



# Writing

## Subject Leader Report 2024-2025



Subject Leader: Gemma Walton

### Autumn Term

This term, the Writing Lead has undertaken a range of activities to monitor and enhance the quality of writing across the school. These have included lesson observations, learning walks, book monitoring, and discussions with children to assess their progress. From this, there has been a clear focus on developing and improving the teaching procedures, which has led to important changes in the planning and delivery of writing. Whole-school training has been delivered to ensure all staff are supported in implementing these changes effectively.

#### **EYFS (Reception and Nursery):**

In the Early Years, children have been building the foundations of writing by developing their fine motor skills and letter formation. They are working hard on their pincher grip, which is crucial for holding writing instruments correctly. The children are making excellent progress in forming letters and writing simple CVC words and sentences. The high quality provision and engaging learning environment in the Reception and Nursery classes have enabled pupils to access writing consistently as part of their continuous provision and play.

#### **KS1 (Year 1 and 2)**

In Key Stage 1, the children have made significant progress in their ability to form letters and numbers correctly, with a particular focus on distinguishing between lower case and capital letters. The children are now confidently using their phonics knowledge to write words and are demonstrating a growing independence in writing simple sentences, with an emphasis on using capital letters, finger spaces, and full stops. Year 1 pupils have been engaged in writing about *Toy Story*, using adjectives to describe characters like Woody, and creating detailed missing posters in hope of finding him. Year 2 pupils have used their historical knowledge of Rosa Parks to write narratives about her impact on civil rights, demonstrating an impressive connection between writing and their broader learning.

#### **LKS2 (Year 3 and 4)**

In Lower Key Stage 2, the children have been exploring a variety of sentence types, with a focus on creating more complex and compound sentences. In Year 3, pupils have developed their use of direct speech, using this technique to retell parts of the story *Orion and the Dark*. In Year 4, children have been working on understanding and using main and subordinate clauses, which they applied to write engaging diary entries in the style of Mole from *Wind in the Willows*. The children's ability to use these grammatical structures has enabled them to produce more thoughtful and intricate pieces of writing.

#### **UKS2 (Year 5 and 6)**

In Upper Key Stage 2, the children have been working on enhancing their writing through a deeper understanding of stylistic devices and the structure of different writing genres. Year 5 students have explored the stylistic features of newspaper reports, particularly focusing on reported speech. They applied their learning by creating their own newspaper reports based on the class text, *The Man Who Walked between the Towers*. Year 6 pupils have worked on using relative clauses and conjunctive adverbs to add detail and variety to their writing. They applied these techniques in writing a detailed newspaper report about a pirate invasion on-board a cargo ship. The children's ability to integrate these more advanced grammatical structures has significantly enriched the quality of their writing.





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### Spring Term

This term, significant progress has been made in the development and improvement of Writing across the school. The Writing lead undertaken a range of monitoring and developmental activities, including multiple learning walks, book monitoring, and pupil voice discussions. The revised Writing curriculum has been implemented and further CPD has been undertaken to further enhance the quality of writing. This has also been the focus of an external SIP review, with particular attention given to the planning and delivery of Writing across school. These have provided valuable insights into current practice and pupil outcomes, enabling us to identify strengths and areas for development.

#### EYFS (Reception and Nursery)

In the Early Years Foundation Stage, there has been a strong focus on early mark-making, letter formation, and word building. Children are developing a secure and comfortable pincer grip, which is foundational for effective writing. They are beginning to form letters with increasing accuracy and are able to write simple CVC words and short sentences. The high-quality provision and well-planned continuous learning environment in both Nursery and Reception have played a crucial role in enabling children to engage in writing as a natural part of their play. Writing opportunities are embedded in all areas of provision, fostering a love of writing from an early stage.

#### Key Stage 1 (Year 1 and 2)

In Key Stage 1, children have made noticeable progress in handwriting and sentence construction. There has been a particular focus on ensuring children form letters and numbers correctly and can distinguish between uppercase and lowercase letters. Children are confidently applying their phonics knowledge to write words and are using key sentence features such as capital letters, finger spaces, and full stops with increasing independence. Year 1 have particularly enjoyed writing their own imaginative versions of *We're Going on a Bear Hunt*, incorporating exclamatory sentences to express excitement. Impressively, they collaborated with Year 5 pupils to type up their stories and create their own books, fostering cross-phase collaboration and a sense of pride in their work. Year 2 have been applying their historical knowledge in writing newspaper reports about *The Great Fire of London*, focusing on the use of past tense and factual accuracy. This cross-curricular approach has enriched their writing and allowed them to make meaningful connections between subjects.

