

# Writing Policy

*“You can make anything by writing.”*

*C.S. Lewis*

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## Writing At Clapgate

At Clapgate, writing is at the heart of our curriculum and is taught as a purposeful, engaging, and progressive skill. Our approach to writing is fully aligned with the new writing framework, ensuring that pupils develop the knowledge, skills, and confidence required to communicate effectively across a range of contexts and audiences.

We aim to create confident, articulate writers who can plan, draft, revise, and edit their work with increasing independence. Writing is taught through high-quality texts, rich vocabulary, and meaningful opportunities to write across the curriculum. Grammar, punctuation, and spelling are taught explicitly and applied within real writing contexts, enabling pupils to understand how language choices impact meaning.

Our writing curriculum is carefully sequenced to ensure progression from early mark-making and sentence construction to sustained, coherent, and well-structured pieces of writing. Pupils are supported to develop transcriptional fluency alongside compositional skills, ensuring accuracy, clarity, and creativity.

Through high expectations, inclusive practice, and a strong focus on oracy, Clapgate empowers all pupils to see themselves as writers and to take pride in their written work.

## EYFS and Year 1

In Nursery, we use Squiggle Whilst You Wiggle to help children develop early mark-making skills. This approach supports the first steps in writing by encouraging children to explore large, controlled movements before transferring them to paper. During sessions, children hold small pieces of fabric in each hand and follow the teacher's gross movements to music. These movements might include going up and down, side to side, in circles, or in wavy lines. Once children are confident with these actions, they repeat them using thick pens on paper. Over time, the marks they make begin to link to the themes we are learning about. For example, during a topic on minibeasts, children may practise wiggly lines before using them to draw a worm. These sessions are energetic and fun, while also helping children develop the motor control and confidence needed for early writing.

In our reception classes, we use Greg Bottrill's Drawing Club to form the basis of our literacy lessons. Drawing Club provides a rich and imaginative context in which children explore stories, picture books, and animations. Through whole-class inputs and small-group time, children deepen their language, enrich their vocabulary, and continue to strengthen their fine motor skills.

Drawing Club supports children in the early stages of writing, guiding them from writing sounds and simple words to writing short, dictated sentences. Children learn to apply their growing phonics knowledge in meaningful contexts and begin to understand how spoken language can be represented in writing. Over time, this structured approach helps children build their own simple sentences with increasing confidence and supports them in

expressing their own ideas. Explicit teaching of vocabulary forms an important part of each Drawing Club session. We introduce specific words linked to the story world and model how these can be used across the week. This deliberate focus helps to broaden children's language and provides them with the vocabulary needed to express detailed ideas in both their drawings and emerging written work.

Drawing Club encourages creativity and supports children in expressing their ideas through both pictures and early writing, all within the context of high-quality stories. It allows children to immerse themselves in a world of imagination while steadily developing the foundational skills needed for writing.

To support a smooth transition from Early Years into Key Stage One, we use The Curious Quests in Year 1. This approach builds on the foundations laid in Reception through Drawing Club, offering structured opportunities for children to develop the mechanics of writing while still nurturing imagination and purpose. Vocabulary continues to be taught explicitly, dictation is used where appropriate, and children take part in whole-class and small-group sessions alongside time in carefully planned continuous provision. Through this balance of guidance and independence, children learn to write with increasing confidence, creativity, and accuracy.

### Year 2 – Year 6

In years 2 – 6 we use 'Ready Steady Write' by Literacy Counts. This approach empowers teachers to provide excellent teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. The lessons provide clear progression, vocabulary learning, wider reading, example texts and other supportive resources. Our English curriculum is developed around a sequence of age-appropriate texts, using Literacy Count's Ready Steady Write units of learning. We use each book to create opportunities to develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions. We explore the writing structure and features of different genres, identifying the purpose and audience. All children plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting. In addition to this, we use a range of strategies which include group discussions, partner talk, questioning, modelled writing and editing. Each class has a resource box with their Ready Steady Write vehicle texts, reveal objects and supplementary texts which support the themes and genre being taught for that half term.

### PVPG

At the beginning of every year, children in years 1-6 will have a sole focus on punctuation and grammar. We use the Grammarsaurus Place Value of Punctuation and Grammar (PVPG) framework, a teaching tool designed to enhance students' understanding and application of

punctuation and grammar through a systematic approach. This approach enables us to identify key focus areas to address learning gaps efficiently while building a whole-school strategy for grammar progression. The PVPG approach includes engaging methods such as songs, rhymes, and creative exercises to make grammar concepts accessible and memorable for students. Following PVPG lessons, teachers use Ready, Steady, Write to explicitly teach SPAG within writing lessons. This approach ensures that grammar, punctuation and spelling are taught in the context of writing, with a clear focus on year-group expectations and the specific skills required for the successful completion of a written outcome.

### Spelling

Strategies for spelling are taught to enable pupils to become confident and competent spellers. The school follows the 'HeadStart Spelling' programme. This programme is in line with the national curriculum for spelling and focuses on the teaching of spelling patterns and opportunities for pupils to apply this knowledge.

Each class from year 2 to year 6 have one spelling lesson a week where they are taught a new rule following a sequenced progression document. The children then will complete various activities throughout the week based on the rule that has been taught. Children will be tested on their spellings once a week.

