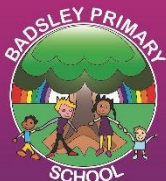


BADSLEY PRIMARY SCHOOL



Writing Policy

Policy Date	June 2025	Review Date	June 2026
GB Responsible	Full Governing Board	Written by	K.Bains
Approved		Website	https://badsleyprimary.org/



Growing Together; Aiming High



Article 13 Freedom of expression
Article 23 Children with a disability
Article 28 Right to education
Article 29 Goals of education

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1. Curriculum intent, aims and drivers

Curriculum intent

Reading is like breathing in, and writing is like breathing out."
- Pam Allyn

Writing at Badsley aims to put quality literature at its heart. It provides our pupils with rich language models and experience of effective writing used by leading authors, to inspire their own. Our writing curriculum engages our children through quality texts and drama, which motivates them to write for a range of purposes and audiences. Learners are nurtured to become confident, creative writers with skills vital for not only their academic success but for communicating their ideas and emotions in their life beyond the classroom.

Aims

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

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

Ultimate End Goal

At Badsley, we endeavour to create a love for writing. We want every child to leave Year 6 with the skills of an excellent writer who:

- has the ability to write with fluency
- can think about the impact they want their writing to have on the reader and knows how they will achieve this
- has an extensive bank of vocabulary and a knowledge of writing techniques to extend details or description
- can structure and organise their writing to suite the genre they are writing and include a variety of sentence structures
- displays good transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat

- re-reads, edits and improves their writing so it is produced to the best of their ability

Curriculum Drivers

Our curriculum is built on our Key Drivers:

- **Oracy**
- **Aspiration**
- **Equality and Diversity**
- **Experience**
- **Curiosity and Discovery**

To ensure our curriculum offers enrichment, these drivers underpin everything we do in all areas of school life. These form the foundations of our curriculum and are threads throughout our teaching including the teaching of pupils' spiritual, moral, social and cultural (SMSC) development and the teaching of British Values.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

The Subject Leader for Writing is responsible for:

- *action planning*
- *termly updates for staff*
- *organising and leading CPD*
- *monitoring standards*
- *reporting to the governors' Curriculum Committee*
- *if requested, auditing and ordering new resources*
- *leading assessment and analysing data*
- *attending CPD (ROSIS)*
- *ensuring all objectives for their year group are planned for*
- *professional reading*

The Headteacher and Governing Body are responsible for:

- *ensuring teachers can deliver the new curriculum by having access to the appropriate training and resources necessary;*
- *providing opportunities for the Writing Leader to work with staff to plan and*
- *reviewing policies relating to English.*

The Class Teacher is responsible for:





- *Following the guidelines set out in the Writing policy*
- *Planning effective writing lessons using the objectives from the short-term plans and long-term plans provided*
- *Providing many opportunities for writing to be applied by pupils in a variety of ways, including ICT*
- *using a wide range of purposes and audiences*
- *Planning lessons which will support and/or challenge pupils as appropriate through adaptive strategies*
- *Ensuring they have access to a range of necessary resources to be able to deliver the curriculum effectively*
- *Supporting the English Lead in monitoring and assessment by completing the relevant year group assessment grids*
- *Ensuring support staff have access to planning and have the knowledge and skills to be able to support and challenge them in completing tasks.*
- *Planning regular opportunities to retrieve spelling, punctuation and grammar skills*

The Support Staff are responsible for:

- *Ensuring they have the relevant planning necessary to support and challenge pupils*
- *Asking for support from the class teacher and/or Writing Lead to ensure their training requirements are met*

4. Organisation and Planning

Our learners explore the four author purposes: entertain, persuade, inform and discuss. These purposes are developed through a range of genres which are taught progressively and systematically.

	 Entertain	 Inform	 Persuade	 Discuss
F2	Description (Simple phrases and sentences)	Captions Labelling		
Years 1	Narrative Description Poetry	Recount Letter Instructions Fact file		
Year 2	Story Description Poetry	Recount Letter Fact file		
Years 3 & 4	Narrative Description Poetry	Explanation Recount Biography Non-chronological report	Advert Letter Poster	
Years 5 & 6	Narrative Description Poetry	Reports Biography Newspaper Explanation	Advertising Speech Campaign	Balanced Argument Review

We provide a wide variety of texts which cater for children's diverse interests and needs and act as a stimulus to their own writing. Each year group use: picture books, quality texts, poetry or videos to inspire and inform their writing. The writing objectives, outlined in the National Curriculum, are planned so that children build on their skills sequentially and systematically. These can be adapted and modified to meet the needs of the children accordingly.

