



St Hilda's C.E. Primary School

St Hilda's CE Primary School

Writing Policy

2025-26

This policy should be read in conjunction with our bespoke Word Wizards literacy initiative and our Spelling, Handwriting, Reading, Oracy and Vocabulary policies. These documents collectively form a comprehensive framework for the school's approach to language and literacy development. Together, they ensure consistency, coherence, and progression in the teaching and learning of communication skills across all areas of the curriculum.

Intent

At St Hilda's CE Primary School, we are committed to developing confident, articulate writers who express themselves with clarity, creativity, and purpose. Through a carefully structured and inclusive approach - tailored to our school context and unique demographics - we equip all children with secure transcription skills, a strong grasp of grammar and punctuation, and the essential building blocks of effective composition. This enables them to communicate successfully across a range of contexts and for a variety of audiences.

We believe that writing is a vital tool for learning, self-expression, and communication. Across the curriculum, we use high-quality, diverse texts to inspire pupils, broaden their vocabulary, and deepen their understanding of different voices, cultures, and experiences. These texts are carefully chosen to link with wider curriculum themes, enriching pupils' knowledge and providing meaningful, real-world contexts for writing.

We aim to ensure that our approach to teaching writing enables pupils to:

- write for varied purposes and audiences, using appropriate structure, style, and vocabulary;
- draw on rich, diverse texts and cross-curricular learning to inspire and enhance writing;
- apply a secure understanding of grammar and punctuation to improve clarity, accuracy, and coherence;
- develop skills to plan, draft, revise, edit, and share writing independently and collaboratively;
- express creativity and personal voice through imaginative and expressive composition;
- build confidence and resilience through regular practice and constructive feedback;
- strengthen literacy by reinforcing connections between reading, vocabulary, and writing;
- access a fully inclusive curriculum that meets individual needs and upholds high expectations;
- develop fluent, purposeful writing to support academic success and effective communication.

Implementation

Curriculum and Planning

At St Hilda's CE Primary School, we have developed our own writing curriculum, rooted in the National Curriculum and carefully sequenced to ensure progression from the Early Years Foundation Stage to Year 6. It is designed to reflect our school context and meet the needs of our diverse and transient community. We aim to broaden pupils' cultural capital and enrich their experiences, enabling them to become confident, capable writers.

Our bespoke long-term plans build on prior knowledge and systematically develop pupils' skills in transcription (spelling and handwriting), composition, punctuation, grammar, and vocabulary. We draw on the guidance set out in the Writing Framework 2025 to implement evidence-based strategies that promote writing fluency. This includes a strong emphasis on oral rehearsal, sentence construction, and cohesive paragraphing, alongside regular opportunities for revising, editing and redrafting. Our aim is to ensure all our *Apprentice Word Wizards* become confident, fluent writers who can communicate effectively for a range of purposes and audiences.

The table below demonstrates our comprehensive approach to writing, ensuring all foundational elements are in place for pupils to achieve writing proficiency.

Class texts are used to inspire purposeful writing for a range of audiences.							
Transcription		Composition and Effect					
Spelling	Handwriting	Oracy & drama	Vocabulary	Punctuation	Grammar	Modelled and shared writing	The writing process

Cross-curricular writing

At St Hilda's, we believe that writing should be purposeful and embedded across the curriculum. Cross-curricular writing enables pupils to apply the skills they learn in English across a wide range of subjects. Through writing in History, Geography, Science and beyond, children deepen their subject knowledge while refining their ability to adapt style, vocabulary and structure for different audiences and purposes. This approach strengthens fluency and confidence, raises literacy standards across the curriculum, and prepares pupils to communicate effectively in the wider world through authentic experiences.

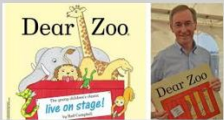
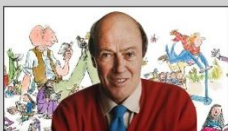
Long Term Plans

We use a wide range of high-quality texts and stimuli to inspire and support pupils in their writing. Carefully selected class texts act as rich models for language, structure, and ideas, and are thoughtfully linked to wider curriculum themes to promote meaningful cross-curricular connections. Through a diverse selection of fiction, non-fiction, poetry, and author studies, pupils are encouraged to write confidently and creatively across a variety of genres.

