



ENSTONE PRIMARY SCHOOL

WRITING CURRICULUM HANDBOOK

Using The Write Stuff in Mixed-Age Classes

Years 1/2 • Years 3/4 • Years 5/6

Two-Year Rolling Programme • 2026–2028 Edition

HAPPY • MOTIVATED • ACHIEVING

Document Control

Document title	Enstone Primary School Writing Curriculum Handbook
Edition	2026–2028
Curriculum model	Jane Considine’s The Write Stuff in mixed-age classes
Applies to	Years 1/2, Years 3/4 and Years 5/6
Status	Working curriculum handbook
Review cycle	Annual review by the English Subject Leader

Purpose of this handbook

This handbook sets out Enstone Primary School’s approach to teaching writing through Jane Considine’s “The Write Stuff” within mixed-age classes. It explains the curriculum intent, progression, planning model, assessment expectations and two-year rolling programme used across the school.

Core mixed-age principle

One shared writing journey; different levels of statutory expectation, sophistication and independence.

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1. Curriculum Intent, Implementation and Impact

Intent

At Enstone Primary School, we aim to develop confident, thoughtful and increasingly independent writers who can communicate effectively for a wide range of audiences and purposes. Our curriculum combines the shared sentence-craft pedagogy of The Write Stuff with explicit year-group expectations, systematic grammar teaching and regular independent application.

- Build rich vocabulary and confident oral rehearsal.
- Develop accurate sentence construction, grammar and punctuation.
- Provide breadth across narrative, non-fiction, poetry, persuasion, argument and performance.
- Enable pupils to plan, draft, evaluate, edit, proofread and publish.
- Secure progressive independence from Year 1 to Year 6.

Implementation

Pupils in each mixed-age class share a core text or stimulus, writing purpose and broad outcome. Teachers differentiate vocabulary, sentence structures, grammar, punctuation, composition expectations and independence. The Write Stuff supports shared modelling and sentence stacking; Grammar Spotlight teaching secures explicit knowledge; independent writing demonstrates transfer.

Impact

By the end of Year 6, pupils should independently select and control vocabulary, grammar, punctuation, structure, viewpoint and register. Impact is evaluated through writing books, independent pieces, moderation, pupil voice, assessment information and curriculum monitoring.

Core mixed-age principle

One shared writing journey; different levels of statutory expectation, sophistication and independence.

2. Mixed-Age Planning Principles

- Teach a shared text and purpose wherever practical.
- Identify year-group non-negotiables before planning sentence stacking.
- Use common experiences, vocabulary gathering and oral rehearsal.
- Differentiate expected sentence craft and independent outcome, not access to the curriculum.
- Revisit key genres in new contexts rather than repeating identical outcomes.
- Keep spelling and handwriting as parallel progressive strands.

A typical mixed-age lesson

Shared teaching	Younger year focus	Older year focus
Experience and initiate	Secure core vocabulary and oral sentence	Deepen vocabulary and consider reader effect
Model sentence	Apply the identified sentence pattern	Combine lenses or vary structure
Enable	Use scaffolds and rehearsed structures	Exercise greater choice and independence
Review	Check sentence boundaries and meaning	Evaluate precision, cohesion and impact

Planning safeguards

Cycle A and Cycle B are designed to be interchangeable. A pupil should not need to have completed the other cycle first. Medium-term plans must identify explicit Year 1 and Year 2 expectations in Key Stage 1; at Key Stage 2 they should identify how the shared lower-key-stage or upper-key-stage programme is deepened for the older year group.

Supporting programmes

Handwriting

At Enstone Primary School, handwriting is taught through the Nelson Handwriting programme, which provides a consistent, progressive approach from Reception to Year 6. The programme enables pupils to develop correct letter formation, orientation, size and spacing before progressing to fluent, joined handwriting. Handwriting is taught explicitly through regular discrete lessons and reinforced across the wider curriculum.

Phonics and spelling

Early reading, spelling and writing are underpinned by the Pearson Bug Club Phonics programme, which provides a systematic, synthetic phonics approach in Reception and Key Stage 1. Children develop secure phonic knowledge, enabling them to decode, encode and apply their understanding confidently in both reading and writing.

