



WRITING POLICY

Policy Formally Approved	September 2025
Policy to be Reviewed	September 2027

It is the responsibility of the Standards Committee to review this policy and bring it forward to the full Governing Body for approval.

Signed by

Headteacher:Date:.....

Chair of Committee:Date:.....

Chair of Governors Date

INTENT

English is a core subject of the National Curriculum and a fundamental building block for educational and social progress; it underpins the work undertaken in all other areas of the curriculum. The ability to communicate effectively – as a speaker, a reader and a writer – is an absolute requirement for active participation in society and all the associated rewards that brings. It is our intention, when teaching English, to equip children with the key skills, knowledge and understanding they need to become effective communicators both in school and throughout their lives.

More than this, we want to foster a love of reading and writing.

In order to make writing purposeful and fun, our English curriculum is closely linked to our topic cycle: we believe the topic focus provides an effective *hook* for writing that engages and inspires our children. We know this approach boosts children's writing outcomes.

All children from Foundation Stage to Year 6 are provided with daily opportunities to develop and apply their writing skills across the curriculum. In writing lessons, children learn how to adapt their writing to suit the purpose and audience. They explore a variety of genres, unpicking the key structural, sentence-level and word-level skills of each before planning, drafting, and re-drafting their own pieces. As with reading, the skills for writing are taught sequentially, building on previous knowledge.

When we teach writing, it is always our intention to broaden our pupils' vocabulary and their ability to manipulate grammatical structures and punctuation so that they can express their thoughts and ideas with clarity, precision and flair in order to inform, engage and entertain their readers.

The Five Curriculum Drivers

The teaching of writing is underpinned by the following principles

1. Lifelong learners:

Through the teaching and learning of writing skills and exposure to different types of texts, pupils develop skills that will allow them to access their continuing education and participate fully in society.

2. Embedded in our community

Through the teaching and learning of writing and exposure to a variety of different texts, our children will acquire knowledge and an understanding of our world and their place in it. The written word provides both a mirror to reflect children's own lives and a window through which to look out on the world. Our writing curriculum is designed to help children celebrate their own heritage and community and to broaden their horizons.

3. Healthy for life

We aim to ensure no opportunity is missed to foster an enjoyment of writing amongst our pupils and a recognition of its value. We do this by setting work that is challenging, inspirational and motivating, in order to help them develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.

4. Environmentally aware

We believe in a future that is more environmentally sustainable and socially fair and where people live healthy, enjoyable lives in thriving environments. Our curriculum is designed to support children to fulfil God's instruction to 'tend the earth,' and to safeguard the integrity of creation. Our children learn that the ability to communicate effectively through writing is a powerful tool that can be used to effect social change.

5. Rights-Respecting Citizens of the World

Through the teaching and learning of writing and exposure to different types of texts, our children are reminded of their rights and that we are a Rights Respecting School. Writing allows children to communicate and explore these rights, in many forms and genres.

The Fressingfield Primary School Aims for Writing

To develop children, who are imaginative, creative, independent, inquisitive, inquiring and confident writers.

- To provide children with a range of writing skills and strategies to enable them to write confidently with comprehension, cohesion and enjoyment for a range of purposes, in a variety of contexts and for different audiences.
- To ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
- To ensure children have a clear understanding of the writing process: plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.
- To develop children's ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work.
- To monitor writing progress effectively to evaluate, promote and maintain high levels of attainment.
- To ensure that children with writing difficulties are identified early and support is given promptly.
- To work in partnership with parents /carers in order to develop each child's full writing potential.

Fressingfield Primary School's teaching and learning of writing reflects the National Curriculum's requirements for Writing, Spelling, Vocabulary, Grammar and Punctuation.

We have further developed our approach to ensure that all pupils:

- Build confidence in using a range of sentence structures;
- Learn how to organise ideas and transcribe these into cohesive texts;
- Become familiar with a range of genres and develop a love for texts;
- Understand the power of language on readers and utilise this in their own writing;
- Have a positive and enthusiastic attitude towards writing in order to grow confidence and stamina to write at length and for pleasure;
- Develop a fluent, effective and legible style of writing;
- Can employ effective strategies for accurate spelling of chosen vocabulary.

