

Key Stage 1, Year 1 Writing

The impact – why our Year 1 writing sequence matters

At Wynndale, our writing sequence is designed to give children the earliest and most essential foundations of becoming a writer. At this stage, children are learning what writing *is* and how it works, so the sequence focuses on building confidence, accuracy and control at sentence level. Through short, manageable steps, children learn to rehearse sentences orally, form letters correctly, use capital letters and full stops, and record simple ideas clearly and independently.

By prioritising oral rehearsal, transcription accuracy and shared modelling, we reduce cognitive load and allow children to focus on mastering the fundamentals. Writing in Year 1 is deliberately steady and highly supported, ensuring that every child can achieve success. As pupils learn to construct accurate sentences, add small pieces of detail and build short linked sequences, they begin to develop pride, stamina and a positive writing identity.

Children in Year 1 will finish the year with strong early writing habits, secure sentence knowledge and growing confidence in expressing their ideas. This provides the solid foundation needed for the more complex and extended writing required in Year 2 and beyond.

Year 1 Sequence of Learning

Writing in Year 1 is primarily at sentence level.

- Oral rehearsal is essential.
- Transcription accuracy underpins all composition.
- Quality, confidence and control are prioritised over quantity.
- Planning, revising and editing are largely oral or teacher-led.

Stage 1: Experience and talk

Purpose: Build ideas, language and confidence before writing.

Children explore a shared story through talk. The teacher models rich oral language and introduces key vocabulary in context. Children rehearse simple sentences orally and join in with repeating sentences.

Stage 2: What is a sentence?

Purpose: Help children understand how writing works.

Teaching focuses on:

- What a sentence is
- That a sentence begins with a capital letter and ends with a full stop
- That sentences are spoken before they are written

Children practise saying a full sentence aloud, writing it, and rereading it. Writing may be dictated, shared or scaffolded.

Stage 3: Writing sentences accurately

Purpose: Secure transcription so ideas can be recorded.

Teaching focuses on:

- Letter formation
- Spacing between words
- Writing the whole sentence without stopping

Children write one clear sentence at a time, supported by oral rehearsal and teacher modelling. Dictation is used to practise spelling and punctuation.

Stage 4: Adding simple detail

Purpose: Strengthen sentences.

Children learn how to add one simple piece of information to a sentence (where, what, or how). The teacher models choosing one detail that improves meaning. Oral rehearsal remains central.

Stage 5: Writing linked sentences

Purpose: Build early fluency and stamina.

Children practise writing 2–7 sentences about the same idea

Teaching focuses on:

- Maintaining sentence boundaries
- Rereading to check meaning
- Keeping tense consistent

Stage 6: Improving sentences

Purpose: Introduce writing as a process.

Children reread sentences aloud and:

- Correct capital letters or full stops
- Improve one word or one sentence with teacher guidance

Final Outcome: At the end of the sequence, children produce:

- 2–10 clear sentence, accurately punctuated and closely linked in meaning

Writing may be:

- Partially scaffolded, shared and supported through dictation

Children leave Year 1 able to:

- Rehearse sentences orally
- Write sentences accurately and fluently
- Add simple detail
- Sustain short sequences of writing

Key Stage 1, Year 2 Writing

The impact – why our KS1 writing sequence matters

Our Year 2 writing sequence is designed to give the Year 2 Wynndale children a secure foundation in the essential skills of writing. By breaking writing into small, manageable steps, pupils learn how sentences work, how to express ideas clearly and how to take pride in producing accurate, meaningful writing. The sequence prioritises oral rehearsal, accuracy and sentence-level control, reducing cognitive load and supporting children as they move from mark-making to confident early authorship.

Consistent use of this approach in Year 2, allows our children to experience a steady, carefully structured progression. They gain confidence in saying sentences aloud, punctuating them correctly and choosing vocabulary with purpose. Our focus on accuracy helps pupils understand why something is incorrect and how to fix it — developing crucial habits that travel with them into Key Stage 2.

As a result, children leave KS1 with strong sentence-level understanding, a growing awareness of themselves as writers and the confidence to build longer pieces of writing in the next stage of their learning.

Key Stage 1, Year 2 Writing

Stage 1: Immersion into the text

Purpose: Build ideas, understanding and vocabulary.

Children explore the core text through reading and discussion, practise key vocabulary orally and retell parts of the story to build confidence and understanding.

Stage 2: Sentence demarcation and punctuation

Purpose: Help children write clear, accurate sentences.

