

Kirkby Avenue **Primary School**

Writing Policy **September 2025**



Review Date: September 2026



“Writing is the painting of the voice.”

Voltaire

At Kirkby Avenue Primary School our aim is for children to be inspired by writing and feel motivated to become confident and enthusiastic writers themselves.

At Kirkby Avenue Primary School, we recognise that writing is integral to all aspects of life and we mindfully endeavour to ensure that children develop an enthusiastic attitude towards writing. The skill of writing enables children to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. We aim to create a culture of writing in our school, ensuring our children are given the best possible opportunities to build their capacity and confidence in a range of writing styles.

By creating a stimulating environment and employing appropriate resources, we are determined to provide all children with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy skills
- Creativity
- Independence
- Inquiry skills
- Inquisitiveness
- Confidence

Our intent is:

- To ensure children can write with fluency, understanding and develop their author's voice
- To develop children into imaginative, creative, independent, inquisitive, inquiring and confident writers
- To ensure no opportunity is missed to foster an enjoyment of writing amongst children, and a recognition of its value, by setting work that is challenging, inspirational, motivating, has a clear purpose and audience, helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- To ensure children are provided with opportunities to explore a variety of different genres and be exposed to high quality texts, providing a model for them to aspire to.

- To ensure children have a clear understanding of the writing process of planning, drafting, sharing, editing, revising and publishing their own work, and learning how to self-assess and peer assess.

Implementation

At Kirkby Avenue Primary School, we follow the 2014 National Curriculum for the teaching and learning of writing skills and the non-statutory June 2025 New Writing Framework. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving at least in line with national expectations. We follow the Education Endowment Foundation guidance reports '*Preparing for Literacy*', '*Improving Literacy in Key Stage One*' and '*Improving Literacy in Key Stage Two*'. In EYFS we follow the Early Years Framework and Development Matters together with our own school Writing Framework and the Stronger Foundations in the First Year at School recommendations.

Opportunities for cross-curricular writing are identified and planned for as a way of consolidating and applying writing skills across different text types and different subjects. Stimuli and resources for teaching writing are carefully chosen and varied, while carefully considering the audience and purpose of each piece.

The planning of writing is designed with a whole range of things in mind – interests of the class, current events and also links to the class book. Ensuring that all writing opportunities are purposeful and have meaning for the children.

The curriculum will be monitored by the English Leads to ensure that planning provides challenge, stimulation and excitement to improve the standards of writing throughout school.

Our school provides daily English lessons that are progressive and support skills development.

Strategies for the teaching of writing

Our children are provided with a variety of opportunities to develop, extend and deepen their writing skills in – and across – each phase of education. In EYFS, the learning of writing follows the Early Years Foundation Stage Curriculum. Children are given opportunities to extend their understanding of language learning through play, speaking and listening activities, teacher modelling, group-work and self-direction. The National Curriculum describes what must be taught in Key Stage One and Key Stage Two. Our school has a set of key objectives in writing that provide detailed guidance for the implementation of the National Curriculum for writing.

EYFS

In the Early Years Foundation Stage, we recognise that writing begins long before a child is able to record words on paper. Writing develops from strong foundations in communication and language, physical development, personal, social and emotional

development, reading and play. We aim to develop confident, motivated writers by providing rich opportunities for children to communicate, explore ideas and give meaning to their marks.

Writing is underpinned by two key elements: transcription (handwriting and spelling) and composition (generating and communicating ideas). Both aspects are developed progressively throughout Nursery and Reception through carefully planned teaching, purposeful provision and meaningful first-hand experiences.

Nursery

In Nursery, the primary focus is on developing the foundations necessary for successful writing. Children are supported to develop their communication and language skills through high-quality interactions, storytelling, vocabulary development, songs, rhymes and meaningful back-and-forth conversations. Adults model and extend language, helping children to build and articulate increasingly complex ideas and sentences.

Alongside this, children develop the physical skills required for writing through gross and fine motor experiences. Opportunities are provided for large-scale movements, including Squiggle activities, mark making, painting and movement patterns, alongside activities that strengthen hand and finger muscles and develop hand-eye coordination.

