



Appleton Roebuck
Primary School
Where learning comes to life!

WRITING STRATEGY

Academic Year 2025–2026

Any Questions?



Our writing lead is Mrs Bethany Kirkpatrick. She has many years of experience in leading writing across different academy trusts. Should you have any questions about your child's writing, please get in touch with her.

Mrs Bethany Kirkpatrick

Writing Lead

b.Kirkpatrick@ar.starmat.uk

Writing Aims at YLT



Our school is part of the Yorkshire Learning Trust. Over recent years, Mrs Kirkpatrick has worked as part of group of Writing Leaders across the Trust to produce core principles that underpin writing throughout the organisation.

The teaching team at Appleton Roebuck have been trained to deliver these principles effectively in their classrooms and this practise is continually monitored internally and externally during monitoring visits with senior leaders and writing leads.

Writing Overview

At our school, we are proud to deliver a rich and inspiring writing curriculum that meets the full expectations of the National Curriculum while nurturing every child's creativity and voice. From the very beginning of their journey in EYFS and Year 1, children take part in Curious Quests and Drawing Club, which ignite imagination, build vocabulary, and develop storytelling skills. From Year 2 onwards, we adopt a genre-based approach that equips pupils with the knowledge and techniques to write with confidence across a wide range of forms and purposes. By weaving together a multi-scheme approach, we ensure that children not only master key writing skills but also learn how to apply them flexibly and adaptively in all areas of the curriculum. Above all, our intent is to foster a lifelong love of writing, enabling every child to see themselves as an author—confident, creative, and ready to share their ideas with the world.

Writing Aims at Appleton Roebuck

- Ensure that every child develops and fosters a love of writing through high-quality teaching
- Ensure that every child can write clearly, accurately and coherently, adapting their language and style for a range of purposes, audiences and genres
- Ensure that every child develops a wide range of vocabulary and understanding of grammar alongside the purpose and audience of different genres
- Ensure accurate, purposeful tracking and monitoring of children's attainment to inform future planning and teaching.

Writing in the Early Years

Children in EYFS are provided with opportunities to independently explore mark making, drawing and writing in areas of provision throughout the learning environment. Through the Read, Write Inc. scheme, children are explicitly taught the sounds and are taught to form words and sentences through high-quality teaching. Alongside this, children are taught how to form letters daily through a multi-sensory approach to learning. *As part of 'making a strong start' children are taught phonics from day one. In continuous provision children are given a range of opportunities to explore and consolidate their learning.*

Our pedagogy for developing writing, imagination and creativity for our younger children, comes from Greg Botterill's 'Drawing Club'. 'Drawing Club' is linked to amazing books and gives children freedom, choice and purpose for writing. Children love to come to 'Drawing Club' and apply their developing language, phonics and writing skills when writing 'magic codes' to make their creative drawings come to life! *Through Drawing club children are able to share their ideas, create and design a key aspect of their super six story for example: a character, vehicle, tool, hero or villain.*

Writing in Year 1

In Year 1, children continue in 'Drawing Club' and using continuous provision to explore their creative ideas and consolidate their understanding during the first half term of the academic year. Children are carefully grouped to transition into table-seated learning. Using a carousel approach, children are inventing in provision using tools, resources and sentence stems to aid, consolidate and extend learning. During the second half of the Autumn term, children are introduced to Curious Quests.

Curious Quests, also from Greg Botterill, builds upon the Drawing Club adventures in writing showing children that they CAN write and that their "pen is a magic wand." "The Curious Quests is an immersive adventure into story, poetry, make-believe and giving children a childhood that brims with endless possibilities to invent, imagine and story dream. The Curious Quests combines short carpet sessions, group work and children exploring open-ended resources such as junk modelling, construction, playdough, role play and being outside." We maximise opportunities to explore adventurous vocabulary, linked to texts, and all learning is linked to National Curriculum objectives and expectations for English.

Writing in Year 2 – Year 6

Children continue to learn how to write creatively and consciously for different text types, purposes and audiences, building on a more complex writing style. These are based on the National curriculum expectations relating to individual year groups.

Children are exposed to different genres: narrative, poetry, recount, information, explanation, procedure and persuasion in every group, which means that children are given opportunities to revisit prior knowledge and explore the structures, language themes and grammatical features further.

Teachers follow an suggested plan using high-quality text types from 'Grammasaurus' that allows for an even coverage of genres however, teachers should make their judgements on the most purposeful texts that will best support, encourage and promote the writing needs of the children in their class. Where possible, writing units are closely linked to learning journeys to ensure high stimulation and motivation whilst embedding key knowledge of the wider curriculum themes.

Writing in Year 2 – Year 6

A unit of work usually lasts between 2-3 weeks. Each unit begins with a dissection of a high-quality text, bespoke grammar lessons, practise writing before planning, learning and exploring how to write effectively before editing and reviewing a more independent piece.

Children may use a 'box-up' style of planning to support their independent writing. As children begin to write, children are exposed to teacher and child-led modelling, which includes discussion around genre structure, sentence structures, grammatical and spelling terms, which have been taught within the unit. Children apply the specific knowledge and skills that they have learnt in their writing. The teacher may choose to 'publish' a piece of writing which is usually celebrated through shared good practise on Class Dojo and through display in schools.

