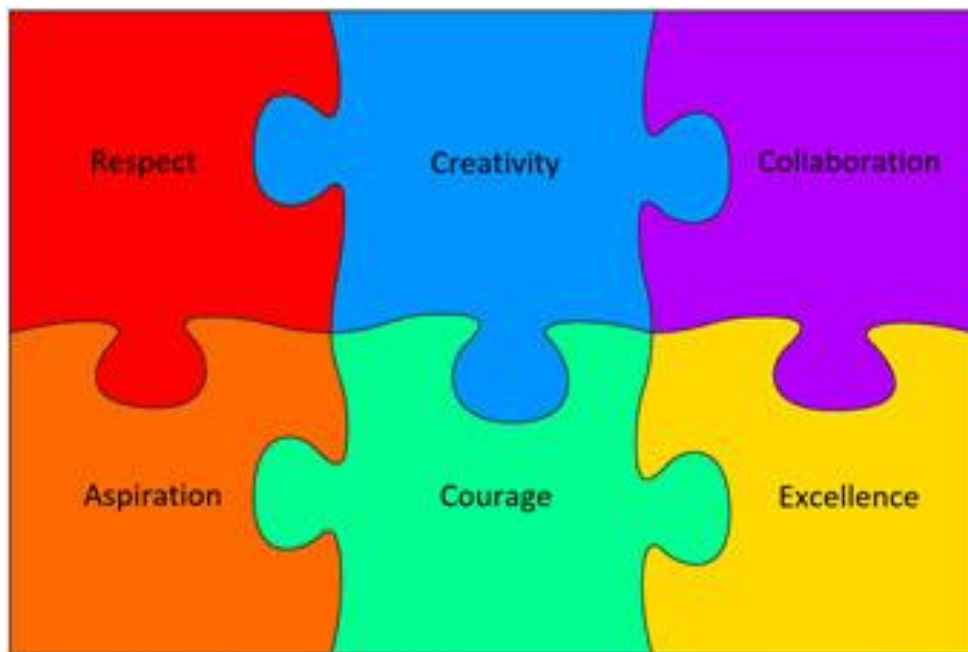


# Randlay Primary School and Nursery



## Writing Policy

Date: October 2025

To be reviewed: October 2026



### **Intent**

At Randlay Primary School and Nursery, it is our intention that our learners become aspirational and ambitious writers from the very beginning of their education with us. As a result, we endeavour to ensure that our pupils develop a genuine passion for Writing by promoting the most engaging opportunities possible. To facilitate the development of successful writers we use high-quality, diverse texts as a rich context for learning, using a 'Teach Through a Text' approach. The texts are chosen using our scheme for writing from the 'Literacy Tree'. These texts offer opportunities for empathy and philosophical enquiry, as a means of developing spoken language through debate, drama and discussion and by inspiring and igniting creativity. Our children love the opportunity to use their imagination and to work closely with their peers to create writing, in real-contexts, that they are proud of.

We firmly believe in the importance of confidence through empowerment. Therefore, it is our intention to enable our learners with the necessary writing strategies and environments to ensure that they know more and remember more. Integral to this approach is our whole school ethos, 'Working Together as One,' through which we develop the positive relationships necessary to facilitate our budding writers, whilst they develop the skills necessary in becoming highly competent across this aspect of English.

### **Our Whole School Values for Writing**

Our consistently high expectations are supported by our Randlay School Jigsaw, through which we promote our six core values of the school including, Respect, Collaboration, Creativity, Aspiration, Courage and Excellence. These form the basis of our intention for the development writing attitudes and as such facilitate our best practice:

- Respect- We insist on respect for the Writer and promote ways in which we discuss our learners written contributions respectfully.
- Collaboration- We encourage our learners to work together across a range of writing genres and writing opportunities.

- Creativity- We ensure our learners access and explore creative contexts for writing linked to our rolling programme overviews and Creative Curriculum themes.
- Aspiration- We encourage author visits and make valuable community links with the library etc. in order to share aspirational role models with our learners.
- Courage- We ask that our learners never give up and have the resilience to persevere when writing might be challenging in order to move their skills for writing on.
- Excellence- We promote the importance of striving for personal best, for achieving to their best possible standard yet.

These significant core values are underpinned by our clear intention to make writing opportunities relevant to our learners in relation to our whole school community and beyond. It is our sincere wish to provide a diverse, rich and exciting writing offer for our learners. We recognise the importance of wider cultural issues and promote a consistently positive approach and equal opportunity for writing, regardless of a pupil's gender, cultural or socio economic background.

