

Writing Policy 2026-2027

(Revised to align with *The Writing Framework*, DfE, June 2025)

Aims

The teaching of writing ensures a clear progression in writing skills across the Academy (ages 3–11), developing transcription (handwriting and spelling), sentence construction, vocabulary, grammar, punctuation and composition. Essential, transferable writing skills are taught in meaningful, purposeful contexts, drawing on high-quality texts, shared experiences, visual resources and cross-curricular links to build knowledge and motivation. Pupils develop an understanding of the structures, language features and purposes of different text types (to inform, instruct, persuade, entertain, etc.), always with a clear audience in mind. Teachers model high standards of writing to set ambitious expectations and inspire all children as writers. A love of writing is fostered by prioritising **quality over quantity**, building pupil self-efficacy and ensuring writing feels purposeful and enjoyable.

Teaching and Learning

Writing is cognitively demanding. Teaching is therefore **explicit, sequenced and scaffolded** to manage working memory, with a strong emphasis on oracy, high-quality texts and gradual removal of scaffolds to develop independence. Dedicated writing lessons are essential and distinct from reading.

Key principles (aligned with the Writing Framework):

- High-quality texts, shared experiences and cross-curricular topics engage and challenge pupils.
- **Oracy** is central: pupils develop language, vocabulary and sentence structures orally before writing.
- Modelled, shared, supported, guided and independent writing are a regular and consistent feature of writing lessons.
- The writing process (planning, drafting, editing/proof-reading, redrafting, publishing) is taught explicitly. Not every piece of writing requires every stage but consistently omitting the same elements must be avoided.
- The use of writing diagnostics at the start of terms or new units ensures that needs are identified and teaching is responsive.
- **Quality over quantity**: Depth, fluency and purposeful composition are prioritised. Substantial independent writing opportunities should focus on readiness and skill application rather than length, especially in early stages. EYFS and Reception emphasise oral composition, dictation and short, purposeful writing.

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Progression within a unit (adapt flexibly to pupil needs)

At Queensmead Primary Academy, a structured, progressive approach to the teaching of writing within each unit is followed. This sequence is designed to build children's confidence, knowledge and independence as writers while maintaining high expectations for all pupils. The process is rooted in the principles of The Writing Framework and draws on established pedagogical approaches such as the use of high-quality model texts, explicit teaching of skills and scaffolded practice.

The sequence below provides a clear framework for each writing unit. It is not intended as a rigid checklist but should be adapted flexibly according to the needs of the class and individual pupils, as identified through ongoing **Assessment for Learning (AfL)**. Teachers use professional judgement to adjust the pace, depth and level of support provided, ensuring that all children are appropriately challenged and supported to make strong progress.

Progression within a unit typically includes the following key elements:

- Introduce high-quality text(s).
- Establish Text type, Audience and Purpose (TAP).
- Familiarisation through reading, discussion and exploration of vocabulary and features.
- Analyse structure and language features.
- Planning (oral rehearsal key).
- Explicit teaching of vocabulary, sentence composition (for meaning and cohesion) and grammar in context.
- Modelled, shared and guided writing (flexible groups based on AfL).
- Independent writing in varied contexts.
- Editing, redrafting and publishing (explicit teaching of proofreading/editing skills).

Planning

Effective planning is fundamental to delivering a high-quality, coherent writing curriculum that ensures progression, coverage and pupil success. At Queensmead Primary Academy, planning is both strategic and responsive. It is carefully sequenced to build upon prior learning, meet the requirements of the National Curriculum and respond to the needs of our children.

