
Harby Church of England Primary School

Writing Policy



Intent

Introduction

At Harby Church of England Primary School, we recognise that writing is a fundamental skill that underpins pupils' success across the curriculum and in later life. This policy outlines our approach to the teaching and learning of writing in line with the expectations of the DfE Writing Framework (2025), The National Curriculum (2014) and the EYFS Framework.

We are committed to developing confident, fluent and independent writers who can communicate effectively for a range of purposes and audiences.

We ensure the writing curriculum at Harby C of E Primary has a sequenced progression of skills from EYFS to Year 6. We ensure our curriculum is inclusive, enabling all pupils, including SEND and EAL, to succeed. We ensure that our writing curriculum gives opportunities for creativity, expression and critical thinking.

Aims

- Develop high standards of language and literacy, with a strong command of spoken and written English.
- Write clearly, accurately, and coherently for a range of contexts, purposes, and audiences.
- Develop automatic transcription skills (handwriting and spelling) to free up cognitive load for composition.
- Develop fluency, stamina and confidence in writing.
- Acquire a rich and varied vocabulary through exposure to high-quality model texts and the spoken language.
- Build a genuine enjoyment of writing as a meaningful form of communication and self-expression.
- Be ambitious for all pupils.

Through our curriculum, pupils also:

- Build confidence using a range of sentence structures.
 - Organise ideas and transcribe them into cohesive, purposeful texts.
 - Engage with a variety of genres and develop a love of reading and writing.
 - Understand the effect of language on readers and apply this in their own writing.
 - Develop fluency, stamina, and confidence to write at length for pleasure or purpose.
 - Employ effective strategies for accurate spelling and precise vocabulary usage.
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Implementation

At Harby C of E Primary School our writing curriculum is implemented through a structured, evidence-informed approach that ensures all pupils develop the knowledge, skills and behaviours needed to become confident, fluent writers.

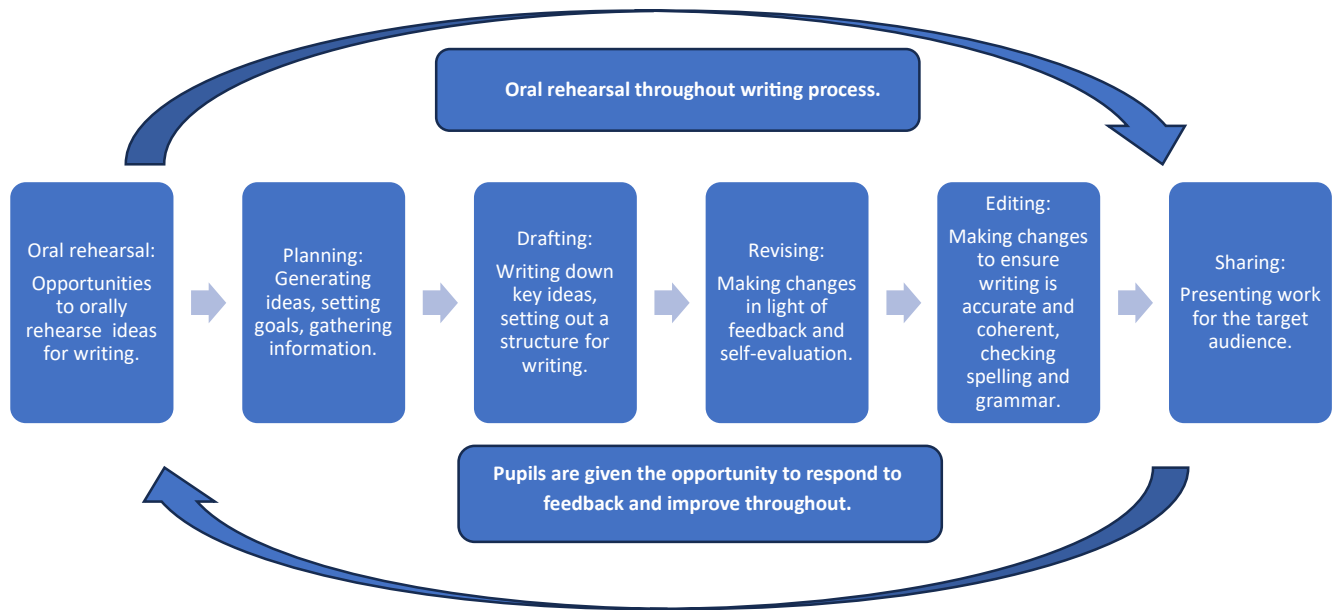
Curriculum Design and Progression

The writing curriculum at Harby C of E Primary is:

- Carefully sequenced from EYFS to Year 6, ensuring clear progression in both transcription and composition, as well as ensuring purpose and audience is taught progressively and systematically. (See separate Writing Progression Document.)
- Designed to build cumulatively, where new learning explicitly builds on prior knowledge.

The writing process

At Harby C of E Primary writing is taught through a structured process:



Within all elements of the writing process teachers will:

- Provide clear explanations and model writing regularly,
- Break writing skills into small, manageable steps and explicitly teach where needed,
- Use think-aloud strategies to demonstrate the writing process throughout.

The writing process will be used with pupils of all ages, but the degree to which a pupil engages with each phase will vary depending on the nature of the task and the pupils' age and stage.