Read Write Inc. is followed in EYFS and KS1 to develop word reading, spelling and writing. Spelling is carried out daily during these lessons.

### Handwriting

Explicit handwriting sessions (lasting around 10 minutes) will be taught four times a week from Reception to Year 6. Children will be taught how to hold their pencil correctly using a secure and comfortable tripod grip. Fine-motor interventions will continue to support pupils who require additional provision to meet age-related expectations in handwriting.

Reception to Year 4 will follow Letter Village (Ruth Miskin Handwriting Scheme), which targets the explicit teaching of correct pencil grip, accurate letter formation, and early joins. An additional Intention Marks document has been created to support Reception children who are not yet ready to begin Letter Village. This resource focuses on developing early mark-making skills needed before formal handwriting instruction. In Years 5 and 6, pupils will revisit key joins and refine their handwriting following a clear progression document, ensuring fluency, consistency, and confidence.

All handwriting lessons from Reception to Year 6 will take place at a table, with children encouraged to maintain good posture: feet flat on the floor, backs against the chair, and chairs tucked in close to the table. Children will also be taught how to tilt their book appropriately depending on their writing hand and to use their non-writing hand to steady

the paper. Pupils should not fold books back on themselves. Seating arrangements should ensure that left-handed children have sufficient space to write comfortably.

While children practise their letters, joins, or words, teachers should circulate the room, checking work and providing immediate support. This may involve modelling correct formation or joins directly in pupils' books to address misconceptions and reinforce expectations. All adults, including teachers and teaching assistants, will model handwriting in line with the expectations set out in this policy at all times (unless using a typed font), including when marking books.

### Differentiation

Differentiation takes many forms, including but not limited to focus groups working with the teacher and/or teaching assistant, interventions (including pre-teaching, phonics, fine motor control, handwriting, reading fluency and rapid writing) and access to extra resources, such as sentence frames, word mats and IT (Clicker application). SEND pupils have individualised plans which are reviewed termly and will support the child, teacher and parent/carer to ensure the child is working on appropriate targets. Every child has a personalised target stuck on the front of their writing book which is updated when the previous target is met. This means that the child, their peers (during peer assessment), teachers, teaching assistants, parents/carers, the writing lead, SLT and any visitors to the school are all aware of the current target for any child.

### Marking

Formative assessment based on the learning objective and/or success criteria takes place in every lesson. This may be through careful questioning, observing children working (particularly during speaking and listening tasks), giving oral feedback and marking work.

In EYFS and Key Stage One, all marking is conducted in the moment with the children so they can respond immediately. It will then have a final mark using age-appropriate stamps and stickers. Green pen is used to edit.

All written pieces, from year 3 – 6, of work should be marked using relevant codes in the margin (see below). This allows pupils to know which types of errors they have made whilst giving them the opportunity to edit their work. A maximum of 3 spellings should be identified in each piece of work. All marking should be acknowledged with a stamp or tick. Children should be given time to edit their work regularly, whether this be at the start or end of a lesson. Editing should be completed in green pen. Written work should be highlighted to show the strengths of the child's writing. This may include the success criteria taught in the lesson as well as the evidence of the child meeting their personalised target or any 'wow' work.

### **Marking Codes**

**(Corrections to be made in green pen or pencil)**

**C** Capital letters misused or missing

**\_** Full stops misused or missing

**F** Finger spaces missing

**P** Punctuation misused or missing.

**SP** Incorrect spelling

**^** Missing word or words

**VF** Verbal feedback given

**LF** Letter formation

**All pieces of work should be addressed with a tick, sticker or stamp.**

### **Assessment**

Across all year groups in school, teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Subject leaders will analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in termly Pupil Progress Meetings with senior leaders. As a result, clear actions to work on will be planned together to support pupils and staff in closing gaps.

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent, and outcomes are reliable. To support teachers' continual development and confidence, as well as ensure their judgements are reliable, termly internal moderation meetings are held where teachers work in phases to rank the writing and then discuss those children whose work is 'borderline' between two judgements. Teachers are encouraged to 'prove' their judgement by finding

examples of work which exemplify that the child has met the standards. In these meetings, exemplification material is used to support judgements. As well as this, external moderation meetings with other local schools have been set up to ensure judgements are reliable. A local moderation group has been set up for moderating against the EYFS curriculum and, towards the end of the year, there is a focus on moderating writing judgements.

At the end of EYFS, pupils are assessed against the Early Learning Goal in writing. Children are either graded as expected (met) or emerging (not yet met). This is based on all writing the child has produced over the course of Reception using their independent writing and teacher knowledge.

In year 1, teachers are using continuous formative assessment to inform future planning and addressing the individual needs of children. For summative assessment, teachers use the year 1 writing grid, which correlates with the National Curriculum, in order to assess children's independent writing. Using this information, it allows them to target set and informs discussions that take place during termly pupil progress meetings.

In year 2 – 6, daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. All pupils produce a minimum of one independent piece of writing every half term. This will be based on the writing style they have been learning as part of the teaching sequence and will link to the core text or subject. All independent pieces are assessed against the year group criteria. In years 2-5 teachers use the assessment grids. In year 6, teachers use the end of key stage framework. Where children are not yet working towards the relevant year group, B Squared is used to assess their writing.