Walverden Primary School

Writing Policy

Approved by:	Governors	**Date:** October 2026
Last reviewed on:	March 2026	
Next review due by:	October 2027	

Rationale

At Walverden Primary School, we believe that the ability to write with confidence and accuracy is an essential life skill. We endeavour to enable all of our children to communicate effectively using the printed word in a wide range of contexts. Writing is a complex process that requires many skills such as handwriting, spelling, sentence construction, grammar, punctuation and awareness of text structure and audience.

Aims

Our aims are for all children at Walverden Primary School to:
Enjoy writing.
Become confident, capable writers.
Understand how to write in a range of genres (including fiction, nonfiction and poetry), using the appropriate style, structure and features.
Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria including punctuation and grammar objectives.
Develop their imagination and creativity through exciting, meaningful experiences and drama activities which inspire them to write for a range of purposes and audience.
Develop ambitious vocabulary.
Use neat handwriting.
Understand and apply their knowledge of phonics and spelling.

Teaching and Learning

Writing at Walverden Primary School is taught and celebrated daily across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities. Our children are taught the skills of writing across a range of different genres using the skills laid down in the National Curriculum (2014). Children are taught to consider the purpose, form and audience of their writing.

A daily English lesson is taught in Reception – 6 using high-quality texts and a carefully structured approach. Staff follow the Lancashire planning guide for English which aims to develop children's vocabulary, reading and writing skills. Vocabulary, grammar and punctuation are taught in discrete sessions across the school, and are further developed in English lessons and as an integral part of each genre to enable them to be taught and learned within a meaningful context. To develop vocabulary, the children are continually encouraged to 'magpie' new vocabulary from their reading, as well as playing structured warm-ups that focus on language development. Spelling and handwriting are taught separately. Specific PTV sessions are taught for all children as well as focused PTV sessions for children needed extra language support.

The learning environments reflect the learning journey within each classroom.

Throughout each topic, the links between reading and writing are made explicit – children are encouraged to understand that we read as writers and we write as readers. The Pie Corbett Talk for Writing techniques are used throughout the school. We believe that children need to read before they can write and they need to be able to 'talk' their writing before they can write it down. Speaking, listening and drama are an integral part of this process.

We believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose. Therefore, as well as sharing their writing with staff and other pupils, children are provided with opportunities to share their writing with the wider community.

Early Years

We encourage the children to write independently from an early age. To support the development of writing, the children progress through the Development Matters document which outlines the ages and stages of progression for the EYFS curriculum. Each classroom has a well organised writing area that over the year includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, pencils, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing.

Activities are planned daily to develop children's fine and gross motor skills e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand etc.

Modelling Writing

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as rehearsal, proof reading, editing, word selection, sentence construction, paragraphing, handwriting as well as specific grammar and punctuation relevant to their particular year group.

Shared Writing

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

Independent Writing

Children are given opportunities to write independently across the curriculum. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learned throughout the unit of work. Adult intervention at the point of learning enables further support and challenge.

The children in all years have independent writing opportunities throughout the teaching sequence as well as at the end of a unit of work. where they are able to showcase the skills, they have learnt.

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's writing at all ages, by encouraging them to write for a range of purposes such as shopping lists, diaries, notes, letters, cards, stories etc.

SPaG

Children in years 1-6 are taught SPaG as an integral part of the English lessons. The discrete skills are taught and then intertwined with the reading and writing to ensure the skills are embedded. All classes from years 1-6 have a SPaG board which reflects the current learning.

Handwriting

Handwriting is taught right from the very start of the children's journey through mark making initially and into formation of letters. In the EYFS the children are taught to mark make initially and then they are taught the correct formation of the letters, using the RWI rhymes. Discrete handwriting lessons are taught from Reception where they begin in Autumn term 2. In year 1 the children are taught to write the letters using the correct formation and in discrete handwriting sessions. In Reception the children are taught to start with the lead in using the phrase 'get ready', this then progress in year 1 and 2 to include the end flick and then by the end of year 2 the children will begin cursive writing. This will be taught in both in the English lessons and in discrete handwriting sessions.

When the children are ready they are taught to join their writing using the cursive font.

Assessment

As well as assessing pupils on a daily basis during the lessons, pupils are assessed against the skills in the National Curriculum each term. These assessments are used to inform teachers' planning about next steps to improve grammar and punctuation skills for groups and individual pupils. Statutory Assessments are carried out in Reception, Year's 2 and 6.

Equal Opportunities

Children with SEN will work towards the same objectives with support and appropriate differentiation. All children, including the SEN, the Disadvantaged and those with English as an additional language, will be encouraged to make good progress in writing, regardless of race or gender. The more able will be provided with sufficient challenge to enable the greatest possible progress.

Rachel Bridges

October 2026

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