Feedback and Editing

- Feedback will be specific, timely and actionable.
- Pupils will be given opportunities to respond and improve throughout the writing process.
- Editing and redrafting will be integral to the writing process.

Scaffolded Support and differentiation

- Teachers provide a range of scaffolds to meet children's needs, including those with SEND. These may include; sentence stems, word banks or model texts. Scaffolding is gradually reduced to promote independence.
- Tasks are adapted to meet the needs of all learners.
- Assistive technology will be used (e.g. word processing, Clickr, voice to text technology etc.) but not exclusively.
- Greater depth opportunities challenge higher attainers.
- All pupils are supported to access and succeed in writing.

Practice and Application

- Pupils will write frequently and for a range of purposes. (See Writing Progression document.)
- Writing will be embedded across the curriculum (e.g. science, history, geography)
- Tasks are designed with a clear audience and purpose.

Writing will be taught using a range of strategies, which may include:



At Harby C of E Primary School we ensure progression in:

Transcription

- Transcription refers to the physical and technical aspects of writing, including handwriting and spelling. It is a crucial component of writing development, enabling pupils to record ideas fluently and accurately.

Composition

- Composition refers to pupils' ability to articulate ideas and structure them effectively in writing, considering purpose, audience and form. It is central to our writing curriculum and is taught alongside transcription skills.
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Transcription:

Handwriting

- From EYFS and throughout KS1 and KS2 pencil grip and letter formation is explicitly taught and modelled to ensure that letter formation is automatic, efficient and fluent over time. (See separate Handwriting Policy.)

Spelling:

From EYFS phonics and spelling will be taught explicitly and systematically to ensure that spelling is automatic. (See separate Phonics and Early Reading Policy.)

Spelling in EYFS and Key Stage One:

In EYFS and KS1 phonics and spelling are taught using the Little Wandle Phonics Scheme. (See separate Phonics and Early Reading Policy.)

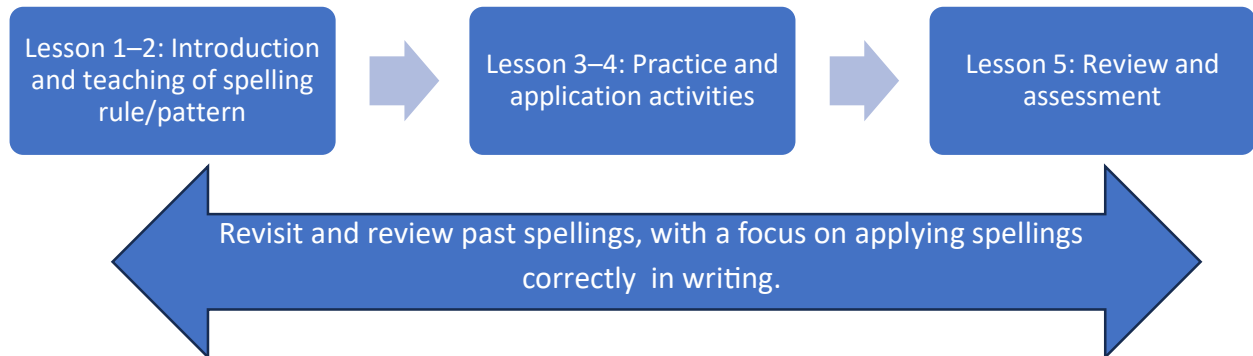
Spelling in KS2:

In KS2 spelling is taught through a structured, progressive approach using the Twinkl PlanIt Spelling Scheme.

Using Twinkl Spelling, lessons are organised into weekly units focusing on:

- Spelling rules and patterns
- Common exception words
- Statutory word lists

Each spelling unit typically follows a structure sequence:



This ensures pupils have opportunities to:

- Learn new content
- Practise and revisit
- Apply skills in context

Composition:

- Children will be taught an awareness of audience and purpose, which will lead to a control of tone and style.
- **Talk** is essential in building pupils' understanding of written language. (See separate Oracy Policy)
- From EYFS oral composition will be valued.
- Grammar and punctuation will be taught explicitly and systematically to apply in pupils' writing.
- From EYFS vocabulary will be taught explicitly.

Impact

Assessment

Formative assessment

- Ongoing formative assessment will inform teaching daily. This may include teachers' observations and peer feedback.

Summative assessment

- Statutory summative assessments will be reported at the end of EYFS and Year Six.
- Writing assessment grids will be used by teachers to inform planning and teaching.
- Summative assessments will track progress over time.

Moderation

- Internal and external moderation will ensure consistency and accuracy of judgements.

Leaders will monitor assessments.

The impact of our writing curriculum is that pupils:

- Write with confidence, fluency and stamina.
- Demonstrate secure spelling, punctuation and grammar skills.
- Use a wide vocabulary and varied sentence structures.
- Adapt their writing for different purposes and audiences.
- Show clear evidence of planning, revising and editing.
- Take pride in the presentation and quality of their work.

As a result:

- Pupils make strong progress from their starting points.
- Outcomes are at or above national expectations.
- Gaps between groups are identified and reduced.
- Pupils are well prepared for the next stage of education.

Evidence of impact is seen through:

- High-quality work in books across the curriculum.
- Consistent assessment outcomes.

- Pupil voice demonstrating positive attitudes to writing.
- Monitoring activities (book looks, lesson visits, moderation).