

Writing Policy



September 2025

This policy covers many of the articles from the UNICEF Convention on the rights of the child. Some key ones are listed below.

Article 13 – Children have the right to find out information and share what they think by writing, drawing or talking about it unless it harms anyone else.

Article 28 – Every child has the right to an education.

Article 29 – Every child's education must develop their talents and abilities.

This policy is informed by INSET and advice provided by BDSIP, experience in using Pie Corbett approaches to teaching writing, as well as teachers' own experiences in the classroom.



Agreed: September 2025

Date for review: September 2026

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1. Intent

At Grafton Primary School, we strongly believe that writing is a significant life skill that is essential to participate fully in society. We aim to develop the abilities of all children in our school to communicate their ideas effectively in speech and in writing.

Our writing curriculum reflects the Grafton REAL curriculum.

R: relevant, research-based, reflective

Our writing curriculum:

- reflects a strong understanding of how to develop the core skills needed to become a 'writer', based on up-to-date research
- develops the skills to write different genres, each with a purpose and an audience, so that children see themselves as 'real' writers
- enables children to write for a range of purposes, reflecting both historical and current needs (eg historical diary through to modern day podcasts, online newsletters).

E: engaging, enquiry-led

Our writing curriculum:

- takes children on a journey through a text with opportunities to explore and be curious about a writer's style and purpose
- enables children to develop their oracy skills as a pathway to writing
- provides opportunities for children to learn in different ways, eg through drama, debate, hot seating, filming.

A: aspirational, achievement for all

Our writing curriculum:

- nurtures imagination and creativity
- develops confidence, through teacher models and a range of supports including colourful semantics and visual supports, so that progress is made and all children can produce quality writing.

L: for life-long love of learning

Our writing curriculum:

- meets the needs of all children, providing the skills needed for their next steps
- develops an understanding of writing in role for different purposes, eg as a book critic, a biologist etc.

2. Implementation

Children who can write fluently, have a good understanding of spelling rules and are able to express themselves orally, are more able to focus on the creativity and imagination needed to develop their writing. At Grafton, we therefore focus on the following:

Mark making

The process of learning to write begins in the Early Years Foundation Stage before children are physically able to write. Teachers in the EYFS provide a rich play-based learning environment where children represent their thoughts and feelings in different ways. Adults model drawing and writing to develop understanding of the difference between the two. As children begin to understand that 'marks' can have meaning, they become more purposeful in their own 'mark making'. These marks will communicate their ideas, express their feelings and develop their imagination and creativity. Interactions with adults help to understand the child's mark making. Over time, supported by quality phonics teaching, children develop their awareness of the sound to symbol relationship which in turn progresses into writing separate words. Adults in Early Years underpin this process, from initial mark making to writing words and sentences, modelling high quality talk.

Handwriting

In EYFS and Year 1 handwriting is taught following the Little Wandle Scheme. From Year 2, handwriting is taught using the Hemisphere scheme and prepares children to write fluently in a cursive script. Children have focussed handwriting lessons each week to introduce and practise new letters. This is followed up with further practice at home. Children who find handwriting difficult are given targeted support. In their own writing, adults model the handwriting that is expected of children. Displays in class and around the school model the handwriting expectations.

Spelling

The Spelling of words is taught weekly to cover a range of words including those set out in the National Curriculum. From Year 2, the 'No Nonsense' scheme is used to teach different strategies to support accurate spelling. When teaching spelling, teachers should develop children's understanding of the related morphology (e.g. root words, prefixes and suffixes) and etymology (word origins). During the week, children practise their spelling and teachers should provide opportunities for children to use the words in context. Children are also expected to practise their spelling at home.

Oracy

Oracy can be defined as 'the ability to express oneself coherently and to communicate freely with others by word of mouth.' It is known that the development of oracy leads to increased skills in reading and writing. As noted by James Britton (1983) '*Reading and writing float on a sea of talk*'. Within the teaching of writing, the role of oracy cannot be underestimated. Children have plentiful opportunities to discuss, role play and develop their ideas orally before committing to writing. Children who are able to 'say their sentence' are more likely to be able to write it.

Text Selection

At Grafton, the teaching of writing is underpinned by high quality texts. Children are exposed to a quality text which will engage them whilst exposing them to vocabulary, language structures and author intentions which will enable them to develop their own skills as a writer.

The texts selected provide coverage of the genres and writing styles required by the National Curriculum for English. Across the year, the texts also exemplify a range of plot types and the writing skills that children will be required to produce. For example, Jack and the Beanstalk provides the plot structure for a 'rags to riches' story. In addition, the range of characters within the text expose children to different characteristics.

In some year groups, particularly in KS2, teachers might occasionally choose a longer text which takes considerably longer to read. In such cases, the teachers use parts of the text during the immersion phase (see below for more details) and then continue to read the text during reading lessons or as the class text during love of reading at the end of the day.

