



Writing Policy

Date of Review Summer, 2026

Writing

Our children become confident writers competent in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We achieve this through our universal provision practice approaches to [writing](#) and [spelling](#). We have adopted the pedagogy of deliberate practice with explicit modelling and oracy strategies central to our practice combined with high expectations. Writing is a key element in children's developing ability to communicate thoughts, feelings and information; it takes place in different ways across the curriculum.

All writing is stimulated by reading and powered through talk which will include drama.

Fluency

For children to become consciously competent writers, fluency is developed through mastering the skills needed for effective transcription: that is, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics and graphemes) and understanding the morphology (word structure) and orthography (spelling structure) of words. The teaching of effective composition involves the children articulating and communicating ideas, and then organising them coherently for an audience. Children must develop clarity, awareness of the audience, purpose and context, alongside an increasingly wide knowledge of vocabulary and grammar. Handwriting, spelling, punctuation and grammar are explicitly taught so that children can develop and progress as effective writers.

Our children's writing is developed through a variety of approaches, fostering a love of writing. We believe that the best writing is derived from shared experiences, shared reading and purposeful talk. Writing takes place in many ways and our teachers model writing daily across the curriculum.

Our approach to writing ensures that children:

- benefit from clear success criteria explicit in all writing taken from age expected success criteria (transcriptional skills) and text features;
- observe teachers modelling writing using the writer's voice (developing metacognition) articulating thought processes;
- are expected to write independently;
- have opportunities to learn and implement spelling and grammatical rules;
- apply their transcriptional skills when working independently across the curriculum;
- have opportunities to edit, amend and improve their work, with a particular focus on the evaluation of success criteria;
- return to their writing with specific advice for guidance referring to the success criteria and individual targets;
- recognise the success criteria of the lesson as well as individual writing targets where appropriate;
- write in response to a range of stimuli;
- model, explore and discuss the choices writers make at the point of writing, demonstrating and sharing the compositional process directly;

And teachers:

- make links between reading and writing explicit by using written texts as models for writing;
- model and expect the application of word and sentence level teaching when the children are working independently through explicit success criteria;
- provide and plan for shared composition with all the children;
- mark to the success criteria / individual writing targets, these are highlighted by children and adults in live marking throughout lessons;
- provide and plan for opportunities for children to return to their work for improvement, including times set aside for working with a writing buddy;
- ensure the [Editing Code](#) is used effectively as well as feedback ([Feedback and Marking Policy](#));
- respond honestly and with interest to all attempts at writing;
- teach handwriting and spelling patterns every day.

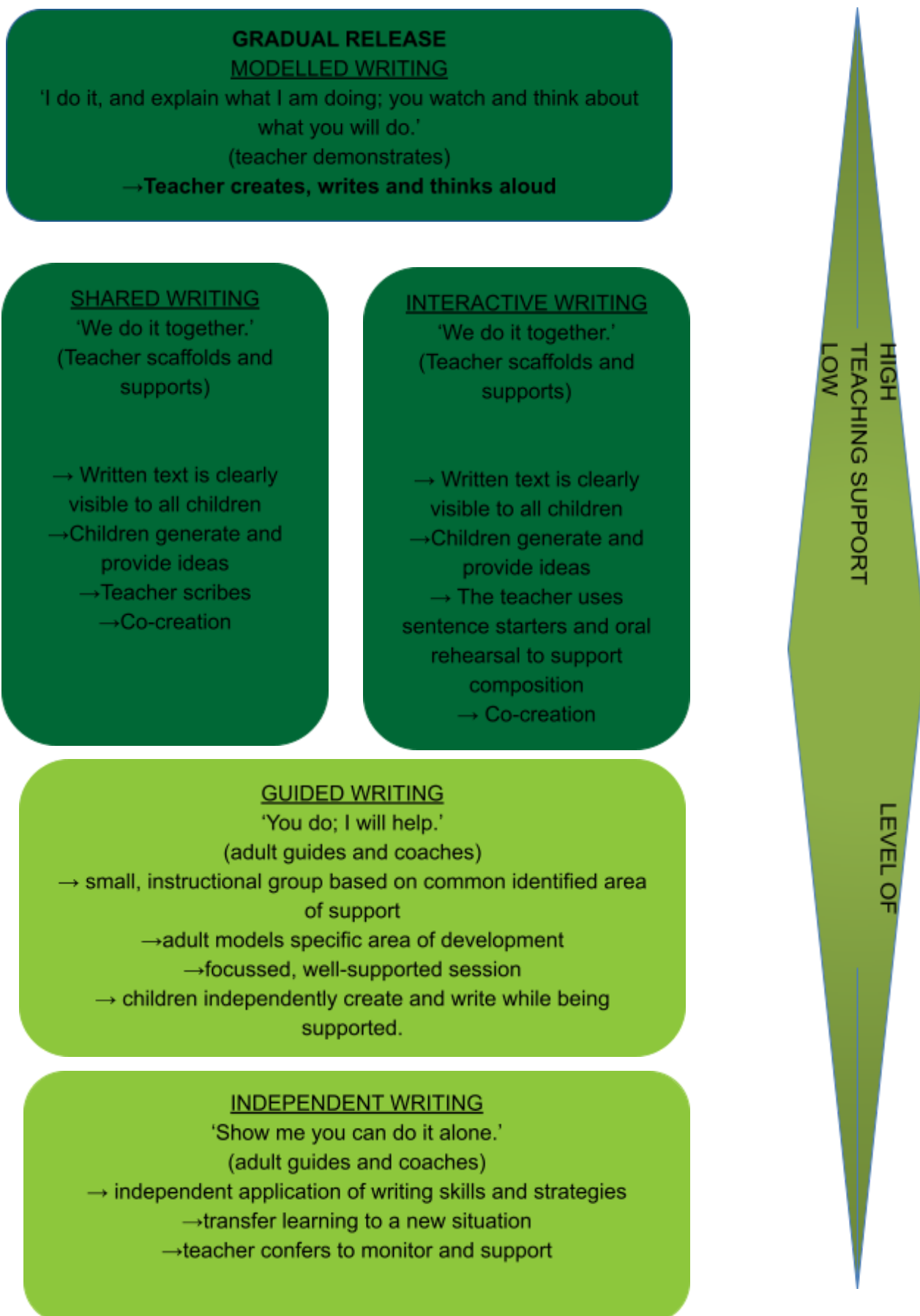


FIGURE 1: Writing Approaches

We believe that the best writing is derived from shared experiences, shared reading and purposeful talk. Within the school, writing takes place in different forms and adults model writing daily across the curriculum.