Learning Journey

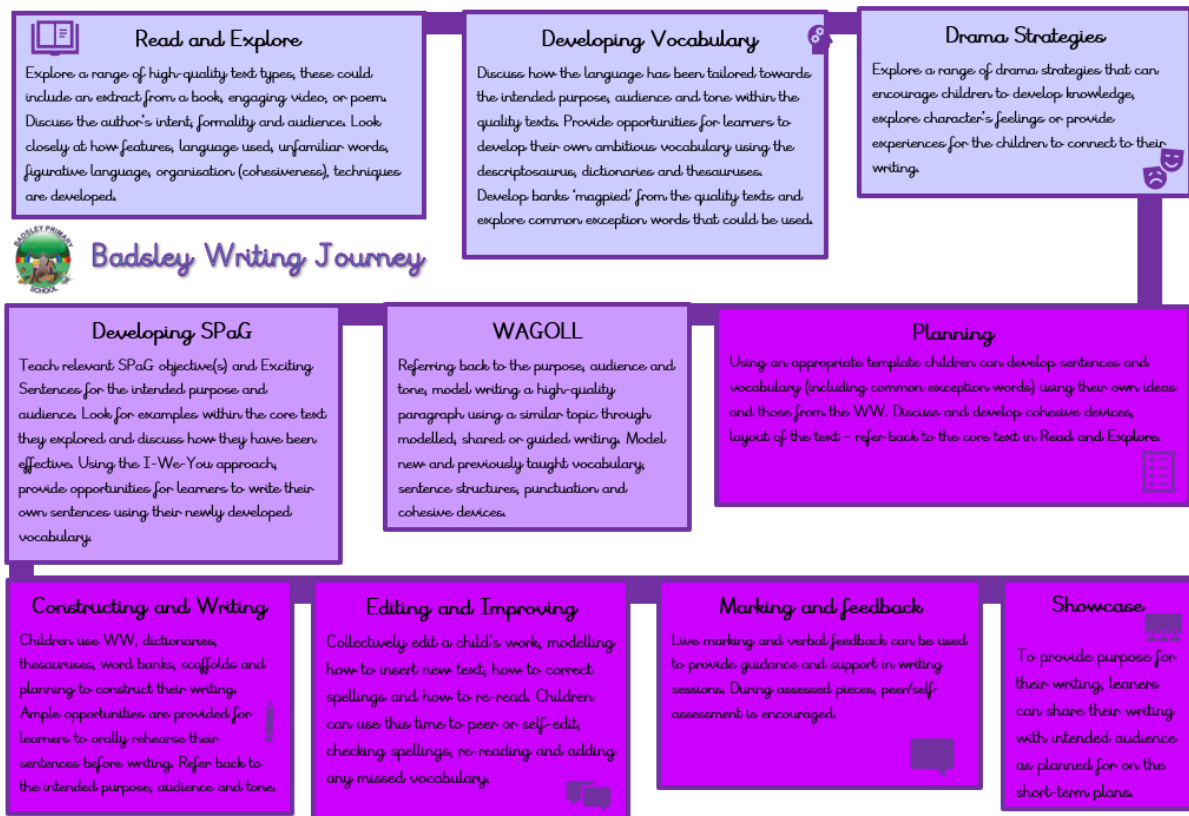
To ensure the pupils are supported through the writing process, we progress through the stages outlined below:



The writing journey follows a clear sequence over two to three weeks, depending on the text type and purpose. We begin with a 'Read and Explore' phase, where pupils are introduced to high-quality model texts that demonstrate the style, tone and structure of the writing they will produce. Through reading, vocabulary exploration, discussion, and drama, children begin to internalise the language and features of the genre.

In the 'Develop Skills' phase, we focus on specific writing skills using the gradual release model: "I do, we do, you do." This ensures that grammar, sentence

construction and punctuation is modelled and practiced. Short Burst writes provide purposeful tasks for children to experiment with particular elements such as setting descriptions, character dialogue, character description, introduction paragraphs, persuasive sentences or story openings, building writing stamina. Grammar, punctuation and spelling objectives are integrated meaningfully into these sessions so that children can apply them in context.



This model guides both children and teaching staff through a familiar journey that builds and develops the skills needed for writing for a range of genres. The learning journey is displayed in each classroom so that the children are able to access the materials and resources previously used independently. This display is updated regularly and is a working wall.