Our long-term and medium-term planning ensures clear coverage and progression of text types and writing purposes through school. Key genres and writing purposes are revisited across year groups and key stages. This allows pupils to deepen their understanding and master concepts. In September, all year groups start with a back-to-basics unit, to consolidate essential prior learning.

Each year group is assigned a celebrated children's author or poet, helping to build pupils' literary knowledge progressively. These writers are known in school as our **Legendary Word Wizards**—transforming words into spellbinding stories and enchanting poems—inspiring children to appreciate the craft of writing and develop their own voice. Where possible, class texts are selected from the 'First 100 Books to Read Before Leaving Primary School' list, ensuring pupils engage with a wide range of high-quality literature during their time at St Hilda's. Authors and poets are deliberately chosen to represent diverse cultures and backgrounds.

Our Legendary Word Wizards:

EYFS & KS1	Nursery	Rec	Year 1	Year 2
Authors	Rod Campbell 	Oliver Jeffers 	Julia Donaldson 	Emily Gravett 
	Shel Silverstein 	Alan Alexander Milne 	Nick Sharratt 	Spike Milligan 
Poets				
KS2	Year 3	Year 4	Year 5	Year 6
Authors	Jeff Brown 	Roald Dahl 	Michael Morpurgo 	Jenny Pearson 
	Allan Ahlberg 	Roger McGough 	Mary Ann Hoberman 	Benjamin Obadiah Iqbal Zephaniah 
Poets				

Transcription

Spelling (See Spelling Policy and Spelling long-term plans)

In the Early Years Foundation Stage (EYFS) and Key Stage 1, spelling is taught through the systematic use of the *Supersonic Phonic Friends* programme, which provides a strong foundation in phonics and early spelling skills. This high-quality scheme is fully aligned with the National Curriculum requirements for Years 1 and 2 including the explicit teaching of common exception words, ensuring consistency and progression from the earliest stages.

As pupils move into Key Stage 2, the teaching of spelling builds on this foundation through a focus on spelling rules, patterns, and strategies, alongside the explicit teaching of the statutory word lists outlined in the National Curriculum. For each year group, age-appropriate spellings are carefully curated in the Book of Spells, designed to be learned as an incantation would.

Pupils have regular opportunities to revisit and consolidate prior learning, supported by a range of standardised spelling strategies. To celebrate achievement and promote enthusiasm, the school hosts annual Spelling Bee competitions for Phase 1 and Phase 2, where all children are encouraged to audition for the chance to represent their class.

Handwriting (See Handwriting Policy and Handwriting long-term plans)

A consistent handwriting style is taught from the Early Years Foundation Stage onwards, using the Letter-join scheme, with a focus on correct letter formation and the development of fluent, legible writing.

At St Hilda's, high standards of presentation are celebrated across all key stages, with expectations tailored to age and ability. Pupils are encouraged to take pride in their work, crafting it with care and attention to detail. In Years 1–3, children earn a special pencil for neat, legible writing—a first step in their journey as Word Wizards. In Years 4–6, those who demonstrate a consistently elegant, cursive handwriting style are awarded their pen licence and formally inducted into the Word Wizards' Handwriting Guild, joining a community of young scribes who wield their pens with skill and enchantment.

Oracy

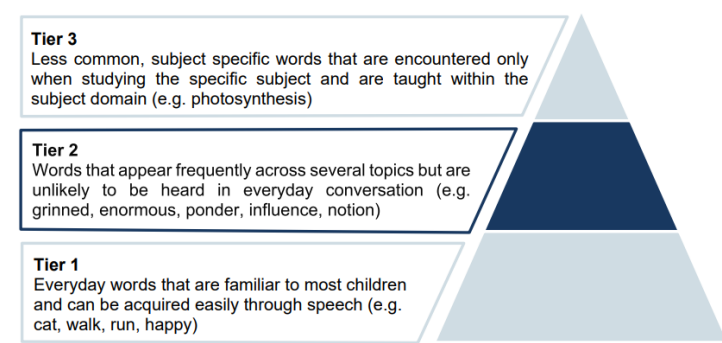
We prioritise oracy to ensure all pupils are confident, articulate and able to acquire the vocabulary and language structures necessary for success in school and beyond. Staff model effective communication, consistently using Standard English to support clarity and progression, particularly for pupils with English as an additional language. Pupils are given planned opportunities to communicate for different purposes and audiences, exploring ideas, building arguments, and speaking in full sentences with confidence.

