



Writing Policy

2025

Rationale

This policy describes our practice in the teaching of writing; it is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Our approach to teaching of English is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Our priority is to create fluent writers (and readers) with all the skills and knowledge they need to be confidently literate in life.

We want all children to leave Spire Junior School with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.

Skills needed for writing are taught within real contexts wherever possible and teachers plan creative and relevant links to their class topics as a stimulus.

Intentions

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2014). To support our teaching of writing, staff link texts and genres to the wider curriculum to fully immerse the children and develop an ownership and understanding of the context to which they are being asked to write about. The teaching of writing is flexible and class teachers apply their own creativity to cover the objectives stated in the National Curriculum.

Teaching and Learning

Teachers plan sequences of lessons that build progressively towards a longer writing outcome, supported by reading, drama, structured talk and shorter writing tasks. We follow a two-year cycle for Writing to accommodate our mixed-age groups. Our two-year plan uses high-quality texts that act as appropriate models and link, where possible, to topics covered in other subjects across our curriculum. In addition to this, we use picture books, where necessary, to support and help the children visualise certain aspects of the curriculum.

Our approach is informed by the EEF's 'Improving Writing in Key Stage 2' guidance, ensuring that teaching is systematic, explicit and rooted in evidence. This includes providing daily opportunities for purposeful writing, explicitly teaching planning, drafting and editing strategies, and modelling the full writing process so children understand how expert writers think. Teachers also support pupils to develop fluent transcriptional skills—spelling and handwriting—so that cognitive load is reduced and children can focus more effectively on composition.

Teachers model writing skills explicitly, demonstrating the use of phonics, spelling strategies, grammar choices and compositional techniques in shared writing sessions.

Guided and targeted writing sessions address the specific needs of groups and individuals, helping to identify and fill gaps in knowledge, build effectively on prior learning and deepen understanding of the skills needed to write well. In line with EEF recommendations, pupils are taught to re-read, revise and edit their work, using structured routines and success criteria to improve clarity, accuracy and impact.

At the end of each unit, children write at length in an extended independent piece, applying the skills they have been taught without support. This is then 'published' in their Writing Anthology books and shared with the 'audience' identified at the start of the writing unit, reinforcing the EEF's emphasis on writing for authentic purposes and real readers.

Key Skills

- Learn to write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.
- Learn to change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of fiction, non-fiction and poetic texts and respond to these with writing. These should also form the basis of the children's writing.
- Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).
- Apply the Spelling, Punctuation and Grammar skills they have been taught to their writing, as well as within their SPAG lessons and assessments.

In order to ensure children have exposure to writing about different text types, a whole school writing overview is in place to support the planning of writing and encourage writing for a range of audience and purposes.

Cycle A- 2025- 2025 Year 3/4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading text	Richard the Third- Shakespear	Street Child	Escape from Pompeii	Swimming against the Storm	The Great Food Bank Heist	Colours Passing Through Us by Marge Piercy- Poetry Dragon on the Roof
Purpose	To describe a Tudor banqueting hall	To recount life in the workhouse	To persuade about flooding in the local area	To inform about natural disasters	To entertain through poetry	To reflect on an experience

Audience	To create a display for their learning on Tudors.	To share on Victorian day.	Writing letters to the local council about how flooding has affected the area.	To share with Derbyshire Life	To share with a local nursing home	To create a Trip advisor review for the 'Spire Café' based on the cooking that they have done
Purpose	To entertain about Tudors through poetry	To narrate	To report from the scene of a volcano eruption	To reflect on the effect of natural disasters from varying points of view	To discuss theft	To narrate a play.
Audience	To share with each class-poetry afternoon	Reading with a relative- Reading their narratives to an adult.	To make a newspaper as a class	Share with the infant children	Gussie's kitchen	Drama performance- parents/ carers to watch.
Purpose	To explain what life was like as a servant		To discuss natural disasters			
Audience	To create videos with QR codes of the children reading their letters.		To create a display			
		NFER		NFER		NFER
Short writing units (if time)		Short writing units- The Highway man character descriptions/ descriptive writing				Short writing units- To write a recipe for how to make the product that they have cooked

