



'A caring Christian community where every child achieves a love of life and learning'

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

WRITING POLICY

Policy Lead Committee: Lydney Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

A handwritten signature in black ink, appearing to read 'K. Davey'.

K. Davey, Chair of Committee

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1. Intent

Subject Vision: *'Creative, inspiring, inclusive and nurturing'*

At Lydney Church of England school, we view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is central to our curriculum. Writing is integral to our children's whole language experience; it is a crucial part of thinking and learning. We strive to ensure that all children become successful, fluent, keen and enthusiastic writers by the end of Key Stage two and that our children develop a 'Love of writing'.

This policy outlines the purpose, nature and management of the teaching of writing within our school. It states how we deliver the writing elements of the English National Curriculum and the Early Years Foundation Stage.

1.1 Key Statements about Writing

The following statements are central to our view of writing development.

We believe that:

- Speaking and listening with confidence are significant factors in developing effective writing
- Reading and writing are closely connected and mutually supportive; we read as writers and write as readers
- Writing is best framed within recognisable text-types or genres
- Writing should be designed to meet the needs of real or imagined audiences
- Writing tasks should be prepared through preliminary talk and teachers should model writing for their pupils
- Children should be given the opportunity to collaborate with other children both to compose and to revise their writing
- Writing skills can be improved through reflection
- Children should be closely involved in assessing their own development as writers
- More effective writing is dependent upon increasingly informed grammatical and linguistic choices
- The teacher's response to the child's composition (e.g. praising aspects of the content) is crucial in developing confidence and motivation
- The skills of transcription (i.e. handwriting, punctuation and spelling) must be thoroughly planned for and taught



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1.2 Aims of the Teaching of Writing

In our teaching of writing, we aim for all children to:

- Appreciate that writing is a universal method of communication
- View writing as a process over which they have control
- Enjoy playing with language and write for pleasure
- Write appropriately for specific real or imaginary audiences where possible
- Write for a variety of purposes
- Make judgements about the tone, style, format and vocabulary appropriate to the writing's purpose, audience and genre
- Write clearly, legibly and accurately with attention to punctuation, spelling and grammar
- Recognise that drafting, incorporating significant revision into their writing and proof-reading are integral parts of the writing process
- Achieve independent writing of a high quality

In order to achieve these aims, we base our teaching and learning pedagogy on (Barak) Rosenshine's Principles of Instruction. We have adopted this approach as the principles come from three sources: research in cognitive science, research on master teachers and research on cognitive support. The research-based principles support how pupils acquire and use information, how we use our short-term and long-term memory and how we can provide scaffolds and models for effective learning.

2. Contexts for the Teaching and Learning of Writing

Writing is taught and learnt in specific meaningful and effective contexts. These include:

- Modelled and shared writing
- Shared and guided reading
- Complementary grammar and punctuation activities
- Guided writing
- Independent or paired writing
- Sharing and reflecting on their writing
- Cross-curricular writing tasks e.g. in project work, science, RE...
- To support children in the acquisition of writing skills we will:
 - Provide frequent opportunities to write



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- Promote an awareness of adults writing in a variety of contexts for many purposes
- Provide regular demonstrations of the writing process
- Model, draft and discuss many aspects of writing with children
- Provide opportunities to reflect on the writing process
- Give children time to refine their writing through editing and revising
- Provide children with opportunities to share their writing
- Surround children with a print-rich environment that they have helped to create
- Reward and celebrate children's efforts and achievements in writing
- Teach computing skills that support effective and efficient electronic communication

Within this writing environment, the close relationship between writing and reading needs to be exploited. We will provide a wide variety of texts which cater for children's diverse interests and needs, and act as a stimulus to their own writing.

3. Implementation

How is writing taught throughout our school?

3.1 Engagement

We believe that providing a curriculum which is engaging and hands on is key. Through the whole curriculum we strive to create a culture of excitement and engagement so the children are fully immersed in what they are doing. In order to do this, we deliver our lessons in a way which allows children to feel a purpose for their writing.

An engaging "Hook" or "Way in" to writing is planned for the start of every unit of work.