Classroom talk is structured through ‘Super Speaking’ and ‘Super Listening’ expectations, fostering respectful discourse and effective questioning. Exploratory talk is guided by ‘Discussion Guidelines’, ensuring a safe environment where pupils engage critically but constructively. Discussion stems further support purposeful debate, promoting active participation and attentive listening across all pupils.

The Oracy Framework developed by the University of Cambridge and Voice 21 is used to develop capable speakers. The framework identifies four strands—physical, cognitive, linguistic, and social & emotional—which provide a clear structure for understanding and teaching effective spoken communication. These strands support pupils in developing inspired speech, clear expression, and successful discussion.

Vocabulary

Our 3-tiered approach to vocabulary development classifies words in terms of difficulty and frequency, helping teachers to prioritise which words to teach, particularly the high-frequency, multi-meaning words (Tier 2) and subject-specific terms (Tier 3).



Basic, high-frequency **Tier 1** words (e.g., *dog*, *run*) are familiar to most of our pupils and appear often in spoken language and everyday conversations.

Age-appropriate **Tier 2** vocabulary is carefully selected and explicitly taught. Each word is recorded in the *Book of Enchantments*, and children are given multiple opportunities to encounter and use the new vocabulary. Words are always introduced in context to ensure meaning is clear and memorable.

Through the *Word Aware STAR approach*, children develop true mastery of new vocabulary—enabling them to read, write, and understand the words with confidence.

The *STAR approach* ensures that Tier 2 words are:

- **Selected** from high-quality texts
- **Taught** explicitly
- **Activated** through questioning, discussion, and application
- **Reviewed** continuously in both spoken and written forms

Tier 3 subject-specific terminology is prominently displayed in classrooms across all subjects. In English, new vocabulary is showcased as it is encountered, supporting children's understanding and retention.

Punctuation and Grammar (See Punctuation and Grammar long-term plans)

At St Hilda's CE Primary School, the teaching of punctuation and grammar is carefully mapped across our long-term curriculum in a cumulative, progressive sequence. This structured approach allows pupils to revisit, consolidate, and build upon prior learning, fostering a deep and lasting understanding of key concepts from earlier years. Grammar and punctuation are introduced in line with pupils' writing development, enabling them to apply these skills accurately and confidently across a range of writing tasks, supporting them to become expressive and purposeful writers.

In Key Stage 2, grammar starters reinforce pupils' knowledge and application of key skills. By Years 5 and 6, this practice is embedded daily, providing regular opportunities for consolidation, mastery, and the confident use of grammar and punctuation to enhance meaning and style.

The Writing Process

At St Hilda's, we aim to prepare children for writing by helping them internalise the content, purpose, and language of what they will write about. Each writing unit typically lasts 2 to 3 weeks and is based on a carefully selected class text, which serves as a central stimulus for the unit.

The writing process follows these key stages:

Hook and Immersion

The unit begins with an engaging 'hook' to spark creativity and imagination. This may include multi-sensory and interactive activities such as making jam sandwiches, drama re-enactments, or hot-seating characters. These activities immerse children in the historical, cultural, social context of the text and provides a shared experience to draw upon in their writing.

Model Text Analysis (WAGOLL)

Pupils are introduced to a WAGOLL (*What A Good One Looks Like*). Through guided deconstruction, they identify key features of the genre (Year 6 contribute to co-constructing age-appropriate success criteria). This helps clarify expectations and supports focused writing outcomes.

Organisational Features and Grammar and Punctuation Instruction

Pupils study the organisational features of the specific writing genre, exploring how layout, structure, and authorial choices contribute to meaning. Genre-linked grammar and punctuation are explicitly taught during this phase. In Years 5 and 6, grammar concepts may be introduced through short, focused starter sessions or within the main lesson input.

Word Choice

Explore and apply a range of language techniques and carefully chosen vocabulary to enhance the impact, style, and clarity of their writing for the writing genre, enabling them to engage the reader, convey meaning effectively, and express ideas with precision and creativity.

Idea Generation

Pupils generate ideas for their own writing through class discussions, brainstorming, and where appropriate, independent research (non-fiction text type). This stage builds content knowledge and deepens engagement with the writing task.

