Northbourne Church of England Primary School

Writing Policy

School Mission Statement
Northbourne CEP School

VISION STATEMENT:
Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God's countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness
Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review every year

Reviewed Sep 2026	**Next review Sep 2027**			

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Purpose of the policy

This policy reflects the aims and values of Northbourne Church of England Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

The National curriculum English purpose is:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intent

At Northbourne, English is central to our curriculum and connected across all subjects. From Foundation Stage to Year 6, every child is provided with rich opportunities to develop and apply their speaking, listening, reading, and writing skills in purposeful contexts.

Our aim is to deliver a high-quality English education that enables pupils to communicate confidently and effectively, expressing their ideas, emotions, and creativity with clarity and fluency. Through a balanced approach that nurtures both language proficiency and a lifelong love of literature, we foster engaged readers and imaginative writers.

We are committed to:

- Equipping pupils with a strong command of spoken and written English, grounded in accurate grammar, punctuation, and spelling.

- Developing independent, creative writers who enjoy the writing process and take pride in their work.
- Cultivating a broad and ambitious vocabulary to support clear, coherent, and purposeful writing across a variety of genres and subjects.
- Supporting pupils to achieve fluent, legible, and efficient handwriting skills, recognising the role of handwriting in writing development.
- Ensuring that all pupils, including those with special educational needs and disabilities (SEND) and those from disadvantaged backgrounds, have access to a rich and inclusive English curriculum that meets their individual needs.
- Using ongoing, formative assessment to inform teaching and provide targeted support, preparing pupils for statutory assessments with confidence and reducing unnecessary pressure.
- Embedding speaking and listening as fundamental to all areas of learning, recognising its role in developing comprehension, critical thinking, and communication skills.

Our intention is for every pupil to leave our school as a confident communicator and enthusiastic reader and writer, well-prepared for the next stage of their education and lifelong learning.

Aims and outcomes

The national curriculum for writing aims to ensure that all pupils:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Writing is continuously assessed through the school, whether this is during foundation subject lessons or in discrete writing lessons. Pupils know how to improve, and teachers always give pupils next steps. Our Year 2 and Year 6 teachers, regularly meet with colleagues from other local schools to carry out moderations, where teachers can have discussions with other teachers about how to support and challenge their pupils. Within the DEALT academy trust we have external moderation within Year groups and subjects. Teachers regularly meet up with other teachers to discuss writing and moderate across schools. This ensures that staff are in line with other teachers within the DEALT academy.

Pupils are able to:

- Enjoy writing.
- Write in sentences, using correct punctuation and grammar for their year group.
- Edit their work and make improves based on teacher next steps as well as after re-reading.
- Spell with increased accuracy for their year group and can spell common words correctly.
- Write in neatly and consistently for their year group and take pride in their work.

By the time pupils leave Northbourne:

- Pupils can write in a fluent and coherent manner, in which sentences form to make sense.
- Pupils are able to write neatly using cursive handwriting at speed.
- Pupils can write for a range of purposes confidently and effectively.
- Pupils can spell most words correctly.
- Pupils can select vocabulary and grammatical structures that match what the writing requires.
- Pupils can use a wide range of punctuation mostly correctly.
- Pupils can edit to improve their writing.
- Pupils write in a creative manner and enjoy writing for pleasure.

Teaching and learning

At Northbourne, we recognise that writing is a means of communication and as such demands that a range of real 'audiences' is provided so that the children see the activity as purposeful. Pupils will have opportunities to write creatively and using imagination in a range of roles and for a range of purposes. Pupils will have access to a range of genres and will practise the skills in order to write for that genre. We recognise that pupils should be taught to write independently on subjects that are of interest and importance to them. Pupils will be given opportunities to write in response to a variety of stimuli, including stories, poems, classroom activities, drama and personal experience. Pupils will be taught the characteristics of different kinds of writing. The forms in which they write should include imaginative writing e.g. *argument, commentary, narrative, dialogue, drama scripts, diaries* and non-fiction, e.g. *reports, instructions, explanations, notes and letters.* SPaG elements will be clearly linked to these to ensure pupils gain a deeper understanding of how to be a writer.

