

WRITING POLICY

This policy was approved by Governors on 2nd July 2026 and will be reviewed annually.

1. Statement of Intent

Navenby Church of England Primary School believes that developing strong English skills is essential for progressing across the curriculum and preparing for adult life. As reflected in The Writing Framework (July 2025), we recognise the importance of the two core concepts in writing: composition and transcription, which are supported by oracy, vocabulary acquisition and command of correct spelling, punctuation and grammar.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking, and listening and to ensure that pupils build the language skills necessary to fully access the curriculum. The school recognises the effect that a fluent, legible, and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced literacy curriculum, which encompasses writing practice, including handwriting, phonics, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

The implementation of this policy is the responsibility of the Headteacher and all the teaching and support staff.

2. Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring a broad and balanced English curriculum is implemented in the school.
- Ensuring the school's English curriculum is accessible to all pupils.

The Headteacher is responsible for:

- Acting in accordance with the Headteachers' Standards and the expectations of the school community.
- Establishing and sustaining high-quality, expert English teaching across all phases.
- Ensuring English teaching is underpinned by high levels of expertise in English and approaches which respect the distinct nature of English as a discipline.
- Ensuring effective use is made of formative assessment.
- Ensuring a broad, structured, and coherent English curriculum entitlement which sets out the knowledge, skills and values that will be taught.

The English Subject Leaders are responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out audits.
- Liaising with teachers across all phases.
- Communicating developments in English to teachers and the SLT.
- Leading staff meetings and providing staff with the appropriate training.
- Organising, providing, and monitoring CPD opportunities regarding English skills.
- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extracurricular activities.
- Leading on the school's approach to teaching writing.

Teachers are responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Ensuring progression of pupils' English skills, with due regard to the National Curriculum.
- Liaising with the literacy lead about key topics, resources, and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach writing.

The SENCO is responsible for:

- Liaising with the English Subject Leaders in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the writing curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs, including using laptops and iPads for supporting pupils with additional needs.

Pupils are responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.

3. Implementation

The statutory National Curriculum content from the DfE's 'English Programmes of Study: Key Stages 1 and 2' will be used as the starting point for long, medium, and short-term lesson planning. All lessons will have clear learning outcomes, which will be shared and reviewed with pupils in the form of a learning question.

Teaching

The school is aware of the various elements of English that contribute to pupils' writing development and will organise lessons and activities according to the skills being developed and the age and development stages of pupils as follows:

Phonics and Spelling:

Teachers will base the teaching of spelling in EYFS and KS1 on the delivery of daily phonics lessons. The delivery and content of phonics and spelling sessions will adhere to the school's Spelling Policy.

English Lessons

Writing will be taught as part of the programme of study for English during daily lessons in KS1 and KS2. Pupils are taught as a whole class for many aspects of their writing, but also may be taught in small groups within the class, or even individually to practise targets from a child's ANP/EHCP.

The writing curriculum will comprise of lessons and activities relating to the following areas:

- Transcription: spelling and handwriting
- Composition
- Vocabulary, grammar, and punctuation

Lessons will help pupils develop a wide vocabulary through a variety of means, including the following:

- Creating displays of key words linked to specific topics and subjects
- Practising using the correct vocabulary orally
- Dedicating lessons to word patterns and choices
- Encouraging the use of dictionaries and thesauruses
- Reading a variety of texts to explore new vocabulary
- Providing feedback on written work
- Providing targeted small group work and one-to-one support, where required

Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice. When planning activities, teachers will explore the opportunities to provide realistic contexts for writing by establishing links with other curriculum areas.

Teachers will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.

- Utilising TAs to ensure that pupils are effectively supported.

4. Implementation

EYFS

During Reception, focus will be put on the seven areas of learning and development outlined in the 'Early Years Foundation Stage Statutory Framework'.

Educational programmes will involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning, as outlined below:

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social, and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Teaching staff will ensure that the EYFS curriculum provides opportunities to establish links between the different areas of learning and development and develop pupils' writing skills.

Pupils will be supported to meet the expected level of development for writing outlined before Year 1, namely that they are able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

KS1 & KS2

This policy outlines the requirements for composition, including vocabulary, punctuation and grammar. For further information on transcription, see the Spelling and Handwriting Policies.

Year 1

Composition

Pupils will be taught to:

- Write sentences by:
 - Saying out loud what they are going to write about.
 - Composing a sentence orally before writing it.
 - Sequencing sentences to form short narratives.
 - Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read their writing aloud, clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar and Punctuation

Pupils will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2', as outlined within the English Programmes of Study: Key Stages 1 and 2 by:
 - Leaving spaces between words.
 - Joining words and clauses using 'and'.

- Beginning to punctuate sentences using a capital letter and either a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Learning the grammar for Year 1 in English Appendix 2
- Using the grammatical terminology in 'English Appendix 2' in discussing their writing.