As pupils move beyond the phonics programme, spelling is taught through the Hope Education No Nonsense Spelling scheme, providing a structured progression from Year 2 to Year 6. This ensures that pupils develop a secure understanding of statutory spelling patterns, morphology, etymology and spelling strategies.

Together, The Write Stuff, Pearson Bug Club Phonics, No Nonsense Spelling and Nelson Handwriting provide a coherent and progressive approach to the teaching of writing. The Write Stuff develops composition, vocabulary

and sentence craft, while the phonics, spelling and handwriting programmes secure the transcriptional knowledge and skills pupils need to become fluent, accurate and increasingly independent writers.

3. Whole-School Writing Progression

Year	Curriculum emphasis	Pupil-friendly progression statement
Year 1	Sentence construction and simple sequencing	I can write a sentence.
Year 2	Connected sentences for a purpose	I can write connected sentences for a purpose.
Year 3	Paragraph organisation	I can organise my ideas into paragraphs.
Year 4	Coherence, audience and purpose	I can structure my writing coherently for an audience and purpose.
Year 5	Deliberate language and structural choices	I can make deliberate choices about language and structure.
Year 6	Independent control for reader effect	I can independently control language and structure to achieve an effect.

Progression across the writing process

Strand	Y1/2	Y3/4	Y5/6
Planning	Oral rehearsal, pictures, simple sequence	Organise paragraphs and gather purposeful vocabulary	Select form, viewpoint, tone and overall structure
Drafting	Compose and sequence accurate sentences	Develop paragraphs with varied structures	Sustain cohesion and control pace/register
Editing	Improve a word or sentence with support	Improve vocabulary, grammar and organisation	Revise deliberately for impact and precision
Proofreading	Check capitals, stops and spellings	Check taught punctuation and tense	Independently proofread the full range of taught conventions

4. Curriculum Architecture and Unit Model

Recommended termly sequence

Stage	Purpose
Immerse and initiate	Explore the text, build experiences and gather vocabulary.
Sentence stacking	Model, rehearse and construct sentences through carefully chosen lenses.
Grammar Spotlight	Teach or revisit the explicit statutory knowledge needed for the outcome.
Develop independence	Reduce scaffolding; rehearse planning, paragraphing and editing choices.
Independent write	Transfer learning to a related but independently composed outcome.
Evaluate and publish	Edit, proofread, present or perform for an audience where appropriate.

Recommended evidence

Each term should include at least one clearly identified independent application showing what pupils can do without sentence-by-sentence modelling.

5. Years 1/2 Two-Year Overview

The following two-year rolling programme uses approved The Write Stuff units to provide broad and balanced coverage of the National Curriculum within mixed-age classes.

Term	The Write Stuff Unit	Genre / purpose	Independent outcome
Cycle A			
Autumn 1	The Storm Whale	Narrative	Y1 recount an event; Y2 character recount
Autumn 2	A Lion in Paris	Adventure narrative	Y1 short adventure; Y2 structured adventure
Spring 1	The Owl Who Was Afraid of the Dark	Diary / narrative	Character diary
Spring 2	Plants	Information text	Y1 explain growth; Y2 information text
Summer 1	George and the Dragon	Legend	Y1 retell; Y2 extended legend
Summer 2	If I Were in Charge of the World	Poetry	Create and perform poems
Term	The Write Stuff Unit	Genre / purpose	Independent outcome
Cycle B			
Autumn 1	The Train Ride	Journey narrative	Y1 recount; Y2 extended journey narrative
Autumn 2	The Day the Crayons Quit	Persuasive letter	Character letter
Spring 1	How to Make a Bird Feeder	Instructions	Y1 simple instructions; Y2 detailed procedure
Spring 2	Big Cats	Non-chronological report	Y1 fact file; Y2 report
Summer 1	Little Red Reading Hood	Traditional tale	Y1 retell; Y2 adapted tale
Summer 2	Desk Diddler	Poetry	Humorous poetry

Grammar Spotlight

- Cycle A: sentence boundaries, conjunctions, expanded noun phrases, tense, questions and apostrophes.
- Cycle B: subordination, progressive tense, adverbs, sentence expansion and punctuation consolidation.

