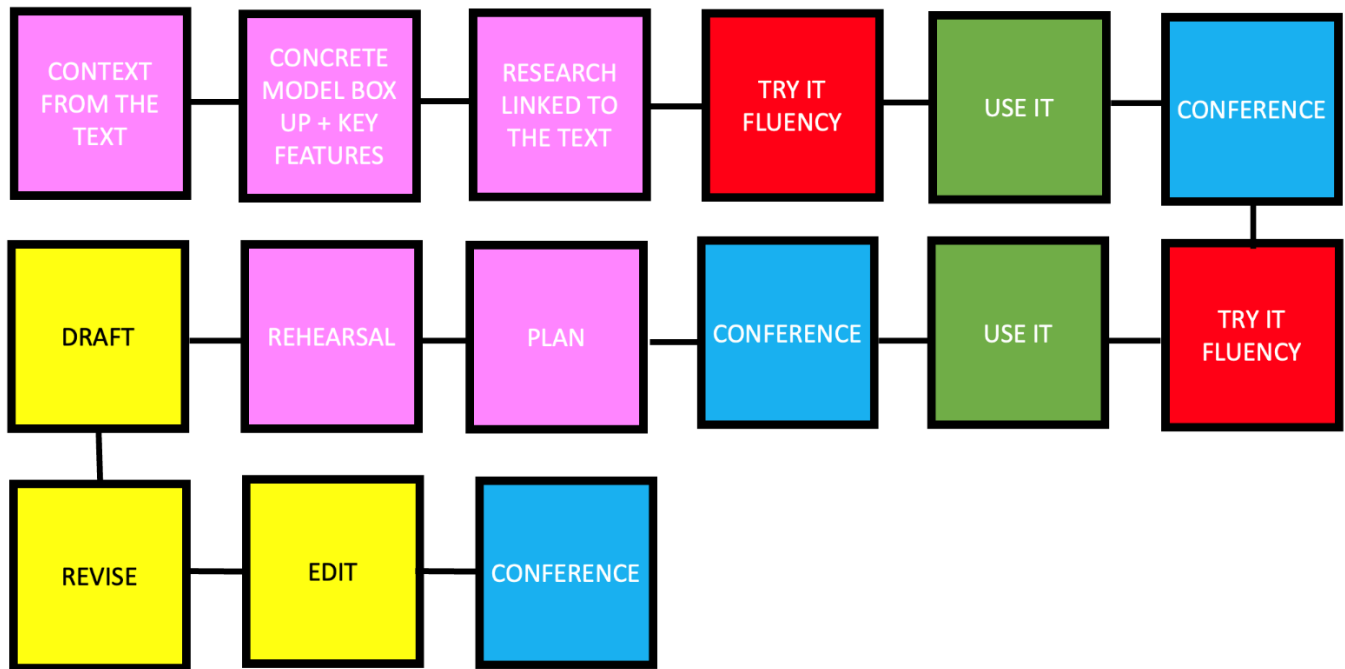
Teacher's Box Up
Main character on a dangerous journey
Main character meets a villain
Disaster strikes
Main character solves the problem
Main character triumphant

Child's Box Up
Villain on a dangerous journey
Villain meets main character
Disaster strikes
Villain solves the problem
Villain triumphant

Non-Narrative

At Eastington, we use the term 'non-narrative' writing. This includes both actual non-fiction writing as well as non-fiction purposes using fictional contexts. We teach non-narrative through

the text in English to ensure our children have enough knowledge and cultural capital to be able to write non-fiction well. Our non-narrative teaching sequence is also 'slow-release', building on the principles of the narrative sequence. See image below.



Box-Up

Teachers will also use boxing-up in non-narrative units, as a scaffold to support independent writing. Teachers will box-up a model of the writing purpose, to help children understand the structure and key features. Children will use this to create a suitable plan to support independent writing (see example below).

BOX UP NON- NARRATIVE	A structure, box up plan, structure strip that can be used as context for teaching grammar	A planning template where children can develop ideas from a bank of explicitly taught ideas (vocabulary and grammar)	An end of unit write																														
<p><u>The Wall –Wolf</u> The mysterious wall-wolf is a marvellous mammal but not many people know about them even though they live in the walls of houses.</p> <p><u>A Wall-Wolf's Key Features</u> These interesting creatures are slightly larger than common wolves. They have very soft fur which help them move easily between the walls.</p>	<table border="1"> <thead> <tr> <th>Structure</th> <th>ideas</th> </tr> </thead> <tbody> <tr> <td>What house creature?</td> <td>Magnificent creature</td> </tr> <tr> <td>What are the features of this animal?</td> <td>Slightly smaller</td> </tr> <tr> <td>What do they eat?</td> <td></td> </tr> <tr> <td>What are the problems?</td> <td></td> </tr> <tr> <td>Why are they magnificent?</td> <td></td> </tr> </tbody> </table>	Structure	ideas	What house creature?	Magnificent creature	What are the features of this animal?	Slightly smaller	What do they eat?		What are the problems?		Why are they magnificent?		<table border="1"> <thead> <tr> <th>Structure</th> <th>My ideas</th> <th>vocab</th> </tr> </thead> <tbody> <tr> <td>What house creature?</td> <td></td> <td></td> </tr> <tr> <td>What are the features of this animal?</td> <td></td> <td></td> </tr> <tr> <td>What do they eat?</td> <td></td> <td></td> </tr> <tr> <td>What are the problems?</td> <td></td> <td></td> </tr> <tr> <td>Why are they magnificent?</td> <td></td> <td></td> </tr> </tbody> </table>	Structure	My ideas	vocab	What house creature?			What are the features of this animal?			What do they eat?			What are the problems?			Why are they magnificent?			<p>Box 1: The common house elephant The common house elephant has become a feature in the walls of houses across the country. They are magnificent mammals that need to be understood</p> <p>Box 2: Features The common house elephant is slightly smaller than the Indian or African elephant. They reach about 4.5 metres high and can weigh up to 0.5 tonnes.</p>
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Cross-curricular Writing of Non-fiction

Our non-narrative writing in English supports non-fiction writing across the curriculum. Children will, for example, learn how to write information texts in a non-narrative unit but can then apply this skill when writing an information text in a foundation subject. In this way we ensure that the substantive knowledge gained in writing lessons is transferred into disciplinary knowledge when writing across the curriculum.