Cycle A-2025-2025 Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading text	Secrets of a Sun King	Percy Jackson- The Olympians and the Lightning Thief	The Explorer	Fire Girl, Forest Boy	Wonder	Othello
Purpose	To recount what it was like inside an Egyptian Tomb	To narrate stories about the Ancient Greeks	To narrate an adventure narrative	To discuss whether trees should be cut down	To reflect on a character's personality	To narrate from a different perspective
Audience	To share with the other children in year 5/6 as part of Egyptian day	Read to the Year 3/4s	Reading with a relative- A chance to read their story with an adult from home	Share with Longshaw Moorland Discovery Centre	To send to the author of the book Wonder	To share with next year's Y5/6 children- compose a book
Purpose	To explain how Howard Carter found Tutankhamun's tomb	To inform about the Olympics	To persuade about a local environmental issue	To reflect on deforestation	To describe the Jabberwocky	To recount from a character's perspective
Audience	Chesterfield & District Local History Society	To create a Spire Winter Olympics newspaper	MPs- Toby Perkins / person of their choice	To perform a poem in a poetry 'slam'.	To present to one another (Y5 during SATS week)	Monologues recorded
		NFER/ SATS		NFER/ SATS	A week recapping grammar in preparation for SATs based on QLA	NFER/ SATS

Short writing units (if time)	Poetry- The Mummy Ate My Homework	Aesop's fables- linking to an Ancient Greek legend	Alma- Suspense		Jabberwocky- Nonsense poems about an unusual creature	To inform on why kindness matters. Poster Leaflet Non-chronological report https://www.literacyshed.com/for-the-birds.html
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Lesson structure:

At the beginning of any lessons being recorded in books, children will put their date (Monday 2nd February 2026) and LI (LI: To describe settings, character and atmosphere).

Children will complete a '6 in 6', which will be made up of six punctuation and grammar (PAG) questions.

Prefix/ suffix question	Identifying grammatical feature	Adding in missing punctuation
Standard English	Synonym or antonym of Power Up vocabulary	Dictation sentence

Next, the class will go over their Top Ten words from our Word Power list. The first lesson on the unit will include the teaching of this new vocabulary, then the remainder of the weeks will be recap and revisiting using a range of activities linking to etymology, morphology, phonology, orthography, Graphology and make connections. The words on the screen should be colour-coded **verbs in red**, **nouns in grey**, **adjectives in green** and **adverbs in orange**.

Writing lessons will vary in nature, depending on the purpose for writing and focus of the lesson. Over a unit of writing, it would be typical to see:

Lesson 1- The model text (high quality text, sometimes the book being read during reading lessons) being shared and explored through drama activities.

Lesson 2- The use of a genre toolkit being explored and analysing the model text.

Lessons 3/4/5- The teaching and learning of PAG principles which would support that purpose for writing.

Lesson 6- Developing sentence structure using Alan Peat sentences to develop varied sentence structures used within writing.

Lesson 7- Children plan their own writing based on the model text but can chose the path that they want to go down.

Lesson 8- Modelled writing by the teacher, including handwritten work to model our handwriting policy. This should be added to the class writing working wall.

Lesson 9,10,11- Independent writing, some of which will be assessed.

Lesson 12- Chance for children to edit and improve their work at a word, sentence and text level.

Self- assessment, peer- assessment and teacher feedback are an integral part of our Writing lessons at Spire. This should be ongoing throughout the lesson, as well as at the end of the lesson to help mark work.

Lesson 13- Children to publish their work in their writing anthology books.

Assessment in Writing

Within daily lessons, teachers give the children verbal feedback on their written work. When it comes to creating longer pieces of writing, staff will add a number onto the children's editing page so that the children know this is where something needs editing, improving or changing. Verbal feedback should be evidenced in the children's books using the code 'VF'.

