|  |
| --- |
| **Marwood Primary School Writing Curriculum Statement** |

At Marwood Primary School, we endeavour to create a love for literacy. We want every child to leave Marwood with the skills of an excellent writer. We are determined that:

* Children have the ability to write with fluency and each has an author’s voice.
* Children are writing for a purpose and their writing is engaging; they think about the impact they want their writing to have on the reader and know how they will achieve this
* Children develop writing from high quality text models
* Children develop proficiency in writing in a range of genres and have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
* Opportunities for writing purposefully are developed through other areas of the curriculum
* Children develop writing stamina.
* Children are provided with the skills to embark on independent writing journeys both in and out of school
* Children are motivated to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability.
* Children display excellent transcription skills that ensure their writing is well presented, punctuated and spelt correctly.

**Marwood Primary School Implementation of Writing**

Throughout their time at Marwood, children develop their skills by exploring a wide-range of genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that, we not only develop a real enjoyment of writing in English lessons, but in all subjects across the curriculum. We expect high standards of writing every time a child writes in any subject but also allow freedom and flow in the early stages of a writing sequence, to promote enjoyment and creativity.

* Teachers ensure that short and long writing opportunities are regularly provided in a range of curriculum subjects
* Children are provided with clear expectations, success criteria and outcomes when writing.
* Spelling, Punctuation, Grammar and Phonics are taught explicitly and applied to their text.
* Modelled, shared, guided and independent writing contexts frequently feature in the English curriculum.
* English sequences follow a pattern of \* Immerse \*Imitate  \*Innovate \* Invent, using high-quality texts as models for the children’s own writing.
* Teachers use a four-stage model when teaching writing and the whole writing process is recorded in the children’s English books: 1.Familiarisation 2.Practicing writing 3.Writing 4.Proof-reading/ editing

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Autumn first half** | | **Autumn second half** | | | **Spring first half** | | **Spring second half** | | **Summer first half** | | | **Summer second half** | |
| **Progression of Core Texts**  *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.* | The family book – Todd Parr  (Fiction)    Monkey puzzle – Julia Donaldson  (Fiction)    You Choose – Nick Sharratt  (Non-fiction) | **Rhymes**  The Wheels on the bus  Hickory Dickory  Twinkle Twinkle Little Star  One potato, two potato  Row, row, your boat  Alice the camel  Ten green bottles  Action rhymes/finger gym  Tommy Thumb | The feelings book – Todd Parr (Fiction)    How do you feel? – Anthony Browne (non-fiction)    The bad tempered ladybird – Eric Carle (fiction) | **Rhymes**  If you’re happy & you know it  Miss Molly had a dolly | | Healthy eating / Caring for our bodies –  Deborah Chancellor (non-fiction)    Oliver’s vegetables – Vivian French (fiction)    I don’t want to wash my hands – Tony Ross (fiction) | **Rhymes**  Heads, shoulders, knees & toes  Humpty Dumpty  Jack & Jill  Ten in a bed  1, 2, 3, 4, 5, once I caught a fish alive | Polar animals – Wade Cooper (non-fiction)    Arctic life – Collins big cat – Sean Callery (non-fiction)    The little Polar bear – Hans de beer (fiction)    Lost and found – Mick Inkpen (fiction) | **Rhymes**  Five little Polar bears (Twinkl)  Twinkl: Polar Regions songs & rhymes resource pack | The tiny seed – Eric Carle (non-fiction)  Jasper’s beanstalk – Nick Butterworth and Mick Inkpen (non-fiction)  Mog the forgetful cat – Judith Kerr (fiction)  Watch me grow, farm animals – Dorling Kindersley (non-fiction) | | **Rhymes**  Five green & speckled frogs  Incy, Wincy Spider  Baa Baa Black Sheep  Hey Diddle Diddle  Old McDonald | In the castle – Anna Milbourne (non-fiction)    Fairytales: Cinderella, Beauty and the beast, The princess and the pea, Snow White, The twelve dancing princesses, The frog prince | **Rhymes**  The Grand old Duke of York  The Queen of Hearts  Sing a song of sixpence |
