The Gates
Primary School
Westhoughton

Writing Policy
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Intent

At The Gates, English is at the heart of what we do and engrained into the school curriculum. We aim to deliver a high-quality English education enabling foundations for every child to become literate, preparing them with the skills for adult life. We are passionate about developing confident, articulate writers who can express themselves clearly for a range of audiences and purposes. Our writing curriculum is carefully designed to equip pupils with the necessary skills in transcription and composition, helping them to become independent, creative and proficient writers who can build on key transferrable writing skills in each phase of their education.

We aim to:

- To ensure that pupils acquire a wide vocabulary and understanding a wide range of vocabulary, punctuation and grammatical structures.
- To teach pupils to write clearly, accurately and coherently, adapting their language and style in a range of contexts, purposes and audiences.
- To ensure children can write at length within a given genre.
- To promote transcription (spelling and handwriting) and composition (ideas and structure) in line with the National Curriculum.

Implementation

Curriculum:
In Writing, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum. Our curriculum is well-planned and provides literacy-rich, cross-curricular opportunities.

EYFS Curriculum:
Greg Bottrill's Drawing Club is a daily, narrative-rich writing experience that engages children in imaginative storytelling and supports key elements of early writing development. Each week, Drawing Club is centred around a high-quality children's text, introducing children to adventurous vocabulary, story themes, and exciting writing provocations. Through drawing and discussion, children develop their creative thinking, sentence structure, and growing confidence in using language for expression. This approach supports the EYFS statutory requirements for communication, language and literacy and contributes to the development of children's early writing in a playful, meaningful and inclusive way.

KS1 and KS2 Curriculum:
At The Gates, we have a daily, discrete Writing Lesson. Through these daily lessons, children learn the essentials of the English Language such as phonics, spelling, grammar, punctuation and sentence construction with the skills to help shape and organise texts.

Each year groups follows a programme of study which provides curriculum expectations and ensures the progression of skills are met.

Our thoughtfully designed English Curriculum helps children to see writing as a step-by-step process, enabling them to understand, explore, and write different types of genres. By the end of each writing unit, students will have acquired the knowledge and skills necessary to write with confidence and independence. To support their

writing development, children use tools like working walls, WAGOLLS (What A Good One Looks Like), word banks, dictionaries, and thesauruses.

Teaching children to write for a range of purposes and audiences can be very exciting and here at The Gates we provide children with a range of engaging books to capture their imaginations.

Teaching Approach for Writing (Years 1–6)
In all skill development lessons, we follow a gradual release of responsibility model to support pupils in becoming independent writers. This approach moves from teacher-led to pupil-led learning, using the following structure:

- **Modelled Writing (I do):** The teacher demonstrates and explains the writing process.
- **Shared Writing (We do):** Teacher and pupils compose writing together, with guided support.
- **Independent Writing (You do):** Pupils apply skills independently, consolidating their learning.

This structured progression ensures that pupils build confidence and independence in their writing.

Our Writing curriculum fosters children's Spiritual, Moral, Social, and Cultural development, helping them to become reflective and responsible citizens. British Values are actively promoted in English lessons, preparing children for life in modern Britain. We celebrate children's achievements, creating a high-quality learning environment where they can reflect on their work and take pride in their progress. By integrating other subjects into writing, children gain the opportunity to write from diverse perspectives, developing empathy, understanding and tolerance as they explore different cultures, time periods and viewpoints.

Editing:
We believe that all good writers refine and edit their writing over time, so in an age-appropriate way, we provide opportunities for children to edit their work effectively, during and after the writing process. To promote self-reflection and track progress in early writing skills, dedicated time is set aside for children to 'tiny-teacher tick' their work. Using purple pens, children check their work for basic punctuation, such as capital letters, full stops and commas, as well as the specific grammatical focus of the lesson. This practice is introduced gradually, with guidance in the early stages and becomes more independent as children move through the school.

In Key Stage 2, students are encouraged to take greater ownership of their writing by independently identifying areas for improvement, helping them to develop confidence and a more critical eye for detail. Through this approach, we hope for children to understand and learn the craft of writing so that they plan, produce and publish something of which they are proud.

Spelling:
From Nursery, children participate in daily phonics lessons, following the ELS (Essential Letters and Sounds) scheme in a systematic way.

In KS1, spellings are linked to the sounds taught through the Essential Letters and Sounds (ELS) Phonics Scheme, included in these are Common Exception Words (CEW and Harder to Read and Spell words (HRSW). The Year 2 children who have moved onto Reading lessons learn spelling patterns through the Spelling Shed scheme alongside the rest of school.

In Key Stage 2, children are provided with a set amount of specific words (based on letter strings/rules) to learn each week and are tested every Friday - a record of scores are kept by class teachers.

The initial spelling lesson (on a Friday) is used to introduce the next pattern/rule. The children then revisit the pattern/rule daily through set homework and independent morning tasks before their test on the following Friday.

All classrooms provide a dedicated area displaying commonly misspelt words. This resource is always accessible to pupils and is used to support accuracy and independence in their writing.

Handwriting:
Handwriting is an essential part of transcription. It is taught alongside spelling and writing to help pupils' form letters consistently and fluently. We encourage children to take pride in the presentation of their writing, and develop a neat, joined, handwriting style by the time they leave our school and move to secondary school.

Legible handwriting is taught and modelled by class teachers, ensuring that the style demonstrated aligns with the year group's objectives. When children consistently produce legible handwriting, they are rewarded with a pen pass and certificate in assembly, marking their progression from pencil to pen. To celebrate exceptional "penmanship," children may be awarded fountain pens. We also recognise that some children may struggle with handwriting and those individuals are identified and supported through targeted interventions led by adults.

