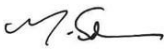




Ireby Church of England Primary School

English writing

Signed by:

_____  _____ Head Teacher

Date: 14th September 2026

Next review date: September 2028 or sooner if required

School Governance:

Responsibility of the school leadership

Christian vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning.

Our writing policy supports our children's academic, social and spiritual development through studying a rich curriculum which enables all to flourish. Writing units are carefully selected so that we can teach our children dignity and respect allowing them to experience our world, learn from a wide range of people and participate positively in our communities.

Our Aim

To build children's English skills and knowledge towards specific '**end points**' at each key stage of their learning, and commit this learning to their long-term memory, enabling them to know more and do more and fulfil our Christian vision of being healthy, active citizens who can contribute positively to making our world a better place both during their time at Ireby and beyond.

English

Our Intent:

Our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school.

We recognise that spoken language underpins the development of writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum.

We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of Writing and communicating through vocabulary rich and high-quality literature, using Ready Steady Write by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often.

We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.

Implementation

Organisation and Curriculum Coverage

Our teachers are supported by the English resource, **Ready Steady Write** which empowers them to provide high-quality teaching of writing through high-quality literature. Detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resource

Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Literacy Count's **Ready Steady Write** units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

Working Walls and Table Resources

Each class develops an English working wall which adapts daily with teaching. Displays model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials are also displayed within the classroom to aid children's writing. Sentence accuracy checkers are available to all children, both in their books and in the environment. Staff will model the expectations throughout the curriculum.

Inclusion

Children with English as an additional language:

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. All teachers, when required, include a range of strategies to support children with EAL including:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology to support interpretation of Example Texts

Teachers work with the EAL leader to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the EAL leader to help them make rapid progress.

Children with Special Educational Needs:

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties ([see our teaching and learning policy](#)). Some children then receive SEN support. These may include adaptive teaching techniques such as:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing – with opportunities for the children to practice modelled techniques
- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and appropriate level of challenge

Confident and competent writers:

Children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts. Writing groups and differentiation. Lesson plans include appropriate challenge and these are considered when delivering lessons.

Impact

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. Our curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality-first teaching, supported by targeted, proven interventions where appropriate.

In this way it can be seen to impact in a very positive way on children's outcomes.

High-quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose. Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.

Assessment

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Teachers also complete a written assessment of children's outcomes after each half termly unit, to identify next steps and the subsequent units are amended to include these focuses. Summative assessments are completed against national assessment frameworks and teachers attend external moderation groups to validate their judgements. Portfolios of work at with agreed moderated standards are kept and used to support teachers' judgements.

Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly staff meetings allow for whole school moderation of writing to deepen understanding of standards.

Our subject leader analyses termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in half termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.

Our long-term English plans:

Year 1 and 2 long term plan 2026 – 2027 **CYCLE B**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English writing Literacy counts	Old Bear (y1) (enhanced unit) Finding story sentences 15 sessions King Lion (y1) Instruction sentences 12 sessions Leo and the octopus (y2) Friendship narrative 10/14 sessions (complements art and music)	Leo and the octopus (y2) (enhanced unit) Friendship narrative 4/14 sessions Rapunzel (y1) (enhanced unit) Traditional tale sentences 14 sessions Snow White and the seven bears (y1) TBC 14 sessions (complements music)	Whirly Twirly me (y1) (enhanced unit) Diary sentences 12 sessions (complements science) Cloud Boy (y1) (enhanced unit) Imagination story sentences 14 sessions	Bog Baby (y2) Finding narrative 14 sessions (complements Geog) Grandad's Island (y2) Information Text- jungle animals 12 sessions (complements science)	The King who banned the dark. (y2) (enhanced unit) 13 sessions Persuasive letter (outcome 1) (complements history) Jack and the beanstalk (Y2 additional) Twisted tale (outcome 2) 14 sessions (complements science)	The last tree in the city (Y1) (enhanced unit) Environment story sentences 14 sessions (complements Geog) How to find a Yeti (y1) (enhanced unit) Recount – diary sentences 12 sessions (complements music)