All planning is underpinned by the following key principles and documents:

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- The **Yearly Text Types Overview 2026-2027 (Appendix A)** ensures appropriate coverage and progression of text types across year groups, providing breadth and balance in the writing curriculum.
- The **Recommended Texts document (Appendix B)** should be used to select high-quality texts. Multiple copies of these texts are available in school to support immersion and analysis.
- Teachers complete and update a **Long-Term Plan (Appendix C)** termly. This includes the spelling focus, text type, key texts and fundamental writing skills to be taught.
- **Weekly planning** should clearly outline: text type focus, learning outcomes and objectives, oracy opportunities, GAPs (Grammar, Punctuation and Spelling) activities, the main teaching sequence, adaptations for all learners and meaningful links to spelling.
- The **Academy English Unit Planning Proforma (Appendix D)** may be used to support consistency and completeness of planning.

Year group teams work collaboratively to identify which fundamental writing skills and spelling words will be applied and practised in independent writing. Planning remains responsive, with ongoing assessment for learning (AfL) used to adapt teaching, provide appropriate challenge or support, and address gaps in learning promptly.

This robust approach to planning ensures that writing teaching is purposeful, progressive and tailored to the needs of all pupils. It promotes high standards and enables children to develop as confident, skilled writers who can apply their knowledge across a range of contexts and subjects.

Early Years Foundation Stage

The Reception year is critical for establishing strong foundations in writing that support pupils throughout primary school and beyond. In line with The Writing Framework (DfE, July 2025), we place a high priority on developing “ready to write” routines, including good posture, correct pencil grip and hand strength through purposeful fine and gross motor activities. Handwriting is taught explicitly and is consistently integrated within phonics sessions to reinforce letter formation and early transcription skills. The focus is on building automaticity in transcription and confidence in oral composition while keeping activities simple, ensuring pupils master the basic skills.

Key priorities include:

- Oral language and composition: provide rich opportunities for talk, vocabulary development and oral rehearsal. Pupils should regularly compose sentences orally (saying out loud what they want to write) before attempting to write them down.

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- Fine motor skills and physical preparation: develop pencil grip, posture and hand strength through purposeful activities, implementing 'ready to write' routines.
- Handwriting: teach correct letter formation explicitly and regularly from the start of Reception (in addition to phonics sessions), using the WriteWell scheme, focusing on accuracy, consistency and fluency rather than speed.
- Phonics-based spelling: integrate systematic phonics teaching, using dictation of sentences to practise spelling and punctuation in context.
- Dictation and short writing: prioritise dictated sentences and short, purposeful writing tasks over extended independent writing. Avoid rushing pupils into long pieces before transcription and sentence skills are secure, as this can overload working memory and reduce motivation.
- Motivation and enjoyment: create successful early writing experiences to build self-efficacy and a positive attitude.

Teachers should identify pupils needing additional support early and provide targeted, inclusive practice. Assessment should align with the Early Learning Goal for Writing in the EYFS statutory framework, focusing on what children can do rather than extended output. (For full details, refer to Section 2 of the DfE Writing Framework.)

Transcription

Handwriting is taught daily in dedicated, timetabled sessions. All staff model joined handwriting and maintain the highest standards of presentation in all modelling and marking.

We follow the **WriteWell** handwriting scheme consistently. Teaching progresses through the following stages:

- Stage 1: Shape
- Stage 2: Space, size and line
- Stage 3: Stringing and slant
- Stage 4: Speed and style

From Year 3, children who consistently demonstrate high standards of joined handwriting and presentation are awarded a **pen licence**. Black pens are used for all writing, and purple pens are used for editing and improving work.

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Spelling

In EYFS and Key Stage 1, spelling is delivered through the **Little Wandle** phonics programme. In Key Stage 2, spelling is taught daily through explicit, systematic sessions following the **QPA Spelling Scheme**, which is fully aligned with the National Curriculum English Appendix 1.

All spelling lessons follow the **Review–Teach–Practise–Apply** structure. Spellings and key patterns are clearly displayed in every classroom to support learning.

At the end of each week, pupils complete a spelling assessment. Children are expected and encouraged to practise their spellings at home in preparation for this assessment.

All taught spellings must then be consolidated and applied within English units and across the wider curriculum. This ensures pupils develop secure spelling knowledge and can use it independently and accurately in their writing.