Teaching the Writing Process

At Eastington we recognise the writing process as Planning – Drafting – Editing – Revising – Proofreading – Presenting.

Our teaching sequence ensures that we spend appropriate purposeful time on each element of the writing process. We do not present our work conventionally at the end of every unit but we do ensure that children read aloud their writing to teach the purpose of the written word. We will target presentation skills across the year and publish writing when and where appropriate. This may be English written work or written work generated in foundation subjects.

Class Conferencing

At Eastington we know editing and proofreading is a key element of the writing process. We ensure that editing and proofreading is threaded through our sequence. Our sequences contain class conferencing sessions. Class conferencing is research informed; developing the principles set out in the EEF's guidance for effective feedback. Conferencing will look different in KS1 to KS2. Ultimately, we want our conferencing sessions to ensure our children leave Eastington knowing what it means to be a reflective learning and develop from feedback.

Assessment

Assessment is at the core of how we teach writing at Eastington. We use assessment in 3 different ways

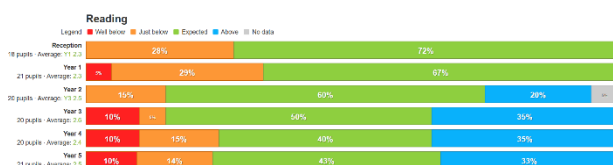
Formative

1. **Ongoing diagnostic assessment:** this is secured through our lesson design. Our lesson design ensures that all teachers are monitoring the learning during every writing lesson. This enables them to pick up misconceptions early. We aim to ensure that all children leave a learning experience confident and ready to move on. We recognise that some children may need help to keep up; our lesson design ensures teachers spot these children and take suitable, timely action.
2. **Termly diagnostic assessment:** our teaching milestones allow us to track progress of our children over each term against the national curriculum (2014). This ensures children who are at risk of falling behind are identified quickly and suitable provision is put in place to help them catch up.

Summative

3. **Teacher Assessment:** Our Teacher Assessment Frameworks are aligned with our milestones and the Key Performance Indicators expected by the end of year 6.

This criteria helps teachers evaluate whether a child is working towards the expected standard, working at the expected standard or working at greater depth within the expected standard. Teachers will formally assess using the TAFs at the end of the year and at least twice leading up to the end of the year (usually in line with our 3 data drops in term 2, 4 and 6). This is recorded on Insight Data Tracking.



Whilst we do not routinely assess writing using tests, teachers will occasionally use 'cold writing tasks' to inform their teacher assessment. However, most of their judgements will come from **day-to-day classroom teaching**. Our formative reading assessment will also provide information for teachers.

Writing Moderation

We know that accurate teacher assessment is supported by regular moderation. At Eastington we work collaborative across our school to moderate samples of writing 3 times a year. We also collaborate with our hub and moderate samples of writing across schools once a year.

Spelling

At Eastington, we use the SCODE spelling scheme from years 2 to 6



ADD IN LONG TERM PLAN FOR EACH YEAR GROUP FROM SCODE.

• **Systematic & Phonics-Based:** Scode is a structured spelling scheme designed for Years 2-6.

• **Curriculum-Aligned:** Covers all aspects of the National Curriculum through highly structured lessons planned and resourced by teachers, for teachers.

• **Research-Based:** Embraces the science of learning with built-in retrieval, knowledge-based tasks, and a range of assessments to ensure cutting-edge spelling instruction.

• **Holistic Approach:** Develops vocabulary, cultural capital, and oracy—more than just a spelling scheme.

Handwriting

See separate handwriting policy.

Targeted Academic Support

We have 2 waves to our Targeted Academic Support for Writing

1. Pre and Post teaching: this targets fluency of transcription skills (sentence construction, phonics, spelling, grammar, handwriting) and cultural capital (context knowledge such as reading and discussing the high quality text and related themes including VOCABULARY.
2. Small group writing interventions: this intervention happens outside of the writing lesson but links to the content of that lesson. This intervention is built around the needs of the children, led by a trained adult and monitored.

Further Interventions

We also run specific programmes to support Literacy fluency

- Nesy
- Spelling Frame
- Hairy Letters
- Bug Club Phonics Keep up/Catch-up
- SALT: Colourful Semantics
- Time to talk
- NELI

Impact

Our Writing Strategy has been built on the principles of equity: that fair does not mean equal: that some children will need more in order for them to be ready for the next stage of their education.

As a result, our impact metrics focus on closing the gap and ensuring that all children meet or exceed expectations in Writing by the time they leave Year 6 and those children who experience disadvantage make at least the same or accelerate progress when compared to their non-disadvantaged peers. We are careful to secure clear baselines for all our children so we can plan, deliver and communicate this progress across each academic year and secure effective transition.

Please see related documents:

- Reading at Eastington
- Handwriting Policy
- Long-term plans
- Unit plans