Year 3 and 4 long term plan 2026 – 2027 **CYCLE B**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English writing Literacy counts	Ocean meets Sky (enhanced unit (y3) dream narrative adventure 14 sessions Iron man – Narrative 14 sessions Trap explanation 8/13 sessions	Iron man 5/13 sessions trap explanation Leaf (y4) Information report 12 sessions Search for Giant Arctic jellyfish (y3) recount 15 sessions	Arthur and the golden rope (y3) Myth/Narrative 14 sessions Leon and the place in between (y3) enhanced unit persuasive report magic show 12 sessions	The lost happy endings (Y4) enhanced unit persuasive letter 11 sessions Flotsam (y4) Secret sea creatures guide 14 sessions	It fell from the sky (y3) enhanced unit complaint letter 13 sessions The Tempest (Y4) summoning narrative 13 sessions The Journey (Y4) diary 11 sessions	Manfish (y4) Biography 11 sessions
Maths Hamilton Brookes	Place value 10 days Addition and subtraction A 10 days Multiplication and Division A 6 days Fractions 8 days	Multiplication and Division B 4 days Addition and subtraction B 11 days Shape 8 days Wellbeing 10 days	Place value and fractions 9 days Addition and subtraction A 6 days Measures 5 days Decimal and money 6 days	Multiplication 8 days Addition and subtraction B 9 days Division 4 days Time 8 days	Number and place value 5 days Addition and subtraction A 7 days Multiplication and Division A 6 days Decimals 9 days Measures and data 9 days	Shape 7 days Addition and subtraction B 8 days Multiplication and division B 6 days Fractions 5 days Wellbeing 10 days

Year 5 and 6 long term plan 2026 – 2027 **CYCLE B**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English writing Literacy counts	Story like the wind (y6) narrative flashback 14 sessions Story like the wind (y6) newspaper report 13 sessions I go quiet (y5) diary 10/15 sessions	continue - I go quiet 5/15 sessions diary Farther (y5) setting narrative 13 sessions Farther (y5) letter/recount 13 sessions	Origin of species (y6) discovery narrative 14 sessions Origin of species (y6) Explanation text 14 sessions	Hound of the Baskerville (y5) Cliffhanger narrative 15 sessions Rise Up (Y6) 13 sessions (revision unit) links with science light newspaper report	The lost book of adventure (y5) 14 sessions (enhanced unit) survival narrative The lost book of adventure (y5) 12 sessions (enhanced unit) survival guide The Promise (y5) 12 sessions bargain letter/persuade	King Kong (y5) 15 sessions Dilemma narrative King Kong (y5) 14 sessions balanced argument

Timetabling and organisation

All children start English once they have been assessed as completing phonics. For most children, this means starting English in Year 2.

Year 2 are taught as a class using the Year 1 and 2 Long Term Plan, Year 3 and 4 are taught together and Year 5 and 6 are taught the Year 5 and 6 Long Term Plan.

End Points Key Stage 1

Transcription	
Present neatly	Sit correctly and hold a pencil correctly.
	Begin to form lower-case letters correctly.
	Form capital letters.
	Form digits 0-9.
	Understand letters that are formed in similar ways.
	Form lower-case letters of a consistent size.
	Begin to join some letters.
	Write capital letters and digits of consistent size.
	Use spacing between words that reflects the size of the letters.
	Sit correctly and hold a pencil correctly.
Spell Correctly	Spell words containing 40+ learned phonemes.
	Spell common exception words (the, said, one, two and the days of the week).
	Name letters of the alphabet in order.
	Use letter names to describe spellings of words.
	Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).
	Use the prefix un.
	Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.
	Use spelling rules.
	Write simple sentences dictated by the teacher.
	Spell by segmenting words into phonemes and represent them with the correct graphemes.
	Learn some new ways to represent phonemes.
	Spell common exception words correctly.
	Spell contraction words correctly (can't, don't).
	Add suffixes to spell longer words (-ment, -ness, -ful and -less).
	Use the possessive apostrophe. (singular) (for example, the girl's book)
	Distinguish between homophones and near-homophones.
Punctuate accurately	Leave spaces between words.
	Use the word 'and' to join words and sentences.
	Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
	Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
	Use sentences with different forms: statement, question, exclamation and command.
	Use extended noun phrases to describe and specify (e.g. the blue butterfly).
	Use subordination (when, if, that or because).
	Use coordination (or, and, but).

	Use some features of standard written English.
	Use the present and past tenses correctly, including the progressive form.
Analysis and presentation	
Analyse writing	Discuss writing with the teacher and other pupils.
	Use and understand grammatical terminology in discussing writing:
	Year 1
	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
	Year 2
	Use and understand grammatical terminology in discussing writing:
	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.