Children are encouraged to engage in purposeful mark making across the learning environment. They learn that marks carry meaning and begin to represent their ideas through drawings, symbols and emergent writing. As children's representations become increasingly detailed, adults support them to talk about and give meaning to their creations. Early name recognition and name writing are introduced when children are developmentally ready.

Phonics teaching in Nursery focuses on developing listening and attention skills, environmental and instrumental sounds, rhyme, rhythm, oral blending and oral segmenting. These foundations support later reading and writing development.

Reception

In Reception, communication and language, physical development and personal, social and emotional development continue to underpin writing instruction.

Handwriting is taught explicitly through regular, well-sequenced sessions. Children are taught correct letter formation, starting position and orientation, with a focus on accuracy. Regular opportunities are provided for children to practise and apply these skills within meaningful contexts.

Children participate in daily systematic phonics teaching, learning grapheme-phoneme correspondences and applying this knowledge to both reading and writing. Children are given

regular opportunities to apply their taught phonics, handwriting and language knowledge in both adult-led and independent writing activities.

Writing is taught through a combination of modelled writing, shared writing, guided practice, dictation and opportunities for independent application. Children are taught

to orally rehearse sentences before writing and are supported to communicate their ideas clearly and confidently.

High-quality texts and carefully planned experiences are used to inspire writing. Approaches such as Drawing Club and Target Time support children's imagination, language development and motivation to write. Children are encouraged to write for a range of purposes throughout continuous provision, ensuring that writing is meaningful, engaging and purposeful.

Throughout the EYFS, the emphasis is on developing confident communicators and motivated writers. We prioritise secure foundations, accurate transcription and purposeful composition, recognising that quality of learning is more important than the quantity of writing produced.

Assessment

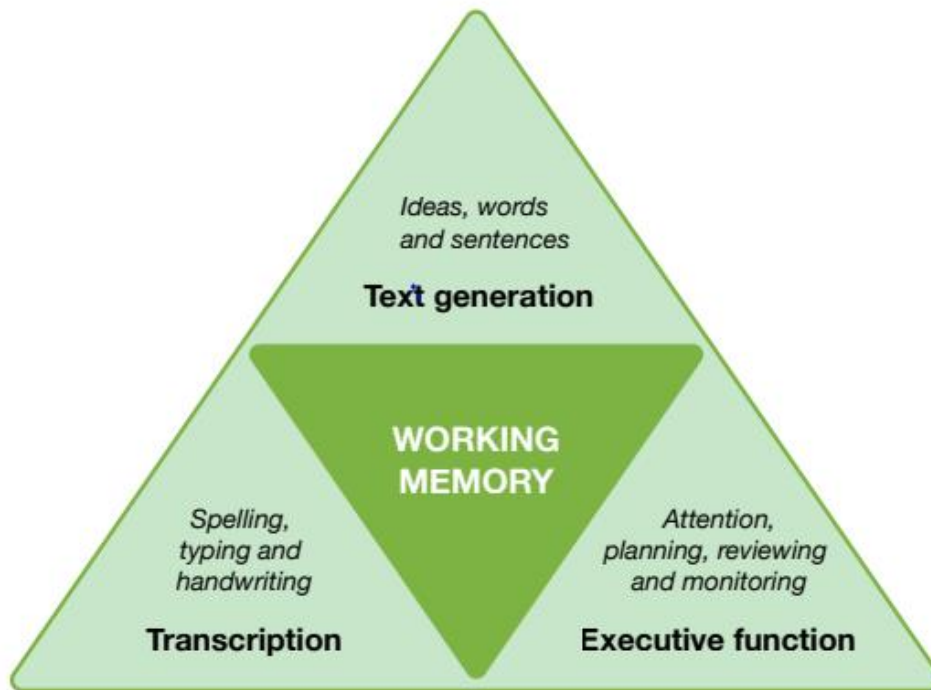
Assessment for learning is integral to writing development in the EYFS. Practitioners use ongoing observation, discussion and examples of children's independent and supported writing to identify strengths, next steps and barriers to learning. Assessment information is used to inform planning, provide appropriate support and ensure that all children make progress from their individual starting points.