Through the learning journey the teacher will model the writing process with the children. This will include:

- Using a range of stimuli to read and explore
- Build vocabulary
- A clear focus on the text type, audience and purpose
- Developing punctuation and grammar skills through an 'I do, we do, you do' approach
- Teaching the structural and grammatical characteristics of a particular text type
- Playing with language and exploring different language and sentence choices

- Demonstrating planning strategies (e.g., concept maps, writing frames and boxing-up templates)
- Modelling higher level sentence constructions (e.g., conjunctions and complex sentences) through our Badsley Exciting Sentences
- Drafting
- Demonstrating polishing 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)

Writing in KS2



Badsley Writing Journey KS2

Writing Journey (Two or three-week journey)	Read and Explore	Share text type, purpose and audience (TAP) Introduce text (modelled read, paired read, choral read, independent read or echo read) Discuss author's intent Vocabulary Identify features (language and organisational)
	Develop Skills	Drama strategies used to build experiences Skill Practice (Sentence structures, punctuation & grammar) Short Burst Write (Teacher led, paired, guided, slow writing)
	Innovate	Planning time to generate ideas Teacher to model writing (Shared, guided or modelled) First draft Edit Proofread Showcase (Read to a peer/teacher, perform or write up) Self/peer Assessment

In year 6, materials are developed and adapted to ensure that they support children in meeting the requirements of the statutory Teacher Assessment Framework to achieve the Expected and Greater Depth Standard. The process and progression of writing are embedded within the writing learning journey, as they are throughout school.

Writing in KS1

In KS1, there is a daily 'Write Along' session. In this lesson, teachers model composing, rehearsing, writing and re-reading a dictated sentence. Children then work independently, or in an adult-focus group, to write dictated sentences and move progressively within the lesson to write their own. The sentences include taught graphemes and vocabulary. All children have their own writing book, which documents their writing learning journey throughout the year. Adaptive teaching strategies are used to support learners. These include: word banks, cloze procedures, sentence stems, sentence recording devices and counters.

A one-week and two-week 'Write Along' journey is outlined below:



Badasley Writing Journey KS1

One-week Journey	Read and Explore	Session 1 Share text type, purpose and audience orally (TAP) Introduce text (modelled read, paired read, choral read, independent read or echo read) Drama strategies used to build experiences Dictated sentence
	Develop Skills	Session 2 and 3 Read text (modelled read, paired read, choral read, independent read or echo read) Skill Practice (sentence structures, punctuation & grammar) Dictated sentence
	Innovate	Session 4 Read text (modelled read, paired read, choral read, independent read or echo read) Planning time to generate ideas (story map or thought shower) Dictated sentence Session 5 Shared sentence into guided write Showcase (read to a peer/teacher or perform)
Two-week Journey	Read and Explore	Session 1 Share text type, purpose and audience orally (TAP) Introduce text (modelled read, paired read, choral read, independent read or echo read) Drama strategies used to build experiences Dictated sentences
	Develop Skills	Session 2 and 3 Read text (modelled read, paired read, choral read, independent read or echo read) Skill Practice (sentence structures, punctuation & grammar) Dictated sentences
		Session 4 Read text (modelled read, paired read, choral read, independent read or echo read) Guided planning time to generate ideas (story map or thought shower) Dictated sentences
		Session 5 Short Burst Write Paired write, slow write, guided or shared
	Innovate	Session 6, 7 and 8 Read text (modelled read, paired read, choral read, independent read or echo read) Skill Practice (sentence structures, punctuation & grammar) Dictated sentences
Session 9 Read text (modelled read, paired read, choral read, independent read or echo read) Guided planning time to generate ideas (story map or thought shower) Dictated sentences Session 10 Shared sentence into a guided write Showcase (read to a peer/teacher or perform)		

Early Writing in the Foundation Stage

In the Early Years, phonics is taught explicitly as soon as children enter FS through the Read Write Inc. programme. Children are taught to read and then write graphemes in line with what has been taught through a progressive model. A daily 'Write Along' session takes place, where children rotate through various activities designed to enhance letter formation and fine motor skills. During these sessions, teachers model the process of composing, rehearsing, writing and re-reading CVC words and captions, gradually progressing towards writing a dictated sentence in small, adult-led groups. These words and sentences incorporate taught graphemes and letters, ensuring accurate transcription. Each child has their own writing book to record their writing journey throughout the year.