Composition	
Write with purpose	Say first and then write to tell others about ideas.
	Write for a variety of purposes.
	Plan by talking about ideas and writing notes.
	Use some of the characteristic features of the type of writing used.
	Write, review and improve.
Use imaginative description	Use well-chosen adjectives to add detail.
	Use names of people, places and things.
	Use well-chosen adjectives.
	Use nouns and pronouns for variety.
	Use adverbs for extra detail.
	Use well-chosen adjectives to add detail.
Organise writing appropriately	Re-read writing to check it makes sense.
	Use the correct tenses.
	Organise writing in line with its purpose.
Use paragraphs	Write about more than one idea.
	Group related information
Use sentences appropriately	Write so that other people can understand the meaning of sentences.
	Sequence sentences to form clear narratives.
	Convey ideas sentence by sentence.
	Join sentences with conjunctions and connectives.
	Vary the way sentences begin.

Lower Key Stage 2

Composition	
Write with purpose	Use the main features of a type of writing (identified in reading).
	Use techniques used by authors to create characters and settings.
	Compose and rehearse sentences orally.
	Plan, write, edit and improve.
Use imaginative description	Create characters, settings and plots.
	Use alliteration effectively.
	Use similes effectively.
	Use a range of descriptive phrases including some collective nouns.

Organise writing appropriately	Use organisational devices such as headings and sub headings.
	Use the perfect form of verbs to mark relationships of time and cause.
	Use connectives that signal time, shift attention, inject suspense and shift the setting.
Use paragraphs	Organise paragraphs around a theme.
	Sequence paragraphs.
Use sentences appropriately	Use a mixture of simple, compound and complex sentences.
	Write sentences that include: • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases.
Transcription	
Present neatly	Join letters, deciding which letters are best left un-joined.
	Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
Spell correctly	Use prefixes and suffixes and understand how to add them.
	Spell homophones correctly.
	Spell correctly often misspelt words.
	Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).
	Use the first two or three letters of a word to check its spelling in a dictionary.
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Punctuate accurately	Develop understanding of writing concepts by:
	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
	Using the present perfect form of verbs in contrast to the past tense.
	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
	Using conjunctions, adverbs and prepositions to express time and cause.
	Using fronted adverbials.
	Indicate grammatical and other features by:
	Using commas after fronted adverbials.
	Indicating possession by using the possessive apostrophe with plural nouns.
	Using and punctuating direct speech.
Analysis and presentation	
Analyse writing	Use and understand grammatical terminology when discussing writing and reading:
	Year 3
	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.
	Year 4
	Pronoun, possessive pronoun, adverbial.

Present writing	Read aloud writing to a group or whole class, using appropriate intonation.
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Upper key Stage 2

Composition	
Write with purpose	Identify the audience for writing.
	Choose the appropriate form of writing using the main features identified in reading.
	Note, develop and research ideas.
	Plan, draft, write, edit and improve.
Use imaginative description	Use the techniques that authors use to create characters, settings and plots.
	Create vivid images by using alliteration, similes, metaphors and personification.
	Interweave descriptions of characters, settings and atmosphere with dialogue.
Organise writing appropriately	Guide the reader by using a range of organisational devices, including a range of connectives.
	Choose effective grammar and punctuation.
	Ensure correct use of tenses throughout a piece of writing.
Use paragraphs	Write paragraphs that give the reader a sense of clarity.
	Write paragraphs that make sense if read alone.
	Write cohesively at length.
Use sentences appropriately	Write sentences that include: • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points
Transcription	
Present neatly	Write fluently and legibly with a personal style.
Spell correctly	Use prefixes appropriately.
	Spell some words with silent letters (knight, psalm and solemn).
	Distinguish between homophones and other words that are often confused.
	Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.
	Use dictionaries to check spelling and meaning of words.
	Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.
	Use a thesaurus.
	Spell the vast majority of words correctly.
Punctuate accurately	Develop understanding of writing concepts by:

	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
	Using passive verbs to affect the presentation of information in a sentence.
	Using the perfect form of verbs to mark relationships of time and cause.
	Using expanded noun phrases to convey complicated information concisely.
	Using modal verbs or adverbs to indicate degrees of possibility.
	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
	Indicate grammatical and other features by:
	Using commas to clarify meaning or avoid ambiguity in writing.
	Using hyphens to avoid ambiguity.
	Using brackets, dashes or commas to indicate parenthesis.
	Using semi-colons, colons or dashes to mark boundaries between independent clauses.
	Using a colon to introduce a list.
	Punctuating bullet points consistently.
Analysis and presentation	
Analyse writing	Use and understand grammatical terminology when discussing writing and reading:
	Year 5
	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.
	Year 6
	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
Present writing	Perform compositions, using appropriate intonation and volume.

Monitoring and evaluation of effectiveness of this policy

The headteacher and English subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our English leader will sample English lessons during the year
Pupil voice	Samples on English during year, Governors reading to children weekly including PPG

Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data for evaluation by the subject leader
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The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's English policy so that we can take account of new initiatives and research or any changes in the English curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if required