Key Stage 1

- Across Key Stage One, daily RWI Phonics lessons take place and within this, there is an opportunity to create sentences together, practise spellings, both orally and written.
- Staff model, discuss vocabulary and support children in creating imaginative ideas and sentences while developing their fluency.
- Children in Key Stage One have opportunities to write daily across the curriculum and during English lessons. Teachers exploit cross-curricular links wherever possible and further develop writing skills within a range of different of contexts.
- Children follow the progression of grammar skills and these are taught within writing lessons and within literacy target work.
- Quality speaking and listening activities precede writing to enable the development of quality writing outcomes.
- A range of drama, role-play, speaking and listening activities precede writing to enable the development of writing outcomes.

- For children who are off the RWI programme (Y2-4), they access daily grammar lessons in addition to the English lesson.

Figure 6: Based on 'The Simple View of Writing' developed by Berninger et al.⁴⁰



A child's capacity to plan and monitoring their writing depends on whether they have enough cognitive resources available. The key groups of skills that work together as children write:

- **Text generation**—which involves thinking of ideas, using oral language skills and orally rehearsed ideas through drama/role-play activities to put those thoughts into words and sentences;
- **Transcription skills**—which enable the writer to move oral language into written language; and
- **Executive functions**—such as working memory, self-regulation, planning, problem-solving, and monitoring their writing. (EEF Improving Literacy in Key Stage One)

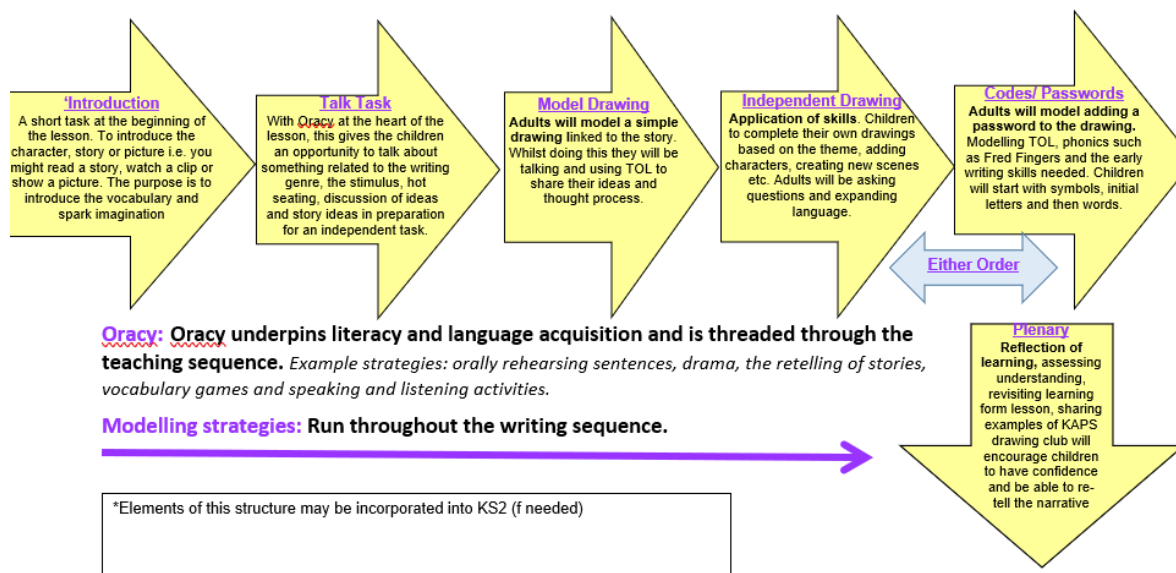
F2 and KS1 Writing – 'KAPS Drawing Club'

'Drawing Club' writing is taught in F2 - and KS1 until children are ready to follow the KAPS structure. It is taught daily and it is designed to foster creativity, improve fine motor skills, and bridge the gap between imagination and writing, particularly by tapping into children's love for storytelling. It is not a rigid scheme but a "magic world of adventure" that aims to build confidence and joy in writing by providing a purposeful, engaging, and often, a "what if" approach to literacy.



Our Writing lesson structure will follow a similar structure to Maths and Wider Curriculum subjects.