6. Years 3/4 Two-Year Overview

The following two-year rolling programme uses approved The Write Stuff units to provide broad and balanced coverage of the National Curriculum within mixed-age classes.

Term	The Write Stuff Unit	Genre / purpose	Independent outcome
Cycle A			
Autumn 1	The Iron Man	Science fiction adventure	Y3 adventure; Y4 extended adventure
Autumn 2	The True Story of the Three Little Pigs	Traditional tale	Alternative viewpoint
Spring 1	The Journal of Iliona – A Young Slave	Historical diary	Historical diary
Spring 2	Street Beneath My Feet	Explanation	Scientific explanation
Summer 1	The Creature	Newspaper report	Newspaper report
Summer 2	The River	Poetry	Nature poetry
Term	The Write Stuff Unit	Genre / purpose	Independent outcome
Cycle B			
Autumn 1	The Gardener	Letter	Letter writing
Autumn 2	The Happy Prince	Traditional tale	Original moral tale
Spring 1	International Women's Day Speech	Persuasive speech	Speech
Spring 2	Once Upon a Raindrop	Explanation	Explanation
Summer 1	Secrets of a Sun King	Historical diary	Historical diary
Summer 2	Ban on Social Media for Under 13 Year Olds	Website article / formal argument	Balanced argument

Grammar Spotlight

- Cycle A: paragraphs, cohesion, fronted adverbials, commas, direct speech, present perfect.
- Cycle B: expanded noun phrases, vocabulary, sentence variety, conjunctions and independent application.

7. Years 5/6 Two-Year Overview

The following two-year rolling programme uses approved The Write Stuff units to provide broad and balanced coverage of the National Curriculum within mixed-age classes.

Term	The Write Stuff Unit	Genre / purpose	Independent outcome
Cycle A			
Autumn 1	The Explorer	Adventure narrative	Extended survival narrative
Autumn 2	The Piano	Flashback story / diary	Reflective diary
Spring 1	Zoo	Persuasive speech	Persuasive speech
Spring 2	Everest	Formal report	Technical report
Summer 1	The Arrival	Narrative from images	Symbolic narrative
Summer 2	The Malfeasance	Poetry	Poetry collection
Term	The Write Stuff Unit	Genre / purpose	Independent outcome
Cycle B			
Autumn 1	The Nowhere Emporium	Mystery / fantasy	Mystery narrative
Autumn 2	The Christmas Truce	Balanced argument	Formal balanced argument
Spring 1	The Lion Above the Door	Newspaper report	Newspaper report
Spring 2	Rose Blanche	Historical narrative	Wartime narrative
Summer 1	Letters from the Lighthouse	Formal letter	Formal argument
Summer 2	Macbeth	Drama / monologue	Dramatic monologue

Grammar Spotlight

- Cycle A: relative clauses, parenthesis, modal verbs, colons, semicolons and dashes.
- Cycle B: passive voice, formal register, cohesion, ambiguity, hyphens and bullet points.

8. Grammar and Punctuation Progression

Phase	Core grammar development	Core punctuation development
Y1/2	Sentence boundaries; coordination and subordination; expanded noun phrases; present/past and progressive forms; adverbs	Capital letters, full stops, question/exclamation marks; commas in lists; apostrophes for contractions and singular possession
Y3/4	Paragraphs; wider conjunctions; present perfect; expanded noun phrases; fronted adverbials; direct speech	Inverted commas and associated speech punctuation; commas after fronted adverbials; apostrophes for plural possession
Y5/6	Relative clauses; modal verbs; parenthesis; cohesion; active/passive voice; formal/informal register; ambiguity	Commas, brackets and dashes for parenthesis; colons, semicolons, dashes, hyphens and bullet-point punctuation

Grammar Spotlight overview

Years 1/2 - Cycle A: Autumn: sentence boundaries and conjunctions | Spring: expanded noun phrases and tense | Summer: questions, exclamations and apostrophes

Years 1/2 - Cycle B: Autumn: subordination | Spring: progressive tense and adverbs | Summer: sentence expansion and punctuation consolidation

