

Confident, Fluent Writers: Our Expectations

Introduction

This document sets out the Trust-wide expectations for the teaching, learning and celebration of writing across all primary schools (EYFS–KS2). It is intended to support leaders and teachers while making clear the shared expectations that apply in every school.

Across the Trust, we believe that every child can become a confident, fluent writer. Writing is a fundamental tool for communication, creativity and thinking, and pupils' voices matter. These expectations apply to writing across the curriculum, not solely within English lessons.

This document aligns with:

- The EYFS Statutory Framework (Writing: transcription and composition)
- The National Curriculum for English (KS1 and KS2)
- The DfE Writing Framework

Our Trust-wide definition of a confident, fluent writer

A confident, fluent primary writer:

Purpose and ideas

- Knows why they are writing and who they are writing for
- Shares ideas clearly across a range of genres
- Sustains focus and meaning from beginning to end

Sentences

- Writes clear, complete sentences
- Uses a growing range of sentence types as they move through the school
- Joins ideas so that writing flows coherently

Vocabulary

- Chooses words carefully to match meaning and purpose
- Uses ambitious, age-appropriate vocabulary with precision
- Explains ideas clearly using vocabulary appropriate to the context and subject

Structure and organisation

- Organises writing with a clear beginning, middle and end
- Uses paragraphs (when developmentally appropriate) to group ideas
- Applies the recognised features of different text types

Spelling, handwriting and punctuation

- Spells common exception words, statutory words and subject-specific vocabulary accurately
- Writes legibly and fluently:
 - EYFS: print
 - Year 1: pre-cursive
 - Year 2 and beyond: cursive
- Uses age-appropriate punctuation to support meaning and clarity

Editing and improving

- Re-reads writing to check it makes sense
- Makes improvements to words, sentences and spelling
- Responds positively to feedback from adults and peers

Confidence and attitude

- Enjoys writing and perseveres when they find it challenging
- Takes pride in their work and wants to improve
- Develops increasing independence as a writer

Phase-specific expectations

EYFS – Early writers

Children develop the foundations of writing through talk, play and mark-making.

EYFS writers:

- Use talk to organise and sequence ideas before writing
- Give meaning to marks, symbols and early writing
- Use phonics to write words that match spoken sounds
- Begin to write simple sentences that can be read by themselves and others
- Form recognisable letters, most of which are correctly formed
- Understand that writing communicates meaning

KS1 – Developing writers

Children write sentences and short texts with increasing accuracy and independence. KS1 writers:

- Write sentences by sequencing words to form coherent ideas
- Use capital letters, full stops, question marks and exclamation marks mostly correctly
- Segment spoken words into phonemes and spell many of these correctly
- Spell common exception words accurately
- Expand ideas using adjectives and simple conjunctions

- Re-read writing to check it makes sense and make simple revisions
- Form letters correctly, transitioning from pre-cursive (Year 1) to a consistent cursive script (Year 2)

Lower KS2 - Growing writers

Children develop fluency, structure and control across a range of text types.

Lower KS2 writers:

- Plan writing through discussion and recording ideas
- Compose sentences using a range of sentence structures
- Organise writing into paragraphs around a theme
- Use nouns and pronouns appropriately for clarity and cohesion
- Use conjunctions, adverbs and prepositions to express time, place and cause
- Spell most common and statutory words accurately
- Proofread for spelling and punctuation errors

Upper KS2 - Confident, fluent writers

Children write with confidence, control and increasing sophistication. Upper

KS2 writers:

- Identify audience and purpose and select appropriate form and style
- Use a wide range of sentence structures for clarity and effect
- Select vocabulary and grammatical structures deliberately
- Spell KS2 statutory words accurately
- Organise writing into cohesive paragraphs using linking ideas and devices
- Use punctuation accurately and effectively to enhance meaning
- Edit and redraft independently to improve content, structure and accuracy
- Sustain writing across longer pieces and across the curriculum

Expectations for Writing in Our Schools

The following expectations apply in every primary school across the Trust.

Writing has a clear purpose

Children must always know why they are writing and who they are writing for. Writing tasks have a clear outcome (e.g. to inform, explain, entertain or persuade) and are not simply to fill a page or practise handwriting.

High expectations for all

Every child is a writer. Expectations are ambitious for all pupils, regardless of background, starting point or SEND. Scaffolds support access but do not lower expectations.

Sentence quality matters

Children are taught to write complete, coherent sentences appropriate to their age and stage, when developmentally appropriate. Spoken rehearsal is used to support accuracy and fluency.