The Literacy Team support year groups if they wish to change the focus texts or require guidance on potential new texts.

Purpose and genres

Writing takes four main forms

To entertain - narrative, description or poetry

To inform – recount, letter instructions/procedural, explanation, biography, chronological report (inc newspapers), non-chronological report

To persuade – advert, letter, poster, advertising, speeches, campaigns, reviews, balanced argument

To discuss - balanced argument, podcast, book and film review, newspaper report, debate, speech

Over the academic year, children should be taught to write in a variety of forms at appropriate age-related expectations.

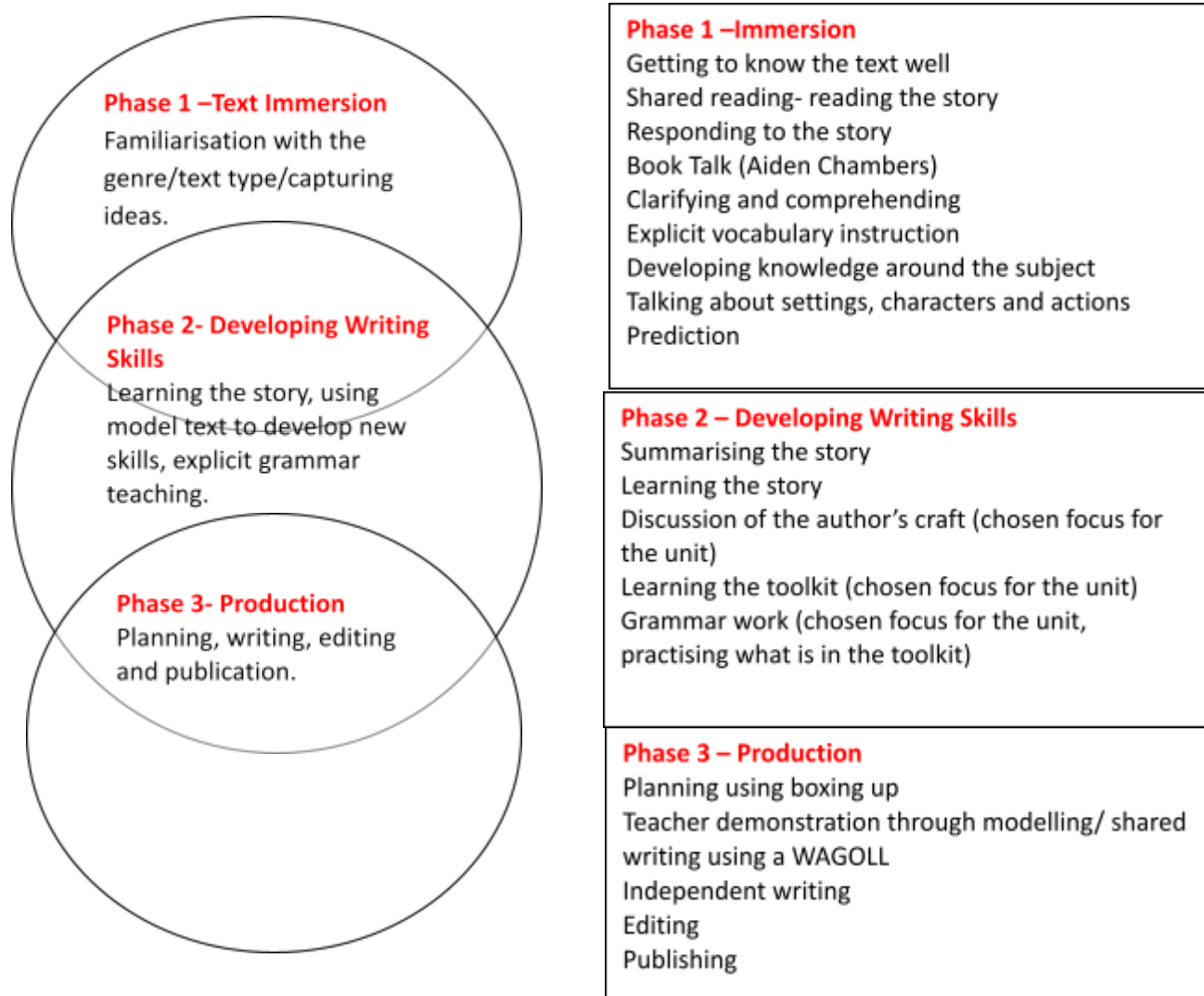
Children produce writing across different genres throughout the year. The phased process of Immersion, Developing Writing Skills and Production is followed for all genres.

