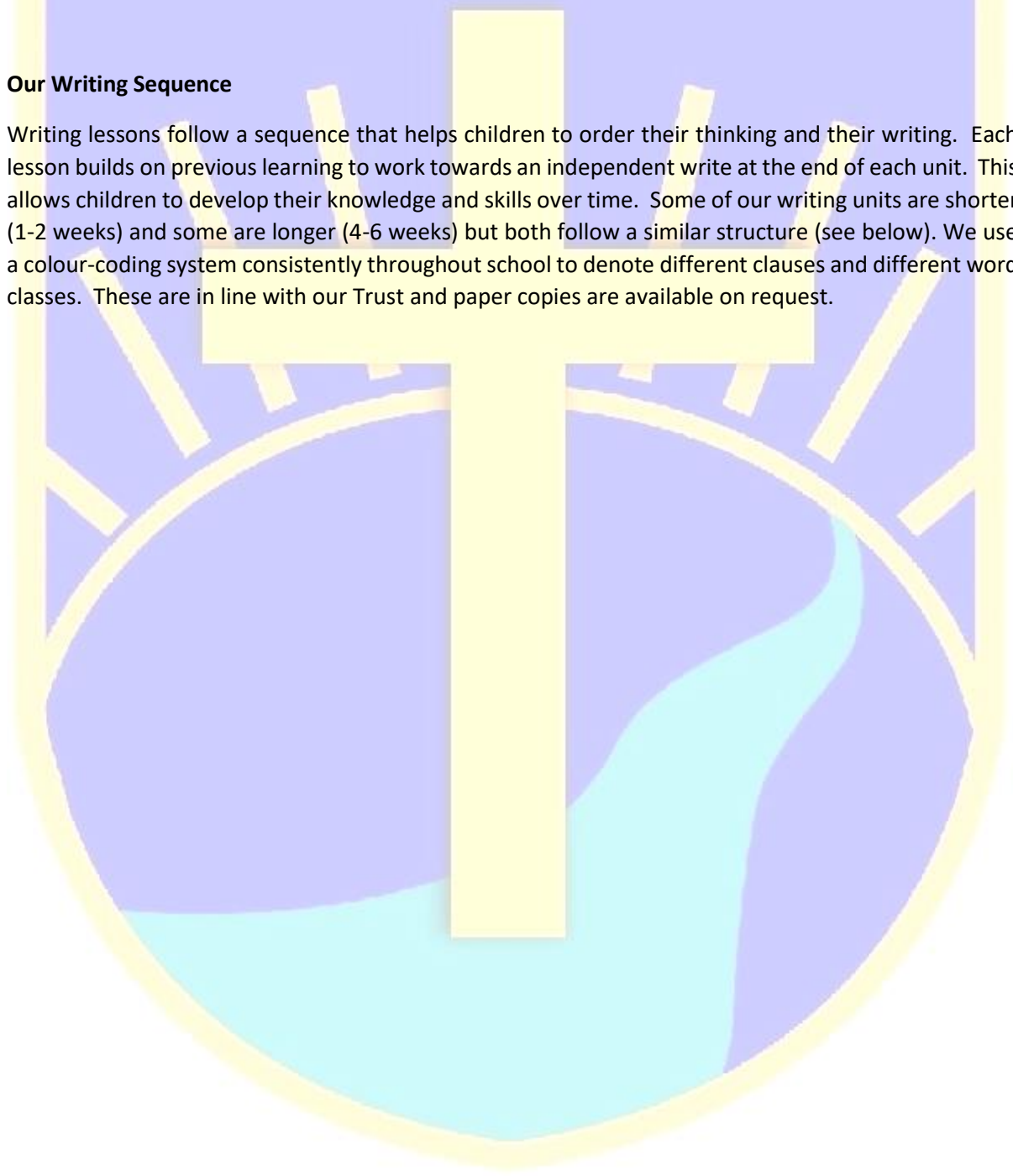


## English Writing: Pedagogy

At Emmaus, we want children to be able to express themselves and communicate their ideas clearly. We want them to acquire a wide vocabulary and an understanding of how grammatical structures contribute to meaning. We use different sentence structures as the 'driver' of our curriculum- how proficient children are at using different sentence types is how we measure progress and attainment in writing. This links with findings from the Ofsted Research Review in Writing (2023) and the Writing Framework (Dept. of Education 2025). The children use a mixture of high-quality children's literature and knowledge from their broader curriculum as the stimulus for their writing.

### Our Writing Sequence

Writing lessons follow a sequence that helps children to order their thinking and their writing. Each lesson builds on previous learning to work towards an independent write at the end of each unit. This allows children to develop their knowledge and skills over time. Some of our writing units are shorter (1-2 weeks) and some are longer (4-6 weeks) but both follow a similar structure (see below). We use a colour-coding system consistently throughout school to denote different clauses and different word classes. These are in line with our Trust and paper copies are available on request.



