



CAMBRIAN
Nurturing Growth - Inspiring Minds



WRITING POLICY



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OXFORD DIOCESAN
BOARD OF EDUCATION



*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on two values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

There are four main principles to this policy:

- It establishes an entitlement for all pupils
- It establishes expectations for the standards to be achieved
- It builds on what pupils have learned previously and promotes continuity and coherence across the school
- It states the school's approaches to this subject in order to promote public and particularly parents' and carers' understanding of the curriculum.

Aims

- For writing to be seen as purposeful and enjoyable
- For each child to see themselves as a confident and successful writer
- For each child to achieve the level of writing of which they are capable
- For writing to be developed across a range of meaningful contexts
- For there to be a broad curriculum offering the full spectrum of writing genres
- For each child to develop the necessary writing skills to be a competent writer
- For writing to be seen as an essential life skill

Introduction

The importance of writing in the curriculum

Writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires a command of sentence and text structure; grammar and punctuation; an ability to edit and evaluate both their own and others' writing; a knowledge of how spoken language translates to the written word; an awareness of purpose and audience across different genres; as well as involving a competency in spelling and handwriting.

Implementation

Planning for writing

As part of our methods for teaching writing, we use Talk for Writing and Storytelling techniques as a model with which to teach. The principle of being able to speak their writing before writing it, is embedded through both fiction and non-fiction writing and involves techniques such as story maps, boxing up ideas into paragraphs as well as literacy games to develop vocabulary. Drama and debates also feature in the preparation for writing across KS2 to enable children to practice what they will write. We also draw on the Hampshire Writing Model, as it provides a coherent sequence of teaching and learning focused on the final written outcome. KS1 classes use the 'super sentence' model developed recently by HIAS (Hampshire Improvement and Advisory Service) in response to the 2023 Strong Foundations Report. KS2 children build on their secure transcription and oral composition skills from KS1, investigating different models and features of writing before they begin to plan and write their own work.

The Foundation Stage

Writing forms a central part of the Communication, Language and Literacy curriculum. We believe the foundations for writing are built on children's oral language, and children are encouraged to express their ideas at every opportunity throughout the Early Learning Goals. Staff model the use of language and create opportunities for children to develop their talk in every lesson. This focus is clearly demonstrated through daily, weekly and medium-term planning. In addition to cross-curricular opportunities, specific writing objectives are planned to begin developing the skills children will need as writers.

Drawing Club was introduced in our Foundation Stage in January 2026. It gives children access to a wide range of quality texts while developing their language, fine motor skills and creativity. Each week, all Nursery and Reception children enjoy a book together and explore key vocabulary. The Little Acorns take part in follow-up activities such as story dough, mark making and messy play, which develop both physical strength and imagination. Big Acorns begin with a dictated sentence, moving later in the year towards writing their own independent sentences. These activities are often completed in smaller groups so that staff can respond to and validate the children's imaginative ideas, while also quickly addressing issues such as incorrect pencil grip and letter formation.

In their daily phonics lessons, children are introduced to initial graphemes. The Read Write Inc. mnemonics help children to verbalise the movements needed for writing, aiding recall. Pupils are also given additional opportunities to develop their handwriting through discrete sessions using the Letter-join resources, first through patterns and then through letter families.

Our practice of leading children in both big and small movements has developed further in 2026 through our participation in OCC's 'Corefulness' pilot. This evidence-based programme of in-class exercises has been highly engaging for the children and provides a fun way of developing motor-neuro skills, while also improving physical strength and posture.

We also recognise the importance of the teacher acting as scribe on occasions in order to capture children's ideas and stories, alongside the importance of pupils writing freely as emergent writers. A wide range of writing materials is always available within the classroom, and a dedicated role-play area linked to the termly topic provides a meaningful purpose for children's early writing.

Key Stage 1

Writing in Key Stage 1 focuses on securing the foundational skills needed to become a successful writer: accurate letter formation, oral composition and vocabulary development, and the application of phonics knowledge to segment and spell words.

The HIAS KS1 model builds on the strengths of the Hampshire Writing Sequence, while adapting it so that the initial focus is on accuracy and understanding sentence structure. The weekly cycle begins with a hook, usually a high-quality text, and includes opportunities for oral composition, editing and spelling work through a

gradual release model. Daily handwriting practice includes teacher modelling and correction of letter formation. Dictation is used in the final lesson of the week to assess the extent to which children can independently apply the writing skills taught throughout the sequence. There are high expectations for accuracy in all the basic skills, including handwriting, finger spaces, capital letters and end-stop punctuation. The aim is for these skills to become automatic as quickly as possible, freeing up cognitive space for more complex composition.

