Sleights Church of England
(Voluntary Controlled) Primary School

Writing Policy

Reviewed September 2026

Working together to be happy; to flourish; to succeed
through our Christian Values of
perseverance, respect and trust.

This policy will identify the intent, implementation and impact expected within the teaching of writing at Sleights.

This policy intends to identify the procedures and arrangements for teaching and assessing writing across a focus text type. The policy and procedures intend to outline the steps that should be taken by all teaching staff to promote rapid progress and high quality writing opportunities for all children.

In our Church school, our vision is to "work together to be happy; to flourish; to succeed". Our Christian Values of are firmly rooted in this policy.

Christian Value	How is this value lived out in our Writing policy?
Perseverance	*I can do all things through Christ who strengthens me* (Philippians 4.13) As a school, we recognise entirely that learning is a journey and something that requires the input and support of the entire school community. It is this input and support that will enable all children to have the confidence to persevere. At all stages of the process of learning to write, we face challenges. Our dedicated school community works together to provide support, encouragement and tools to support all children to become confident, resilient and happy writers.
Respect	*So in everything, do to others what you would have them do to you* (Matthew 7:12) We believe that our children should write for purpose and be provided with real life writing opportunities. We approach all writing tasks with mutual respect for children's ideas and prior experiences. We use this information to support us developing children's writing toolkit during their time at Sleights.
Trust	*My God is my strength in whom I trust* (Psalm 18:2) The journey of teaching children to write is something that involves many people. Establishing mutual trust amongst staff, children, families and the whole community will ensure that there is a trusting environment for all to flourish. At Sleights, we work collaboratively as a full staff team to ensure that children are provided with rich and purposeful writing opportunities.

This policy intends to outline how our whole school community lives this out in relation to writing. As a whole staff, we work together to complete writing units that follow the same focus. This collaborative approach enables all staff and children to work together to enable happy, flourishing and successful learners.

Writing at Sleights involves

Purposeful and real life opportunities for writing, focused on meeting the demands of at least age related expectations.

Precise identification of individual skills, including grammar, to be taught in focus texts. These are taught to be transferable.

The opportunity to celebrate writing as a process and outcome. The journey of writing is valued equally to a final piece.

Inspiring the children to want to write, through engagement with immersion tasks and high-quality models and examples.

Statement of Writing Intent

The children at Sleights will be provided with a writing curriculum offer designed to:

- Create purposeful opportunities for writing.
- Establish skill specific progression across a unit of writing, focused on the Expected and Greater Depth age related expectations for each year group.
- Build and develop new skills that form a child's writing toolkit. These skills will be transferable to other texts types.
- Provide explicit direct teaching for spelling, punctuation and grammar.
- Celebrate the writing of all children.
- Provide opportunities to write across the curriculum.

- Enable children opportunities to see good examples of writing and use these as models to inform their own constructions.
- Equip and support all staff to become expert teachers of writing.

Statement of Writing Implementation

Our school vision encompasses working together and this is a key strategy for our implementation of writing. At Sleights, we implement our writing curriculum through:

- Collaborative approaches, as all children work on the same focus genre across the school.
- A clear structure of writing, involving studying a good example, unpicking and exploring key features, drafting and editing and finally, celebrating (publishing).
- Explicit teaching of skills relating to punctuation, grammar and spelling. Opportunities to include these in the teaching units are also purposefully planned.
- Extending writing opportunities across the full curriculum.

Long Term Planning

The school has a long term plan for writing units to be taught. During the year, all classes will be studying the same focus text type at the same time. The reasons for this are:

- Opportunities for staff collaboration / sharing resources
- Abundant opportunities for monitoring progression and outcomes
- Support for staff in terms of planning together