Once the editing process has taken place, the children produced a published version of their writing in their Writing Anthology books. These are assessed at least once per half term. The teachers complete the relevant Teacher Assessment Grid for the piece of work depending on the child's year group or writing ability. The children are given comments on what strengths of their work are and areas for development. For children who cannot access work at either the KSI or KS2 level, work is provided to them that is relevant to their stage of academic development. Children working on statements prior to KSI are assessed using the Formative Footprints documents.

WORKING AT THE EXPECTED STANDARD After discussion with the teacher.		Date	Date	Date	Date	Date	Date
I can write for a range of purposes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can organise my writing into paragraphs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe settings, characters and atmosphere. <i>You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a dictionary to check the spelling of uncommon or more ambitious words.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a range of clause structures and vary their position. <i>e.g. fronted adverbials – Deep in the jungle, a roar erupted. relative clauses – Jamie, who was the King's hand, attacked the intruder.</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use modal verbs to indicate possibility. <i>e.g. might, should, will, must, could, would</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions. <i>e.g. for, and, nor, but, or, yet, so</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Subordinating conjunctions. <i>e.g. although, after, as, when, if, that, even though, because, until, unless, since</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adverbials. <i>e.g. include when and where the verb happened. As the clock struck midnight, the shadow moved across the graveyard.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pronouns to avoid repetition. <i>e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use tenses correctly and consistently.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Date	Date	Date	Date	Date	Date
I can use a range of punctuation mostly correctly:	Full stops and capital letters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Question marks and exclamation marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Commas in a list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Apostrophes for contractions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Inverted commas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Apostrophes for possession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Commas for clauses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Commas for fronted adverbials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Brackets, dashes and commas (parenthesis).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commas for clarity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can spell most words from the Year 3/4 spelling list: <i>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possession(), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write neatly and legibly with joined letters.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can spell some words from the Year 5/6 spelling list: <i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincerely(), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Supporting Individual Children

Children will be supported through the use of phonics to help them develop their writing skills. This will be across both their reading and writing lessons.

Children will have access to a variety of resources to help them with their writing, including specific resources to scaffold their learning through the use of Widgit. Children are also able to use the working wall, spelling or word mats, phonics sound cards and guided writing activities.

The whole-class teaching is designed to support all learners. This includes the delivery of shared write and whole class writing. Here, teachers will use a pattern of 'I do, we do, you do' as well as KAGAN activities to support the inclusion of all.

Marking and feedback

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson.

Children will respond to feedback in pink pen.

Equal Opportunities and Inclusion

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Resources

Learning resources are kept in the resource and phonics rooms. All teachers are responsible for the maintenance and organisation of these areas, though the co-ordinator will do a general stock check annually.

Whole class texts are purchased for the school to use as part of the two-year rolling cycle to accommodate for mixed year groups.

Handwriting

At Spire Junior School, we use the Twinkl Handwriting Scheme as it provides a structured, progressive approach to developing fluent, legible handwriting across KS2. In mixed-year classes, the scheme supports teachers in delivering consistent, age-appropriate handwriting instruction while ensuring that all pupils move through the progression at a pace that matches their individual needs.

Handwriting should be taught a minimum of twice a week. The aims of the Handwriting Scheme that we use is to:

- Ensure all pupils develop a fluent, joined handwriting style by the end of Year 6.
- Provide a consistent approach to letter formation, joins and presentation across mixed-age classes.
- Support pupils who require additional consolidation while enabling confident writers to progress.

The Twinkl Handwriting Scheme is simple to follow, is a progressive document and has links to supporting resources for each week. With 12 weeks' worth of planning for each term of the academic year, the progression overview guides teachers through teaching handwriting from LSK2 to UKS2.

Roles and Responsibilities

The teaching of English is the responsibility of all teachers within the school. The head teacher and Writing lead has responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of English throughout the school. The English co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

Review

This policy and the associated English curriculum will be reviewed by the co-ordinator and Headteacher annually and updated if required. The needs of staff regarding the teaching of English, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.