Teachers should use AFL strategies to monitor children throughout the sessions like they would in any other subject area. Marking at the point of learning provides same-session intervention and should prevent new gaps in skill & knowledge forming. Throughout the unit, focus on immersion of the genre, supports the prioritisation of reading, focusing on fluency, understanding and vocabulary development.

Spelling

Spelling is actively taught through a discrete weekly spelling lesson (from Year 2 upwards), using Spelling Shed. This scheme considers the progression of spelling knowledge and skills as per the National Curriculum for individual year groups. Weekly spelling homework and testing reinforces the spelling rules and patterns taught in class. In Year 1, daily Read Write Inc phonics lessons provide a foundation for effective spelling. By the end of Year 1, children are...

Teachers, through deliberation with the school SENDCo and parents, will make decisions for those children with a specific learning need to make bespoke decisions regarding spelling expectations.

Handwriting Scheme

EYFS

Phase 1a and 1b RWI Handwriting Scheme

Year 1

Phase 2 and 3 RWI Handwriting Scheme

Year 2

Debbie Hepplewhite programme

Review Phase 2 and 3 RWI Handwriting Scheme

Handwriting 1 and Handwriting 2 continuous cursive

Year 3 & 4

Handwriting 1 and Handwriting 2 continuous cursive

Year 5 & 6

Handwriting 1 and Handwriting 2 continuous cursive



Handwriting Scheme



Phase 1a

Children are taught how to form letters using teaching strategies explained with p25-28 of the Phonics Teacher's Handbook 1

- 'Around' letters: **c a o d g q**
- 'Down' letters: **l t b p k h i j m n r u y**
- 'Curly' letters: **e f s**
- 'Zigzag' letters: **v w z x.**

Example:

'Around' letters



Checklist: caterpillar

- ✓ start at the caterpillar's head
- ✓ curl around the body

Handwriting Scheme



Phase 1b

Children are taught the relative size of letters using teaching strategies explained with p25-28 of the Phonics Teacher's Handbook 1

- 'Sun letters': **b d h k l** (**f** and **t** are just a little bit smaller)
- 'Boat letters': **a c e i m n o r s u v w x z**
- 'Water letters': **g j p q y**.



Example:

Example words



Handwriting Scheme



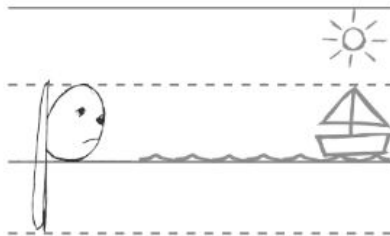
Phase 2

Children are taught a mature style of writing for specific letters using teaching strategies explained with p25-28 of the Phonics Handbook 2

the following letters: **a d g o c q u y b p**.

Example:

p



Checklist: Puppy with the floppy ears

- ✓ start at the top of the boat
- ✓ go all the way down his straight long ears – let them get wet in the water
- ✓ go back up again
- ✓ go all the way up over the top of his head
- ✓ curve down his face
- ✓ make a round chin
- ✓ join the chin to his ears

b



Checklist: Bunny with the sticky-up ears

- ✓ start at the top of the sun
- ✓ go all the way down his straight long ears
- ✓ go all the way up over the top of his head
- ✓ curve down his face
- ✓ make a round chin
- ✓ join the chin to his ears

Handwriting Scheme



Phase 3

Children are taught how to begin to join letters using teaching strategies explained within p25-28 of Phonics Handbook 2

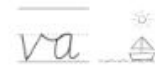
Explain to children that there are two basic joins:

- the arm join (diagonal)
- the washing line join (horizontal).

The arm join has three variations:

- a. arm to boat 
- b. arm to sun 
- c. arm to sister. 

The washing line join has three variations:

- d. washing line to boat 
- e. washing line to sun 
- f. washing line to sister. 

Handwriting Scheme

Debbie Hepplewhite

From Year 2, children are taught how to write use continuous cursive writing. Debbie Hepplewhite has produced a patter that our teachers follow to instruct how children should join their letters accurately and cohesively.

Using a four part lesson structure (recap, demonstrate, practise, review), children are taught daily how and where to join their letters most effectively. Handwriting is prioritised in our timetable: it is out mission to produce proficient and confident writers by the time our children leave our school.

Handwriting does not stand alone in a handwriting lesson but is entwined into all subject areas and teachers have high expectations of their own modelling.

Name: _____

Date: _____

Copy this famous phrase carefully
then write what happens next...

The quick brown fox jumps over
the lazy dog.

Tracking & Monitoring Writing

Through the work with Writing Group at the Yorkshire Learning Trust, we have established an agreed format for the teacher assessments of writing. Based on the National Curriculum, teachers assess writing six times annually to track children's progress in writing formatively. These will be used to inform next steps in teaching and support teachers in making their judgements regarding the child's attainment in writing during Pupil Progress meetings. Moderation will take place four times in an academic year: twice internally and twice externally. This will ensure teachers are making the most accurate judgements of children's writing. Further CPD to support teachers and the delivery of the writing pathway will happen throughout the year.