Years 3/4 - Cycle A: Autumn: paragraphs and cohesion | Spring: fronted adverbials and commas | Summer: direct speech and present perfect

Years 3/4 - Cycle B: Autumn: expanded noun phrases and vocabulary | Spring: sentence variety and conjunctions | Summer: consolidation and independent application

Years 5/6 - Cycle A: Autumn: relative clauses and parenthesis | Spring: modal verbs, possibility and certainty | Summer: colons, semicolons and dashes

Years 5/6 - Cycle B: Autumn: passive voice and formal register | Spring: cohesion and ambiguity | Summer: hyphens, bullet points and punctuation for effect

9. Writing Rainbow and Vocabulary Progression

Phase	Use of lenses	Vocabulary development
Y1/2	Teacher selects lenses; pupils identify and apply description, action, feeling, thought, sound and simple opinion.	Build oral vocabulary, precise nouns and verbs, adjectives, simple technical words and language from high-quality texts.
Y3/4	Pupils combine lenses and begin selecting them for purpose, including opinion, reason, evidence and rhetorical question.	Choose precise vocabulary, technical terms, figurative language and words that establish viewpoint and formality.
Y5/6	Pupils independently select and manipulate lenses to control pace, atmosphere, voice, argument and reader response.	Use nuanced, subject-specific and figurative vocabulary; distinguish levels of formality and evaluate connotation and precision.

Vocabulary instruction should include explicit explanation, oral rehearsal, morphology where helpful, repeated application and opportunities to retrieve words in later writing.

10. Planning, Drafting, Editing and Proofreading

Plan

- Orally rehearse and discuss ideas.
- Gather vocabulary and identify audience/purpose.
- Sequence events or organise information.

Draft

- Compose sentences and paragraphs.
- Apply grammar and punctuation in context.
- Use Writing Rainbow lenses deliberately.

Evaluate and edit

- Check whether the writing achieves its purpose.
- Improve vocabulary, sentence structure, detail and cohesion.
- Remove repetition and clarify meaning.

Proofread and publish

- Check spelling, punctuation, grammar, tense and presentation.
- Read aloud, publish or perform for a meaningful audience where appropriate.

Editing progression

Editing should move from teacher-led oral improvement in Year 1 to increasingly independent, purposeful revision in Year 6.

11. Independent Writing and Assessment

Independent writing should be related closely enough to the taught unit for pupils to transfer learning, but different enough to show genuine composition rather than reproduction. Assessment should draw on a range of independent pieces across the curriculum.

Assess	Look for
Composition	Ideas, organisation, form, audience, purpose, vocabulary and independence.
Grammar	Sentence construction, clauses, tense, cohesion and control of register.
Punctuation	Accuracy, range and purposeful application.
Editing	Ability to identify weaknesses and make improvements.
Transcription	Application of taught spelling and handwriting expectations.

Suggested evidence cycle

- At least one independent application in each major unit.
- A balance of narrative and non-fiction evidence over time.
- Termly cross-curricular writing to test transfer.
- Termly moderation within and, where possible, beyond the school.
- Pupil peer and self-evaluation appropriate to age.

12. Genre and Purpose Coverage Audit

The two-year programme provides balanced coverage of statutory writing purposes across Key Stages 1 and 2.

Genre / purpose	Y1/2	Y3/4	Y5/6
Narrative	✓	✓	✓
Adventure	✓	✓	✓
Traditional tale / myth	✓	✓	✓
Historical narrative	—	✓	✓
Mystery / suspense	—	—	✓
Diary / recount	✓	✓	✓
Poetry	✓	✓	✓
Report	✓	✓	✓
Explanation	✓	✓	✓
Instructions	✓	Embedded	Embedded
Newspaper report	—	✓	✓
Informal letter	✓	✓	✓
Formal letter	—	✓	✓
Persuasion / speech	✓	✓	✓
Balanced argument	—	✓	✓
Drama / monologue	—	—	✓

13. National Curriculum Coverage and Monitoring

The curriculum has been designed to ensure full coverage of the statutory National Curriculum for English writing from Years 1 to 6. Coverage is monitored through medium-term planning, book scrutiny, pupil progress meetings, moderation and subject leadership.