| Links to Wider Curriculum | Communication and language | | PSED  Communication and language | | | Physical development  Communication and language | | Understanding the World  Communication and language | | Understanding the world  Communication and language | | | Expressive arts & design  Communication and language | |
| Independent purposeful writing outcomes | Formation of lower-case letters  Writing own name  Writing CVC words  Writing tricky words – I, no, the, to, go,into,a,of,ask,put,he,she,we,me,be. | | Formation of lower-case letters  Writing own name  Writing CVC words  Writing tricky words – I, no, the, to, go,into,a,of,ask,put,he,she,we,me,be. | | | Formation of upper-case letters  Writing a label phonetically  Writing a caption phonetically  Writing tricky words - you are her was all they my by is his has push | | Formation of upper-case letters  Writing a caption phonetically  Writing a sentence not necessarily punctuated correctly, phonetically.  Writing tricky words - you are her was all they my by is his has push | | Writing a sentence with a capital letter and full stop, phonetically.  Writing tricky words - pull full said have like so do some come little one were there | | | Writing a sentence with a capital letter and full stop, phonetically.  Writing tricky words - pull full said have like so do some come little one were there | |
| Grammar and punctuation | Write short sentences with words with known letter  sound correspondences using a capital letter and full stop. | | Write short sentences with words with known letter  sound correspondences using a capital letter and full stop. | | | Write short sentences with words with known letter  sound correspondences using a capital letter and full stop. | | Write short sentences with words with known letter  sound correspondences using a capital letter and full stop. | | Write short sentences with words with known letter  sound correspondences using a capital letter and full stop. | | | Write short sentences with words with known letter  sound correspondences using a capital letter and full stop. | |
| Spelling | Marwood Primary Systematic, Synthetic Phonics Programme (See Marwood Phonics Curriculum Statement and progression) | | | | | | | | | | | | | |
| Handwriting | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of tools for  \*drawing and writing, paintbrushes, scissors, knives, forks and spoons.  \*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  \*Develop the foundations of a handwriting style which is fast, accurate and efficient.  \*Form lower case and capital letters correctly. | | | | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of tools for  \*drawing and writing, paintbrushes, scissors, knives, forks and spoons.  \*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  \*Develop the foundations of a handwriting style which is fast, accurate and efficient.  \*Form lower case and capital letters correctly. | | | | | | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Write recognisable letters, most of which are correctly formed. | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Y1/Y2** | **Dinosaurs** | | **Transport** | | **Food Around the World** | | **Seaside** | | **Homes** | | **Arlington Court** | |
|  | **Autumn A** | | **Autumn B** | | **Spring A** | | **Spring B** | | **Summer A** | | **Summer B** | |
