



Writing Policy 2025-2026

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Purpose

To provide all pupils with a high quality education in English to teach them to speak and write fluently so that they can communicate their ideas and opinions to others. Through the use of high quality texts as vehicles for writing, they will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Writing also enables learners to acquire knowledge and to build upon what they already know. All the skills of language and grammar are essential to participating fully as a member of society.

Intent

The overarching aim for English and writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations demonstrating to others and participating in debate

Teaching and learning will equip pupils to write for different purposes and audiences within a range of genres. Children are given a variety of experiences both in and out of the classroom to create memorable learning opportunities and to further support and develop their GPS, vocabulary and English knowledge.

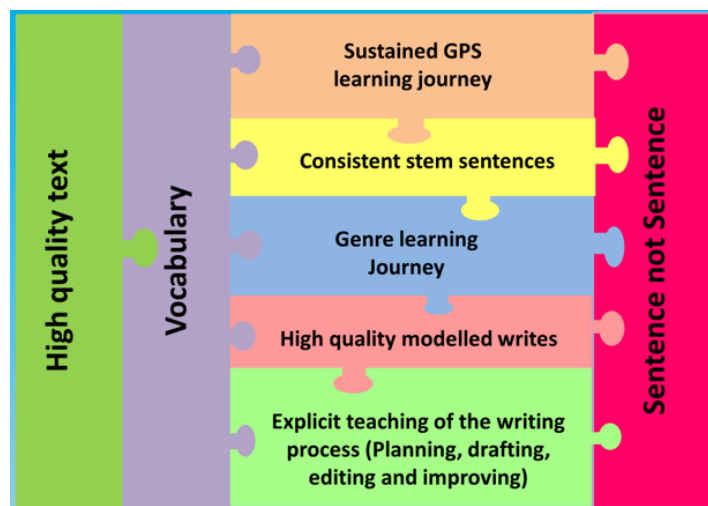
Curriculum

The Perton Primary Academy writing curriculum is designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. GPS skills are all mapped out

across the year groups to ensure that pupils build on secure prior knowledge. Writing genres are mapped out and pupil outcomes show progression both across the year group and across the school. Each genre is taught explicitly and other opportunities are provided for learners to apply skills independently on more than one occasion before the end of the year. Writing is delivered through subject specific teaching organised and linked to a key, high quality Literacy text. Meaningful links with other subjects are made to strengthen connections and understanding of concepts.

Implementation

- New learning is built upon up on prior knowledge which is revisited regularly.
- All new learning starts by revisiting prior knowledge. This knowledge has been explicitly mapped out progressively for Grammar, punctuation and spelling and for each genre across the year groups. All staff are aware of prior learning and consider this carefully when planning and delivering an objective or teaching a genre.
- Grammar and punctuation objectives are taught explicitly through a progressive learning journey that provides learners with a range of consolidation opportunities to embed learning before finally applying skills within independent writing opportunities.

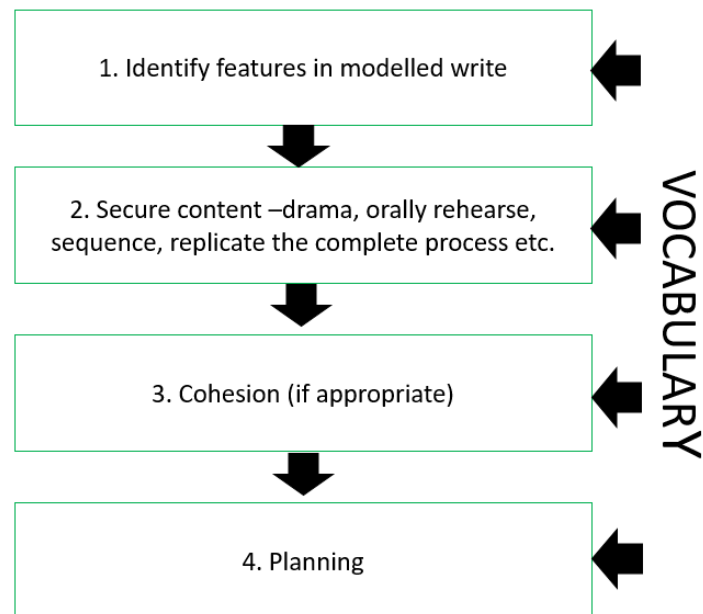


This learning journey is broken down as follows:

Revisit previous skills that are needed before teaching the year group skill
1. Identification of grammar feature in the text and discussion about the function. Give a clear definition that is revisited each day.
2. Matching activity with prepared sentence parts
3. Matching activity with an element of child choice i.e. conjunction, pronoun
4. Completion of a sentence with children writing their own addition/part
5. Building sentences using a scaffold
6. Writing sentences to match an illustration
7. Correcting misconceptions and errors in prepared sentences
8. Improving a prepared sentence
9. Manipulating a sentence to change the meaning and discussion
10. Applying the grammar skill in a piece of writing
11. Retention of skill through sentence not sentence activities (Daily)

Staff explicitly model the subject-specific vocabulary and the robust instruction of vocabulary is taught explicitly through learning journeys either within guided reading or within the build up to an independent write.

Parallel to this, a learning journey is planned to teach the genre features and skills that are needed to write a final independent written outcome.



When planning this journey to the written outcome practitioners also consider:

- What knowledge/skills do the learners need to be taught in order to write in the style of that genre?
- What does the written outcome look like for a learner who is at or above the age related expectation?
- How will you sequence the components of the journey to ensure that the knowledge is embedded at each stage for the children to have a true understanding of the objective outcome?
- Does planning identify the components leading to the key outcome?
- Are the components planned in enough detail?
- Are components sequenced carefully to create readiness for the upcoming knowledge?
- Does planning take into account and provide readiness for learning beyond the year group?

Learners are taught to edit and improve their own work.

The editing and improving process begins at the planning stage and continues throughout the first draft, the completing of editing stations and ends with a final draft stage. Throughout the editing

and improving process, changes to vocabulary, grammar and punctuation are made to ensure accuracy, enhance effects and to clarify meaning.

Learning is supported by the use of learning walls that provide children with visual information that supports them to retain GPS and vocabulary in their long-term memory. Subject specific vocabulary is displayed on the learning wall.

Retention

Daily Sentence Not Sentence sessions are used to review learning and articulate knowledge and previously taught skills through the use of STEM sentences to embed concepts and skills.

Skills are applied within independent writing opportunities across subject areas

Impact

Writing assessment is ongoing and addresses misconceptions, provides further opportunities to consolidate skills if necessary and to move learning forward. Formal assessment of the application of skills within independent writing occurs at the end of each half term. The subject leader for Writing works closely with Senior leaders to monitor teaching and learning in writing and pupil outcomes. Monitoring in this subject includes: pupil voice capture, book scrutiny, learning walks, planning scrutiny and lesson observations. Bespoke support and challenge is provided for practitioners as a result of monitoring.

Moderation takes place across the year group, phases and across the school to ensure consistency and progression.