Here are just some examples:

- The use of a powerful book with rich language.
- Many drama techniques enable the children to become immersed into the life and world of a character or experience. Encouraging hot-seating, conscience corridors, debates and improvisation engages children and can increase their understanding of a text and their ability to express their opinions in written form.
- One way which is sure to engage children is through the use of video, in particular TV and film.
- Real life experiences such as school trips, receiving a letter from a character or digging up treasure in the school grounds. Maybe the classroom has been invaded over the weekend!



- Writing to an MP about a topical issue.

3.2 Talk for Writing

Throughout the Early years and during key stage 1 the children take part in Talk for Writing activities. This approach uses high quality model texts to introduce the children to different story/text types which they then learn off by heart and scrutinise with a writer's critical eye.

They learn the underlying structures and the process of planning using story maps. They also learn about the key strategies for creating interesting characters and settings and how to use a range of sentence types to create different effects including suspense or adventure.

Through fun activities that help them rehearse the tune of the language they need, followed by shared writing to show them how to craft their writing, children are helped to write in the same style.

During key stage 2 children will also experience this approach when it is deemed appropriate.

4. Writing in the Early Years Foundation Stage

In the Early Years, children are encouraged to attempt their own emergent writing and their efforts are valued and praised. As their phonic knowledge increases, this will be reflected in their writing. At the same time, their knowledge of key words is supported through reading and writing activities, including shared reading and writing. The children are encouraged to look at spelling patterns and to focus on key words. [See spelling programme](#)

A wide variety of opportunities are provided for children to engage in writing activities.

Amongst these are:

- Shared writing
- Own independent writing
- Role-play (e.g. an office or restaurant -this is constantly changing to stimulate interest)
- Labels
- Recipes
- Lists
- Making books
- Writing letters
- Menus



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Through engaging in these activities (and many more), children become aware that writing is used for a range of purposes. They distinguish it from drawing, and learn the left to right convention of writing in English.

A variety of resources are used to encourage the development of fine motor control which is essential for good handwriting. These include playdough, cutting, threading and tracing. 'Funky fingers' exercises are a frequent feature of the EYFS classroom. See the Handwriting Policy, www.lydneycofe.co.uk/policies and [EYFS/KS1/ Progression for the teaching of English](#)

5. Writing in Key Stage 1

5.1 Modelled Writing

Through modelled writing the teacher demonstrates specific writing skills. The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing. The teacher will also demonstrate writing in a particular genre. Shared writing will teach children how to:

Generate imaginative and informative ideas through discussion and questioning, and record these ideas in notes/ plans/ drafts

Structure ideas in writing through the use of appropriate language, sentence structure, punctuation, sequencing and lay-out

Develop specific word level skills of spelling, handwriting and punctuation

Refine writing to make it clearer and better suited to its audience and purpose

Develop technical terms and vocabulary for understanding and discussing writing

Publish and present written texts for others to read and use

5.2 Guided Writing /Timely Interventions

Guided writing sessions are used flexibly to provide a bridge between shared and independent work. During these sessions the teacher or TA may scribe for specific children or support children writing independently or in pairs. Some children may require additional scaffolding and word banks to aid their writing.

They may focus on:

- Planning a piece of writing
- Supporting work in progress
- Evaluating and improving writing



5.3 Independent Writing

Children will be given frequent opportunities to write independently so that the skills demonstrated during shared writing and supported during guided writing will be transferred into their own writing.

Since accurate, fluent and independent writing is dependent on a secure grasp of phonics, a high priority is placed throughout EYFS and KS1 on systematic phonics teaching. This gives children strong foundations upon which their development as writers will be built. See Reading Policy; www.lydneycofe.co.uk/policies

5.4 Spelling

Our spelling programme aims to provide an all-through spelling resource which ensures a consistent approach to teaching and comprehensive coverage of spelling rules and conventions from Reception to Year 6. The content is based on the Programmes of Study for Spelling from the new National Curriculum (DfES 2013) for Key Stages 1 and 2. [National curriculum in England: English programmes of study - GOV.UK](http://www.gov.uk/national-curriculum-in-england/english-programmes-of-study)