This rigorous and consistent approach to handwriting and spelling supports pupils in becoming confident, fluent writers who take pride in the presentation and accuracy of their work.

Grammar, Vocabulary and Sentence Construction

The teaching of grammar, vocabulary and sentence construction is central to developing pupils' ability to write with accuracy, fluency and creativity. Our approach is fully aligned with **The Writing Framework** (DfE, July 2025), which emphasises the importance of explicit, contextualised teaching of these elements to support high-quality composition.

Grammar, punctuation, vocabulary and sentence-level work are taught purposefully and in context, rather than in isolation. This ensures that pupils understand how these skills contribute to meaning, cohesion and the overall effectiveness of their writing for different audiences and purposes.

Our key practices are as follows:

- **Grammar and punctuation** are taught explicitly at the start of English lessons, directly linked to the text type being studied, the **QPA Grammar Progressive Document**, and fundamental writing skills.
- We **prioritise sentence instruction** focused on meaning and cohesion, avoiding isolated exercises. Teachers are supported in this by the **Writing & Grammar Progression Maps**, **PiXL Question Level Analysis (QLA)**, and the **National Curriculum English Appendix 2**.
- Additional opportunities to practise and apply grammar and vocabulary are embedded throughout lessons and across the curriculum.

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- **Vocabulary teaching** is explicit, purposeful and ambitious. Teachers select and teach high-value words from model texts, ensuring pupils can understand, explore and use them confidently in their spoken and written language.

This structured yet flexible approach ensures that grammar, vocabulary and sentence construction are not taught as discrete skills but as integral tools that empower pupils to become effective, confident writers. Regular assessment for learning informs teaching, allowing timely support and challenge so that every child makes strong progress in line with the expectations set out in The Writing Framework.

Opportunities for Writing and Assessment

At Queensmead Primary Academy, we are committed to providing frequent, meaningful opportunities for pupils to write across the curriculum. Pupils are taught to apply key writing skills — such as sentence construction, cohesion, text structure and vocabulary choice — in foundation subjects. This approach not only strengthens their writing but also deepens their subject knowledge and understanding.

We recognise that regular practise is essential for developing writing stamina, confidence and independence. Our approach ensures that writing is purposeful, progressively demanding and valued as a key tool for learning and communication.

Key principles and practices include:

- **Daily writing opportunities** in the Early Years Foundation Stage (EYFS), building progressively to sustained, purposeful pieces of writing in Key Stages 1 and 2. These are clearly evident in both English books and theme books.
- **Cross-curricular writing** is actively planned to enable pupils to apply and deepen their knowledge and understanding of fundamental writing skills.
- **Formative assessment**, diagnostic analysis and responsive teaching are at the heart of our practice. Teachers use ongoing Assessment for Learning (AfL) to identify gaps quickly, adapt teaching and provide timely support. Pupils requiring additional help, including those with SEND, are identified early and receive targeted interventions to ensure they make strong progress.
- We actively **build a positive writing culture** throughout the school. Motivation, self-efficacy and enjoyment of writing are prioritised through engaging tasks, celebration of achievement and opportunities for pupils to write for real audiences and purposes.

This balanced approach ensures that all pupils develop as fluent, enthusiastic and reflective writers. Regular assessment informs planning and interventions, while the emphasis on purpose and enjoyment helps every child to see themselves as a successful writer.

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English Displays

Each classroom has a prominent, permanent **English Learning Wall** (working wall) displayed at the front of the room, on one side of the Interactive Whiteboard. This working wall is a key learning resource that is regularly updated to reflect the current unit of study. It provides pupils with immediate visual support, high-quality models, and acts as a working tool to scaffold, reinforce and extend learning throughout the unit.