#### Lower Key Stage 2 (Year 3 and 4)

In Lower Key Stage 2, pupils have been extending their use of sentence types, particularly compound and complex sentences, to enhance the quality and engagement of their writing. Year 3 have worked on incorporating direct speech into their narrative writing as they retold parts of *The Fantastic Flying Books of Mr. Morris Lessmore*. This has improved both their punctuation accuracy and dialogue structure. Year 4 have demonstrated growing sophistication in their writing through the use of expanded noun phrases, incorporating both adjectives and prepositional phrases. These grammatical structures have enabled them to retell *The Lost Thing* with vivid detail and imagination, showing strong progress in descriptive writing.

#### Upper Key Stage 2 (Year 5 and 6)



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In Upper Key Stage 2, pupils have been exploring and applying a range of stylistic devices, including figurative language, to add depth and flair to their writing. Year 5 have focused on relative clauses within complex sentences to write persuasive letters inspired by their class text, *How To Live Forever*. Their writing shows an increasing ability to write with purpose and audience in mind. Year 6 pupils have worked on constructing multi-clausal sentences to add precision and detail to their writing. This has been particularly evident in their dual narratives, which explore the perspectives of both a hunter and its prey. The work demonstrates a high level of maturity, creativity, and control over narrative voice and structure.

### Next Steps

Looking ahead, our focus in the next term will be to continue developing staff knowledge and expertise in the changes made to the planning and delivery of writing across the school. This will be supported by additional Continuing Professional Development (CPD) opportunities and further subject leader support. We aim to ensure that all staff are confident in applying these changes and that the quality of writing continues to improve across all year groups.





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### Summer Term

During the Summer Term, writing across the school has continued to develop through sustained implementation of revised teaching procedures and curriculum progression. The subject lead has monitored extended writing books and gathered pupil voice to assess engagement, progress, and consistency. CPD support and planning guidance have remained central in maintaining high expectations.

#### EYFS (Reception and Nursery):

In Early Years, pupils are increasingly confident in using phonics to support their independent writing. Reception children have been writing simple sentences with growing fluency and have experimented with writing for different purposes—such as letters, signs, and stories during role-play. There is strong evidence of children applying finger spaces, full stops, and capital letters with greater consistency, supported by a print-rich environment and teacher modelling.

#### Key Stage 1 (Year 1 and 2):

KS1 pupils have refined their sentence structure and handwriting. Year 1 have been writing recounts based on real and fictional experiences, such as their trip to the beach and traditional tales, demonstrating their understanding of sequencing and punctuation. Year 2 completed a series of instructional texts and poetry writing, applying expanded noun phrases and a wider vocabulary. There is a clear increase in the length and accuracy of written work, supported by targeted interventions and writing scaffolds.

#### Lower Key Stage 2 (Year 3 and 4):

In LKS2, writing outcomes have been enriched through the application of grammar skills and structured planning. Year 3 children wrote fables and explanation texts, focusing on paragraphing and sentence variety. Year 4 explored character development and setting description through their narrative work, using figurative language to enhance imagery. The impact of modelled writing and shared editing is evident in the improved structure and vocabulary choices seen in books.

#### Upper Key Stage 2 (Year 5 and 6):

UKS2 pupils have tackled increasingly complex writing tasks. Year 5 explored discussion texts and biography writing, integrating formal language, parenthesis, and varied sentence openers. Year 6 completed extended narrative and non-fiction writing, including balanced arguments and farewell speeches. Their writing reflects control over tone, structure, and grammar, with several pupils working at greater depth. Pupils have shown strong engagement and maturity in editing and improving their own work.

#### Next Steps:

Next year's focus will be to continue refining assessment procedures, particularly in identifying greater depth writing. We aim to strengthen cross-phase consistency, build a portfolio of exemplars, and ensure all staff are confident in scaffolding and extending pupils' writing. Further CPD will target grammar progression and effective feedback strategies.



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