KAPS 'DRAWING CLUB' STRUCTURE (EYFS-KS1*)



Through shared writing, the teachers will demonstrate specific writing skills, sometimes acting as scribe and using Think out loud (TOL). The basics of how to form a letter, spell a word, leave a space or put in a full stop are demonstrated, followed later by the more sophisticated strategies of modelling the planning, drafting or proof-reading of writing. There will be opportunities for the teachers to model sentence construction, vocabulary, handwriting and letter construction. The teacher may also demonstrate writing in a particular genre. This writing could be building up to a longer text over a few weeks or one-off opportunities linked to other things in class. 'KAPS Drawing Club' encourages children to explore a world of adventure, sparking their imagination and making them feel like "amazing little storytellers". It provides a context for writing, transforming drawing into a precursor for writing, which helps in developing narratives, captions, and sentences. Through our 'Drawing Club', new vocabulary is introduced, daily, addressing the language gap in young children. We aim for it to allow children to express ideas non-verbally, building confidence in sharing their work.

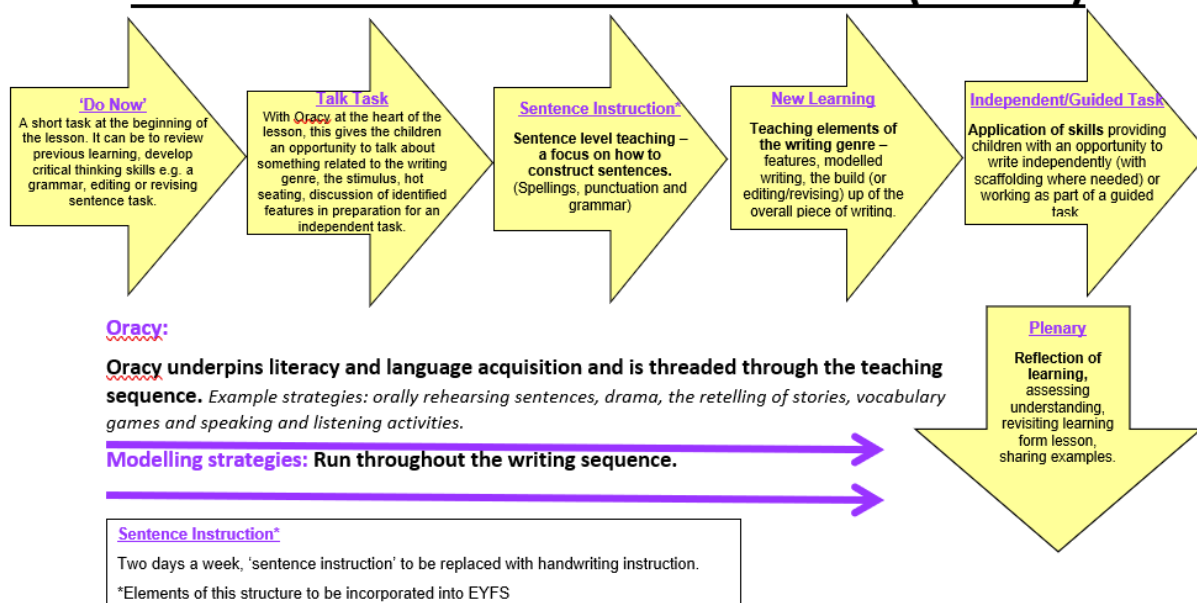
Key Stage 2 (and KS1 children who are off the RWI programme)'

WRITING: LESSON STRUCTURE KAPS



Our Writing lesson structure will follow a similar structure to Maths and Wider Curriculum subjects.

KAPS WRITING LESSON STRUCTURE (Y1-Y6*)



Consideration of Audience and Purpose is vital for effective writing. Like adults, children need to have a reason to write and someone to write for. There are four main purposes of writing: to describe, to narrate, to inform, and to persuade. It is important that children learn to modify their writing according to the audience for whom they are writing, which includes selecting an appropriate form or genre.' (EEF Improving Literacy in Key Stage 2). It is also important that children write to entertain.

Children learn the features and conventions of different genres and are exposed to a rich range of genres. Planning for writing experiences follows a clear structure (EEF guidance report) where children have an opportunity to plan and draft their work and give time to the editing and revising processes.