IMPLEMENTATION

At Fressingfield Primary School, we follow the 2014 National Curriculum for the teaching and learning of writing skills in Years 1-6 and in Nursery and Reception the Early Years Foundation Stage Framework. We recognise that two distinct, but related areas are involved in teaching children to write: comprehension and transcription. Transcription covers the technical aspects of writing: handwriting, spelling, grammar and punctuation. Composition is about sharing their ideas and thinking about the purpose for their writing. Both are essential for developing lifelong successful writers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Our Progression of Skills in Writing document outlines how these skills are taught sequentially and incrementally over the course of children's journey through our school.

COMPOSITION

Fressingfield Primary School uses Jane Considine's The Write Stuff approach to deliver the composition aims of the National Curriculum and to ensure that our pupils are able to 'read as a writer and write as a reader'. Each year group has four units of writing each term - consisting of narrative, non-narrative and poetry - that are taught half-termly through the year. Units are carefully chosen to match the content of the National Curriculum

for the Programme of Study (POS) and create meaningful links, where possible. Each unit has a similar structure, comprising two key areas: experience days and sentence stacking sessions. The amount of these varies in each unit, and teachers are encouraged to adapt these to meet the needs of their cohorts.

Experience Days

This involves immersive teaching to enrich our children, develop their vocabulary and stimulate ideas. These can take many forms (visits out, visitors in, film clips, drama conventions etc.) and are deployed to strengthen context and build imagination.

Sentence Stacking

Each sentence stacking session is taught through a focus on a single plot point/feature from the text being explored and is organised into a maximum of three learning chunks. Each learning chunk is based on a grammar or literary device. Each learning chunk is then split into the following three parts:

1. Initiate:

This involves idea generation for the learning chunk being taught. This is recorded on the whiteboard and displayed for pupils to refer to.

2. Model

This is where the teacher explicitly models the writing process, demonstrating out loud as a writer. This includes explicit modelling of how to use the generated ideas thinking about the effect of choices on the reader. During this time, teachers must make it explicit as to what is expected when the children go on to write their own (enable) - this can be done through a shared toolkit. The toolkit should build up over each sentence stacking session to act as a success criteria for independent writing.

3. Enable

The pupils are then given time to create their own quality sentences based on the initiate and model parts. Teachers should pinch completed sentences and add them to the shared sentence stacking text displayed on the working wall.

TRANSCRIPTION – SPELLING, VOCABULARY, GRAMMAR & PUNCTUATION

SPELLING

Throughout school, spellings are covered in line with the National Curriculum expectations for each year group and are taught through the Bug Club approach (our phonics programme in EYFS and KS1) and using a scheme of progression in skills in KS2. The Bug Club approach enables pupils to break down words into syllables and phonemes in order to apply the appropriate taught grapheme for accurate spelling. This ensures regular revision of prior learning. Each year group is expected to use the school's agreed spelling progression overviews to teach spelling and use this to inform the teaching of spelling in regular sessions. The relevant spelling progression overviews inform each year group's spelling lists, which are to be taught and tested weekly. Spellings are introduced at the end of the week strategies given to the children. This ensures full coverage of spelling expectations for each year group.

During phonics/spelling sessions, teachers make use of dictation for practising spelling in sentences, however spelling tests should be a simple word list. When delivering spellings during a test, the spellings should be verbally given in a dictated sentence to give context for the spellings.

Bug Club lessons, handwriting sessions, marking and feedback and Early Birds sessions are used in addition to regular stand-alone spelling sessions in order to further support the teaching of spellings.

VOCABULARY

The Jane Considine approach to writing ensures that our pupils develop a rich and varied vocabulary across a range of contexts. The other aspects of our English curriculum supports the development of vocabulary through regular use of (including, but not limited to) guided reading sessions, daily class stories, language-rich classrooms and poetry.

