



Policy for Writing

Reviewed and Updated: January 2025

Date for Review: January 2026



This policy should be read in conjunction with the following school policies:

- Calculation Policy
- Assessment Policy
- Marking and Feedback Policy
- Equalities Policy
- SEND Policy
- Homework Policy

What writing looks like at Much Marcle C of E Primary School.

As with all of our subjects, within the Writing curriculum our drivers are at the heart of everything we do. Through our writing lessons we promote:

- 1. Perseverance**
- 2. Confident Communicators**
- 3. Healthy Body, Healthy Mind**
- 4. World Citizens**

At Much Marcle Church of England Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this.

We ensure that children develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning. Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

In EYFS, early writing and mark making is valued in any form including emergent writing. Children are encouraged to give meaning to their marks and write for a real purpose. There is a mix of both teacher-led, including guided writing, and independent writing opportunities related to learning topics or adult observation of children's own interests.



During KS1 and KS2 pupils' interest and pleasure in writing is developed as they learn to write confidently and independently.

This involves two dimensions:

- Transcription (spelling and handwriting)
- Composition

Transcription

Nelson Handwriting will be used throughout school and taught at Key Stage One in a dedicated weekly lesson and, as appropriate at Key Stage Two.

- In the Foundation Stage children will begin by using a multi-sensory approach e.g. water painting, drawing letters/shapes in sand/salt, paint, felt pens, large sheets of paper, chalks on the playground etc.
- During the year they will progress to using whiteboards and pens to practise individual letter formation.
- In the spring term Reception children will transfer handwriting to their writing books and practise sitting letters correctly on lines.
- From Year One onwards children will be taught to use Nelson Handwriting's joined script

Spelling

Current teaching practice and resources are to be in line with the new 2014 English curriculum. Children will be taught spelling strategies using a variety of approaches as set out in English Appendix 1 of the new curriculum. From Year 2, the children participate in weekly spellings tests using the age appropriate Twinkl scheme. The termly overview is given to the children at the end of the previous term.

- In Reception children will complete RWINC and will be taught at least 7 sounds per week during a daily dedicated phonics lesson (7 minutes).
- In Year One children will complete
- In Year Two,
- In Key Stage 2 children will receive a dedicated weekly spelling lesson and spelling lists will be sent home. Target children will receive additional intervention to support spelling where necessary.

Composition

A variety of models for teaching writing are used; teacher modelling, shared writing, supported composition, guided and independent writing.

Spelling, Grammar and Punctuation (SPAG)



The school follows the statutory guidance which gives an overview of the specific features that will be included in the teaching of SPAG. These skills are covered within the writing lessons alongside the weekly discrete SPAG lessons. Children are taught to use Standard English and the vocabulary necessary to discuss their reading, writing and spoken language.

How we organise and sequence our Writing

Long term plans

A long term plan ensures progression and ensures that a range of genres of writing are covered. This includes:

Fiction:

- Narratives (fables, myths & legends, fairy tales, adventure stories)
- Diaries
- Playscripts Non-fiction
- Non-chronological reports
- Balanced arguments
- Biography/autobiography
- Persuasive writing
- Newspaper Reports
- Instructions

Poetry units will also be covered.

Each unit that is taught is based on either a book or a video/film which is used as a stimulus.

Assessment

Teachers will verbal or written feedback at the point of learning. Children will make amendments to their work based on the advice given by staff using a red pen. Teachers assess the children's writing on an on-going basis but will also formally assess their progress three times a year.

IMPACT

Much Marcle is a nurturing, supportive school and celebrates success. Children experience challenge and success in English: they get support when they need it and are provided with the scaffolding necessary to become independent and resilient



writers who can write for a range of purposes. Regular and ongoing assessment for learning and intervention supports and enables the success of every child.