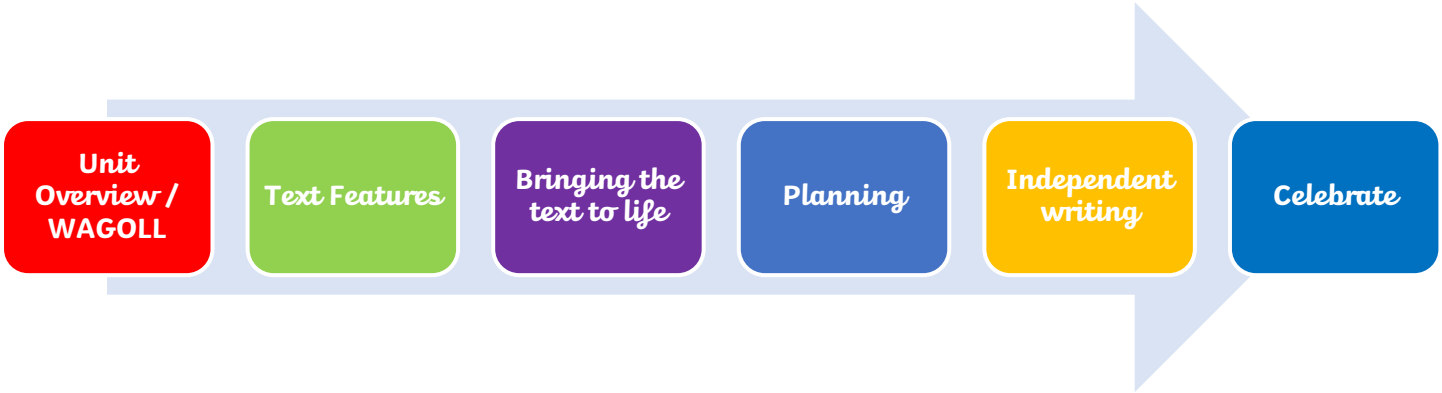
Short Term Planning

Each unit identified on the long term plan lasts for, on average, three weeks. During the three weeks, each class will follow the same structure to study a good example and explore features, before planning and writing their own example.

To approach each unit, summaries are broken down the different steps within the writing structure. In addition, the document enables opportunities to identify clear word and sentence level focused tasks, as well as relevant punctuation and terminology to be taught. Alongside the teaching sequence, teaching staff provide explicit teaching of grammar and punctuation skills. This provides opportunity for both discrete teaching and opportunities to include in given pieces of writing.

The Writing Sequence

The writing sequence at Sleights follows six steps across, usually, a three week block. These steps are:



Each unit will cover each of the six steps in turn. Each step will usually take two-three days, but this will vary for each unit. The summary of each step is described below:

1. Unit Overview / WAGOLL

- An overview of the unit will be given on day one. When planning, practitioners will identify (and share with the children) the focus genre, audience, purpose and form. Planned opportunities must provide children with a chance to write for a **purpose.**

- The main content of Day One of any new unit will be to explore "What a good one looks like" (a WAGOLL). This will be written in advance by the class teacher to ensure it includes all features of the focus text type and meets the expected standard for the end of the year. Alternatively, a class text could be used as the source for the WAGOLL, but it must include all necessary features and be written at the expected standard.
- This WAGOLL will be explored using reciprocal reading strategies. Planning will support staff to identify key question threads or themes to explore within the WAGOLL.
- At the end of Day One, children should have a clear understanding as to why the focus text is a 'good one'. It should be displayed on the class working wall.

2. **Text Features**
   - With a secure understanding of 'what a good one looks like', children will next explore the features of the focus text type.
   - Resources will be used to support staff and children to unpick this information. Any information shared must be edited to ensure it is relevant to children's age related expectations, e.g. it is not necessary for children to repeat teaching of features that would be taught lower down in school.
   - All features of the text type being studied will be displayed on the working wall. These will be written on pieces of paper and shared on the clipboards in the 'Features' section of the working wall. Only the relevant features to the children's age related expectations will be taught and explored through planned activities.
   - Key grammatical aspects will also be identified clearly.

3. **Bringing the text to life**
   - Once children know the focus text's features and have studied 'what a good one looks life', planned opportunities to bring the text to life will be implemented. These will equip children with the knowledge, understanding and experiences to support them write with purpose.
   - These activities may include theme days, visits, visitors, drama, interviews, photographs etc.
   - The main purpose is to provide children with practical experiences for writing.
   - Key words, phrases or ideas should be recorded and celebrated.

4. **Planning**
   - With a sound knowledge and first hand understanding and experience, the children will be guided through the planning stage of the writing process.
   - Using the given planning framework, class teachers will model and complete a shared planning activity with the children, teaching them the different stages of the planning process.
   - Key words, phrases or ideas should be recorded and celebrated.
   - Children will then independently complete their own planning sheet.
   - Prior to the planning stage, class teachers will have identified word, sentence, punctuation and terminology level foci. These will be specific to the text type being studied and integrated into the planning process.

5. **Independent Writing**
   - Once children have been supported to plan and gather first hand experiences, they will be ready to write. Using the shared/modelled planning framework, again the class teacher should create a modelled/shared piece of writing with children as another example of what a good one looks like.
   - Key words, phrases or ideas should be recorded and celebrated.
   - Children should also be taught, during the modelled/shared activity, how to edit and improve their writing.
   - With these key skills, the children will create their own independent piece of writing, using the knowledge acquired over the unit.
   - Opportunities for editing work must be included within this process.

6. **Celebrate**

- It is always important for children to write for a purpose and for their work to be celebrated. With this in mind, finished pieces should be showcased. This will vary for each text type, but could include: display, sharing in class, website/blogging, sending to others to read etc.

Assessment throughout the unit

At every stage of the writing process, explicit opportunities for assessment must be included. Tasks must be reshaped, amended or changed depending on the outcomes for each individual.