Modelling

Teachers model writing regularly through both *modelled* and *shared* writing approaches. Scaffolds such as writing frames, vocabulary banks, and success criteria are provided to support all learners, with adaptations made for age and ability.

The Writing Process

Children are explicitly taught the stages of the writing process to support the development of high-quality, independent writing. These stages include:

- **Planning** – generating ideas, organising content, and considering audience and purpose
- **Drafting** – creating initial versions with a focus on meaning and content
- **Revising** – refining vocabulary, sentence structure, and overall clarity
- **Editing** – ensuring technical accuracy, including grammar, punctuation, and spelling
- **Publishing** – producing a polished, final version of their work to share with an audience
- **Sharing** – presenting and celebrating their completed work with others

In Preparation for Writing

Hook	Immersion	Analyse	Organisational Features/ Grammar and Punctuation	Word choice	Generate Ideas /Model writing
The class text serves as the principal stimulus for writing and may lend itself to an experiential activity.	Foster a deep understanding of the text (historical, cultural, social context, themes, characters etc.)	Analyse a WAGOLL to identify key genre features and develop an understanding of the text type, the audience and the purpose.	Explore the structure and layout of the genre. Explicit grammar and punctuation instruction.	Explore and apply language techniques and carefully chosen vocabulary suited to enhance the impact, style, and clarity of their writing.	Brainstorm, discuss, research, oral rehearsal etc (essential for encouraging engagement) . Teachers to model writing if needed.

The Writing Process

Plan	Draft	Revise	Edit	Publish	Share
Generate ideas, structuring content, and considering audience and purpose	Write the initial version	Refine vocabulary, sentence structure, and overall clarity	Provide verbal feedback, ensuring technical accuracy	Produce a polished version using their best handwriting	Present and celebrate writing to an audience

Opportunities may arise for **incidental writing**—short, spontaneous pieces inspired by pupils’ interests, the teacher, or the text—allowing children to explore language, experiment with ideas, and develop their creativity.

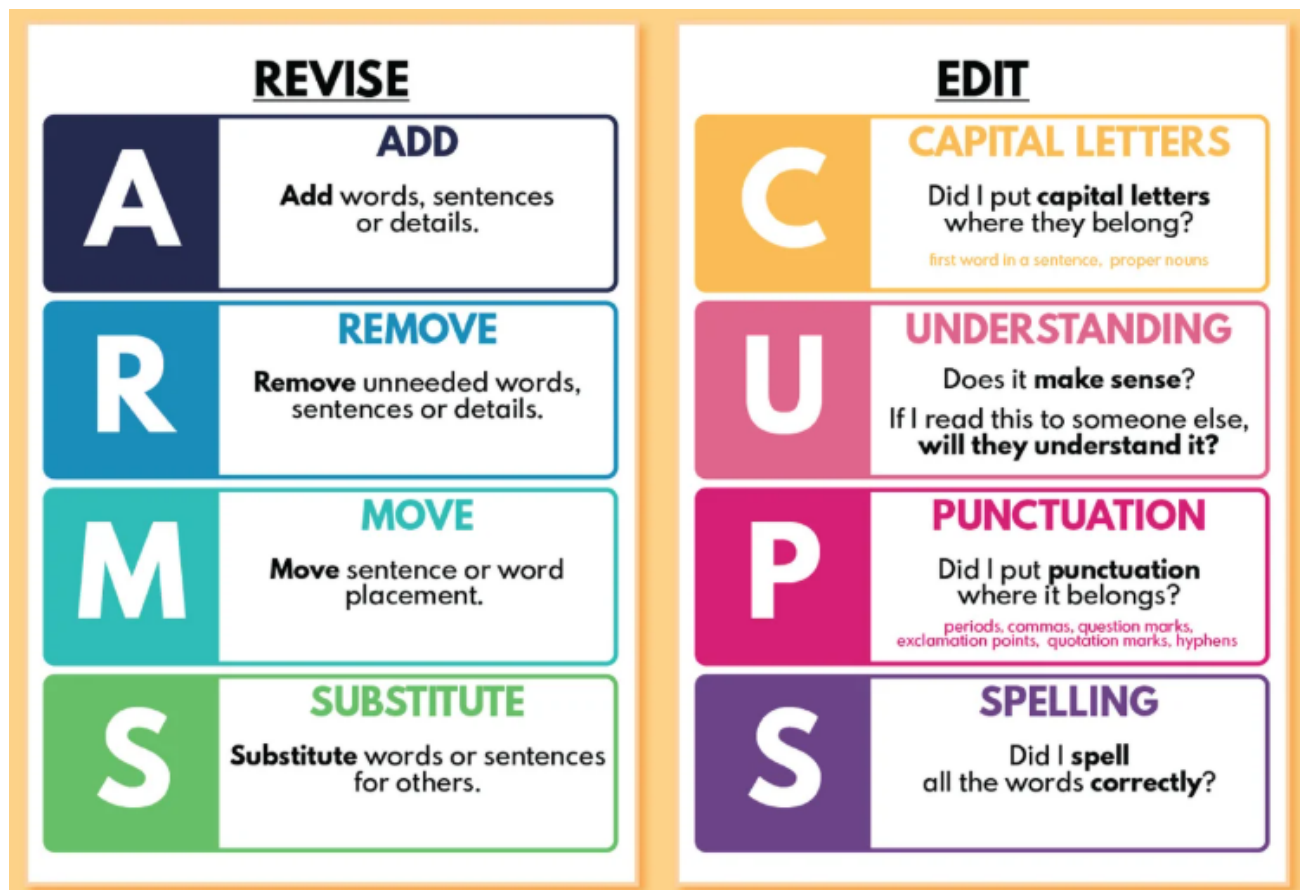
Developing Independent Writers: Metacognition, Self-Regulation, and MAD Time

