

Kirkby C of E Primary School



Writing Policy

Vision & Rationale

At Kirkby C of E Primary School, writing is at the heart of our curriculum. We believe that every child should leave our school as a fluent, confident and enthusiastic writer who writes with creativity, purpose and pride.

Rooted in our Christian vision, we aim to help every child by equipping them with the knowledge, skills and love of writing needed to thrive in life.

We recognise that strong writing skills unlock access to the wider curriculum, enable children to communicate their ideas and emotions, and empower them to contribute positively to their community and the wider world.

Aims

Through our writing curriculum, we aim to:

- Ensure all children become fluent, accurate and confident writers.
- Develop children's ability to write with creativity, stamina and pride.
- Instil a love of writing by inspiring pupils with high-quality model texts.
- Promote writing as a key tool for learning across the curriculum.
- Equip pupils with secure knowledge of spelling, grammar, punctuation and handwriting.
- Provide inclusive teaching that enables all pupils - including those with SEND and disadvantaged backgrounds - to achieve success in writing.
- Use writing to support children's spiritual, moral, social and cultural development.

Implementation

We deliver writing daily from Reception to Year 6 using the Literacy Counts 'Ready, Steady, Write' programme. This approach builds writing around high-quality vehicle texts and follows a clear sequence:

Immerse - Children are immersed in the text and context, building background knowledge and vocabulary.

Analyse - Children explore model texts, learning the structures and features of specific genres.

Plan - Teachers model how to plan; pupils collaborate, discuss and create their own plans.

Write - Teachers model writing, using a "writerly voice" to think aloud, demonstrate strategies and guide composition. Children draft, revise, edit and publish their work.

Teaching strategies include:

- **Modelled Writing**: Teachers explicitly model writing strategies, verbalising their thought process.
- **Shared Writing**: Teachers and pupils collaborate to create a shared piece of writing.
- **Guided Writing**: Small group sessions focus on specific writing skills, tailored to pupils' needs.

- Independent Writing: Children apply their understanding independently, drafting, editing and improving their own work.
- Dictated Writing: Supports pupils' compositional knowledge while reducing cognitive load, allowing them to focus on ideas without the barrier of transcription.

Early Writing (EYFS)

In the Early Years, children are encouraged to make marks and write using a variety of tools (chalk, pens, brushes, sand, magnetic letters). Writing opportunities are embedded in role play and continuous provision.

Daily phonics sessions (Read Write Inc) build children's phonological awareness and spelling knowledge to support early writing.

Gross and fine motor activities develop the physical control needed for writing. Children begin using 'Fred Fingers' to segment words for spelling and learn to write green and red words accurately.

Handwriting

Handwriting is taught discretely and regularly to develop fluency, stamina and pride in presentation.

- Early focus is on correct letter formation using (Read Write Inc).
- From the end of Year 1/early Year 2, children begin to join handwriting.
- We use the Letter-Join programme (Year 1-6) to ensure consistency and progression across the school.
- Teachers and TAs model high standards of handwriting and presentation in all work.
- Pupils are expected to present their work neatly in all subjects and to take pride in the presentation of their writing.

Spelling

- In EYFS and KS1, children follow Read Write Inc Phonics to develop segmenting and spelling skills.
- In Year 2 and KS2, children use Spelling Shed, learning rules, patterns, morphology and etymology.
- Children are assessed regularly to track and consolidate progress.
- Children are also taught common exception words and key vocabulary linked to wider curriculum subjects.
- Children are encouraged to apply their spelling knowledge in all areas of the curriculum.

Grammar and Punctuation

- Grammar and punctuation are taught explicitly and revisited frequently.
- They are embedded within the Ready, Steady, Write sequence and revisited through 'Sentence Accuracy' starters at the beginning of writing lessons.
- Grammar knowledge is mapped progressively across all year groups to ensure coverage and progression.
- Pupils are encouraged to apply grammar and punctuation knowledge independently when editing and improving their writing.

English Across the Curriculum

Teachers draw meaningful links across subjects to give children authentic opportunities to apply their writing skills across the curriculum. Writing is used as a vehicle for recording and expressing learning in history, geography, science and more.

Inclusion & Intervention

At Kirkby C of E Primary School, we are committed to ensuring that every learner has equitable access to the full curriculum and the support they need to succeed.

- SEND pupils receive targeted support aligned to their EHCPs or SEN Support Plans.
- Adaptive teaching, scaffolds and access strategies are used to remove barriers and ensure all children can succeed.
- Disadvantaged pupils are closely monitored to ensure progress and close attainment gaps.

Assessment & Monitoring

Formative assessment is used daily through feedback, conferencing and marking.

Summative assessment is based on independent writing outcomes each term.

- Writing is moderated termly in school and externally across our collaborative of schools.
- Progress is tracked against year group expectations and discussed in pupil progress meetings.
- End of Key Stage writing is teacher-assessed and externally moderated (Y2 and Y6).
- Monitoring is led by the Writing/English Lead and SLT through lesson observations, book looks, learning walks, pupil voice and data analysis.

Roles and Responsibilities

- Writing Lead: Oversees writing provision, curriculum design, assessment and leads staff training. Monitors teaching and learning and supports staff development.
- Class Teachers & TAs: Deliver daily writing lessons, assess pupil progress, and promote pride and enjoyment in writing.
- Senior Leadership Team: Monitors overall effectiveness of writing provision.
- Parents/Carers: Support writing at home and celebrate writing achievements.

Policy Review

This policy will be reviewed annually by the Writing Lead and SLT to ensure it continues to meet the needs of all learners and reflects the latest research, statutory guidance and school priorities.

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