| **Progression of Core Texts**  *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.* | **Tell me a Dragon** – Jackie Morris  *(Poetry)*  **Creature Features: Dinosaurs** – Natasha Dursely  *(Non-Fiction)* | **Reptiles** – Angela Royston  *(Non-Fiction)*  **Snow in the Garden** – Shirley Hughes  *(Stories/*  *poems/*  *recipes)* | **The Naughty Bus** – Jan & Jerry Oke  *(Fiction)*  **On the Road** – Susan Stegall  *(Poetry)*  **The Train Ride** – June Crebbin  *(Poetry)* | **Amelia Earhart (Little People, Big Dreams)** – Izabel Sanchez Vegara  *(Non-Fiction)*  **Transport** – Ruth Thompson  *(Non-Fiction)* | **Bonkers About Beetroot** – Cath Jones  *(Fiction)*  **What I Like** – Gervaise Phinn  *(Poetry)* | **Weather** – Steffi Cavell-Clarke  *(Non-Fiction)*  **This Is How We Do It** – Matt Lamothe  *(Non-Fiction)* | **Hidden World: Ocean** – Libby Walden  *(Non-Fiction)*  **A First Book of the Sea** – Nicola Davies  *(Poetry)* | **Mrs Armitage & the Big Wave** – Quentin Blake  *(Fiction)*  **What Happens When..?** – Delphine Chedru  *(Fiction)* | **The Three Little Pigs** – Mara Alperin & Ag Jatkowska  *(Fiction)*  **The Slime Book: All You Need To Know To Make The Perfect Slime**  *(Non-Fiction)* | **Oi Frog!** – Kes Grey  *(Fiction)*  **I Love Bugs** – Emma Dodd  *(Poetry)* | **Grow Your Own Lettuce** – Helen Lanz  *(Non-Fiction)* | **Story Path –** Kate Baker & Madalena Matoso  *(Fiction)*  **Ellsworth’s Extraordin-ary Electric Ears –** Valerie Fisher  *(Poetry)* |
| Links to Wider Curriculum | History | | History | | Geography  Science | | Geography  Science | | Geography | | History  Science | |
| Independent purposeful writing outcomes | To write a poem about a dinosaur.  To write a fact card about dinosaurs.  To write a poem about Christmas/Winter. | | To write a poem transport.  To write a fact file about Amelia Earhart.  To write a  Short narrative (story). | | To write a  short narrative (story).  To write a poem.  To write a non-chronological report about weather. | | To write a  short narrative (story).  To learn and perform a poem.  To write a poem.  To write a non-chronological about the seaside.  To write a recount of our visit to Ilfracombe. | | To write a story based on a traditional tale.  To write a  To use write a short story using rhyme.  To write a poem.  To write a non-chronological report. | | To write instructions using verbs.  To write a story based on a traditional tale.  To write a recount of our visit to Arlington Court.  To write a poem.  To write a non-chronological report about Rosalie Chichester.  To write a narrative (story). | |
| Grammar and punctuation | Noun phrases  Questions & commands  Adjectives  Noun phrases  Vocabulary | Conjunctions  Verbs  Noun phrases  Sentence types: commands  Imperative verbs  Verb choices  Sentence punctuation | Verbs, present tense  Font, colour  Range of sentence types – questions, statements and commands  Punctuation  Positional language  Questions | Subordination  Verb tenses incl the progressive form  Punctuating sentences  Presentation & layout  Subordination | Questions  Exclamation marks (exclamatory sentences – Y2)  Capital letters for proper nouns  Apostrophe for contractions  Verb choice (onomatopoeia)  Verbs | Single-clause sentences  Multi-clause sentences (and, but, when, if, that)  Simple cohesion in a series of sentences  Capital letters and full stops  Question marks  Present tense  Apostrophe for contraction  Single-clause sentences  Punctuation  Noun phrases | Expanded noun phrases  Using ‘and’ to link single-clause sentences  Subordination using ‘so’  Simple adverbials of ‘where’  Adjectives  Noun phrases  Exclamation marks  Alliteration  Rhyme & rhythm  Refrains & repeated pattern  Similes | Humour with noun phrases  Link events with subordinating and coordinating conjunctions  Past progressive verb form  Questions and question marks  Series of sentences | Precise verb choices  Past simple tense & present simple tense  Expanded noun phrases  Onomatopoeic words  Verbs for commands  Coordination & subordination  Expanded nouns | Secure an understanding of sentence  Questions  Rhyme  Joining words & phrases using ‘and’  Noun phrases | Imperative verbs  Sentences with more than one clause | Story pattern  Questions  Statements  Exclamations  Nouns & noun phrases  Adverbs  Possessive apostrophe  Punctuation: full stop, exclamation mark, capital letters for proper nouns |
