Lowerhouses CE Primary School

Writing Policy

Approved – March 2026
Review – March 2030
Person Responsible – English Lead

Working and achieving together to enrich lives and nurture bright futures

Writing Policy

“You can make anything by writing.” – C.S. Lewis.

Aims

- To inspire all pupils to write independently, confidently, and creatively across a broad range of genres and purposes.
- To develop pupils’ ability to write fluently, accurately, and with a clear understanding of audience and purpose.
- To strengthen the interconnectedness of reading and writing as essential communication tools.
- To embed a consistent, progressive approach to the writing process, including composition, planning, drafting, editing, and presentation.
- To foster a lifelong love of writing and positive self-esteem through valuing every pupil’s work.
- To ensure writing reflects the diverse cultural and linguistic backgrounds of our pupils, promoting inclusivity and respect for heritage languages.

Objectives

- To implement a coherent and cumulative writing curriculum that builds skills progressively from EYFS to Year 6, aligned with the National Curriculum, The Writing Framework and OFSTED expectations.
- To use evidence-based approaches such as Talk for Writing alongside phonics and spelling strategies to support writing development.
- To ensure spelling and transcription knowledge and skills are at the heart of our Key Stage 1 writing curriculum.
- To explicitly teach vocabulary development, grammar, punctuation, and spelling within meaningful writing contexts.
- To provide regular opportunities for pupils to plan, draft, revise, and edit their work independently and collaboratively.
- To embed formative assessment practices, including self and peer evaluation, to support continuous improvement.
- To use high-quality model texts and cross-curricular links to enrich writing experiences.
- To ensure writing tasks are purposeful and connected to real-life contexts, enhancing motivation and engagement.
- To address the needs of pupils with SEND and EAL through tailored support and scaffolded tasks.
- To actively involve parents and carers in supporting writing development at home, providing resources and guidance.

Planning

- Writing planning will follow a structured progression aligned with the National Curriculum and Pie Corbett's Progression in Grammar, ensuring coverage of all required genres and text types.
- Medium-term plans will include clear learning objectives, grammar focus, vocabulary development, and cross-curricular writing opportunities.
- Writing sessions will incorporate explicit teaching of grammar and spelling, revisiting and reinforcing key skills.
- Adaptive teaching and targeted support will be planned to meet the diverse needs of learners, including those with additional needs and EAL.
- Writing across the curriculum will be planned to reinforce literacy skills and promote application in varied contexts.

Assessment and Recording

- Writing assessment will be both formative and summative, using a range of evidence including pupil work and observations.
- Progress will be tracked using FFT and other relevant tools, with targets set and reviewed regularly (at least half-termly).
- Marking and feedback will provide specific, constructive feedback linked to learning objectives and next steps.
- Moderation of writing will occur regularly within school, with MAT partner schools, and with local authority moderators to ensure consistency and accuracy.
- Pupils will be encouraged to self-assess and engage in peer feedback to develop metacognitive skills.
- Writing data will inform planning and intervention strategies to close gaps and raise attainment.

Parental Involvement

- Parents will receive regular communication about how to support writing at home, including access to online resources and guidance via the website and newsletters
- EYFS and parents of children with SEND can share children's writing activities via Tapestry or equivalent platforms to celebrate progress.
- Workshops and family learning sessions will be offered to empower parents as partners in developing pupils' writing skills.

Equal Opportunities

- Writing activities will reflect and celebrate the diversity of the school community, respecting all cultures, languages, and experiences.
- Heritage languages and British Sign Language (BSL) will be valued as assets in pupils' communication development.
- All pupils will have equitable access to writing opportunities, with adjustments made to meet individual needs.