



MOORTHORPE PRIMARY SCHOOL WITH INCLUSION RESOURCE

ENGLISH - WRITING POLICY 2025-2026

At Moorthorpe Primary School with Inclusion Resource the English curriculum encourages a life-long love of language and communication. Through our English teaching we promote an appreciation of our rich and varied literary heritage. We set high standards for language and literacy and equip pupils with a strong command of the spoken and written word. From the earliest point with phonics in Nursery, to sustained writing in a range of genres in Key Stage 2, children at Moorthorpe Primary are taught the necessary skills to express themselves verbally and in written form. We provide opportunities for children to demonstrate dramatic skill and confident speaking through role play, whole class assemblies and festive performances.

Pupils at Moorthorpe learn literacy skills through quality children's texts and experiences that interest, inspire and excite readers and empower them to express their thoughts and ideas effectively and creatively through writing. Reading and writing are life-skills that we believe all children are entitled to have, therefore we teach our learners the necessary knowledge and skills to participate fully as a member of society.

We aim to:

- promote a culture of and a love for reading, writing and oracy.
- equip pupils with the confidence, desire and ability to develop their voice so that they may express their views and opinions both orally and in writing.
- equip children with the necessary reading, writing, speaking and listening skills to prepare them for the next stage in their learning and life beyond education.
- expose children with rich and varied vocabulary to help prepare them for life outside of their home town and allow them to appreciate our rich and varied literary heritage.
- be progressively sequenced drawing and building upon prior knowledge and skills.
- immerse children in high quality, language rich texts.
- grow a love for reading where children choose to read frequently to seek information and for enjoyment.
- ensure children master the basic skills of writing – grammar, spelling, handwriting and punctuation – so that they can communicate precisely and effectively and to liberate their creativity.
- actively involves children in the integrated skills of oral language, reading and writing and in discussing and comparing a wide variety of texts and forms of English on a daily basis.
- provide children with opportunities to apply their knowledge, skills and understanding by writing at length for a range of audiences and purposes across the curriculum.

We follow the Primary National Curriculum for all aspects of the English Curriculum. Developing a love of reading, and the importance of this for our children both now and in the future, lies at the heart of our English curriculum. The writing process is usually led using a quality text as the stimulus, this may be fiction (including poetry) or non-fiction. English is taught daily with additional sessions for the discrete teaching of phonics, spelling, reading, and grammar and punctuation.

We believe in immersing our children in texts through reading and analysing the skills of an expert writer. This is important as through this immersion, children become aware of the language skills of a writer and use this as a model for their writing. Using this model, children develop greater competence in the conventions of spelling, punctuation, sentence structures and text organisation.

Novel Study

Our curriculum at Moorthorpe Primary School with Inclusion Resource is often inspired by experiences or 'hooks' to inspire the writing process. We also plan for a curriculum rich in high-quality texts, which are also often used as a starting point for writing. Opportunities are carefully planned to provide children with the chance to explore a variety of literacy text-types. (Refer to the unit overview document for each year group to see the breadth and progression of literature provided for the children as they progress through the key stage.)

Through our curriculum, children will develop:

- a strong command of the written and spoken word
- the ability to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- the confidence and competence to produce high quality writing
- a good understanding of grammar and punctuation and its use in effective written communication

Writing outcomes are planned with a real purpose in mind. We follow the Moorthorpe Writing Process, leading from the 'hook' and inspiration stage, through to planning and drafting, and culminating in the editing and presenting stages. The learning journey is shared with children and they understand how each step of their learning will contribute to the outcome. Opportunities for proof-reading and editing written work is planned and children are encouraged to take an increased responsibility for proof-reading for mistakes and editing their work, with the reader in mind, as they progress through the school. We regularly model writing and use working walls to support children in their writing without overly scaffolding their work. Teachers model how to use the wall to ensure that the necessary features of writing are included and to guide children in their choices of words and phrases. The teaching of grammar is planned for and taught through the writing process. Where necessary to introduce a new concept or cement understanding, additional discrete grammar sessions may be planned.

Progression

Nursery and Reception

In Nursery, children are introduced to a range of picture books and learn how to listen and enjoy a story, and to react appropriately. Their work is based upon their core text that is at the centre of their Learning and reflected within provision. They learn to 'read' this text with their teacher and peers, copying the teacher's inflection and remembering many of the words and phrases. This extends into Reception, where stories become embedded in the children's experiences and gives meaning to their learning. The children begin to write words, captions and eventually simple sentences linked to the stories they have read and learned.

Year 1 and 2

In Year 1, the children enjoy slightly longer and more complicated stories that introduce characters and allow the children to experience and discuss situations safely from the point of view of the story character. The children begin to be able to write short pieces of text retelling the story. In Year 2, the picture books enjoyed take the children further away from their own experiences, looking at life in the past as different characters and exploring themes such as racism and inequality, caring for our environment and life in a different country. The children's own writing expands; becoming greater in length and complexity, with an increased use of adjectives, careful word choices to express the characters' thoughts as well as their own and developing non-fiction writing over a number of different styles.

Year 3 and 4

By Year 3, children have novels interspersed with the picture books to introduce them to sustained reading and the difference in writing style when there are more words in a story. The stories used stimulate writing in an increasing range of text types and with developing vocabulary and grammatical structures such as dialogue and paragraphing. Year 4 introduces more complex ideas through the books that are chosen, with writing becoming increasingly technical; allowing children to use careful vocabulary and more complex sentences to express their ideas. Narrative writing takes children into a wider world of history and geography, giving them the opportunity to combine ideas and produce new work of their own.