At St Hilda's CE Primary School, we aim to develop pupils as independent, reflective writers through the explicit teaching of metacognitive strategies and self-regulation skills. Pupils are encouraged to think critically about their own writing, plan effectively, monitor their progress, and evaluate the impact of their language choices. By fostering an awareness of their writing processes, children learn to set goals, identify areas for improvement, and make purposeful decisions to enhance clarity, style, and accuracy.

Live feedback is an integral part of this approach, with teachers providing guidance at the point of learning to address misconceptions, celebrate strengths, and support next steps. This immediate, responsive feedback enables pupils to apply improvements in real time and develop confidence in their decision-making.

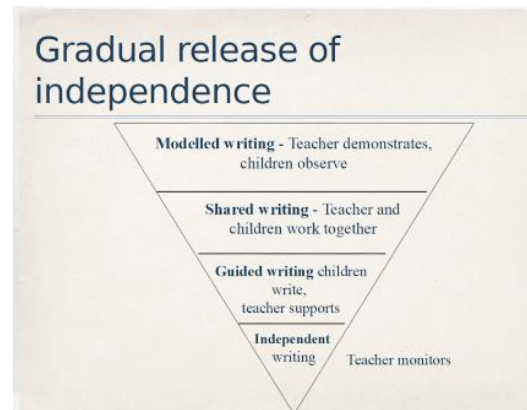
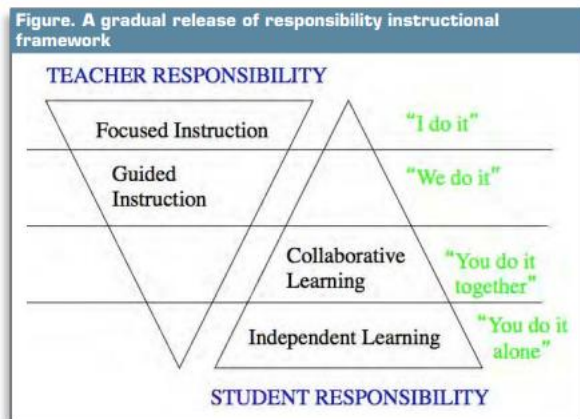
To reinforce these skills, pupils regularly participate in MAD Time (Make A Difference Time), during which they engage in proofreading, revising, and editing their work. During MAD Time, children apply self-assessment strategies, respond to feedback, and refine their writing with increasing independence.

We use the acronym ARMS to support pupils to revise their writing and CUPS to support with pupils with editing.



Inclusive Practice: Supporting All Learners in Writing

At St Hilda's CE Primary School, we are committed to ensuring that every pupil can access the writing curriculum and develop their skills with confidence. Inclusive practice underpins all teaching, with carefully considered adaptations and scaffolds designed to meet the diverse needs of our learners. Teaching and learning is underpinned by the principles from Every Teacher as a teacher of SEND using methods such as the gradual release of responsibility using the method of 'I do, we do, you do' explicit instruction to support cognition and modelled, shared and guided writing by an adult.