Later in the year, innovation is introduced into the sequence to support children's understanding of word classes and grammatical conventions, while also encouraging creativity.

The 'super sentence' approach develops into a ten-day sequence which mirrors the Hampshire Writing Model. Children continue to enjoy a high-quality text or hook, alongside opportunities to use oracy to shape their ideas and practise new vocabulary. They then explore a short WAGOLL (example text – 'what a good one looks like') and receive direct instruction in relevant grammatical features before drafting, writing and editing their final outcomes. Support for the structure of the piece remains in place, typically through the use of images for narrative writing and subheadings for information or explanation texts.

Wherever possible, links are made to the wider curriculum, allowing concepts and vocabulary to become embedded within the children's schema. There are both planned and incidental opportunities for children to develop their writing skills beyond English lessons. Writing completed in non-core subjects also provides valuable evidence of the skills children have secured.

Our knowledge objectives are taken from the National Curriculum and the writing descriptors used by all primary schools within the Cambrian Learning Trust. Children are encouraged to begin developing strategies for independent writing, such as referring to the RWI sound mats or GPC posters displayed in the classroom. Where children require additional support with writing, this is provided in a range of ways, including flexible groupings and the use of word mats.

Key Stage 2

Our Key Stage 2 writing objectives are taken from the National Curriculum, which is organised into Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). As pupils move through KS2, they are introduced to an increasingly wide range of genres, enabling them to write for different purposes and audiences using a variety of writing techniques. We aim for children to cover both fiction and non-fiction units each short term, often using high-quality texts as drivers for writing.

Whilst focusing on the development of key writing skills, teachers also make meaningful links across the curriculum, using topic themes, educational visits and special events to provide purposeful contexts for writing. We recognise that children are more motivated and produce higher-quality outcomes when writing has a clear purpose and audience.

In KS2, children explore the key features of different text types through the study of high-quality model texts. Working collaboratively, pupils identify and annotate these features using checklists and success criteria, considering how authors engage the reader, organise ideas and use vocabulary and punctuation effectively. Children are encouraged to improve and 'uplevel' sections of writing by experimenting with ambitious vocabulary, varied sentence structures and precise punctuation choices. Shared writing forms an important part of the teaching sequence, with teachers modelling the writing process and developing examples collaboratively with the class. Through discussion, oral rehearsal and analysis of WAGOLs (What A Good One Looks Like), pupils consider audience, purpose and the effectiveness of different writing techniques. Children identify successful language choices and discuss possible improvements before planning their own writing.

Pupils then create an individual plan for their portfolio piece, drawing upon vocabulary, sentence structures and ideas gathered throughout the unit. Working walls are used to support the writing process, displaying key vocabulary, modelled phrases and examples that children may adapt and 'magpie' within their own work. Drafting, editing and refining are embedded throughout the sequence, with pupils regularly reviewing and improving their writing independently, with peers and through teacher feedback.

Before completing their final portfolio piece, pupils are given opportunities to polish and edit their work carefully. Peer assessment and discussion support children in identifying strengths and suggesting improvements, often using polishing pens to edit and refine their writing. Once completed, pupils reread their work to check for accuracy, clarity and impact before sharing and evaluating outcomes with their peers.

Handwriting in Key Stage 2 builds upon the foundations established in Key Stage 1, where pupils learn correct letter formation, orientation, size and spacing. Using the Letter-join programme, children continue to develop a fluent, joined handwriting style with increasing consistency, control and automaticity. As pupils become more secure in forming and joining letters, they are able to focus more fully on spelling, composition and the content of their writing. Teaching in KS2 supports pupils in developing legible, neat and efficient handwriting across the curriculum, while also encouraging pride in presentation and preparing them for the increasing demands of secondary education.

Spelling, Punctuation and Grammar (SPaG)

In order to maintain rigour and accuracy within children's writing and satisfy the demands of the National Curriculum, children also have focussed lessons on grammar skills in KS2 (we aim to teach SPaG in context as much as possible but recognise the need for discrete lessons in particular areas). As well as this, children are involved in daily SPaG activities, often as starters, to aid the development of this key area.

Teaching and Learning

Children are involved in a daily hour-long English lesson. Teachers plan for this using the objectives in the National Curriculum, as well as the writing descriptors used by all

primaries in the Cambrian Learning Trust. These lessons may focus on developing particular skills, or applying skills learnt. They may include reading or writing activities or both. In addition to these lessons, writing is used to communicate in other subject areas and teachers plan specific objectives to maximise the potential of this.

The English Curriculum links with the school's long-term plan which teachers use to fit with their termly topics. Units of work are planned for the term on a medium-term planning grid, indicating prior and future learning in each area covered. Weekly planning details specific objectives, scaffolded activities, teacher support, success criteria and assessment for learning strategies (AFL).