As their phonic knowledge increases, this is reflected in their writing. At the same time, their knowledge of red words is supported through reading and writing activities. A wide variety of opportunities are provided for pupils to engage in writing activities.

Amongst these are:

- Shared writing
- Modelled writing
- Guided writing
- Role-play (e.g., an office or restaurant), both indoors and outside

Through engaging in these activities, 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.

Spelling

The teaching of phonics and spelling aims to develop children as independent spellers who take an active part in their own learning.

At Badsley Primary our aim is:

- To provide children with a wide range of spelling strategies to enable them to be confident, competent and independent spellers (using their phonics knowledge and syllables).
- To draw on new initiatives to enhance the teaching of spelling
- To provide a range of auditory, visual and kinaesthetic activities and experiences in spelling, in order to meet the learning styles of all children in the classroom
- To link spelling, wherever possible, to other areas of the curriculum, in order to make it more meaningful and relevant to the children
- To provide a classroom climate in which children feel secure enough to 'have a go'
- To ensure pupils have an adequate bank of automatic recall words
- To make children successful spellers by ensuring they can use a variety of strategies to spell accurately
- To create a text rich environment where children can independently find support
- Have an interest in words, their meanings and their origins, developing a growing vocabulary both for speaking and writing
- Provide regular retrieval opportunities

In FS and Key Stage 1 children follow a high-quality, systematic programme of phonics teaching following the Read Write Inc teaching programme. Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our children to apply their phonic knowledge when spelling. Statutory words are planned and taught through the 'Write Along' sessions.

In Year 2 and KS2, children participate in three spelling sessions linked to the 'Spelling Shed' programme per week once they come off the Read Write Inc. scheme. Children are also given daily spelling practice opportunities during registration, through access to displays of weekly spellings, assignments through the online platform, cross curricular word banks and discussions during guided reading, shared writing and English lessons. Weekly assignments are set to support children's understanding and promote regularly practice at home in year 2 to year 6.

Common exception words are taught through the Spelling Shed scheme but are also planned and taught through the writing journey. Six words are selected to match the writing outcome and are included in the final piece. Pupils underline common exception words in extended pieces of writing.

Punctuation and Grammar

Within the Learning Journey, children explore key elements of grammar and punctuation that will best influence their writing. These are:

- Vocabulary (making ambitious language choices, carefully selecting adjectives, adverbs and verbs for specific purposes)
- Sentence construction - using a range of conjunctions to form complex sentences; starting sentences in different ways, including using adverbs, time phrases and 'ing' clauses and punctuation.

This is also achieved through Alan Peat's 'Exciting Sentences'. These progressive sentences provide children with a variety of grammatical structures to learn and draw from for their own writing. This progression model introduces these 'Exciting Sentences' at the right time to coincide with the expectations of the National Curriculum and the writing assessment grids. There are a minimum of three sentences and a maximum of six in each year group which can be explored and extended throughout the year so that they are completely embedded in the child's sentence repertoire.

In addition to equipping children with the tools to write effectively, children are also exposed to punctuation and grammar retrieval activities (three times a week) that help to further embed taught PaG objectives. In Y6, children are taught discrete lessons to prepare them for the KS2 SPaG assessment.

Handwriting

Fluent handwriting is essential for effective writing composition because pupils' cognitive resources are freed.' (EEF Improving Literacy in KS2).

Therefore, we provide regular daily handwriting practise throughout the school to support our pupils to increase speed and automaticity of the process.

Aims of Handwriting:

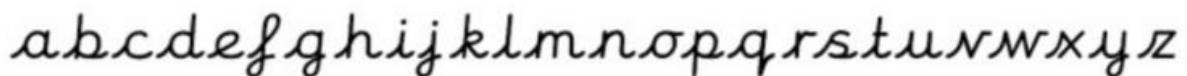
- To develop a sense of pride, pleasure and enjoyment in their handwriting
- To accurately form letters
- To adopt fluent, legible and joined handwriting
- To adapt lettering styles for different purposes

The teaching of handwriting begins in the FS. A variety of resources are used to encourage the development of the fine motor control which is essential for good handwriting. At Badsley, we follow the programme, 'Squiggle Whilst You Wiggle' in the autumn term, to help children develop the fine and gross muscle control they need for writing. The programme uses dance and large movements to make marks through multi-sensory ways e.g., sand, foam or paint. After this, the programme is used as an intervention to support children who are still developing their fine muscle control. In the daily phonics lesson, FS2 children learn approximately four letters a week. They

learn to recognise these letters and read them within simple words and also how to write the letters, forming each letter accurately which continues into year 1.