Vocabulary is of high-importance across the curriculum and each subject has a vocabulary bank, which is included on Knowledge Organisers. It is expected that staff support pupils to use vocabulary across the

curriculum, making links in other subjects and applying acquired words in a range of contexts, both inside and outside of the classroom. Resources for the acquisition of vocabulary are available throughout school, such as non-fiction books, dictionaries, thesauruses and high-quality reading books. In Key Stage 2, dedicated dictionary and thesaurus booklets are expected to be used regularly to support pupils' vocabulary development.

GRAMMAR AND PUNCTUATION

Teachers are expected to teach stand-alone grammar and punctuation sessions to complement the chosen Jane Considine unit. These sessions should link to a grammar or punctuation feature which the children will benefit from using in the genre being taught. Teachers are expected to develop a progressive approach for explicitly teaching the grammar and punctuation of the current programme of study and use this to identify and best match appropriate grammar for the genre/unit being taught. In Key Stage 2, Spelling, Punctuation and Grammar is taught every day: these are longer sessions on Mondays and Fridays and 'SPAG meetings' on Tuesday, Wednesday and Thursday.

The Fressingfield Progression of Skills in Writing document is used by teachers to ensure coverage of the National Curriculum expectations. Grammarsaurus is used to provide high-quality resources for teachers to use in their teaching.

Prior knowledge is also recapped through these sessions to ensure that learning is revisited and embedded, thus providing secure foundations for new learning blocks. Sentence stacking sessions allow our pupils to further develop their skills independently of discrete grammar sessions and use these as tools in their writing process. Additional grammar can also be taught or revised through early work, handwriting lessons, Early Bird activities, homework, SPAG skills sessions etc. where teachers feel it is appropriate for their cohort.

HANDWRITING

It is important for children to develop automaticity with neat, cursive writing as early as possible so that they can focus on developing their composition skills as they progress through Key Stage 2. In order to achieve this, handwriting is taught daily at Fressingfield Primary School using the Letter-Join Scheme of Work and resources.

In the Early Years correct letter formation is learnt. In Year 1, children develop the use of entry and exit strokes when writing letters. As children progress into Year 2, they begin to learn to write cursively. Teachers through Key Stage 2 practise and hone these skills.

See the Handwriting Policy for further details.

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

Assessment for Learning: We are continually assessing our pupils and recording their progress. Information for assessment is gathered in various ways: by talking to the children, observing their work, dialogic marking. Teachers use this assessment information to adapt current provision, plan further work and set new targets.

Formative assessment of writing is carried out in line with Fressingfield Primary School's marking and feedback policy. Teachers RAG rate each child's progress using to the Year Group Assessment tracker once they have been covered and following every extended piece of writing (see below). This information is used to target teaching effectively.

Assessment of Learning:

Summative assessment of writing takes place at the end of each unit of writing (at least half-termly). This independent piece is assessed using the 'Writing Checklists' for each year group, in line with National Curriculum expectations. These pieces are used for moderation.

The attainment and progress of children is assessed and recorded three times during the school year on Arbor. This information is gathered from Teacher assessment of a portfolio of independent pieces of writing, which can be found in the children's English books. This data is used to adapt teaching accordingly, to set pupil targets and identify priorities for intervention.

Feedback: Children are provided with constructive and timely dialogic feedback in line with our assessment policy. Verbal feedback is given during lessons in addition to regular self and peer-assessment opportunities. Teachers provide parents with feedback on their child's progress and achievement at parent's evenings and through the end of year report.

Pupil progress meetings, between the Executive Headteacher, class teachers and English Subject Leader, take place each term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

The Executive Headteacher with the support of the English Subject Leader will monitor and evaluate the teaching and learning of writing across the school. The SLT link with responsibility for EYFS will monitor standards in that phase.