The following working wall **non-negotiables** ensure consistency and high impact across all classrooms:

- Text type, Audience and Purpose (TAP)
- Enlarged copy of the front cover of the high-quality text for the unit
- Prompts and key features for the studied text type
- Grammar focus
- Coordinating conjunctions (FANBOYS) – in line with the grammar progression document
- Subordinating conjunctions (I SAW A WABUB) – in line with the grammar progression document
- The verbs 'to be' and 'to have' in all tenses
- Y4–Y6 Dialogue expectations (action, synonyms for 'said', SCAPS)
- Grammar prompts (e.g. verb, noun, adverb, adjective) – in line with the grammar progression document
- New and ambitious vocabulary
- Modelled examples and worked examples
- Examples of pupils' work
- Spelling focus and the words being taught that week (this may be displayed on a separate board)

There will be a clear balance between learning prompts and high-quality examples of pupils' work to best support and inspire learning.

This consistent approach ensures that English Learning Walls are highly visible, purposeful and effective in supporting all pupils to become confident, independent writers.

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Writing Display

In each classroom there will be a dedicated **Pupil Writing Display Board** to celebrate and showcase children's achievements in writing. This board will feature a high-quality example of independent writing from every pupil in the class and will reflect the recent text types and units that have been studied.

Pupils are actively encouraged to view this board as a special forum for their best work, fostering pride, motivation and a strong sense of self-efficacy as writers. All pieces displayed must adhere to the school's **Presentation Policy**, demonstrating the highest standards of handwriting, layout and overall presentation.

Boards will be refreshed at least **termly**, and ideally **half-termly**, to ensure that current learning and recent achievements are valued and celebrated. Every piece of work on display will reflect the school's high expectations for both quality of writing and presentation.

This consistent approach to celebrating writing helps to build a positive writing culture across the school, where every child's efforts and successes are recognised and shared.

Leadership, CPD and Review

The leadership of writing is collaborative, ensuring a consistent whole-school approach to the teaching of English. The writing lead and teachers work together to maintain high standards, drive continuous improvement and develop expertise across the school.

Our approach includes:

- A **whole-school strategy** with clear, progressive sequencing of writing skills from EYFS to Year 6. This is supported by high-quality texts, progression documents and shared planning frameworks that ensure coherence and ambition for all pupils.
- Ongoing **professional development (CPD)** for all staff, focused on developing subject knowledge, pedagogical expertise and confidence in delivering the writing curriculum. This includes training on the WriteWell handwriting scheme, QPA Spelling, The Writing Framework (DfE, July 2025), effective modelling, sentence instruction and the use of high-quality texts.
- **Regular review and quality assurance** of planning, teaching provision and pupil outcomes. This involves:
 - Regular support for long-term and unit planning;
 - Lesson drop-ins, book looks and pupil voice;
 - Analysis of assessment data, including PiXL QLA and writing moderation;

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- Evaluation of the impact of interventions and adaptations for vulnerable groups, including SEND pupils.

Findings from reviews are used to celebrate strengths, identify areas for development and inform targeted CPD and action planning. The writing lead ensures that any necessary adjustments are made promptly to maintain the highest standards of teaching and learning in writing.

This strong leadership, combined with a culture of professional learning and rigorous self-review, ensures that the writing curriculum remains effective, responsive and continually improving, enabling every pupil to achieve their full potential as a writer.

Monitoring and Impact

The success of this writing policy will be evaluated through rigorous and systematic monitoring. The Writing Lead will measure its impact via a range of evidence including:

- Analysis of pupil writing outcomes and progress data (including internal and external moderation);
- Scrutiny of pupils' books and displays;
- Lesson observations and learning walks focusing on the quality of teaching and pupil engagement;
- Pupil voice and pupil confidence surveys;
- Staff feedback on the effectiveness of planning, CPD and resources.

This ongoing evaluation will ensure that the policy remains effective, responsive to the needs of all pupils and continues to drive improvement in writing standards across the academy. Findings will directly inform future action planning, CPD priorities and curriculum refinements.

Updated: July 2026

Agreed by staff: August 2026

Review date: July 2027