Year 2

Composition

Pupils will be taught to:

- Develop positive attitudes and stamina for writing by:
 - Writing narratives about personal experiences and those of others (real and fictional).
 - Writing about real events.
 - Writing poetry.
 - Writing for different purposes.
- Consider what they are going to write before beginning by:
 - Planning or saying out loud what they are going to write about.
 - Writing down ideas and/or key words, including new vocabulary.
 - Encapsulating what they want to say, sentence by sentence.
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils.
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
 - Proof-reading to check for errors in spelling, grammar and punctuation.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Vocabulary, Grammar and Punctuation

Pupils will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2' by learning how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
 - Sentences with different forms: statements, questions, exclamations and commands.
 - Expanded noun phrases to describe and specify.
 - The present and past tenses correctly and consistently, including the progressive form.
 - Subordination and coordination.
 - The grammar outlined for Year 2 pupils in 'English Appendix 2'.
 - Some features of written Standard English.
- Use and understand the grammatical terminology in 'English Appendix 2'

Year 3 and 4

In Years 3 and 4 teachers will consolidate pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teachers will plan activities that enable pupils to build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary, and narrative structures from which they can draw to express their ideas.

Composition

Pupils will be taught to:

- Plan their writing by:
 - Discussing writing which is similar to what they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.
 - Discussing and recording ideas.
- Draft and write by:
 - Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 - Organising paragraphs around a theme.
 - In narratives, creating settings, characters, and plots.
 - In non-narrative material, using simple organisational devices.
- Evaluate and edit by:
 - Assessing the effectiveness of their own and others' writing and suggesting improvements.
 - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-reading for spelling and punctuation errors.
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2' by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
 - Learning the grammar for Year 3 and 4 pupils, as outlined in 'English Appendix 2'.
- Indicate grammatical and other features by:
 - Using commas after fronted adverbials.
 - Indicating possession by using the possessive apostrophe with plural nouns.
 - Using and punctuating direct speech.
- Use and understand the grammatical terminology in 'English Appendix 2' accurately and appropriately when discussing their writing and reading.

Year 5 and 6

In Years 5 and 6 teachers will continue to emphasise pupils' enjoyment and understanding of language to support their reading and writing in a range of literary genres, including stories, plays, poetry, non-fiction and textbooks.

Composition

Pupils will be taught to:

- Plan their writing by:
 - Identifying the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models for their own.
 - Noting and developing initial ideas, drawing on reading and research where necessary.
 - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write by:
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
 - Précising longer passages.
 - Using a wide range of devices to build cohesion within and across paragraphs.
 - Using further organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit their work by:
 - Assessing the effectiveness of their own and others' writing.
 - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 - Ensuring the consistent and correct use of tense throughout a piece of writing.
 - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

Vocabulary, Grammar and Punctuation

Pupils will be taught to:

- Develop their understanding of the concepts set out in 'English Appendix 2' by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complicated information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun.
 - Learning the grammar for Year 5 and 6 pupils as outlined in 'English Appendix 2'.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes, or commas to indicate parenthesis.
 - Using semi-colons, colons, or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.
- Use and understand the grammatical terminology in 'English Appendix 2' accurately and appropriately in discussing their writing and reading.

5. Assessment & Reporting

Pupils' writing ability will be assessed in line with the school's Assessment Policy. Formative and summative assessments will take place throughout the year to assess pupils' progress and attainment in writing and to identify support required. Pupils' writing will also be assessed during the relevant statutory assessments.

The EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. Exemplification materials and national criteria are used when making teacher assessments in other year groups, as provided by the subject leaders. Teachers highlight appropriate sections on the writing assessment grids provided for each year group (provided by Keystone Academy) and use this information to determine where the child is working in relation to their year group expectations. This may be 'Working Towards the Standard (WTS)', 'Expected Standard (EXS)' or 'Working at the Greater Depth Standard (GDS)'. If a child is working significantly behind their year group expectations, they will be assessed against the criteria from the Engagement Model (EM) or the Pre-Key Stage Standards (PKS1-6). Assessment data is then passed on to the next class teacher. Individual progress is recorded on a whole class analysis grid, which is provided to the Senior Leadership Team in order to track progress and attainment. Writing moderation takes place across the school with the Senior Leadership Team and externally by formally-trained moderators for the Y6 class, with moderation visits on an average cycle of 3-4 years.

Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards writing and understanding of the key concepts. Verbal reports will be provided at parents' evenings during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

6. Resourcing

The English Leaders will remain responsible for the management and maintenance of writing resources, as well as for liaising with the SBM to purchase further resources.

Writing resources will be stored in each classroom. Writing equipment and resources will be easily accessible to pupils during lessons. Display walls will be utilised and updated in accordance with the genres of writing being taught at the time. The school library will contain an array of resources to support pupils' learning. The subject leaders will undertake an audit of writing equipment and resources on an annual basis.

Policy Approved: Full Governors meeting dated 2nd July 2026

Signed:

Chair of Governors: Mr J Kirby

Head teacher Mr C Elliott