Year 5 and 6

This increasing complexity extends into UKS2. Year 5 have longer novels and deeper picture books that introduce the children to more demanding concepts, like climate change, refugees and Anglo-Saxon myths as well as fantastical and impossible notions. The opportunities for writing broaden as children make the stories their own and give children the chance to show their skill and flair as writers. Non-fiction writing becomes more precise, using subject specific language and the precise features of text types. By Year 6, children are able to draw from their full range of teaching and learning experiences, having a broad repertoire of vocabulary, knowledge of text features and ideas garnered from a lifetime of school experiences. They show their depth of understanding by writing in a range of styles and for a variety of purposes.

The books studied in Year 6 help them to place their learning journey in context and develop, broadening their depth of knowledge and understanding of a range of themes in time and place, such as lifestyles in the UK and in Brazil. The judicious use of picture books allows children to access some complex ideas that are presented in an accessible manner and serve as a basis for their own writing.

Spoken Language

At Moorthorpe, all staff value the importance of using correct Standard English both when speaking and writing. Pupils are exposed daily to sophisticated vocabulary. This may be through explicit vocabulary instruction, reading or teacher modelling. Subject specific vocabulary is embedded across the curriculum through teacher modelling in context. Further information of this vocabulary can be found on our curriculum knowledge organisers. Rosenshine Principles and co-operative learning structures are used in English lessons and the wider curriculum to engage and enthuse all children with a shared goal. These structures not only promote active participation but also help children to improve their social skills as all conversations follow a structure/routine. Furthermore, spoken language underpins the reading sessions allowing pupils to focus on developing their reading prosody. Pupils spend time within the sessions reading out loud and performing existing texts, and texts they have written, such as poems, plays and stories. Performance and drama opportunities, such as hot-seating and conscience alley, are used across the curriculum to engage children in their learning and ensure depth of knowledge and understanding.

Oracy

Our whole curriculum is enhanced by oracy, however, we specifically believe that in order that children write successfully, they must have developed skills in speaking and listening. Children begin this with the writing part of the Read Write Inc programme in the early years, practising to 'hold a sentence' and rehearse their sentence aloud. This year we have taken the decision to weave oracy activities throughout our writing process throughout school, in order that children have

opportunities to orally rehearse their ideas and engage in spoken tasks such as debates, arguments, character enactments and roleplay.

Transcription

At Moorthorpe we place a strong emphasis on the development of transcription skills, particularly in light of the DfE's Writing Framework guidance, including accurate spelling, fluent handwriting, and secure knowledge of punctuation and grammar. We view transcription not as a standalone skill, but as the essential foundation upon which all successful writing is built. By securing these fundamental skills early and effectively, we enable pupils to focus more fully on composition, creativity, and the purposeful shaping of their ideas. As such, transcription is taken extremely seriously in our approach to teaching writing and is embedded consistently and rigorously across all key stages.

Approaches to Spelling

Children begin their journey into spelling in the early years, through Read Write Inc. From Year 2, children are taught spelling using the Cracking Spelling scheme of work, a programme created by English Specialist Diane Stinson. Cracking Spelling teaches spelling via a 'revisit/review, teach, apply' structure. Weekly spelling lessons and word lists are generally organised around grapheme/phoneme patterns in an investigative manner. Spelling at Moorthorpe is underpinned by the following key areas:

Orthographic Mapping: The study of the conventional spelling system and how letters combine to represent sounds and form words.

Morphology: The study of the formation of words.

Etymology: The analysis of words to find their true origin.

These key areas support the spelling process by equipping children with the skills needed to spell confidently and understand the formation of, and origin of, words. This is linked directly to our teaching focus upon vocabulary and exploring word definitions and origins.

The Application of Spelling

When a piece of written work has been completed, it is expected that spelling patterns and words which have been previously taught are spelt correctly. If these words are mis-spelt:

- Feedback (verbal or written) is provided enabling the pupil to respond by correcting the spelling during the writing process. Staff use their professional judgement in identifying the number of spellings; however, they ensure they maintain the pupil's self-confidence and focus on words which the pupil is expected to know.
- Pupils are given the opportunity to identify and correct spellings through the proofreading and editing process. The skills of proofreading and editing are implemented as a progressive process, which enables the children to become independent over time. Children may be supported in this process by:
 - an adult leading a group to identify and correct mis-spelt words;
 - co-operative learning partners identifying mis-spelt words;
 - mis-spelt words being underlined and identified;
 - pupils identifying mis-spelt words independently within a sentence, series of sentences and then paragraph.

Approaches to Handwriting

At Moorthorpe Primary School, all children will eventually learn to join their handwriting in cursive script. From starting school in Nursery, children develop the tripod grip and hand strength in order to develop fine motor skills. This is built upon in Reception as children begin the Read Write Inc Programme for Phonics, learning to attribute the written letter to the sound. This is done in print initially, without 'leading lines' until the children reach Yellow level of the programme. This is where the cursive formation is then taught, following the Sheffield Handwriting Scheme formation. Children then work on building skills in cursive handwriting throughout Key Stage One and Two.

Where children require adaptive teaching or additional support with letter formation or with cursive handwriting, small group or 1:1 handwriting intervention is delivered.