- Across Key Stage Two, daily lessons engage children in the development of grammatical understanding, punctuation and spelling strategies based on high quality texts.
- The elements of the writing process are clearly taught progressing from planning right to the final piece of publishing or sharing.
- Meaningful contexts (sometimes linked to the class book) and high-quality texts provide 'the hook' and are there to inspire the writing; audience and purpose are clearly defined to give clear reasoning as to why, and for who, the writing is for.

- Quality speaking, listening and, where appropriate, drama activities precede writing to enable the development of writing outcomes.
- Teachers exploit cross-curricular links wherever possible and further develop writing skills within a wide variety of contexts.
- Teacher modelling of thought processes, 'think alouds', ideas and drafting of writing are carried out throughout.
- Writing is linked to learning-focussed objectives, with related success criteria.
- The teaching of grammar is mostly contextualised within the teaching of writing composition and exemplified during Shared and Guided Writing (outlined in the following sections). It is also included within the daily writing structure and is frequently incorporated into the 'do now' part of a lesson to consolidate understanding.

Modelled Writing

At Kirkby Avenue, we strongly believe that the use of modelled writing and the structures and processes attached to that should be integral to the teaching of writing at our school.

Staff are encouraged to 'write live' in lessons as children need to see our handwriting, the way that we join and what we do if we make mistakes. The expectation is for all staff to model excellence in handwriting and presentation and are encouraged to write for the children in a range of different ways – on the interactive whiteboard, on large sheets of paper, on a whiteboard.

The modelling of writing incorporates:

- Modelling spelling and new vocabulary where staff can refer to the word classification and make sure that any interesting spelling rules are referred.
- The thought process and 'think aloud', sometimes making deliberate mistakes. We believe it is important to demonstrate to children how we deal with these and move forward. This is as true in life as it is in writing. When writing in front of the class, we talk about the choices that we are making. Why are we using one word more than another? What effect will this have on the reader? Could we add in an adjective here?
- Editing as we write by deliberately making spelling mistakes, leaving out grammar or editing word choice.
- Reading the piece over as a whole with the class to check for cohesion. Are the verb tenses consistent? Is there too much unwanted repetition and can we use pronouns and noun phrases to support this? Do adverbials support cohesion and paragraph changes?

Shared Writing

- Shared writing takes place during whole class teaching, where ideas are shared and discussed.
- These sessions are well-paced and interactive e.g. the teacher employs intentional errors, the use of children's whiteboards for quick composition of ideas and ideas shared aloud.
- Ideas are recorded and refined by the teacher who explicitly models the skills needed to be a writer.
- Shared writing primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provided a vehicle for teaching grammar.
- Children then have an opportunity to practise and extend their own writing independently, or in a guided group.

Guided Writing

- Guided writing takes place where the class teacher/class TA conduct a learning-focussed guided group – this could be from AfL, marking or observation.
- In this session, a common learning need is identified and targeted with a small group of children.
- Ideas are shared and discussed and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process may be repeated as necessary.
- Children then evidence their progress independently, using the guidance to inform their own writing.

The Teaching of Basic Skills:

Grammar

At Kirkby Avenue Primary School, we value the importance of enabling children to become confident, literate individuals, who can actively select and use a wide range of grammatical forms. We work from the principle that the ideal methodology for the teaching of grammar is through the wider teaching of writing composition, rather than just 'standalone' grammar lessons. We follow the National Curriculum for Vocabulary, Punctuation and Spelling.

Intent:

- To ensure that the teaching of grammar and punctuation is effectively planned for by selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text/topic being covered.

- To maximise the progress of our children through referring to grammatical concepts as key teaching points (underpinned by success criteria) by ‘thinking out loud’ during writing composition.
- To feedback on children’s’ understanding of grammatical concepts verbally and using pupil conferencing.
- To improve outcomes for all children in EGPS.

Procedures

- Grammatical concepts are introduced to the children through the books, and texts, read and the writing modelled and created. Teachers plan to teach the full Vocabulary, Grammar and Punctuation content of the National Curriculum, selecting which concepts are best suited to each given text/topic, following year group progression of learning and responding to AfL.
- Sections of lessons, ‘do nows’, or sometimes whole lessons, may then be devoted to consolidating the understanding of the grammar in question and building on previous knowledge.
- Grammatical concepts may also appear as success criteria in writing composition lessons, and as such will be explicitly referenced/exemplified during modelled writing, e.g. through teachers ‘thinking out loud’ or making deliberate omissions/errors.
- Grammar targets form part of our daily target sessions from Y3-Y6.