Vocabulary is deliberately developed

Ambitious vocabulary is explicitly taught, modelled and explained. Pupils are supported to choose words precisely and understand the impact of Tier 1, Tier 2 and Tier 3 vocabulary. Vocabulary is revisited and reused across subjects.

Grammar is taught through writing

Grammar is taught in context, not solely in isolation. Children learn to apply grammatical choices deliberately to improve clarity and effect, with technical accuracy improving progressively.

Writing is planned, drafted and improved

Writing is not always 'one and done'. Children are taught to plan, edit and improve their work. Editing prioritises meaning and quality before technical accuracy.

Spelling supports communication

Spelling errors are addressed without limiting children's ability to express ideas. Expectations are appropriate to age and stage, with priority given to high-frequency, statutory and subject-specific vocabulary.

Writing is inclusive and accessible

All children are supported to communicate their ideas effectively. Adaptive teaching approaches (e.g. oral rehearsal, sentence stems, assistive tools) enable access while maintaining challenge and independence.

Writing reflects our values

Writing promotes respect, inclusion and positive representation. Stereotypes, harmful language or insensitive content are challenged. Children are encouraged to write with empathy and awareness of others.

Writing is celebrated

Children's writing is read aloud, published and valued. Progress is recognised alongside attainment, building confidence, pride and a strong identity as a writer.

Professional Flexibility

While we have these expectations, schools retain professional flexibility in:

- Choice of texts and stimuli
- Teaching sequences and lesson structures
- Presentation approaches and publishing formats

What adults around the Trust will do

Adults across all primary schools will:

- Model high-quality writing using an 'I do, we do, you do' approach
- Teach writing explicitly and progressively using adaptive teaching
- Provide high-quality models of ambitious writing for all pupils
- Create a positive culture where writing is valued, purposeful and inclusive
- Support pupils to plan, draft, edit and improve their writing

Monitoring and accountability

These expectations are Trust-wide and schools are accountable for their implementation. Impact will be monitored through:

- Book looks and curriculum reviews
- Lesson visits and learning walks
- Pupil voice and writing outcomes
- Professional dialogue with leaders and teachers

Monitoring focuses on consistency, quality and impact, while recognising the context of individual schools.

Across the Trust, children are taught that writing is a powerful tool for communication, creativity and thinking – and that their voice belongs.

Appendix - Spelling

This appendix forms part of Aletheia Academies Trust's Writing Policy. It demonstrates clear alignment between:

- The **National Curriculum spelling requirements**
- The **Little Wandle Letters and Sounds Revised** programme
- A structured approach to **phonics, morphology, and etymology**

Spelling instruction is deliberately sequenced so that pupils first secure **phonically decodable spelling**, then apply **morphological rules**, and later develop understanding of **etymology and word origin**.

Colour Coding Key (for teaching, planning, and assessment)-Coding Key (for teaching, planning, and assessment)

In teaching materials, displays, and pupil-facing resources, statutory spelling words are categorised as follows:

- ● **Phonics-based** - words that can be spelled using taught GPCs and phoneme-grapheme correspondences
- ● **Morphology-based** - words requiring knowledge of prefixes, suffixes, root words, or grammatical rules
- ● **Etymology-based** - words derived from other languages, historical spelling patterns, or unusual letter strings

(This coding supports consistency across phonics, spelling lessons, dictation, and intervention.)

Reception (Foundation Stage)

Teaching Focus

- Oral segmenting and blending
- Writing VC and CVC words
- Secure recall of tricky words from Phases 2, 3 and 4
- Writing simple, phonetically plausible sentences

Little Wandle Tricky Words - Reception (Phases 2-4)

● Phase 2

is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be, push

● Phase 3

was, you, they, my, by, all, are, sure, pure

● Phase 4

said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today, have.

Dictation Expectations

- Dictation remains short and fully supported
- Sentences include only taught GPCs and tricky words
- Adults scaffold untaught spellings

Dictation Examples - Reception (Foundation)

- I can put the coat on. (Spring 2)
- I see seven chicks in a nest. (Summer 1)
- You are the brightest star. (Summer 2)

Year 1 (National Curriculum)

Statutory Spelling Words – Year 1 (Categorised)

● Phonics-based / Common Exception Words

- the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my

● Morphology-based

- asking, asked, playing, played, plays (application of **-s**, **-ed**, **-ing**)

● Etymology-based / Irregular spellings

- once, friend, school, house, our

Days of the week (● historical forms):

- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Little Wandle Tricky Words – Year 1

● Phase 5

their, your, people, oh, Mr, Mrs, Ms, could, would, should, our, house, mouse, water, want, any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work, once, laugh, because, eye, busy, beautiful, pretty, hour, more, improve, parents, shoe.