Curriculum Overview

At Northbourne our writing process starts in Foundation Stage, where early writing is taught through mark making, then as children begin to follow Little Wandle Letters and Sounds Revised they are taught the letter formations and rhymes. They begin with writing (whether using a tool or writing in the air) c-v-c words, moving on to write short sentences using the sounds they have been taught. They are encouraged to write freely and independently in continuous provision. Children are also immersed in stories and verse to encourage a love of language, both written and spoken.

Teachers assess independent and scaffolded writing and provide verbal and/or written feedback to pupils. Pupil conferencing is carried out to ensure children are aware of their next steps in writing. Next steps in writing are used to ensure pupils know how they can improve, this then feeds into the pupils' editing lessons. Editing is used by pupils to improve their writing. This may be completed in purple pen and will be supported by an adult.

Pupils are fully immersed in writing, it can be linked to a topic of learning for the term or linked to a class book. Pupils are taught SPaG objectives discretely but these are linked to the topic of writing. SPaG lessons are taught using the Spelling Shed SPaG resources. These are in line with National Curriculum objectives and are clearly linked to each year group. Teachers use the PowerPoints and worksheets to support the teaching of SPaG. Teachers are expected to teach a minimum of 2 genres of writing a term and this will result in two whole pieces of writing each term.

Spelling is taught through Spelling Shed, which is used from Foundation Stage to Year 6. This is used as home learning as well as in class. This includes the teaching of definitions of words and morphology. This will aid pupils to have a deeper understanding of the spelling rules and why words are spelt in certain ways. In Foundation Stage and Year 1 spelling is taught through Little Wandle letters and sounds revised. Links are highlighted in writing lessons and linked to phonics lessons, so pupils can apply what they are learning. In Year 2, some pupils will continue with Little Wandle phonics, especially if Phonics Screening has not been passed. However spelling is taught through Spelling Shed lessons in smaller chucks of 20minutes per day. This is then linked to the home learning spellings for the term. In Key Stage Two, spelling is taught for an hour a week and this is again linked to the home learning spellings for the term. Pupils have access to Spelling Shed at home and are encouraged to play games and learn spellings weekly. Pupils have a range of ways to support themselves with spelling within writing lessons. Pupils have access to dictionaries in KS2 and are actively encouraged to use them to become more independent with spelling. Pupils are also given word banks or mats to support with spellings and topic vocabulary.
In order to create creative writers we partake in DEALT wide workshops run by authors in order to develop greater depth writers. We have had visiting authors and poets to model to the children how to create good writing. These experiences help spark imagination and creativity to encourage pupils to write.
Our overall aim is to prepare the children for the next stage of their learning so that they leave each year group with the required knowledge and skills to ensure that they continue to make good progress moving forwards in writing.

Early Years Foundation Stage:

Writing ELG Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be ready by others.

Key Stage 1

Year 1:

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Year 2:

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly (see appendix 1 NC). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

Key stage 2

Year 3 and Year 4:

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the

effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt (see appendix 1 NC). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Year 5 and Year 6:

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control

sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Cross-curricular links

Writing is used in a range of subjects and it gives pupils the opportunities to refine skills and practise learnt knowledge in a range of contexts.

Assessment and recording

Class teachers are required to assessment pupils within lessons and use these informal assessments to inform future planning. Class teachers are required to submit formative and summative assessments on Sonar each term for writing. Formative assessments, if possible, should be completed the same day after teaching that skills to ensure that gaps are analysed and acted upon.

Roles and responsibilities

Headteacher

The Headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources

- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Inclusion

Teachers set high expectations for all pupils in Writing. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

You can provide additional details specific to alternative assessment in this subject here.

Teachers will plan lessons so pupils with SEN and/or disabilities can study writing, wherever possible, and ensure that there are no barriers to every pupil achieving.
Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in writing.
Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.