


Writing Policy

Review cycle:	1 / 2 / 3 years	Date: September 2025
Approved by:	Full Governing Body / Executive Headteacher	
Changes made in this review cycle:		
Linked policies:	Teaching and learning GPS Reading Phonics Handwriting	
Signed:		September 2025
Position:	Executive Headteacher	
Date of next Review:	September 2026	

Intent

It is our aim to ensure that each pupil is able to develop as an effective writer by:



Using a wide-range of rich texts to inspire excellent writing



Providing exciting opportunities for pupils to play with language and experiment with developing an author's voice.



Ensuring there are excellent quality example texts for all text types that are age and stage appropriate



Considering the experiences the children will have had at each stage of writing – knowing what they have already learnt and how to build on that.



Using computers to experiment with publishing their writing in a variety of formats



Learning age-appropriate grammatical techniques for a range of purposes, audiences and forms of writing.



Linking closely with the reading and phonic schemes of teaching to support with composition and transcription.



Teaching children how to edit and improve their work to achieve their full potential



Teaching children strategies to become confident and competent spellers.

The children in our schools should:

- Experience a wide range of writing activities, to include both chronological and non-chronological writing.
- Be given opportunities to write about their own experiences and environment.
- Discuss their writing frequently, talking about the various types and purposes of writing through drama and oral rehearsal.
- Be aware of the need to write legibly and to use layout and space effectively to aid the reader.
- Experience grammatical vocabulary such as: sentence, verb, tense, noun, adjective, pronoun etc. both in the context of their own writing and through specifically designed activities.
- Read examples of excellent writing in various forms and begin to recognise the features of such writing.
- Have experience of and become accustomed to drafting and redrafting their work.
- Write in response to a wide range of stimuli.
- Become increasingly aware of the correct modes of punctuation and spelling through the learning of rules and some rote learning of common exceptions.

Equal opportunities:

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Grammar, Punctuation and Spelling:

We believe that grammar and punctuation should be taught within Writing lessons as this allows pupils to truly understand the purpose of where, when and why it should be used. Teachers should use model texts to highlight successful use of various grammar and punctuation techniques suitable to their year group to inspire their own writing. See the Grammar, Punctuation and Spelling Policy below for more detailed information.



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Handwriting:

Throughout the Pioneer Federation, good presentation is emphasised at all times and through all forms of writing. We recognise a strong link between good handwriting and good spelling. Developing a flowing style means a child is more likely to become a good speller. Wherever possible, we use handwriting practice to support spelling. See the Handwriting Policy below for more detailed information.



PF_Handwriting
policy 24-27.doc

Reporting to parents:

Reports are completed before the end of the Summer Term. Parents are given opportunity to discuss their child's progress formally on two occasions in the school year (in October and in March) and to meet with teachers should they want to discuss the report – at the end of the summer term. Teachers use information gathered from both formative and summative assessments to help them comment on pupils' progress.

Monitoring and evaluation:

The Executive Headteacher/Head of School and Subject Leader share the responsibility for monitoring the standards of writing. This is done through classroom observation as well as monitoring of children's books, discussions with children and through planning documents. Moderation of writing will be carried out regularly during staff meetings, and termly with Federation schools or with wider schools in local alliances.

Role of the writing subject leader team:

- The subject leader will take the lead in policy development and organisation of teaching designed to ensure progression and continuity in writing throughout the school.
- Support colleagues in their planning, assessment and own professional development.
- Arrange training and give advice to staff when needed.
- Monitor progress in writing and advise the Executive Headteacher/Head of School of action needed.

- Keep up to date with developments in writing and disseminate information to colleagues as appropriate.