- Annual curriculum review.
- Monitoring of independent writing.
- Internal and external moderation.
- Review of progression across mixed-age classes.
- Adaptation where national guidance or The Write Stuff units are updated.

14. Spelling, Handwriting, Oracy and Cross-Curricular Writing

Spelling

Spelling is taught through Hope Education No Nonsense Spelling alongside application within writing lessons.

Handwriting

Handwriting follows the Nelson Handwriting programme and is reinforced across the curriculum.

Oracy

Vocabulary development, discussion and oral rehearsal are integral to every writing unit.

Cross-curricular writing

Pupils regularly apply their writing skills in history, geography, science, RE and the wider curriculum to promote transfer and independence.

15. Adapting Texts and Units

Teachers may adapt lessons to meet the needs of their class while maintaining the integrity of the agreed curriculum.

- Maintain the agreed writing purpose.
- Teach statutory year-group expectations.
- Adapt support rather than reduce ambition.
- Retain opportunities for independent writing.

16. Subject Leadership and Annual Review

The English Subject Leader is responsible for monitoring implementation of this handbook and ensuring that it remains current.

- Review the handbook annually.
- Monitor curriculum coverage.
- Support staff with planning and assessment.
- Lead moderation and professional development.
- Recommend updates when Jane Considine releases new units or national requirements change.

Appendix A – Overviews



ENSTONE
PRIMARY SCHOOL
Learning Together, Growing Together

Years 1/2 Writing Overview

☆ *The Write Stuff* ☆

TWO-YEAR ROLLING PROGRAMME

 Inspiring writers.

 Confident communicators.

 Curious thinkers. 

CYCLE A

TERM	THE WRITE STUFF UNIT	GENRE / PURPOSE	INDEPENDENT OUTCOME
 AUTUMN 1	 The Storm Whale	 Narrative	Y1: Recount an event Y2: Character recount
 AUTUMN 2	 A Lion in Paris	 Adventure narrative	Y1: Short adventure Y2: Structured adventure
 SPRING 1	 The Owl Who Was Afraid of the Dark	 Diary / Narrative	Character diary
 SPRING 2	 Plants	 Information text	Y1: Explain growth Y2: Information text
 SUMMER 1	 George and the Dragon	 Legend	Y1: Retell Y2: Extended legend
 SUMMER 2	 If I Were in Charge of the World	 Poetry	Create and perform poems

CYCLE B

TERM	THE WRITE STUFF UNIT	GENRE / PURPOSE	INDEPENDENT OUTCOME
 AUTUMN 1	 The Train Ride	 Journey narrative	Y1: Recount Y2: Extended journey narrative
 AUTUMN 2	 The Day the Crayons Quit	 Persuasive letter	Character letter
 SPRING 1	 How to Make a Bird Feeder	 Instructions	Y1: Simple instructions Y2: Detailed procedure
 SPRING 2	 Big Cats	 Non-chronological report	Y1: Fact file Y2: Report
 SUMMER 1	 Little Red Reading Hood	 Traditional tale	Y1: Retell Y2: Adapted tale
 SUMMER 2	 Desk Diddler	 Poetry	Humorous poetry

CYCLE A SPOTLIGHT


Sentence boundaries


Conjunctions


Expanded noun phrases


Tense


Questions


Apostrophes

Building strong sentences and clear communication.

GRAMMAR SPOTLIGHT



CYCLE B SPOTLIGHT


Subordination


Progressive tense


Adverbs


Sentence expansion

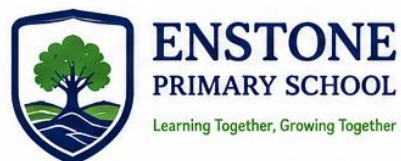

Punctuation consolidation

Expanding ideas and using language with confidence.



High-quality texts •  Talk & vocabulary •  Modelled writing •  Shared writing •  Guided writing •  Independent writing • 

 Every writer. Every day.