Assessment

Children, from Y2 onwards, will be assessed termly using Rising Stars Grammar tests, this will help to inform staff of gaps in knowledge, interventions needed and next steps in learning.

Spelling

Spellings are given to children from year 1 to year 6. In F2 children have a set of spellings (from the Y1 common exception list).

Spellings in school are both done on a daily ‘word wall’ basis and as part of a daily Read Write Inc. Spelling session.

Word walls:

Children work on their spellings daily and follow a variety of different strategies in order to learn them. These spellings are assessed once a week.

RWI Spelling Programme:

Children in Years 2-6 who follow the RWI spellings work on developing knowledge of word families, how suffixes impact upon root words, and mnemonics to remember

the trickiest spellings. The teaching revolves around instruction (with the help of online alien characters), partner and group practice, and competitive group challenges that help children commit new words to memory.

Handwriting

- Children in all classes use a sharp pencil within their writing and move on to using a handwriting pen from LKS2.
- All children are supported to develop a consistent and fluent handwriting style and are taught the skills for holding equipment and good posture and sitting for writing.
- All children work towards the use of joined handwriting in their everyday writing tasks. Where progress on this appears to be slow, additional tailored handwriting support is organised and delivered.
- Handwriting lessons are timetabled across school as follows:
EYFS and KS1 – Handwriting is taught daily through the RWI program
LKS2 – Handwriting is taught several times a week.
UKS2 – Handwriting is taught as an ongoing priority and focus throughout the week.
- The handwriting of all adults in the school should reflect the high expectations that we have of our children.

Planning

- To ensure the teaching of writing is effectively planned, and responsive to learners' needs, teachers plan the teaching of both writing composition and spelling, punctuation and grammar in line with National Curriculum programmes of study as appropriate for the age of the children, our Kirkby Avenue writing progression documents and Long Term Plans.
- The meeting of NC objectives for each year group is paramount and learning objectives are revisited and reinforced throughout the year.
- Writing planning is linked to class interests, the wider curriculum, 'real-life' purposes and the class book.
- Every class has daily English lessons. These are supplemented by additional discrete grammar (where appropriate), handwriting and daily RWI spelling lessons.
- For all classes, individual lessons are planned to meet the needs of each class, in line with the NC Objectives.
- A clear Audience and Purpose is always identified as part of the learning journey.

- Clear learning-focussed objectives and related success criteria are provided for every writing lesson.
- Adaptations are made throughout the teaching sequence to enable all children to meet the objectives stated.
- Pupils complete Learning Objective-focussed activities throughout every lesson.
- Planning for writing is recorded on the medium-term plan and daily planning proformas.
- A significant and engaging 'hook' is a prerequisite for every unit.

The Role of Oracy, Role-Play and Drama

The role of drama, role-play, discussion, debate and a variety of oracy activities are all part of the writing process. These activities are used throughout the writing journey.

- Oracy activities are a fundamental part of every lesson.
- Drama and debate activities (e.g. hot seating/freeze frame/conscience alley/courtroom drama/for and against debate) should precede writing tasks where appropriate.
- All drama activities contribute to the achievement of learning objectives and their success criteria.
- The skills required to meet these objectives should be modelled to the children.
- It is likely that drama lessons/activities will involve the elicitation of vocabulary from the children; this vocabulary should be scribed and used during the subsequent teaching of writing.

Adaptations/Inclusion

- Adaptations should be through the degree of support, scaffolding and re-modelling provided to enable all learners to access the lessons.
- To this end, it is expected that scaffolded support prompts, including word banks, will be provided for those who need them.
- The way in which pupil pairings are used, to enable all pupils to make progress, forms a significant part of this. Paired talk is an integral part of the process, with daily 'talk tasks' part of the teaching sequence.