| Spelling | Synthetic phonics – Year 1 (See Phonics Curriculum Statement of progression) | | | | | | | | | | | |
| **Decision Spelling:**  Metalanguage  Common exception words  Personal spelling list  Long A / Long E  Homophones  Long I  Long O  Long U  Initial /n/ and /r/  Silent k and w  Suffixes | | | | **Decision Spelling:**  Meta language  Word quizzes  Common exception words  /j/  /or/  Suffixes  /shun/ as tion  Homophones  Review personal spelling lists | | | | **Decision Spelling:**  Meta language  Word quizzes  Common exception words  /ul/  Apostrophes for contraction and possession  Homophones  Hard and soft c and g  Review personal spelling lists | | | |
| Handwriting | **Twinkl handwriting progression:**  **Yr1- forming letters Yr 2-positioning and pre-cursive**  Ladder family (l,I,u,t,y and j)  One-armed robot family (n,m,h)  Themed practice | | | | **Twinkl handwriting progression:**  **Yr1- forming letters Yr 2-positioning and pre-cursive**  One-armed robot family (k,b,p and r)  Curly caterpillar family (c,a,d,e,s and g) | | | | **Twinkl handwriting progression:**  **Yr1- forming letters Yr 2-positioning and pre-cursive**  Curly Caterpillar family (f,q and o)  Zigzag monster family (z, v, w and x)  Themed writing practice | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 3/4** |  | |  | |  | |  | |  | |  | |
|  | **Autumn Year A** | | **Autumn Year B** | | **Spring year A** | | **Spring Year B** | | **Summer Year A** | | **Summer Year B** | |
| **Progression of Core Texts**  *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.* | Recounts of visit to Lundy Island  Beatrice’s Dream  Fiction Writing - Kensuke’s Kingdom | Poetry: respond to art through poetry Paint me a Poem  Persuasive Writing - Lundy Island conservation | Fiction: Traditional Tales Fractured Fairy Tales Cinderella of the Nile Little Red/Rapunzel/The Pea and the Princess (RT)  Information text: How to look after a dragon Dare to care: Pet Dragon How to Train Your Dragon | Poetry: Dragons, Truth, Myth and Legend  Chronological report writing of an historic event The Great Fire of London | Instructions and explanations Until I met Dudley (writing sequence)  Poetry: The Works Non-Fiction: Create a class book of mythical creatures Book of Bones  Fiction writing: Myths and Legends | Non-Fiction: Create a class book of mythical creatures  Book of Bones Fiction writing: Myths and Legends The Usborne book of Ancient Greek myths | Non-Fiction: Create a portfolio How to invent  Biography: Fantastically Great Women Who Changed the World | Fiction The Iron Man  Performing and writing poetry Poetry Pie | Fiction: Stories set in imaginary worlds The Lost Magician  Newspapers and report writing The Wizard of Oz | Poetry: Seasons and the Weather The Wind Weeds RT  Persuasive Writing (Climate change) | Non-Fiction Rainforest Rough Guide Tropical Rainforests (RT)  Persuasive Writing Where the Forest Meets the Sea | Poetry: Write about a journey A River  Fiction – Play scripts |
| Links to Wider Curriculum | Lundy Island Visit: Geography and History | | Dig it Up: Stone Age / Iron Age History | | Ancient Greece: History | | Inventors: D&T / History | | Weather around the world: Geography | | Brazil & Rainforests: geography | |
| Independent purposeful writing outcomes | Recount  Narrative | | Fractured fairy tale  Info text | | Instruction writing  Fact files  Myth | | Portfolio  Biography  Poem writing and performance | | Narrative - fantasy  Newspaper reports  Persuasive writing | | Information text  Persuasive writing  Play script | |