YEARS 3/4 WRITING OVERVIEW

THE WRITE STUFF TWO-YEAR ROLLING PROGRAMME



CYCLE A

TERM	THE WRITE STUFF UNIT	GENRE / PURPOSE	INDEPENDENT OUTCOME
AUTUMN 1	The Iron Man	Science fiction adventure	Y3: Adventure Y4: Extended adventure
AUTUMN 2	The True Story of the Three Little Pigs	Traditional tale	Alternative viewpoint
SPRING 1	The Journal of Iliona – A Young Slave	Historical diary	Historical diary
SPRING 2	Street Beneath My Feet	Explanation	Scientific explanation
SUMMER 1	The Creature	Newspaper report	Newspaper report
SUMMER 2	The River	Poetry	Nature poetry

CYCLE B

TERM	THE WRITE STUFF UNIT	GENRE / PURPOSE	INDEPENDENT OUTCOME
AUTUMN 1	The Gardener	Letter	Letter writing
AUTUMN 2	The Happy Prince	Traditional tale	Original moral tale
SPRING 1	International Women's Day Speech	Persuasive speech	Speech
SPRING 2	Once Upon a Raindrop	Explanation	Explanation
SUMMER 1	Secrets of a Sun King	Historical diary	Historical diary
SUMMER 2	Ban on Social Media for Under 13 Year Olds	Website article / formal argument	Balanced argument

CYCLE A FOCUS



Paragraphs



Cohesion

Fronted
adverbials

Commas

Direct
speechPresent
perfect

GRAMMAR SPOTLIGHT

Expanded
noun
noun phrases

Vocabulary

Sentence
variety

Conjunctions

Independent
application

High-quality texts • Talk and vocabulary • Modelled writing • Shared writing • Guided writing • Independent writing



Every writer.
Every day.



ENSTONE
PRIMARY SCHOOL

Learning Together, Growing Together

Years 5/6 Writing Overview



The Write Stuff



TWO-YEAR ROLLING PROGRAMME



Inspiring writers.



Confident communicators.



Curious thinkers.



CYCLE A

CYCLE B

TERM	THE WRITE STUFF UNIT	GENRE / PURPOSE	INDEPENDENT OUTCOME
AUTUMN 1	The Explorer	Adventure narrative	Extended survival narrative
AUTUMN 2	The Piano	Flashback story / diary	Reflective diary
SPRING 1	Zoo	Persuasive speech	Persuasive speech
SPRING 2	Everest	Formal report	Technical report
SUMMER 1	The Arrival	Narrative from images	Symbolic narrative
SUMMER 2	The Malfesance	Poetry	Poetry collection

TERM	THE WRITE STUFF UNIT	GENRE / PURPOSE	INDEPENDENT OUTCOME
AUTUMN 1	The Nowhere Emporium	Mystery / fantasy	Mystery narrative
AUTUMN 2	The Christmas Truce	Balanced argument	Formal balanced argument
SPRING 1	The Lion Above the Door	Newspaper report	Newspaper report
SPRING 2	Rose Blanche	Historical narrative	Wartime narrative
SUMMER 1	Letters from the Lighthouse	Formal letter	Formal argument
SUMMER 2	Macbeth	Drama / monologue	Dramatic monologue

CYCLE A SPOTLIGHT



Relative clauses



Parenthesis



Modal verbs



Colons



Semicolons



Dashes

GRAMMAR SPOTLIGHT



CYCLE B SPOTLIGHT



Passive voice



Formal register



Cohesion



Ambiguity



Hyphens



Bullet points



High-quality texts



Talk & vocabulary



Modelled writing



Shared writing



Guided writing



Independent writing



Every writer.
Every day.

Appendix B – Whole-School Progression Map

Year 1: Sentence construction

Year 2: Connected sentences

Year 3: Paragraphs

Year 4: Cohesion and audience

Year 5: Deliberate language choices

Year 6: Independent authorial control

Appendix C – Coverage Matrix

Genre	Y1/2	Y3/4	Y5/6
Narrative	✓	✓	✓
Non-fiction	✓	✓	✓
Poetry	✓	✓	✓
Persuasion	✓	✓	✓
Historical writing	—	✓	✓
Balanced argument	—	✓	✓
Drama	—	—	✓