5.5 Handwriting

Fine motor skills continue to be developed through whole class teaching of handwriting and targeted small groups if necessary. See Handwriting policy; www.lydneycofe.co.uk/policies

5.6 Grammar and Punctuation

The children in key stage 1 will also receive additional teaching of punctuation and grammar skills, which may be taught discretely, and then children will be asked to use these skills in their written work. [EYFS/KS1/ Progression for the teaching of English](http://www.gov.uk/primary/progression-for-the-teaching-of-english)

6. Writing in Key Stage 2

6.1 Modelled Writing

Through modelled writing the teacher demonstrates specific writing skills and the writing process with the children. This may include:

- Demonstrating planning strategies (e.g. concept maps, writing frames)
- Using a familiar text as a starting point for writing
- Teaching the structural characteristics of a particular text type
- Teaching the purpose and use of punctuation



- Playing with language and exploring different language choices
- Modelling higher level sentence constructions
- Drafting
- Demonstrating revision strategies (e.g. checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- Demonstrating editing strategies (e.g. checking punctuation and spelling, using writing targets).

6.2 Guiding the Writing/ Timely Interventions

While the children are writing the teacher, as 'expert', guides learners at an appropriate level by:

- Giving feedback on previously composed independent writing
- Modelling how to use individual writing targets or comment constructively on another writer's work
- Demonstrating a specific stage in the writing process
- Developing or reinforcing skills taught in shared writing

Teachers will plan these writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support children individually or as a group during their independent writing.

6.3 Independent Writing

During independent writing the majority of children compose without direct teacher support. During this time, the teacher and TA will be making those timely guided interventions as they see fit. As children move through KS2, they will be expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills. Independent writing, both within English lessons and across the curriculum will involve:

- Using the imagination and expressing ideas
- Applying skills learned in shared writing and guided writing
- Focusing on individual writing targets
- Revising work in the light of feedback from teachers or peers
- Commenting constructively on other children's writing
- Editing and proof-reading to improve transcriptional features



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- Preparing work for presentation

6.4 Grammar and Punctuation

Grammar and Punctuation will often be taught as a discrete lesson. The children will then often be expected to illustrate the skill that has been taught in their writing. They will be frequently asked to repeat that skill in order that it will become embedded within their writing.

See -[KS2 Progression for the teaching of English](#)

6.5 Handwriting

Handwriting and presentation remains a focus throughout KS2 and children are frequently reminded about correct posture for writing and letter formation. See Handwriting policy. www.lydneycofe.co.uk/policies. Targeted small groups are established for any children who have difficulties with handwriting and presentation.

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7. Impact

7.1 Assessment

Pupils' developing abilities as writers are assessed through ongoing formative assessment. This process occurs through daily interactions with learners, marking and pupil conferencing. Ongoing formative assessment enables teachers and pupils to derive targets for improvement. Teachers will tailor their planning accordingly depending upon what difficulties the children are experiencing with their writing.

In particular, the areas for development identified by detailed marking (particularly of independent writing) will inform the setting of individual pupil targets, which are recorded in the children's books. See Marking policy; www.lydneycofe.co.uk/policies



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7.2 Summative Assessment

As for all core subjects, class assessment data for Writing is captured every term and recorded on Insight. This data is analysed and will inform the discussions which take place during pupil progress meetings. Pupil progress meetings will help to inform areas for writing development in terms of the class or for individual children.

7.3 Experiential Opportunities

Children are chosen on a weekly basis to share their work in 'Good work assembly'. When it is their turn the children may have the opportunity to read their writing to the whole school. When visiting the church for Harvest and Christmas occasions the children will be asked to perform to the congregation and their performance will often be a poem or a story which they have written.

During lunchtimes, some children in class 6 become our school journalists and are given the task of producing a newsletter which is sent to all parents. They are able to work collaboratively and make decisions about content, organisation and layout.

We seek to invite an author, poet or writer into school as often as possible to discuss their craft and motivate the children as writers themselves

This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.