Teachers use open questioning to encourage children to think and explain. Talk partners are often used as a way of exploring and extending ideas. Teachers invite responses to class discussion, rather than accepting hands up answers, as a way of drawing all pupils in and encouraging everyone to be an active participant in their learning.

All lessons have clear knowledge objectives which children write into their books for each lesson. Success criteria are communicated to the children either orally and/or in writing; when approaching tasks, children have a clear view of the success criteria, often writing these themselves as they get older and use these to assess their own and other's work.

Teachers plan to offer a range of opportunities and outcomes to appeal to different learning styles and pupils are encouraged to make suggestions in order to extend their learning. We recognise that children need to be given opportunities to write for a sustained amount of time to develop both speed, stamina and flow in their writing, and need to evaluate, edit and polish their work before it is assessed by teachers. Children often share their work with a partner and edit and improve it using a green pen. All children within school, use purple polishing pens to edit and improve their work and some may then re-write it to give a final polished piece. This independent writing (in their portfolio books for KS2) is closely marked, giving a key skill or moving on advice. This is used as an assessment piece for children to assess their progress against the Trust writing descriptors and is used to set targets for next steps.

Pupils are aware of their own areas for development, in order to help them move towards the next step. Teacher feedback, both written and oral, supports this process, particularly in the early stages. Wherever possible, 'in the moment' feedback is given, either to individuals or to the whole class. As children move through school, they are encouraged to take responsibility for being reflective and setting their own goals in conjunction with the teacher marking in their English and portfolio books.

Assessment and recording

All primary schools in the Cambrian Learning trust share a set of agreed writing descriptors for each year group, based on the National Curriculum. There are planned opportunities for joint moderation between schools across the year, as well as informal opportunities for staff to visit and observe writing lessons in other schools.



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Children use self-assessment within their writing, frequently editing with purple pen. This is complemented with peer assessment marked in green where children are encouraged to give positive and constructive feedback.

Informal assessment is on-going and forms part of every lesson (feeding into teacher's planning). Teachers provide regular feedback to pupils, in written or verbal form. This feedback focuses on how success criteria have been achieved and the next steps (see Marking and Feedback Policy).

Writing descriptors are kept in the front of the children's portfolio books in KS2 or English books in KS1 and are updated with a tick against specific writing descriptors, to allow staff to track pupil progress. Attainment is recorded in terms of emerging, developing, expected and greater depth of the year's objectives. This is transferred to FFT Aspire and Target Tracker following assessment weeks. This is used to inform annual reporting to parents and to ensure continuity and progression across classes.

Inclusion

Planning at all levels ensures that the needs and interests of all pupils are considered. Pupils are given opportunities to learn as individuals, in pairs, small groups and as a whole class, both independently and with support from teachers and teaching assistants. Target pupils are identified through assessment and teacher knowledge and are grouped together for intensive work with teachers and TAs.

Intervention programmes at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and SENDCo.

The Learning Environment

Classrooms have displays of writing checklists and prompts to support teaching and learning. Working walls are also used in each classroom as prompts and reminders to stimulate children's writing. As we value children's writing, these will display examples of work and to celebrate achievements.

Homework

At Key Stage 1 homework focuses on reading and spelling, with some occasional topic linked writing projects. At Key Stage 2, weekly homework is set which will be English and maths alternate weeks during terms 1, 3, and 5 and a topic choice homework with some English options in term 2, 4, and 6 (See Homework Policy). Spellings are sent home weekly, and pupils should use a variety of different methods to learn their spellings, guided by their teacher (See Spelling Policy).

ICT

Pupils are encouraged to write on paper and on screen and are specifically taught to develop the necessary skills to allow them to do this effectively. They are taught the advantages of editing on screen. Teachers can use the portable keyboard and the IWB during shared writing and guided group work to display writing being edited



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and improved. We recognise that writing is a key skill which is necessary for much of the pupil's learning in ICT itself.

Impact/ Monitoring and Evaluation

- All teachers are responsible for monitoring standards in their pupil's work and progress. This is overseen by the English Co-ordinator and Head teacher. Monitoring informs future planning through the School SDP.
- Discussions with children, monitoring of books and displays will help ensure that the teaching has impact and knowledge is retained.
- Assessment focuses on the levels of performance in relation to the objectives. Attainment is recorded on FFT Aspire and Target Tracker and reported to parents in annual reports.
- The large majority of children achieve age related expectations in writing before they go onto secondary schools, with more than the national average for Greater Depth writing. We use the Cambrian Learning Trust writing descriptors to help form these judgements, as well as the National Curriculum standards and exemplification materials. Teachers attend regular writing moderation meetings with colleagues within the Cambrian Learning Trust.