

Writing Policy

Brize Norton Primary School

We SHINE for ourselves and each other with kindness.

Strive, Help, Inspire, Nurture, Excel

Adopted by school LGB:	Brize Norton Primary School
Date:	March 2026
Review Date:	March 2029

Aims and Purpose

Rationale

Writing is a fundamental skill that enables pupils to communicate, express ideas, and participate fully in school life and beyond. A high-quality writing curriculum must be built on strong foundations and delivered through a consistent, evidence-informed framework. Government guidance, including the National Curriculum for English, emphasises that pupils should develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in writing).

The EYFS Framework highlights the importance of early language, vocabulary, and fine-motor development as the building blocks of later writing success. A whole-school writing framework ensures that teaching is coherent, progressive, and equitable. It supports teachers in delivering explicit instruction, modelling, guided practice, and opportunities for independent writing. Evidence from the EEF Improving Literacy in Key Stage 1 and Key Stage 2 reinforces the need for systematic teaching of foundational skills, structured approaches to planning and drafting, and the gradual release of responsibility as pupils become confident, independent writers.

This policy exists to secure consistency, raise standards, and ensure that every pupil—regardless of background or starting point—develops the knowledge, skills, and confidence to write effectively across the curriculum.

Aims

1. To establish strong foundations for writing (The Writing Framework 2025)
 - Ensure pupils develop secure transcriptional skills, including accurate spelling and fluent handwriting.
 - Build rich vocabulary, grammar knowledge, and oral language as essential precursors to effective writing.
 - Provide systematic, high-quality teaching in EYFS and KS1 that supports early mark-making, phonics, and sentence construction.
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2. To implement a consistent whole-school writing framework
 - Use shared approaches to modelling, planning, drafting, editing, and publishing.
 - Ensure teaching follows a clear progression from supported to independent writing.
 - Provide structured scaffolds and writing frames where appropriate, gradually reducing support as pupils gain confidence.
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3. To deliver a coherent and progressive writing curriculum
 - Align teaching with the National Curriculum programmes of study and EYFS outcomes.
 - Sequence knowledge and skills so pupils revisit, apply, and deepen learning over time.
 - Ensure continuity and progression between year groups and key stages.

4. To promote high-quality writing across the curriculum
 - Embed writing opportunities in all subjects, with clear expectations for accuracy, clarity, and subject-specific forms.
 - Support pupils in applying writing skills in varied contexts, including narrative, explanation, persuasion, and report writing.
5. To ensure inclusive and equitable writing provision
 - Provide targeted support and scaffolding for pupils with SEND, EAL learners, and those who may be disadvantaged.
 - Use assessment to identify gaps early and respond with timely, evidence-based interventions.
6. To develop confident, independent, and motivated writers
 - Foster pupils' enjoyment of writing and their ability to write for real purposes and audiences.
 - Encourage pupils to take ownership of the writing process, including planning, revising, and evaluating their work.
 - Celebrate progress and achievement to build pride and resilience.
7. To support high-quality teaching through professional development
 - Provide staff with training aligned to government guidance and current research.
 - Ensure teachers have access to shared resources, exemplars, and moderation opportunities to maintain consistency.

We believe:

- Writing should be seen as purposeful, meaningful and enjoyable
- Each child should see themselves as confident and successful writers
- Writing is an essential life skill which enables children to express themselves, communicate with others and access other areas of the curriculum
- The curriculum should include all genres of writing and, when suitable, those cross curricular links should be developed to create a meaningful and 'joined up' learning experience, delivering writing skills across the curriculum
- Using a range of tried and tested resources, to enrich and promote a love of quality texts and independent writing

Therefore, we have adopted an approach that starts with high quality texts as examples (Such as Opening Doors approach in the learning and teaching of Writing).

Children are taught writing skills through studying a range of both fiction and non-fiction texts, including teacher produced models. Children are encouraged and supported to tackle challenging texts, before trying to imitate them and gradually apply more independent changes to the model, until they can write freely with confidence.

Narrative writing is inspired by novels and short stories, and children study three novels per academic year; high quality non-fiction texts deliver a clear example for all children. Challenging texts are chosen to ensure that pupils not only have an excellent model for their own writing, but also aide them in accessing the texts they will be presented with at

KS3 literacy. During their time at Brize Norton, pupils are exposed to a range of classic and contemporary poetry. They have the opportunity to use these poems as a model for their own writing.

The main aim of such an approach is to ensure that our children develop key skills in the spoken language, reading and writing, which pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. This approach is being developed and implemented across the school and will build on the positive outcomes linked to other schemes, such as The Write Stuff and Talk for Writing. By developing a creative approach to writing and by using quality texts as a focus, we will ensure that children progressing through the school are enabled to develop and build on prior learning and show clear progress in writing.

Our curriculum aims to present clear planning and sequencing across the whole school to support children in building upon previous knowledge and achieving success as readers and writers. It is ambitious and designed to give all learners, particularly the disadvantaged, the knowledge and cultural capital they need to be successful in life.