Every Time I Write

Writing is a complex process that requires children to think about many things simultaneously - content (the ideas that they write), language (the words and sentences they choose) and transcription (handwriting and spellings they use). For this reason, children need the time to read what they write and to make changes to improve their work. To develop this practice, teachers explicitly teach children to read their work carefully and to make corrections and improvements. Making children aware of the wider audience for their work should also develop pride in producing their best writing. Editing and improving work should become a feature of 'every time I write'. This practice is also supported by the school's presentation policy which is applied across all subjects.

Three-phase approach

This diagram provides an overview of the process to be followed for a Writing Unit. Each phase is explained in detail below.



Pre-planning

Before the detailed planning for the unit can begin, the following are agreed:

- Chosen Text: (eg *The Way Back Home* by Oliver Jeffers)
- Writing Genre: (eg *Narrative*)
- Purpose and audience of the final writing: (eg *read stories to Nursery children*)
- Writing skills focus: (eg *to describe a setting*)

The table below shows how a unit of work is planned over several weeks. Year groups spend time at the beginning of a writing unit, discussing each phase and agreeing the writing skills that need to be developed. Members of the Writing Team are available to support year groups in planning a unit of work. A Writing Unit Overview is completed when planning each unit of work.

Example timings for a unit of work

	M	T	W	T	F
W k 1	Immersion	Immersion	Immersion	Immersion	Immersion
W k 2	Develop Writing Skills	Develop Writing Skills	Develop Writing Skills	Develop Writing Skills	Production (Planning)
W k 3	Production (Writing)	Production (Writing)	Production (Writing)	Production (Editing)	Production (Publishing)

Phase 1 Immersion	Phase 2 Developing Writing Skills	Phase 3 Production
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The unit starts with the children being ‘hooked’ into the text through immersive experiences. This might include an engaging experience before reading the book, for example a treasure hunt to find a monster, reading a letter sent to them, exploring the contents of an abandoned suitcase. The classroom environment can also be used to immerse the children in the story, for example role play stations, puppets, interactive display etc. This is also an opportunity to generate interest in the overall purpose and audience for the writing they will be producing that term. This might take the form of a class story book in the reading corner, a David Attenborough style wildlife programme using their factual animal reports, a poetry performance video for the school website or a letter to their local MP campaigning against traffic around the school.

Prior to reading the text, teachers consider any key vocabulary or contexts which might not be familiar to the children and could therefore provide a barrier to accessing or understanding the story. Where this is the case, teachers might plan lessons around these experiences or around key vocabulary prior to starting the book. This process ensures a richer and deeper reading (and subsequently writing) experience for the children.

The immersion phase uses and further develops the skills taught in Reading lessons. As the story is read and explored over a series of lessons, the children’s understanding of the text is deepened through drama experiences and reading as a reader. Teachers lead quality discussion around the text and links are made to prediction skills developed in reading lessons. Throughout the reading of the text, key Tier 2 vocabulary is explicitly taught and displayed so that, with repeated exposure, children can use it independently in their own writing.

Short burst writing is used in the immersion phase. This might include, for example, writing a diary entry in role as a character from the text or producing thought bubbles to show how a character is feeling at a key moment.

Part of the immersion stage of the unit includes exposing the children to the structure of the plot type, building up to understanding the five part structure of a story (opening, build up, problem, resolution and ending).

Phase 1 Immersion	Phase 2 Developing Writing Skills	Phase 3 Production
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Learning the text

The children will now learn the text for the unit. This usually involves either the teacher 'writing' the story that the children have just read and the children learning it from a teacher-generated story map or the children creating their own story map, embellished with key vocabulary and phrases to enhance their language. Where the teacher 'writes' the text, it may rely heavily on the original text or may need to be adapted to include the focus for the writing skills being developed. For example, if producing a text for Jack and the Beanstalk, with a focus on character description, the learnt text would need to include detailed description of the key characters.

Children should have opportunities to learn the text for themselves using the story map. Performing the text to each other and including actions can help this process. Learning the text enables children to draw on examples from the text when developing their own writing skills. Example story maps from KS1 and KS2 are shared to support teacher development.

Skills Toolkit

Here the teacher guides the children in identifying examples in the learnt text of the specific skills that they will learn to use themselves. For example, in character description they might identify powerful adjectives, the use of similes and metaphors, appropriate character names etc. These become the 'toolkit'. This phase now includes, over a series of lessons, explicit teaching of the skills included in the toolkit, as well as, the explicit teaching of new sentence structures and grammar.

Taught grammar lessons ensure that pupils cover the requirements of the National Curriculum within the context of the writing that they are producing. Teachers use a range of strategies, including games, to engage children when learning grammar. The grammar to be taught in each year group is included in Appendix A. A list of different sentence types and sentence openings, is included in Appendix B.