From year 1 through to year 6, handwriting is supported through the Letter-join programme. The programme ensures that spelling patterns are also practised to support word memory and hand recognition. Letter-join fully supports the DfE expectations around the teaching of phonics and the printing of letters. The cursive font (with lead ins) is introduced in year 3 once children can form letter shapes fluently.

Below is an example of the cursive script and print used in school.

A cursive script of the alphabet from 'a' to 'z'. The letters are connected and written in a fluid, slanted style. The letters 'a' through 'z' are shown in a single line.

(Letter-join 8)

A print Plus 1 of the alphabet from 'a' to 'z'. The letters are in a simple, bold, sans-serif font. The letters 'a' through 'z' are shown in a single line.

(Letter-join Print Plus 1)

Here's how Letter-join is described:

"Letter-join includes animations of all the letters of the alphabet with a spoken commentary on how to write each letter. Patterns, letters and words can all be watched and traced on-screen. Magic Patterns allows children to trace pre-cursive patterns and fun shapes on a variety of 'magic' backgrounds and with Magic Words they can trace over their own words on different backgrounds on IWBs or tablets. Word Animator lets you input your own words, replay the video and trace over the words for IWB practise."

To ensure that children are transcriptionally secure, dictated sentences are implemented in year 2-year 6, twice weekly. These are used to practise taught spelling rules, grammar and punctuation and build automaticity.

Pen Licence

Pupils are awarded a pen licence once they consistently demonstrate neat, correctly joined handwriting across all areas of their work, not just in handwriting lessons. This recognition is a valued milestone in a child's writing journey and promotes pride and care in written presentation. Teachers assess each pupil's readiness for a pen licence individually, ensuring that high standards are maintained across all curriculum areas. Once awarded, children are permitted to write in pen (black biro) during their independent work.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Teachers will use adaptive teaching strategies to support and guide learners. These include: word banks, cloze procedures, sentence stems, sentence recording devices, highlighted handwriting books, pencil grips and counters.

Further information can be found in the school's SEND policy.

6. Monitoring Arrangements

The headteacher, together with the Curriculum Strategic Lead and Writing Lead monitor the curriculum to ensure it meets the needs of our pupils.



We monitor the curriculum using a variety of methods including:

- Pupil voice
- Staff voice
- Learning walks
- Lesson visits/ drop ins
- Book looks
- Data analysis




Assessment

Assessment is regarded a vital part of teaching and learning and is a continuous process. Formative assessments are made through live marking, questioning and self and peer assessment. Through these children are provided with additional support or interventions to support their learning. The following assessment grids are used to support self and peer assessment:

KS1 example

A B C capital letters	 finger spaces	 full stop	Read read it again	
--------------------------	--	--	-----------------------	--

KS2 example:

Genre:	I TA I P	 
LI		 HIGH FIVE PRESENTATION
Success Criteria	Feedback	
Correct spelling of year group words		
Correct punctuation		

Independent Writing

Each year group has an assessment grid that is based on the National Curriculum objectives. A termly judgement determined on the progress of objectives met is made by the teacher using a collection of independent work, which includes a range of genres for different audiences and purposes. The summative data is collected termly using Insight.

During independent writing, the children compose without direct teacher support but using supports developed during the learning journey. As children move through KS2, they are expected to write regularly and at increasingly greater length, developing crucial writing stamina alongside other skills.

Writing is likely to be independent if it:

- emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

(Key stage 2 teacher assessment guidance 2022-23)

Moderation is intrinsic to ensuring that assessment is standardised throughout school and that teacher judgements are secure. At Badsley, we use moderation to support

and challenge judgements and we have developed a culture of support and accountability. Teachers attend external moderation training through ROSiS and disseminate this training to all staff and ensure that the school stays abreast of any central changes.

This policy will be reviewed as stated on the front of the policy by the Subject Lead in consultation with the Headteacher and Senior Leadership Team. At every review, the policy will be shared with the full governing board.

7. Links with other policies

- EYFS Policy
- SEND Policy
- EAL Policy
- Reading Policy

Additional websites:

Letter-join: <https://www.letterjoin.co.uk/>

Spelling Shed: <https://www.edshed.com/en-gb/spellingshed>

National Curriculum 2014: <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>