Evidence of Progress

- In order to provide evidence of children's progress, each pupil will produce at least one piece of independent, extended writing per unit of work (approximately two per half term). The independent pieces of writing will be of the same genre as the one taught during the unit.
- Class teachers should aim to ensure that the 12 independent pieces cover a range of genres across the year.
- Independent pieces of writing will be completed in children's English books to provide clear evidence of the child's progress.
- Teachers should be mindful of the degree of modelling that occurred within non-independent pieces of writing that are being used for assessment purposes.
- Children may make use of wall displays and/or a success criteria checklist in completing their independent work.
- All independent, extended pieces of work should be assessed in detail with sufficient immediacy to enable pupils to understand their areas for development.
- The areas for development identified in independent writing will inform the setting of pupil targets, which are shared in parents consultations.
- In EYFS, children's mark-making is assessed daily, according to the Development Matters document.

Moderation

To secure judgements, moderation is carried out with other teachers as part of staff meetings. Moderation is also completed with teachers from across the Multi-Academy Trust. To moderate, all pupils' independent writing is assessed prior to a small sample of books from AARE, ARE and BARE pupils being shared and compared. A discussion-based approach is taken (e.g. books open, comparing across the samples within that year group) to secure judgements using the Writing Checklists or end of Key Stage standards.

The school is also part of the moderation cycle organised by Suffolk County Council. Via this process, the writing of children in the Early Years, Year 2 and Year 6 are moderated externally and results submitted to the local

authority.

ADAPTATION/INCLUSION

- Adaptation should be through the degree of support provided to enable all learners to access the lessons. To this end, it is expected that scaffolded support prompts including word banks will be provided for those who need them.
- The way in which pupil pairings are used to enable all pupils to make progress, forms a significant part of this.
- On the advice of the SENDCO, further adaptations may be made for some children (such as the use of keyboards for longer writing tasks). These will be discussed and reviewed as part of termly Pupil Progress Meetings

RECORDED LEARNING

- Each half-termly plan will lead to at least two pieces of independent, extended writing.
- These will be assessed using the Writing Checklist.
- Evidence in children's English books must demonstrate that children are developing writing skills every day.
- To emphasise the specific skills that are being taught, extended writing tasks are underpinned by clear success criteria. These must be reproduced in books and are used for assessment purposes.
- The expectations for extended writing will vary across year groups but will always involve children being expected to apply the skills that were modelled to them as part of the Write Stuff lessons, and thereby meet the given success criteria.
- Writing lessons should be recorded at least on four out of five days a week

WRITING CULTURE

Developing a writing culture at Fressingfield Primary School is fundamental to the progression of the children not only in writing but across all other subjects. The importance of writing is promoted by all adults, and quality writing is routinely celebrated and in order to facilitate a culture of continuous improvement. Teachers and TAs engage in regular peer-to-peer mentoring and dialogue around best practice in the teaching of writing. Teaching staff have access to support and clear, modelled examples of quality teaching from the SLT and other experienced colleagues.

Wider Opportunities to support a Writing Culture

- In support of developing a writing culture, pupils at Fressingfield develop as writers through a wide range of additional targeted provision.
- The whole school environment (in particular, the teaching and non-teaching spaces) should inspire pupils to write throughout the day (both during lessons and at break times).
- Displays throughout the school emphasize our commitment to improving writing.

- Pupils are given opportunities to contribute to the school website, creating a sense of ownership.
- Pupils are encouraged to articulate the fact that they are part of a 'Writing School'.
- Annual celebration and focus on Poetry Week and the Poetry By Heart competition.
- Authors and storytellers come to our school and share their writing process with the pupils.
- Pupils enter writing competitions.
- Quality pieces of writing are celebrated within the year group, in assemblies and online.

LEARNING ENVIRONMENTS

- Content on learning walls is current and reflects the learning journey undertaken throughout the unit.
- Each class displays examples of pupils' high-quality writing.
- Modelled examples of writing are displayed.
- The classroom is a vocabulary-rich environment.

MONITORING OF THE POLICY

Our Writing Policy is reviewed every two years so that we can take account of changes made in our practice, and changes to assessments, materials and government requirements.

Writing throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- Governors' work scrutiny;
- English Subject Leader's review of planning, recorded learning and assessment;
- Learning walks;
- EYFS/KS1/KS2 external moderation;
- Whole school internal moderation;
- Moderation with other schools.