Explicit demonstration and modelling by the teacher as a writer is important. Teachers should model writing and write alongside children, articulating the thought processes they are going through (thinking out loud).

Responsive Teaching

Teachers need to ensure that the needs of different children are met in the teaching of specific writing skills. Reviewing writing produced by the children is key. Based on work produced, teachers may decide to work with specific children or to tailor a writing task to meet individual or group needs.

The following options can help to address misconceptions or develop writing skills.

Teacher focus task: this is where the teacher works with a small group of children, giving them a 10-15 minute input on their gap in learning.

Gap task: this task follows on from a focus group discussion or feedback on previous learning. Children work independently on a task related to their focussed learning.

Whole class activity: this is a whole class taught session of specific sentence and grammar skills. The skills will be selected in response to previous writing and what is needed in the tool kit. Where present, Teaching Assistants may also be directed to support a group.

Phase 1 Immersion	Phase 2 Developing Writing Skills	Phase 3 Production
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Plan

When planning stories, they are typically broken down into three (Beginning, Middle and End) or five story parts (Opening, Build Up, Problem, Resolution, Ending) depending on the age. The teacher models how the learnt text is broken down into the five parts. The children then use this five-part structure to plan their own story. In KS1, this is usually done by producing a visual plan with pictures and key words. In KS2 this usually takes the form of a five-part, boxed up, written plan. The five-part plan can also be produced on a story mountain. Teachers plan their own story, to model the process to the children. As part of the planning process, children should have the opportunity to orally rehearse their story, as they did with the learnt text, prior to writing it. For different genres, teachers should consider the planning format which will best support the development of ideas and the writing process.

Write

Teachers will have written their own WAGOLL (what a good one looks like) - one per year group. This is used to model write alongside the children. Teachers should model writing each day during the production phase and share the thought processes as they write. The children may also be involved in this process, for example advising on vocabulary choices and sentence structures. Thus, when writing their own story, children will have seen, and participated in, the mental process of turning a plan into a story.

Pupils write their own text over a number of days. Children, in particular younger children, should orally rehearse each sentence before they write it down. Younger children follow the *build it, say it, write it and check it* process. This process is also beneficial to older children who are developing their ability to write clear, coherent sentences.

Edit

Children should have the opportunity to edit their writing. This should be informed by focussed feedback from the teacher. The teacher models how to edit a piece of writing, e.g. by using an example of a child's work to illustrate what aspects of the writing would be most effectively changed through editing. This is another opportunity for the teacher to model effective writing, articulating and explaining changes as they do so.

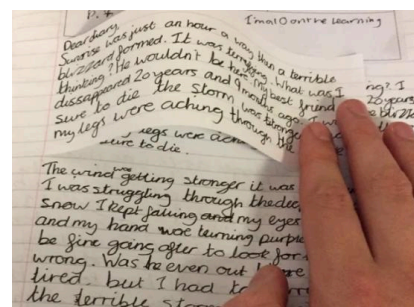
Once the process of editing is embedded, editing stations can be used, with each station focussing on a specific element of the editing process, e.g. spelling, vocabulary, punctuation and paragraphs. The editing stations should be tailored to match the toolkit and misconceptions found.

In KS1, pupils edit their work using a coloured pencil. In KS2, pupils edit their work using a purple pen. This should be modelled by the teacher as follows:

Individual words: cross out with a ruler and pencil and write the edit above the word

Sentences: cross out the sentence using a pencil and ruler and either write above or use * to indicate the new sentence on a new page or at the bottom of their piece of writing.

Paragraph: if a child wishes to edit a whole paragraph then editing strips are used as a flap over to show where they have made the improvements or use * to indicate the new paragraph on a new page or at the bottom of their piece of writing.



Publish

At least once a term, children should have the opportunity to rewrite their piece, incorporating revisions they have made during the editing process.

With editing and improvement, the children can publish their writing to make it accessible for their intended audience. Children's work could be published in a class book, a journal, on display, on the school website or read out in assembly..

Support for Writing

At all stages of the writing process, teachers provide the necessary support to enable children to write independently. Colourful Semantics can be particularly helpful in supporting children who are just starting to write simple sentences. Once introduced, children learn to use Colourful Semantics to build increasingly complex sentences.

5. Impact

Feedback

In line with practice across all subjects, teachers provide immediate feedback to children during the lesson. Post lesson feedback is also provided, where necessary, to address any individual misconceptions. See [Feedback policy](#) for further details.

Assessment

Each term, pupils complete two extended pieces of writing in different genres. These pieces will show progress and the children's ability to apply the writing skills and grammar techniques taught that term. These writing tasks are assessed against the year group writing rubric. Termly moderation exercises develop teacher understanding of the year group expectations and support consistent judgements throughout the school.

The assessments are used to analyse the gaps in children's knowledge and to plan for future learning.