

Kingshurst Primary School

Writing Policy 2025-26



Approved by:	A Dawes	Date: September 2025
---------------------	---------	-----------------------------

Governor approval:	Date:
---------------------------	--------------

Last reviewed on:	September 2025
--------------------------	----------------

Next review due by:	September 2026
----------------------------	----------------

Writing Policy

Rationale

At Kingshurst Primary School, we believe that writing should be a creative and developmental process at both a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing is essential to the writing development process.

Intent

Our vision at Kingshurst Primary School is to give every child the opportunity to become a writer and be excited by writing. We believe that high expectations and encouragement will create a confident and capable writer. We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe it is important for all children to be exposed to quality writing texts and given the time to reflect upon their writing and the writing of others. Children at Kingshurst will develop the tools they need to become a proficient writer and develop a genuine love of writing.

We aim to:

- Provide an effective framework for the delivery of high-quality learning and teaching in literacy.
- Increase staff skills and confidence in teaching literacy and ensure that the whole school community understands its role in developing literacy.
- Ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of literacy skills and can apply these skills effectively and with confidence across the curriculum.
- Promote progression and continuity at all stages and across areas of transition to ensure a seamless, coherent and relevant literacy curriculum for all.
- Raise levels of achievement and attainment in literacy among all learners.

To enable pupils to:

- Write fluently and with good understanding of the skills and processes.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing.
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

By the end of Key Stage 2, we want all our pupils to be successful enough to:

- Read and write with confidence, fluency and understanding.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have fluent and legible handwriting.
- Have an interest in words and their meaning and a growing vocabulary.

- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot.
- Understand, use and be able to write a range of non-fiction texts.
- Plan, draft, revise and edit their own writing.
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing.
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

Implementation

Early Years Foundation Stage

At Kingshurst Primary School, we believe that communication and language, with opportunities to explore reading and writing, underpins children's future learning. The practice in Foundation Stage will follow the Foundation Stage Curriculum and will work towards the Early Learning Goals aiming to meet the statement of the goals by the end of Foundation 2.

In FS1 and FS2 the daily routine includes planned and spontaneous activities that include:

- Giving the children a wealth of opportunities to develop and experience speaking and listening; stimulate their early interest in literacy by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.
- Experiences that develop gross and fine motor skills through play and handwriting activities.
- Sharing and enjoying a range of rhymes, songs, film clips, stories and books.
- Immersion in a print rich environment with opportunities for oral language and written communication, e.g. differentiated phonic activities.
- Focused group activities that teach children early communication language and literacy skills, using daily phonics and guided reading/writing sessions.
- Big book activities with a shared reading and writing focus each week.
- ICT activities to enable access to texts and language activities.

KS1

The teaching of writing in KS1 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum, delivered in a cross-curricular manner
- Speaking and listening activities, e.g. role play, pair talk, drama and hot seating in order to prepare pupils for the writing process
- Explicit teaching of phonics and spelling
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print.

- Letter formation and handwriting taught and modelled using Letterjoin.
- Immersion in a print rich environment that promotes a reading culture and develops children's oral and written communication.

KS2

The teaching of writing in KS2 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum, delivered in a cross-curricular manner
- Genre overviews to identify the success criteria of each unit of work and weekly plans tailored to the needs of our children
- Explicit teaching of spelling strategies and rules and phonics where required
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills
- Text level work involving reading a range of genres to develop comprehension skills and scaffold writing.
- A range of text types, including cross-curricular writing, modelled to promote sustained composition
- Handwriting and presentational skills taught and modelled using Letterjoin.
- Immersion in a print rich environment that promotes a reading culture and develops speaking and listening.

Spelling

At Kingshurst Primary School, children's phonological awareness and spelling strategies are assessed and inform teaching. Dedicated time is allocated for teaching and investigating spelling, as well as spelling work linking to a whole text studies in literacy sessions. Grammarsaurus is used to support with the teaching of spelling conventions – patterns and rules as well as the learning of spellings, including statutory words, common exception words. Children are encouraged to practise their spellings as homework and are given tasks to support their learning in class. Word banks (given and created) along with dictionaries can be used to support children's spelling at the point of writing.