Cross-Curricular Links
Medium Term Plans have been created, for each year group, to ensure a range of writing genres are planned in which link to the half—termly class novels. This ensures an appropriate balance and distribution of work across each term.

As well as writing in English lessons, children are given ample opportunities to write independently within other subjects across the curriculum, helping to consolidate and contextualise writing skills.

Planning:
Our English curriculum is planned in alignment with the National Curriculum Programmes of Study. Following our structured planning procedures, writing is taught both as a discrete subject and as a tool to support learning across other areas of the curriculum. Writing is planned across three phases: long-term, medium-term, and short-term, ensuring progression, coherence, and coverage throughout the year.

Long Term Planning:
The National Curriculum outlines the units of work to be taught over the course of a year in each year group.

Medium Term Planning:
Our children are given the opportunity to write a wide range of genres. Through the English medium-term plans, genres are carefully planned for and linked to the reading class novel, enrichment opportunities or purposeful links. Teachers are not restricted to these genres and have the flexibility to modify them according to the needs and interests of the children in their cohort.

Short Term Planning:
Class teachers complete a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and outcomes for lessons and provides details of how the lessons are to be taught. It also includes details of what each group of children will be learning and AT (Assistant Teacher) deployment.

The Early Years Foundation Stage provide many opportunities for children to write at the level they are working at. For example, indoor and outdoor mark making opportunities, opportunities within role play areas, guided sessions by staff and written work linked to the story and theme be studied.

Assessment
In daily lessons, teachers use short-term assessments to inform their teaching and adjust their plans as needed. These assessments are closely aligned with the teaching objectives and learning outcomes.

Teachers assess writing daily and work is marked to the learning objective. Each day, the learning objective is highlighted to assess children's learning for that day. Green – Learning objective met, Yellow – Learning Objective

working towards and Pink – Learning Objective not met.

Based on evidence from their daily learning objectives, children may have the opportunity to respond to read-and-respond comments. This provides them with an additional guided example, for them to action, to help further develop their learning.

For final, published pieces, year group assessments are stuck in. Objectives that have been evidenced are highlighted in green, while one statement is highlighted in yellow to provide a clear next step for the next piece of writing.

Medium-term assessments
Assessment in writing is ongoing as teachers carry out in-depth assessment of children's writing at the end of each half term, and highlight the age-related outcomes that have been achieved.

Writing is assessed half-termly using the school's writing assessment criteria. Once this has been completed for each child, the criteria is analysed for gaps in understanding which will then inform their future planning. Data is carefully analysed by the English Subject Lead to assess overall progress and identify trends. Based on this analysis, next steps are determined. This ensures targeted intervention and tailored strategies to address specific areas for improvement, helping to drive continuous progress across the school.

Year 6 teachers meet regularly to review individual examples of work against the national exemplification material produced by the DfE. For other year groups, teachers meet each term to moderate work internally, using past examples that have been agreed upon as benchmarks. This collaborative approach ensures that assessment standards are maintained across the school and ensures consistent judgement.

Progress across classes is closely monitored by the subject leaders and the senior leadership team. Monitoring will include: book looks, lesson observations and pupil voice interviews. The findings of this monitoring will be used to inform next steps for the children and the implementation of writing across the school as a whole.

Inclusion
Teaching English to Children with Special Educational Needs:
English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Teachers provide help with communication and English through:

- Using texts that children can read and understand
- Using visual and written materials in different formats
- Using ICT, other technological aids and recorded materials
- Using alternative communication such as signs and symbols

Equality of Opportunity:
All of our children have equal access to reading provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for, and progress is monitored according to their individual needs.

Interventions:
Interventions are carefully thought out and purposefully planned to support targeted children across all classes. Children who require additional support with their writing are identified and interventions are tailored to meet their specific needs. These interventions are categorised into two key areas: **transcription**, which focuses on grammar and punctuation, spelling, and handwriting and **composition**, which targets coherence, genre-specific

writing, and editing skills. Each intervention is designed to address individual needs students face, ensuring they receive the right support to make progress and improve their writing skills.

Enrichment:

Pupil Leadership roles in school provide real purposes for writing through the job application process required to be successful. Additionally, every term, children participate in a poetry recital, where they perform in front of their school peers and families. This gives them the opportunity to showcase their work and build confidence in public speaking.

Parental Involvement:

We actively encourage parents to be involved in their child's writing journey by offering opportunities such as writing stay-and-learn workshops, where parents can gain an understanding of what writing looks like across the school and participate in a writing lesson. Parents are also invited to attend class poetry recitals, celebrating their child's progress and achievements. Clear expectations for end-of-key-stage outcomes are shared with parents to ensure alignment and support. Additionally, we emphasise the importance of regular reading at home, reinforcing skills and fostering a love for language.

Impact

Our English curriculum is carefully designed with clear goals and a structured approach, ensuring all children develop a broad range of knowledge and skills.

Through this rich curriculum, children are equipped to become lifelong learners who appreciate and enjoy literature in all its forms. By mastering speaking, reading, and writing, pupils gain the essential tools to participate confidently and effectively in society, setting them up for future success.

The impact of our curriculum is evident as children progress from EYFS to Year 6, demonstrating consistent growth, sustained learning, and the development of transferable skills. We measure attainment through Key Stage 1 and Key Stage 2 national assessments in grammar, punctuation, and spelling, as well as teacher assessments in writing. As children continue their education, we hope they carry forward their passion for English and high aspirations.