The importance of writing in the curriculum

Writing is a key life skill that enables us to communicate and express our thoughts, fears and ideas. It is also a complex process that requires a command of sentence and text structure; grammar and punctuation; an ability to edit and evaluate both their own work and that of others in a meaningful and purposeful way to improve and celebrate success. Children need to understand how the spoken word translates into written work in all its forms, from the formal letter to the informal text message. It aims to develop an awareness of purpose and audience across different genres, as well as general competency in spelling and handwriting.

Foundation Stage

Writing forms a central part of our Early Years curriculum. Children are encouraged to mark make and have access to a variety of mark making resources from the start. There are mark making tools accessible throughout the learning environment, inside and out. Children are encouraged to use these as part of their play. Children take part in daily gross and fine motor sessions to help develop the muscles needed for writing. There are also activities set up as part of the enhanced provision.

We believe that the foundation for writing is based on speaking and listening, so children are encouraged to express their ideas throughout the environment through high quality interactions with adults. Staff model the use of a rich variety of language and vocabulary and encourage opportunities for children to develop their talk across the curriculum. The children are involved in storytelling sessions where they have the opportunity to develop oracy skills and act out their stories.

As part of our daily phonics sessions the correct letter formations and how to write by segmenting and selecting known graphemes is taught and modelled to the children. Weekly adult-led writing sessions are text based and cover different genres and writing styles. Progressive termly skills are modelled to the children and form part of our

formative assessment. Teachers and Teaching Partners support the children and model key strategies and resources they can use to become independent writers.

Lower School Year 1,2 and 3

Purposeful and creative opportunities are provided at the start of Key Stage 1 to aid the transition into a more formal classroom setting. Cross curricular links are developed, and children are provided with the opportunity to write for a variety of purposes and considering the audience.

Weekly plans are based around a high-quality text and a range of genres are included termly and across the year. Where possible suitable books are chosen to link writing with other subject areas from the curriculum. Learning objectives for Spelling, Grammar and Writing are taken from the National Curriculum and are year group specific. Opportunities for the continuation of speaking and listening activities are planned for developing the skills of oracy, that prepare children for writing. Drama and drama strategies are included throughout the curriculum and planned for when suitable to support the learning.

Clear links are made with children's reading skills, and high-quality texts are used as a basis for writing, these are clearly planned for in weekly planning. Children take part in text analysis activities and year group grammar objectives are taught as part of the process. Children are given tasks to practice new learning, shared and modelled work is completed as whole class, and then children are given the opportunity to create independent writing, based on the learning. Editing and 'critical friend' activities are planned for, allowing children to reflect on their work and improve through peer and class discussion. This editing process is followed by independent writing that should display an awareness of audience, genre, grammar, spelling and handwriting. High quality work is shared in class and can be presented in Celebration Assembly as Examples of Excellence. Children are inspired to write for real life situations such as recounts of key events, diary entries and instructions as well as varying fiction genres.

A range of techniques are used to teach and scaffold writing activities. Teachers plan for modelled writing, guided writing and scaffolded writing, depending on the needs of the learners and the task in hand. Small group intervention is provided to support those who need it and opportunities for the more able to be extended through suitable challenges.

Displays, word mats, high frequency word mats and other resources are available to the class and support both editing and independent writing. Children are encouraged to use purple pens as they edit to show their thinking and their revision.

Upper School Year 4 , 5 and 6.

The National Curriculum forms the basis of the year group objectives for Writing, which includes Spelling, Grammar and Handwriting. Continuing from the lower school, a rich and varied selection of high-quality texts provide examples of, and models for, high quality writing opportunities. These are from a range of genres and, where appropriate, they are linked to other curriculum areas to provide a meaningful context for writing

across the curriculum. We recognise that where children see a purpose, they will be motivated, and quality writing will be produced.

Focused and discrete spelling, punctuation and grammar (SPaG) lessons are planned for across the week and are linked to the text that is being used as a starting point or WAGOLL (What a good one looks like). These objectives are year group related and taken from the National Curriculum. End of year expectations are shared with children and referred to as part of the success criteria throughout the year, in order that the children begin to take ownership of their own learning and talk about their progress and their areas of focus.

Teaching and Learning

All children in KS1 and KS2 take part in a 60 minute lesson each day of the week. This includes a short dictation, handwriting skills, a grammar focus and opportunities for independent work that is supported, if needs be, by the class teacher or a teaching partner. Writing frames, video clips, pieces of text and other creative resources are used as a starting point to hook the learner in and provide a context for the learning.

Termly plan outlines are shared with parents at the start of each new term and weekly plans are written by class teachers and clearly evaluated and noted if changes in planning happen in a busy school setting. These weekly plans note any scaffolding, key support or opportunities for assessment in during the week.

Teachers use questioning to encourage children to think and explain their ideas to develop their reasoning and independent opinions. During independent work, live feedback is given to individuals as required in a meaningful manner which supports deeper learning and extends/ supports as required.