| Grammar and punctuation | Nouns and Pronouns Consonants and Vowels Suffixes: -ly Past Tense Subordinate Clauses | Adjectives ‘A’ or ‘An’? Prefixes: super-, anti-, auto- Present Tense Apostrophes | Singular and Plural Nouns  Pronouns  Standard English  Compound Words  Adverbs To Express Time and Cause | Possessive PronounsFronted Adverbials  Prepositions To Express Time and Cause  Plural and Possessive '-s'  Commas | Verbs Compound Nouns Prefixes: dis-, mis-, un Subordinating Conjunctions Inverted Commas | Adverbs - Time, Place & Cause Prefixes: in- Suffixes: -ation Coordinating Conjunctions Organisational Devices | Adjectives  HomophonesCommas after Fronted Adverbials  Expanded Noun Phrases  Editing and Evaluating | DeterminersWord Families  Prepositional Phrases  Verb Tenses: Present  Inverted Commas | Prepositions Prefixes: re-, sub-, inter- Suffixes beginning with Vowels Time Conjunctions Paragraphs | Homophones Suffixes: ous Word Families Place and Cause Conjunctions Editing and Evaluating | Verb Inflections  Conjunctions to Express Time and Cause  Suffixes  Possessive ApostrophesParagraphs | Verb Tenses: PastPrefixes  Plural Possessive ApostrophesSubordinate Clauses  Organisational Devices |
| Spelling | Decision Spelling:  Meta language and statutory word list Personal spelling lists and coaching Review of long vowel sounds A, E and I /shun/ Developing personal spelling lists, and coaching skills /shur/ and /chur/ Homophones Review of personal spelling list | | Decision Spelling:  Meta language and statutory word list Personal spelling lists and coaching Review of long vowel sounds A, E and I /shun/ Developing personal spelling lists, and coaching skills /shur/ and /chur/ Homophones Review of personal spelling list | | Decision Spelling:  Meta language and statutory word list Review of long vowel sounds O and U Apostrophes Prefixes Homophones Review of personal spelling list with spelling coach | | Decision Spelling:  Meta language and statutory word list Review of long vowel sounds O and U Apostrophes Prefixes Homophones Review of personal spelling list with spelling coach | | Decision Spelling:  Meta language and statutory word list Review of long vowel sounds OR and EAR (one week on each) Etymology The suffix OUS Homophones Review of personal spelling list | | Decision Spelling:  Meta language and statutory word list Review of long vowel sounds OR and EAR (one week on each) Etymology The suffix OUS Homophones Review of personal spelling list | |
| Handwriting | **Twinkl handwriting programme**  Ladder family (l,I,u,t,y and j)  One-armed robot family (n,m,h) | | | | **Twinkl handwriting programme**  One-armed Robot family (k,b,p and r)  Curly Caterpillar Family (c,a,d,e,s and g) | | | | **Twinkl handwriting programme**  Curly caterpillar (f, q and o)  Zigzag monster (z,v,w and x) | | | |

**Writing Progression**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year 5/6** | **Vikings & Anglo Saxons** | | **Humans and their Enterprising ways** | | **Comparing People and Places in Modern Europe and Beyond** | | **Egypt** | | **Space** | | **Brazil** | |
|  | **Autumn Year A** | | **Autumn Year B** | | **Spring Year A** | | **Spring Year B** | | **Summer Year A** | | **Summer Year B** | |
| **Progression of Core Texts**  *Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.* | Beowulf – Michael Morpurgo  (narrative & play scripts)  Viking experience  recount  (non-fiction) | Vikings & Anglo Saxons - Heineman(non-fiction)  Christmas Tales  (Fiction)  Author visit:  Selection of titles  (poetry) | Shackleton’s Journey  (Fiction)  Author visit: Chitra Soundar- selection of books  (fiction / poetry)  Whole class read:  Holes – Louis Sacchar | Cracking Contraptions(NonFiction)  The Snow Queen – Hans Christian Anderson  (Fiction) | Journey to River Sea – Eva Ibbotson  (fiction)  A thief in the village  (fiction)  What a wonderful world  (Non-fiction) | The Tear Thief  (fiction)  Animalium  (Non-Fiction)  Whole class  Clockwork – Phillip Pullman  (Fiction) | Secrets of Stonehenge  (fiction)  Lost Words  (Poetry)  Whole class Read  Leila Cat Godess  (fiction- ebook) | A journey through a history of magic (non-fiction)  Harry Potter and Philosopher’s Stone  (Fiction) | War of the Worlds (fictions)  Jazz-Harper – Space Explorer  (Sci-Fi stories)  Jungle survival Handbook  (non-fiction) | Flood (Fiction)  The Sea is a hungry Dog  (Poetry) | Weslandia (fiction)  Extreme animals-  Nicola Davies  (non-fiction)  Drove of bullock- Patrick George  (poetry) | Are humans damaging the atmosphere?  Catherine Chambers  (non-fiction)  Mr William Shakespeare’s Plays (playscripts) |