**Short Writing Sequence (for fragments of texts or simple text)**

1-2 weeks	Sentence Skills Practise	Modelled and Scaffolded Writing	Independent Write and Review
<b>Purpose</b>	Children are learning to develop automaticity in writing sentences.	Children learn how to shared/scaffolded write a similar text to their independent write. They have to use skills from sentence skills practice in their scaffolded write.	Children use the skills they practised in previous lessons to write more independently. Review starters refer back to the learning objective practised and prompt children to edit their writing, based on that.
<b>Talk</b>	Children orally rehearse sentences before writing.	Children orally rehearse sentences before writing (e.g. my sentence has 4 words. First word is etc.).	Children have an opportunity to discuss their planning and to review their previous writing.
<b>Example: Meet the Planets</b>	<ul style="list-style-type: none"> <li>- Read the story and use simplified sentences from the text to identify subject and object (Year 1 objectives), for example: My heat keeps you warm. My light helps plants to grow. I zip round the sun. I'm covered in volcanoes.</li> <li>- Sentence jumble- children have a mixed-up simple sentence. They need to identify the subject and the object first and then construct a sentence around it (example: earth moon the spins round the)</li> </ul>	<ul style="list-style-type: none"> <li>- Children construct a simple series of sentences about Saturn, using the book to gather vocab (later available as a word mat).</li> <li>- Children shared write a sentence about Saturn. They model how to find the subject and the object.</li> <li>- Children write their own sentence about Saturn using the word mat.</li> </ul>	<ul style="list-style-type: none"> <li>- Children have 2-3 pictures of the Moon to write sentences about. They are prompted to make sure they have a subject and an object in each sentence.</li> <li>- Review starter in the second lesson: children underline their subject in one colour and object in another. They check for capital letters and full stops. They then write 2-3 more sentences.</li> </ul>

### Longer Writing Sequence (for whole or more complex texts)

*Alternating between a book-based stimulus and broader curriculum writing*

	Sentence Skills Practise		Modelled and Scaffolded Writing		Independent Write and Review	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Sentences Sentence level work from Sentence Progression Curriculum	Sentences Sentence level work from English Sentence Progression Curriculum	Scaffolded writing using teacher modelling	Scaffolded writing using teacher modelling	Independent Writing based on modelled work from previous weeks  Talk, plan, draft, edit, publish.  Drafting and editing happens throughout the writing process (e.g. editing as a starter of the previous writing)	
Reason	Pupils are learning to develop automaticity in writing sentences.  Pupils will practise until they can't get these wrong.  Practice makes permanent		Pupils are learning how to construct a coherent piece of writing using the sentence knowledge from previous teaching (in particular, the sentence knowledge acquired in Wk 1 and 2)  Scaffolded application of sentence knowledge.		Pupils are developing their knowledge of the writing process.  Further independent application of sentence knowledge acquired in weeks 1 and 2.	
Talk	Pupils orally rehearse sentences before writing		Pupils orally rehearse sentences before writing		Pupils discuss their ideas for their writing in the initial phases of planning	
Key Questions	Can pupils write these sentences with 100% accuracy?  Can pupils use grammatical terminology accurately to describe the structure of their sentences?		Do pupils understand how to use their knowledge of sentences to build a coherent piece?  Do pupils understand how authors select specific vocabulary and literary devices for effect?		Can pupils apply what they know about sentence structure, vocabulary and literary devices to produce a more independent piece?  Are pupils explicitly taught to discuss, plan, draft and edit their work?	
In books	Daily sentence level work including sentence expansion and sentence combining activities.		Scaffolded model (a longer piece built up over two weeks)		Planning, drafting and editing pupils' independent work	

## Teaching Spelling, Punctuation and Grammar

Spelling, Punctuation and Grammar (SPG) is taught explicitly as a part of our writing sequence and discretely where appropriate. Our lessons are taught in line with National Curriculum expectations and are underpinned by principles outlined by Debra Myhill et al (2013, p. 105):

- “Grammatical metalanguage is used, but it is always explained through examples and patterns;
- Links are always made between the feature introduced and how it might enhance the writing being tackled;
- Discussion is fundamental in encouraging critical conversations about language and effects;
- The use of ‘creative imitation’ offers model patterns for students to play with and then use in their own writing;
- The use of authentic examples from authentic texts links writers to the broader community of writers;
- Activities should support students in making choices and being designers of writing;
- Language play, experimentation, risk-taking and games should be actively encouraged.”

### For further information, please read:

**Andrews et al.** 2006 The effect of grammar teaching on writing development; *British Educational Research Journal* Vol. 32 No. 1

**Corbett P** 2012 *Teaching English Creatively* <https://www.talk4writing.com/wp-content/uploads/2018/12/Overview-Teaching-English-Creatively.docx.pdf> Accessed 27.04.2021

**Dept. of Education** 2025 *The writing framework* [https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeeb/The\\_writing\\_framework.pdf](https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbeeb/The_writing_framework.pdf) Accessed 08.09.2025

**Myhill D et al** 2013 Playful explicitness with grammar: a pedagogy for writing; *Literacy* Vol. 47 No. 2 pp. 103-111

**Ofsted** 2022 *Research review series: English* <https://www.gov.uk/government/publications/curriculum-research-review-series-english/curriculum-research-review-series-english> Accessed 08.09.2025