Response time, the use of targeted adults and some modification of planned tasks will ensure that all children are given the opportunity to keep up, avoiding the need later in school to catch up.

Word, Punctuation, Sentence, Terminology progression

The National Curriculum (2014) outlines progression in word, punctuation and sentence level work. The document also provides each year group with key terminology to be taught, used and understood. To support staff in the delivery of these key aspects in the English curriculum, our school uses materials from the **Place Value of Grammar (Grammarsaurus) programme**. This provides explicit teaching opportunities for grammar and punctuation for each year group in school. This content is taught in isolation, but also carefully included in units of work.

When planning sessions, relevant aspects from each area must be identified, taught and recorded on the lesson learning objective grids. This process will ensure broad coverage and targeted teaching.

Handwriting

The school follows the principles and progression of the Little Wandle Handwriting Scheme. This includes teaching children to join. Pupils have daily practise, at the start of English, of handwriting skills. Teachers will focus on key vocabulary, joins or letters each day to provide this practise.

As part of the school's focus on securing foundational skills, including formation, staff provide regular celebration and feedback in relation to incorrect formation. Where formation is incorrect and identified by staff, pupils will be provided with a response activity to address this.

Working Walls in classrooms

Every classroom has a working wall for English. This will be developed in the same way across school. Aspects of the working wall will appear in the same place in each classroom, ensuring that children always know where to look for support should they need it.

The school uses hessian and natural materials to provide a muted, calm background for learning walls. This should also be the case when preparing or using any resources for the working wall (e.g. too much colour, or overloading is discouraged)

To support staff workload, clipboards are on each class working wall. This supports staff and children to quickly showcase or celebrate a piece of work, or specific attribute of a text type.

English Working Wall

A clear title that is in the school font and central on the display board.

Features

On the clipboards, the names of the relevant taught features should be included. These should focus on those taught for the year group being taught.

Grammar

The clipboards should show the relevant grammar terminology and an example of it in use. Again, this should only be those grammatical aspects that require teaching in that year group (It is not necessary to show grammar that children already know)

Punctuation

The symbols and punctuation names being taught during this unit should be displayed on the A5 clipboards.

Vocabulary

Relevant vocabulary, including topic words, should be recorded on the clipboards. In addition, words from the children's taught spelling pattern for that week and any other relevant words from the end of year spelling lists should be included, taught and used in modelled writing.

Each of the above sections will be adapted for each writing unit. Each section will have A5 clipboards that can quickly have specific features, grammar, punctuation or vocabulary added to them. Materials should be produced in line with the school's natural and calming style.

The Writing Process

The main body of the working wall should be developed over the course of the structure. It should display the structure headings and examples of work completed during the unit underneath. Children should be part of building the working wall.

Key Terminology

A list of words for each year group details the key terminology that children should use. These should be displayed at the bottom of the working wall, or very closely nearby (depending on space) The words that are in focus for each writing structure should be moved from this collection and added to the main working wall when in use.

Integrating the spelling scheme and end of Key Stage word lists

Across school, the Little Wandle Spelling Scheme (Reception to Year 1) and the Spelling Shed (Year 2 to Year 6) programmes of work are used. Across one week, a particular sound or sounds are taught. This is revisited regularly through the week.

When identifying vocabulary to use in within a writing unit, the words from the spelling pattern of the week should be considered and integrated, if relevant.

Furthermore, when identifying vocabulary, the end of key stage spelling lists should also be reviewed and any relevant terms should be included.

By ensuring that vocabulary is given context and modelled by class teachers, children will gain more understanding of the words and their definitions. This also provides children with purpose and a reason to use these words in their own writing.

See full Spelling Policy

Assessment and Moderation

The school's Age-Related Expectations / Greater Depth summary provides children and staff with a clear understanding of assessment focuses. Each half term, the assessment sheet should be completed by class teachers and scores passed to the Headteacher for monitoring.

The long term plan will provide opportunities for moderation, as all children will be completing the same text type. Moderation will take place both formally and informally, at least once each term.

Glossary of terms used in this policy

Audience: Who is the intended reader? It is important to discuss this, as a different audience will mean writing in a different style.

Feature: A particular characteristic that is associated to a given text type or piece of writing.

Form: What will the finished piece of writing look like? This requires careful planning, as a genre (text type) can take many forms, e.g. a recount can be a diary, newspaper article etc.

Genre: What is the focus text type being taught? This genre can take many forms, but the features it needs will be included across each form.

Purpose: What is the reason for writing? This changes the style of writing, e.g. a letter can be written to introduce information to a Pen Pal (to inform and entertain), but the same form can be used to express an opinion (e.g. a letter of complaint)

WAGOLL: What a good one looks like. This is a text that demonstrates the necessary features of the focus text type and is written by staff to meet the end of Year 2, 4 or 6 expectation (class dependent).