Teachers provide a range of support strategies, including visual prompts, sentence starters, word banks, and modelled examples, to help pupils access content and structure their writing. Tasks are differentiated to match pupils' individual abilities, allowing all children to engage meaningfully with writing activities. Scaffolded approaches are used to gradually build independence, enabling pupils to develop their ideas, organise their thoughts, and apply language techniques effectively.

This inclusive approach ensures that all learners, including those with additional needs, EAL learners, and those requiring extra support, can participate fully, make progress, and grow as confident, capable writers.

Impact

Assessment of Writing

Writing is assessed both formatively and summatively against age-related expectations, which are shared with pupils at the front of their books.

- Teachers make judgements using the statutory assessment frameworks for KS1 and KS2, alongside bespoke writing criteria for the other year groups.
- Regular moderation, both within school and with external partners, ensures consistency and accuracy of assessment.
- Pupils take an active role in the process through peer and self-assessment, developing ownership of their writing progress.

Baseline and end-of-term unseen writing tasks, linked to a genre taught that term, are used to measure progress and identify gaps in learning. The baseline assessment provides a clear starting point to inform planning and adapt teaching to pupils' needs, while the end-of-term task demonstrates how well pupils have understood and applied the skills taught. This approach ensures support is effectively targeted, progress is celebrated, and high standards are maintained across a range of writing genres.

In Years 1–3, there is a strong focus on ensuring all children secure the first 100 and 200 high-frequency words, alongside the Year 1 and 2 common exception words. The accurate reading and spelling of these words is closely monitored and revisited into Year 3.

From Years 3–6, pupils are expected to master the reading and spelling of the common exception words outlined in the National Curriculum.

To build writing stamina, pupils in Years 4–6 complete a 10-minute independent writing task once per term, with the aim of developing fluency at a target pace of 100 words in 10 minutes.

Across all year groups, pupils complete regular grammar, punctuation, and spelling assessments. These are drawn from either statutory SATs materials or NFER test papers.

Monitoring and Evaluation

The Writing Lead and the English Team play a central role in monitoring the quality of writing across the school to ensure high standards and continuous improvement. A range of strategies are used, including:

- Book scrutinies – to evaluate the quality, consistency, and progression of writing across year groups.
- Lesson observations – to assess the effectiveness of teaching strategies, the clarity of modelling, and the level of pupil engagement.
- Learning walks – to capture a broader picture of writing provision across classrooms, including learning environments and the visibility of key writing strategies.
- Data analysis – to track attainment and progress, identify trends, and highlight pupils or groups requiring additional support.
- Pupil voice – to gather insights into children's attitudes towards writing, their understanding of expectations, and the impact of teaching strategies on their confidence and enjoyment.

Findings from monitoring activities directly inform staff CPD, ensuring that professional development is responsive to identified needs. They also shape curriculum refinement, highlight areas for targeted intervention, and help share best practice across the school. This cycle of monitoring, evaluation, and action ensures that the teaching of writing remains consistent, effective, and ambitious for all pupils.

Enrichment and Motivation

Writing is celebrated and valued across the school, ensuring that pupils see themselves as real writers with authentic voices and audiences. A range of enrichment opportunities are provided to inspire, motivate, and showcase pupils' work, including:

- Displays and publishing opportunities – high-quality displays, class books, and published pieces on the Word Wizards' Wall of Fame provide platforms for children to share their writing with pride.
- School events – such as the poetry festival, writing competitions, and themed days, which create excitement and encourage wider participation.
- Clubs and initiatives – including *Word Wizards*, the Apprentice Word Wizards' Club, and other extra-curricular opportunities that nurture a love of creative writing beyond the classroom.
- Real-life audiences – purposeful writing tasks, such as letters to community members, contributions to the school network and assemblies, and community-linked projects, help pupils understand the power and relevance of their words.

Through these opportunities, a culture of creativity, pride, and enjoyment in writing is embedded across the school. Pupils are motivated to write for pleasure as well as purpose, developing both confidence and resilience as writers.

Review Date: September 2025

Policy Lead: A Khatun

Approved By: Mrs Burton

Next Review: July 2026