



STANHOPE BARRINGTON CE PRIMARY SCHOOL

WRITING POLICY

Introduction

At Stanhope Barrington CofE Primary School, we are committed to fostering a love for writing in our pupils from Nursery to Year 6. Writing is a fundamental skill that enables children to express themselves, communicate effectively and engage with the world around them.

Our writing curriculum is taught through the Literacy Tree's Teach Through a Text pedagogy, ensuring progression, high expectations and inclusivity. It is fully aligned with the English National Curriculum (2014) and underpinned by high-quality, diverse literature.

Aims and objectives

We aim to:

- Cultivate a passion for writing, making it enjoyable and purposeful.
- Develop pupils' ability to write coherently across a wide range of forms, audiences, and purposes.
- Enhance vocabulary, spelling, grammar, and punctuation through meaningful application in writing.
- Encourage creativity, imagination and independence in written expression.
- Teach pupils to plan, draft, revise and edit their work effectively.
- Ensure that writing across the curriculum supports subject knowledge without replacing it.

Planning

Our writing curriculum is structured around Literacy Tree Writing Roots, complemented by our long-term plan for progression across year groups.

Texts are chosen for their literary merit, diversity, and richness. They are sequenced deliberately across the school so pupils build a broad literary repertoire and make meaningful connections between texts. Themes are revisited to strengthen background knowledge and deepen understanding.

Teaching and learning style

We employ a balanced approach, ensuring consistency and progression across all year groups:

- **Modelled Writing:** teachers demonstrate the craft of writing, making thinking explicit.
- **Shared Writing:** collaborative sessions allow pupils to contribute to writing with adult guidance.
- **Guided Writing:** targeted support addresses specific skills and misconceptions.
- **Independent Writing:** pupils apply skills to authentic tasks with real purpose and audience.

Key pedagogical principles include:

- **Oracy and Oral Rehearsal:** frequent opportunities for discussion, debate, drama and sentence rehearsal support sentence fluency and vocabulary use.
- **Modelling and Scaffolding:** high-quality exemplars and visual models reduce cognitive load and support independence.
- **Practice and Repetition:** writing skills are revisited in purposeful contexts to ensure retention.
- **Authentic Outcomes:** pupils produce work for real audiences where possible, enhancing motivation and pride.

Linking with other curriculum areas

Writing is embedded across the curriculum to provide context and purpose. Writing tasks in history, science, geography, and RE strengthen subject knowledge and allow pupils to apply literacy meaningfully. Writing tasks enhance but do not replace subject knowledge.

Using ICT

ICT supports and enhances writing instruction. Pupils use word processing tools, digital publishing platforms, and online research resources to draft, edit and present their work. Assistive technologies, such as Clicker software, are used to support pupils with SEND (e.g Dyslexia) by providing scaffolds, text-to-speech, and word prediction. ICT also supports inclusion and the development of digital literacy for all pupils.

What writing looks like:

Nursery and Reception

- Language-rich environments with daily storytelling, rhymes, and quality texts.
- Opportunities for mark-making, emergent writing, and role-play writing.
- Systematic phonics (Little Wandle) supports transcription in Reception.

- Shared writing, story scribing, and oral rehearsal (labels, captions, messages) embedded in play.

Key Stage 1

- Daily phonics and spelling sessions to secure spelling and transcription.
- Writing Roots sequences provide immersion in high-quality texts.
- Oral rehearsal, drama, and manipulatives support sentence sense and composition.
- Pupils develop stamina, sentence variety, and editing skills.
- Writing includes narratives, recounts, poetry, instructions, and reports.

Key Stage 2

- Pupils write with increasing complexity and independence across a range of purposes and audiences.
- Writing roots and Literary Leaves provide deep engagement with texts and extended outcomes.
- Explicit grammar, punctuation, and vocabulary teaching is embedded in context.
- Pupils refine writing through the drafting, editing and publishing cycle.
- Writing opportunities include narratives, persuasive texts, explanations, reports, and poetry. Each stage of writing development is carefully supported to ensure progression, enabling all children to become confident and proficient writers.

Assessment

Formative Assessment

- Daily feedback (oral and written) informs teaching and guides improvement.
- Self and peer-assessment support reflection and independence
- Editing and improvement tasks ensure pupils act on feedback.

Summative Assessment

- Final writing outcomes are assessed against National Curriculum expectations.
- Moderation (internal and external) ensures accuracy and consistency.
- Statutory assessment:
 - EYFS - Early Learning Goals for Writing
 - Year 6 – SAT's

Assessment outcomes inform planning, interventions and pupil progress reviews.

SEND

We are committed to an inclusive writing curriculum. Adaptive teaching strategies include oral rehearsal, sentence stems, manipulatives, and carefully scaffolded support designed to promote independence, not over-reliance.

We also make effective use of assistive technology, including Clicker software, to support pupils with additional needs. This provides tailored scaffolds, text-to-speech, and word prediction, helping pupils to overcome barriers and develop independence in writing.

Links with PSHE and Citizenship

Writing develops emotional literacy, empathy, and social understanding. Opportunities include:

- Journals, diaries, and reflective writing to support well-being.
- Persuasive writing linked to real issues (e.g. anti-bullying, environmental care).
- Creative writing for role-play and problem-solving scenarios.
- Structured debate and speech writing to develop confidence and advocacy.

Additional Considerations

- **Handwriting:** Pupils develop legible, fluent handwriting through regular practice.
- **Spelling and Grammar:** Systematic teaching is embedded in Literacy Tree sequences.
- **Parental Involvement:** Parents are encouraged to engage with their child's writing through home activities and school events.

The role of the Subject Ambassador

The Writing Subject Ambassador will:

- Support staff with planning and pedagogy.
- Lead CPD on writing and grammar.
- Oversee assessment and moderation.
- Review and refine the writing curriculum annually.
- Promote a positive writing culture, celebrating pupil success across the school.

Monitoring and review

Writing is monitored regularly through lesson observations, book looks, learning walks, moderation, data analysis, and pupil voice.

Last Reviewed: September 2025

Next Review: September 2026