Dictation Guidance – Year 1

Dictation sentences:

- are largely phonically decodable
- include Phase 5 tricky words once taught
- reinforce spacing and sentence punctuation

Dictation Examples - Year 1

- The forest has a track that leads to a train. (Autumn 1)
- Most blossoms drop from the trees in spring. (Autumn 2)
- The wind groans through the old windows. (Spring 1)
- I had a colourful caterpillar that turned into a butterfly. (Spring 2)
- The giant gave the stone a gentle push. (Summer 1)
- We walked for miles as we searched for the amazing castle. (Summer 2)

Year 2 (National Curriculum)

Statutory Spelling Words - Year 2 (Categorised)

Common Exception Words/High Frequency Words

after, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, could, cold, door, even, everybody, eye, fast, father, find, floor, gold, grass, great, half, hour, improve, kind, last, many, mind, monkey, most, Mr, Mrs, Ms, old, only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, whole, who, wild, would.

● Phonics-based

- door, floor, poor, find, kind, mind, behind, cold, gold, hold, told

● Morphology-based

- children, most, only, both, every, everybody, even, pretty, beautiful, after, fast, last, father, class, pass, move, improve, clothes, busy, people

● Etymology-based / Irregular

- because, child, climb, eye, could, should, would, who, whole, half, money, water, again, sure, sugar, hour

Dictation Guidance - Year 2

Dictation:

- consolidates suffix rules
- includes contractions and homophones
- builds sentence length and stamina

Dictation Examples - Year 2

- An unusual explosion came from the television. (Autumn 1)
- I was running and skipping in the playground. (Autumn 2)
- There are two giants in the village. (Spring 1)
- The donkeys will improve after eating some berries. (Spring 2)
- We'll take an umbrella because it's raining. (Summer 1)
- I tried knitting a shiny scarf. (Summer 2)

Lower Key Stage 2 (Years 3-4)

Statutory Spelling Words - Years 3-4 (Categorised)

- Phonics-based
 - build, caught, early, eight, enough, fruit, group, heard, heart, learn
- Morphology-based
 - accident, actual, actually, business, complete, consider, continue, decide, describe, different, difficult, disappear, important, interest, knowledge, material, medicine, mention, natural, particular, possess, pressure, probably, purpose, recent, regular, remember, sentence, separate
- Etymology-based
 - bicycle, calendar, centre, century, February, grammar, island, library, reign, strength, suppose, surprise, therefore, though, through, weight, woman, women

Teaching Emphasis

- Explicit teaching of word families
- Introduction to etymology and word origin
- Increasing independence in proofreading

Dictation Story Examples:

Although I thought it through, it was very tough to guess the weight of the giant tomato the woman was holding.

Though there were various competitions at the fair, I really wanted to win this one. The women who were judging it said the prize was a whole crate of tomato ketchup!

Upper Key Stage 2 (Years 5–6)

Statutory Spelling Words – Years 5–6 (Categorised)

● Morphology-based

- accommodate, accompany, according, achieve, appreciate, attached, available, average, category, communicate, community, competition, conscience, conscious, definite, determined, develop, explanation, familiar, government, identity, individual, interfere, interrupt, necessary, occupy, occur, opportunity, persuade, privilege, profession, relevant, signature

● Etymology-based

- amateur, ancient, cemetery, committee, foreign, language, leisure, lightning, marvellous, mischievous, muscle, neighbour, parliament, programme, queue, rhyme, rhythm, secretary, shoulder, soldier, stomach, symbol, system, yacht

Teaching Emphasis

- Secure understanding of morphology and etymology
- Accurate spelling in formal and extended writing
- Confident use of dictionaries and proofreading strategies

Whole School Dictation Principles-School Dictation Principles

Across all year groups, dictation:

- Is explicitly taught, not used only for assessment
- Builds cumulatively from phonics to morphology and etymology
- Includes only spellings that have been previously taught
- Is used to inform planning, intervention, and assessment

Dictation Story Example

Maya owns a leisure yacht which sails as fast as lightning. It can accommodate up to forty guests so she invites her friends to accompany her on board for a party.

Maya's dog is mischievous and can harass her friends so he has to be attached to a lead. Maya thinks he will embarrass her and interrupt the fun. Last time it was very awkward as he ate all the party food!

This appendix should be read in conjunction with the school's Phonics Policy and Spelling Policy and reflects a systematic, evidence informed approach to spelling instruction.-informed approach to spelling instruction.