| Links to Wider Curriculum | Topic: Vikings and Anglo Saxons | | Topic: ‘Humans and their enterprising ways’  Geography  D&T  Scientists and Inventors | | Topic: Comparing People and Places in Modern Europe and beyond | | Topic: Egyptians  Botanicum (non-fiction)  Life cycle (non-fiction) | | Topic: Space | | Topic: Brazil South America / Eden/ Land use | |
| Independent purposeful writing outcomes | Narrative  Information text  Play script  Recount | | Instructional Writing | | Narrative | | Information texts – Life cycles | | Narrative  Newspaper report  Sci-Fi story | | Persuasive text | |
| Grammar and punctuation | Adverbs and modal verbs for possibility  Consistent use of tenses  Time place and number adverbials  Cohesion through sentences and paragraphs  Relative pronouns and clauses  Bracket, commas and dashes for parenthesis  Commas to avoid ambiguity  To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. | | | | Revision of all aspects of Grammar and Punctuation taught through KS2  Recognise and use terminology:  noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. determiner, pronoun, possessive pronoun and adverbial.  Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. | | | | Fluent use of correct tenses incl subj and verb agreement in singular and plurals  Subjunctive  Perfect form in formal writing  Passive voice  Question tags  Punctuation: semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.  To recognise and use the grammar terms previously taught and employ them in own writing | | | |
| Spelling | **Decision Spelling:**  Meta Language and Stat word list  /ough/  Silent consonants  Personal spelling lists  Homophones  /shun/ | | **Decision Spelling:**  Meta Language and Stat word list  /ough/  Silent consonants  Personal spelling lists  Homophones  /shun/ | | **Decision Spelling:**  /shus/  /ible/ /able/  Homophones  /shul/  Review of personal spelling lists | | **Decision Spelling:**  /shus/  /ible/ /able/  Homophones  /shul/  Review of personal spelling lists | | **Decision Spelling:**  Endings – ent / ant/ ence / ance  Endings –fer  Homophones  Use of hyphens  Review of personal spelling lists | | **Decision Spelling:**  Endings – ent / ant/ ence / ance  Endings –fer  Homophones  Use of hyphens  Review of personal spelling lists | |
| Handwriting | **Twinkl handwriting programme:**  *Fluency, style and speed*  Ladder (l,I,u,t,y and j)  One-armed robot family (n,m,h) | | | | **Twinkl handwriting programme:**  *Fluency, style and speed*  One-armed robot family (k,b,p and r)  Curly caterpillar family (c, a, d, e, s, g) | | | | **Twinkl handwriting programme:**  *Fluency, style and speed*  Curly Caterpillar family (f,q and o)  ZigZag monster family (z,v,w and x) | | | |

**Marwood Primary School Impact of Writing**

As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy skills across all areas of the curriculum. They are proud of their stamina in the longer pieces of writing they produce and the language choices they make as a result of reading and familiarising themselves with the high quality texts we choose and the wider experience and knowledge they get from the topic and curriculum. They are confident to take risks in their writing, they have flow, flair and control, and love to discuss and share their ideas. They understand the importance of generating ideas, planning, drafting and reviewing and are able to proof-read and edit their own work and the work of others.