Diversity

Diversity in writing is through the varied stimuli and texts used in order to create writing opportunities that can lend a different lens through which a character might

view the world. At Kirkby Avenue, we endeavour to do this through our book choices, our discussions and in some of the writing we produce.

Recorded Learning

In KS2, each 'unit of planning' will lead to a written outcome and children's books will show the learning journey towards their final draft/shared/polished piece.

- Evidence in Literacy planning will demonstrate that children are developing writing skills every day.
- To emphasise the specific skills that are being taught, extended writing tasks are underpinned by clear success criteria. These are reproduced in books and are used for assessment purposes.
- The expectations for extended writing will vary across year groups but will always involve children being expected to apply the skills that were modelled to them, and thereby meet the given success criteria.
- Each term there are opportunities for extended/independent writing pieces produced by children that are assessed, together with their other independent writing in a range subjects that show the children as writers, against the criteria set out in the LA end of year assessment sheets (alongside the Y2/Y6 TAFs and NC objectives for all year groups).

Writing Culture

At Kirkby Avenue, developing a writing culture is fundamental to the progression of the children, not only in writing but across all other subjects. The importance of writing is promoted by all adults, and writing is routinely celebrated in order to facilitate a culture of continuous improvement. During the year we have a high-profile 'writing week' and also during the year link writing across school to chosen picture books for all children. We create exciting writing opportunities with a clear Audience and Purpose. Teachers engage in regular peer-to-peer dialogue around best practice in the teaching of writing. The English Leads keep updated with current research and best practice and share this with staff.

Marking and Feedback *See Marking and Feedback policy.*

Across school, children are given feedback in a range of different ways according to the activity, the year group and the child. Feedback can be oral or written and with areas for development, support needed and examples given to move learning on. All feedback is purposeful.

Displaying Writing

As part of creating a positive writing culture, we actively promote displaying writing in classrooms and across school. Children are encouraged to be proud of their work and high expectations are set. In KS1 and KS2, Children regularly write a 'polished piece' for display or as the end part of the writing process. On display, writing should be double mounted and represent a child's best piece. We have a 'Remarkable Writers' board that displays writing across the whole school.

Assessment, Recording and Reporting

Across school, we have a robust moderation of writing system, where all teaching staff moderate writing across EYFS, KS1 and KS2. Regular and timetabled meetings are held to discuss and moderate. Moderated examples of work from all year groups are added to a whole school portfolio of evidence, alongside the Local Authority exemplification materials to be used as a bank of examples for staff to support judgements. During the academic year children will write a wide range of independent pieces, together with other writing across the curriculum, all these used to inform writing judgements.

Assessments are made in line with the school assessment policy and are recorded at three data collection points during the academic year. Assessments are recorded on 'Insight'. Teachers use effective assessment for learning to ensure that planning is based on prior attainment and that children know what they need to do to achieve the next steps. Group or individual targets are set accordingly and set as part of daily target time sessions or interventions. Rigorous analysis of assessment data is discussed as part of Pupil Progress Meetings each term, this is also used to review, revise and set targets for groups and individuals.

Children are informed of their own targets for learning and supported to make progress towards them. Staff and children may use success criteria to assess work and set future targets.

Class teachers keep records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

Resources

A range of resources is available in school. Classes have a selection of dictionaries, thesauri and also within every class is a range of age-appropriate exciting and books. The school library, and the Reading Nook, both contain a range of fiction and non-fiction books.

Staff CPD

Teachers are expected to keep up to date with subject knowledge and use current materials and resources that are available in school or online. The English Leads also keep up to date with current research and practice and cascade this through meetings.

Training needs are identified as a result of whole school monitoring and evaluation, performance management and discussions with all staff. These will be reflected in

the English Action Plan. Where necessary, the English Leads organise school-based training for staff.

Monitoring, Evaluating and Review:

Monitoring of the standards of the children's work and of the quality of teaching in reading is the responsibility of the English Curriculum Team who report to the Senior Leadership Team. This also involves: supporting colleagues in the teaching of reading; being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Having identified priorities, the English Curriculum Team construct an action plan that forms part of the School Development Plan.

Review of policy: September 2026

English Leads: Jayne Tuczemskyi, Emma Rees, Mel Allen

Linked Policies:

Oracy Policy

Phonics Policy

Reading Policy