All lessons have a clear learning (LO) that is shared and reiterated during the lesson. Success criteria is shared with the class – either being given by the teacher or co-created with the class. Plenaries are an opportunity to return to the LO (Learning Objective) and for the children to reflect on their learning. Children across the school are encouraged to take control of their learning and to share their successes and targets with teachers and parents at given opportunities, such as parent meetings and class observations. To this end, LO and Success criteria grids are shared with the children during the teaching of each unit, thus encouraging children to reflect and measure their learning for each unit.

Assessments and Moderation

Peer marking, as a 'critical friend' and children self-assessing is encouraged as children move through the school at an appropriate age level. Children are encouraged to give positive feedback in the form of a star and a wish to support and encourage their peers.

Informal assessment is on-going in every lesson and across the curriculum. Writing expectations are shared across the curriculum and should be seen in all books where writing occurs. Feedback and Next Steps (NS) are given as per the marking policy (See Marking and Feedback Policy) as well as verbally in class (VF)

Writing assessments happen across the term in the form of marking and moderation, as each independent piece of writing is complete. This is shared with the individual children and a tracking or end of year expectation sheet is displayed in the front of their writing book as a check list and reminder to the child.

Staff and Leadership take part in moderation meetings across ODST and follow the end of Year expectations developed by the ODST team. Follow up from these meetings, and in-house CPD is then provided as required.

Teachers keep a moderation file – either a hard copy or an online copy - in order to continually monitor progress towards the end of each key stage. In-house Moderation meetings are held regularly each term in order for professional discussions to take place amongst staff and to ensure that each is confident in their moderation skills.

Teachers also attend Burford Partnership Moderation meetings, when they occur, as well as ODST (Oxford Diocesan Schools Trust) CPD (Continued Professional Development) opportunities. Outside providers, such as Julie Sargent, provide training for all teaching staff. Our school welcomes every opportunity for collaboration and the sharing of quality provision for our children. Offline conversations also regularly happen with professionals from neighbouring schools.

School leaders encourage professional dialogue and support when required through team teaching, learning walks and book scrutiny.

Handwriting and Spelling

Handwriting across the lower school is based on the Rocket Phonics model, started in Reception class and moving through KS1. Building on this model, pre-cursive and then cursive writing is taught and follows a similar model ensuring consistency and progression across the school. Regular handwriting lessons are planned for each week and are supplemented by small group interventions if required.

- A focus on neat handwriting and there are daily handwriting lessons (The Writing Framework 2025) high expectations in all books is the norm and are celebrated through certificates, pen rewards and sharing high quality work. Handwriting follows on from Rocket phonics in EY and KS1, building to cursive when a child is ready and comfortable to move forward. The expectations are clear to children through class discussions, celebration assemblies and a clear marking policy, which they adopt when acting as 'critical friends' to the work of others. High standards of handwriting and presentation are modelled clearly by all adults both in Writing lessons and across the curriculum.
- Spelling is taught both discretely and through other curriculum areas. Work is developed from the National Curriculum programme. Children have regular spelling lists to learn based on their chronological age and the requirements of the National Curriculum, according to their needs and build on their Rocket's Phonics knowledge from EYFS and KS1.

- Children are explicitly taught to consider the purpose of their writing across a wide range of genres, and who the audience will be, ensuring content and language is appropriate for the task and linked to curriculum requirements.
- Weekly spellings are given as Home Learning and the children are asked to complete creative tasks to help them learn their spellings. There are daily dictations and informal spelling tests to assess spellings and develop strong spelling skills. This includes in class dictionary and thesaurus work.

Assessing Impact

In terms of assessment, children are assessed against how well they have understood a range of both key objectives and others from the National Curriculum. Such assessment links with day-to-day Assessment for Learning, which informs teachers about the elements of learning which pupils need to develop further. In order for this approach to work, we understand the particular need for children to achieve key objectives for their current stage of learning. The attainment and progress of pupils' learning is tracked by class teachers and senior leaders, so that early intervention can be put into place to ensure no child falls behind.

Regular assessments take place across three terms and are collated in a data drop on Insight across the school. We use the objectives for each year group, taken from the National Curriculum for England (2014).

We monitor by:

- learning walks – one each short term
- observations – termly – or as required for ECT and inexperienced staff
- book and planning reviews – termly
- regular moderation meetings – both in house and across the Partnership
- CPD in staff meetings and by external providers as required
- pupil voice
- staff feedback

Senior leaders review this information, and it informs discussions and decisions around provision for all learners in writing.

Parental Engagement

As a school, we recognise and value the support of parental contributions and welcome discussions to provide clarity and a shared purpose.

- Parents are offered 2 parent teacher meetings per year with individual meetings on request or as required. The end of year report for each child has individual comments for both Reading and Writing.

- Parent Information meetings are planned to inform parents on our teaching strategies and the expectations that we have within the school and across each phase.

This policy should be read in conjunction with:

- *Reading Policy*
- *Phonics Policy*
- *Marking and Feedback Policy*
- *Assessment Policy*
- *Curriculum Policy*