



## Writing Intent, Implementation & Impact Policy

Compiled by:	English Lead - Claire Waddington
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Amendments:	New policy written to reflect new writing scheme.

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Turton Edgworth CE/Methodist Primary school



Always, 'Doing all we can' and celebrating 'Life in all its fullness'.  
"You will have life and life in all its fullness" (John 10:10) 'Do all you can' (John Wesley)

### Intent

Turton and Edgworth intends to deliver a writing curriculum that allows children 'to have life and life in all its fullness' (John 10:10) and 'Do all you can' (John Wesley). We will do this by:

- planning and delivering an exceptional, inclusive and ambitious curriculum
- providing personal development and enrichment opportunities for all children
- celebrating each child's uniqueness and providing opportunities to reach their potential, regardless of their starting points

We intend to deliver a writing curriculum that:

- Is appropriate to the needs of our children and that reflects our wider community.
- Inspires creative learning through excellent teaching practices that build on prior knowledge and allows for a progression of skills as the children re-visit core concepts.
- Encourages children to reflect critically
- Write with confidence, clarity and imagination;
- Understand and apply their knowledge of phonics and spelling;
- Understand how to write in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features;
- Plan, draft, revise & edit their own work, & learn how to self- & peer-assess against a success criteria;
- Write with grammatical accuracy and use their understanding of grammar to discuss their (and others') writing;
- Develop their imagination, creativity, expressive language & critical awareness through their writing;
- Develop a fluent, joined and legible handwriting style which can be adapted to fit purpose (see handwriting policy).
- Teaches through a mastery approach

We intend to develop, through our teaching of writing, the following attributes and attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Imagination.



## Implementation

### Teaching and Learning

Writing at Turton with Edgworth CEM Primary School is taught using The Literacy Company's, Pathways to Writing scheme. Core texts have been chosen to reflect our curriculum, school beliefs and modern-day Britain. These core texts allow us to teach writing using a mastery approach giving children time and opportunities to practise, understand and embed core writing skills.

Alongside our writing curriculum children are given opportunities to write for purpose in other curriculum areas, once again allowing them to master the skills that they have been taught. Our chosen scheme allows for us to follow the National Curriculum (2014) and ensures we have clear planning of skills and progression across school. A range of genres and skills are covered, revisited and embedded throughout a child's time at school.

### How does the program work?

The 'Pathways' units have been designed to aid and guide progression, as well as the tracking of skills throughout each year group, using a series of Gateway, Mastery and Feature Keys that are aligned to the National Curriculum's requirements for writing. Gateway Keys outline skills that have been previously taught, Mastery Keys introduce the children to new skills and, finally, Feature Keys address the genre requirements of a unit. Each 'Pathways' unit journeys to a final extended writing outcome where the children's success relies on their application of the Keys. However, contained in the journey are many 'short burst' writing opportunities, where the children can explore a wide variety of genres and practise specific mastery skills through shared, guided and independent writing. Children are expected to apply their writing skills and knowledge in cross curricular lessons; teachers provide further extended writing opportunities to ensure children can write for sustained periods of time and at length. Furthermore, during all writing activities, high expectations and standards of writing in terms of composition, word selection, spelling, punctuation and grammar are expected across all subject areas.

We believe it is essential to provide time for the children to reflect on their writing, evaluating and editing their work to make improvements. We encourage peer assessment where the children share their work with each other, providing feedback against the Keys. Children are actively encouraged to use the resources in the classroom, including display boards, to support their writing and editing.

### EYFS

EYFS is where we start our 'Pathways to Write' curriculum. Alongside using the scheme, we also follow the 'Drawing Club' approach where the children are exposed to vocabulary, using a multisensory approach, making words come alive and helping the children to gain a deeper understanding of the vocabulary. Alongside this, children are drawn in to the structure of stories looking at characters, settings and plots of stories allowing their creative minds to add their own twists to stories making learning interactive and fun. This approach also helps to foster a love of books and stories. In continuous provision the children have the opportunity to independently use a variety of

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tools to mark make, word build and write such as, felt tips, shaving foam, sand, chalk, glitter, magnetic letters and computers. Stimulus for writing is placed into different areas of continuous provision to enhance and encourage children to write and draw. At Turton and Edgworth we understand the importance of body awareness and how this can affect children's progress in writing. Teachers plan activities to help develop these skills including fine and gross motor activities, additional group activities may take place for those children who need extra time to work on this area.

Alongside this our Phonics program (Little Wandle) supports the early development of letter writing and word building giving the children the building blocks and confidence to experiment with writing with meaning.

### **Spelling**

It is our belief that the ability to spell each word in the English language is not just acquired, and cannot be achieved through setting weekly tests. Children are actively taught how to spell on a daily basis. Frequent phonics and spelling sessions build their knowledge to enable them to sound out words and spell high frequency words correctly. Spelling homework is set throughout KS1 and 2 on a weekly basis and this is followed by a spelling test. The words from these tests are based around the 300 HFW. These words are those which we know the children will use frequently in their writing and are fundamental to help lessen the cognitive load of the many skills needed to be a successful writer. Alongside this, spelling is taught daily using the spelling expectations taken from the National Curriculum for each year group. We use the Pathways scheme to support our teaching KS2 and in Year 2 we continue to follow the Little Wandle program using 'Support for Spelling' from the Spring term. In the Autumn term the children revisit phase 5 of the program to ensure that they have mastered these skills and begin to learn how to approach the spelling of more difficult words. 'Support for Spelling' looks at the reasons why we choose particular ways to spell words and gives the children the opportunity to continue to use their phonics knowledge to support them.

Ways in which we actively teach spelling:

explicit whole class teaching of spelling rules and patterns

- explicit whole class teaching of individual words and rules.
- small group and individual work where needed.
- Interactive spelling activities
- Display boards for children to reference during writing. This is subject specific and also meeting the individual needs of the children and the National Curriculum expectations.

### **Handwriting**

Please see handwriting policy.

### **Vocabulary, Grammar and Punctuation**

Vocabulary, grammar and punctuation is planned and taught as an integral part of each unit of work.

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Vocabulary is taught during each unit of work allowing the children to build and apply their word knowledge. Grammar and punctuation are taught daily in the form of a grammar starter. The progression of these is mapped out in our English overview.

### Celebrations

At the end of every half term, each teacher chooses a 'shining' example of work which is displayed in The Reading Room in The Barlow our local community hub. We also have a Fox Phonics award which can be given for great reading or application of phonics in writing.

### Impact

At Turton and Edgworth School we will support children to:

- enjoy writing and find the process creative, enriching and fulfilling;
- read widely, recognise good writing, and understand what makes it good;
- be aware of the key features of different genres and text types;
- learn about the skills of writing from their reading and draw (consciously or unconsciously) upon its models in their own work
- have 'something to say' (a purpose) and know how to say it for the specific audience;
- know how to develop their ideas;
- know how to plan and prepare for writing;
- make informed choices about what they are writing, as they write (for example, about vocabulary, grammar, text structure, etc.);
- understand how to reflect upon, refine and improve their own work;
- can respond to the constructive criticism of others.
- celebrate their individual successes.