Grammar, Punctuation, Vocabulary

At Kingshurst Primary School, this includes grammatical awareness, sentence construction, punctuation and the higher skills of grammar. This is taught directly through quality texts, modelled examples and investigation.

Writing

At Kingshurst Primary School, Writing is taught through:

Modelled Writing (I do)

Modelled writing is a key teaching strategy at Kingshurst Primary School. The teacher acts as the expert writer, explicitly modelling the writing process. Pupils observe the teacher thinking aloud to demonstrate how to generate ideas, structure sentences, apply grammar and punctuation, and make effective vocabulary choices. The teacher completes all the writing while pupils watch and listen, helping them internalise the steps needed to become a successful writer. Modelled writing is used to introduce new skills, prepare for a specific genre, or address gaps in learning.

Shared Writing (We do)

Shared writing follows modelled writing and invites pupils to contribute ideas while the teacher continues to act as the scribe. Writing is constructed collaboratively, allowing pupils to practise skills in a guided, supportive context. During shared writing, the teacher prompts discussion, elicits vocabulary, explores sentence structure, and reinforces grammar and punctuation knowledge. This is a highly interactive process that bridges the gap between teacher-led instruction and pupil independence. Shared writing also provides an opportunity for assessment, as teachers can observe pupils' contributions and understanding in real-time.

Independent Writing (You do)

Independent writing gives pupils the opportunity to apply their learning independently, using the strategies and skills previously modelled and practised. Tasks are purposeful and often linked to reading, foundation subjects, or real-life contexts. Pupils are encouraged to plan, draft, revise, and edit their writing, reflecting the full writing process. To support independence, pupils have access to appropriate scaffolds such as word banks, success criteria, dictionaries, thesauruses, sentence stems and planning templates. High expectations are set for presentation and composition. Independent writing is used for assessment and provides valuable evidence of progress and attainment.

Writing environment

Kingshurst Primary School celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access through a writing area or table. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

Handwriting

At Kingshurst Primary School, handwriting and letter formation are explicitly taught across all year groups, with a consistent focus on developing legible, fluent, and confident writers. We use the Letter-Join handwriting scheme to support the systematic teaching of handwriting from the early years through to Key Stage 2. This scheme provides a clear progression of skills and consistent letter formation, including entry and exit flicks to support joined writing.

The correct formation of letters is modelled by the teacher, who explicitly teaches posture, pencil grip, and movement patterns. Patterns of letters and joins are introduced gradually and reinforced through frequent practice. Good presentation is emphasised across all subjects, not just in English lessons.

In the Foundation Stage, children begin by learning to write their names through tracing, copying, and eventually writing from memory. Early mark-making is encouraged in a wide variety of contexts to develop fine motor control. Children with poor pencil grip are supported using triangular pencils and pencil grips, and left-handed pupils are seated on the left-hand side of shared desks to avoid elbow clashes and support their writing posture.

As pupils move into Key Stage 1 and 2, handwriting is practised regularly using Letter-Join's online and classroom resources. Writing is completed on lined paper or with line guides, and pupils are expected to take increasing pride in the presentation of their work. The development of a consistent and legible joined style supports the transcriptional fluency needed for extended writing and is embedded into the writing curriculum.

Subject Leadership:

At Kingshurst Primary School, the English Team includes:

S. Salt: English Lead.

K Brattle: Phonics and Early Reading Lead

With regard to Writing, the role of the English Team involves:

- Modelling good practice.
- Being responsible for the upgrading and ordering of resources and arranging for their storage.
- Keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed.
- Auditing needs and organise staff training.
- Training staff in teaching and learning of literacy.
- Monitoring planning on a termly basis with the head teacher; scrutiny of books and
- Lesson observations with constructive feedback.
- Supporting teachers in planning and using resources.
- Updating the school policy when necessary.
- Work in collaboration with the SENDCo and other staff to suggest and implement.
- Intervention where necessary.
- Work alongside colleagues in shared planning sessions, suggesting ideas for cross-curricular planning of literacy.

Impact

Through the teaching of writing, our aim is for our pupils to become confident and capable writers by the end of KS2. Pupils will make good progress from their own personal starting points, enabling the majority of our pupils to achieve or exceed their expected targets when undertaking statutory assessments.

More Able Learners

More able learners will be identified as part of our formative and summative assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.