Teaching focuses first on capital letters and full stops, followed by question marks and exclamation marks. Children say sentences aloud before writing and learn to identify where sentences begin and end through shared and modelled examples.

Stage 3: Expanding and refining sentences

Purpose: Add clarity and detail without losing control of the sentence.

Children learn to add adjectives, simple adverbs and expanded noun phrases. Oral rehearsal remains central, and pupils make deliberate choices about which details genuinely add meaning.

Stage 4: Maintaining basic cohesion

Purpose: Ensure ideas link smoothly from one sentence to the next.

Teaching emphasises tense consistency, sequencing words (then, next, after) and repeating key nouns to avoid confusion. Children reread sentences aloud to check the flow.

Stage 5: Choosing vocabulary with purpose

Purpose: Encourage children to select meaningful vocabulary.

Using vocabulary introduced during immersion, pupils explore verbs, adjectives and topic-specific words. They discuss choices and understand how vocabulary affects meaning.

Stage 6: Building short paragraphs

Purpose: Introduce early paragraphing in a supported way.

Children group two or three related sentences around one idea, supported by strong modelling and shared writing. Paragraphs stay short and purposeful.

Stage 7: Redrafting simple elements

Purpose: Teach children that writing is a process.

Children reread sentences aloud, correct punctuation and spelling, and improve one small element at a time. Feedback is mostly oral and focused on one specific improvement.

Final Outcome: A short, meaningful piece of writing

At the end of the unit, children produce a short piece of writing that reflects the sentence-level skills taught. This may be three to four short paragraphs, sometimes shared or scaffolded, with a clear focus on accuracy, clarity and purposeful sentence construction rather than length.

Key Stage 2 Writing

The impact – why our KS2 writing sequence matters

Our KS2 writing sequence develops confident, thoughtful and independent writers. By grounding each unit in high-quality narrative, non-fiction or poetry texts, pupils engage deeply with language and authorial choices. The structured sequence gives them a secure pathway for planning, writing, evaluating and improving their work.

Consistent use of this structure across KS2 builds continuity and allows pupils to revisit skills with increasing depth and sophistication. Opportunities for modelling, discussion, drafting and publishing reinforce writing as a process and support children to take real ownership of their work. Personalised 1:1 conferencing further strengthens progress by providing precise, actionable feedback.

As a result, pupils leave KS2 with clarity, purpose and confidence in their writing, fully prepared for the expectations of Key Stage 3.

Key Stage 2 Teaching Sequence

Each half term, pupils study a narrative, non-fiction and poetry text as the stimulus for writing. Our KS2 sequence is as follows:

Stage 1: Immersion into the text

Exploration through drama, art, music, discussion and real-life experiences builds excitement and introduces key themes and vocabulary.

Stage 2: Analysis of the text

Children study the writer's craft, exploring structure, language choice and effective techniques. Together, they build an author toolkit for their own writing.

Stage 3: Skill development

Pupils are taught the writing skills needed to apply the toolkit, including sentence structure, cohesion, vocabulary, punctuation and genre features.

Stage 4: Planning

Children create detailed plans using knowledge from the analysis stage.

Stage 5: Independent writing

Pupils write their own piece using their plan, making purposeful authorial choices.

Stage 6: Editing and redrafting

Children correct, improve and up-level their work through teacher guidance, peer discussion and 1:1 conferencing.

Stage 7: Publishing and celebration

Final pieces are published and celebrated, developing pride and writing identity.

Classroom Environment

- All classrooms use an **English Working Wall** that mirrors the sequence.
- Texts used are reviewed regularly and shared on the school website.
- All teachers read the school's writing spine to understand prior learning and continuity.

Assessment of Writing

Assessment takes place throughout each unit, supported heavily by conferencing and the extended write completed at the end of every sequence.

1:1 Conferencing in Key Stage 1 (Years 1 and 2)

Conferencing in KS1 focuses on accuracy. Children learn:

- the importance of correct punctuation,
- using phonics to spell accurately,
- forming letters correctly,
- and ensuring writing makes sense when reread.

A key part of the process is helping children identify *why* something is not accurate and how to fix it. These early habits form the essential foundations needed for secure writing in KS2.

1:1 Conferencing in Key Stage 2

In KS2, conferencing focuses on:

- evaluating writing against the author toolkit,
- meeting year-group expectations,
- receiving personalised next steps,
- and responding immediately to improve writing.

This builds independence, confidence and a deeper understanding of the writing process.