## Implementation

### EYFS

At Randlay Primary School we ensure our youngest children are offered the highest quality Communication, Language and Understanding opportunities vital to their early education. In order to do this practitioners follow the guidance, 'Development Matters in the Early Years Foundation Stage' (EYFS). As a school we embrace the essence of this document which prepares our youngest children for learning through play and exploration, active learning, creating and thinking critically. Our children's earliest experiences of Writing are encouraged through enabling environments, both in and out of doors that are rich in language, literacy and high quality phonics and reading opportunities. We recognise the 'unique child' in all of our children and complete individual observations that enable practitioners to facilitate next steps to support knowing more and remembering more, through 'positive relationships'. The development of early language and secure knowledge of letters and their related sounds provide the structure necessary to becoming a young writer and Foundation Stage practitioners ensure that every opportunity is taken to capitalise on these. As a school we ensure that our youngest children are offered a great many high quality writing experiences, to develop mark making and ascribing meaning to those mark until over time. Throughout the Foundation Stage children will work towards the Writing Early Learning Goal which requires them: *to write words in ways that match their spoken sounds. Write some common regular words. Write simple sentences which can be read by themselves and others, making sure that some words are spelt correctly and others are phonetically plausible.*

Reception use 'Drawing Club' to develop their writing skills, using a fun context from a text to write a code word or sentence. Knowledge of spelling is also developed through phonics lessons and handwriting is taught daily, using the Little Wandle handwriting programme.

### Key Stage One and Key Stage Two

Our Writing implementation across Key Stage One and Two builds on the Foundation Stage offer which emphasises the importance of high quality writing experiences. To achieve this we continue to provide our learners with an in-depth knowledge of letters and the sounds that they make,

throughout Year 1 and into Year 2. At which point our focus switches to the Support for Spelling, document. Throughout KS1 and 2, we follow the National Curriculum in order to meet statutory requirements for Writing. The programmes of study for writing across these key stages are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring speech and writing)

According to the National Curriculum document it is essential that teaching develops pupils' competence in these two dimensions. In addition, our pupils are taught how to plan, revise, and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

We believe that writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wider knowledge of vocabulary and grammar. Confident writing also depends on an ability to produce fluent, legible and eventually speedy handwriting. Therefore we ensure that our implementation provides regular, carefully planned and well-structured opportunities to meet these requirements. As a staff we are mindful of the necessary elements for secure spelling, vocabulary, grammar and punctuation. Therefore, we have a well-structured programme of study that has been devised in line with age related expectations. Teachers take every opportunity to enhance pupil vocabulary that arises in conversation and as a result of high quality reading opportunities. Learners are encouraged to make links to develop their understanding and ability to use figurative language in their writing. They are taught how to work out and clarify the meanings of unknown words with more than one meaning and can explain how these might be used differently within a context. Our pupils are taught to control their speaking and writing contributions consciously making choices to use Standard English. They are taught to use all elements of spelling, grammar and punctuation effectively. As a school we make a conscious effort to ensure that our practitioners are empowered by the possibilities that our Writing Implementation offers to learners and we actively promote the value of teaching exciting, engaging and immersive lessons. Throughout their education with us, our pupils learn the correct terms to support their understanding of grammar. To do so, we ensure that teachers have a secure subject knowledge enabling them to do this consistently and accurately across the school. Our Writing offer is set out across a two year cycle to cater for our split age classes. These overviews include the coverage of all of required programmes of study across Fiction and Non-fiction writing genres. These are then carefully blocked and linked to our 'Creative Curriculum' Tree Plans ensuring that writing is relevant to other subject areas. As a school we work hard to ensure that Writing is of high status, rich and diverse in content and relevant to the truly immersive themes in which we engage our learners.

### Assessment and Impact

At Randlay School we work hard to ensure that our opportunities to assess Writing and identify next steps to make a positive impact on teaching and learning are completed across each of the Key Stages. In the Foundation stage observations are made of the children's independent mark making and written contributions. These are added to the pupil's evidence base inside their Learning Journey

alongside any practical or photographic examples. At the end of their Foundation Stage children are assessed by their teacher, as Emerging, Expected or Exceeding, Writing expectations in relation to the Early Learning Goal.

Throughout KS1 and 2, inside each pupil's English book there is a comprehensive list of objectives that provide age related expectations for the academic year. These are presented as a, 'Working Towards', list an 'At Expected' list and a 'Working Beyond Expectation' list of statements that make the progression of skills for writing explicit. As each of the skills for the focus genres are taught, they build over a period of time to enable pupils to revisit and practice so that they know more and remember more. After a carefully considered, well planned build-up of skills and application of these, there is an opportunity for learners to write an independent extended piece of writing within the focus genre. Teachers assess this culmination piece against the age related expectations in the front of the book and target the pupil's next steps. These are communicated verbally and through the use of an additional child focused target sheet that is stuck in books alongside the piece. The assessment of independent writing takes place twice over the course of every half term, this is approximately every two to three weeks. Teachers then shift their focus to the next genre whilst ensuring pupils are consistently reminded of the transferable skills across contexts. At the end of each term, practitioners must make a teacher judgement relating to the development of each pupil's skills for writing. They then assess where each pupil's progress and attainment is in relation to the age expected standards. Targets are formulated to meet next steps for learning and these are informed by any gaps appearing in pupil skill sets. The pupil targets can be grouped where appropriate to do so, to aid manageability of teacher workload. Standards are tracked termly through data collation using our online O Track system, which teachers update for their own pupils. SMT and SLT have access to all assessments and often take samples of books from across each Key Stage to ensure that teacher judgements are in line and accurate. As a result of our dynamic, exciting and rigorous approach to Writing, by the end of each Key Stage our pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. They are able to talk about their Writing and can articulate how and what they have learnt across the specific skills in order enable and empower them. Our pupils have a clear understanding of different genres and are able to explain why some features are specific to particular types of writing. We are confident that our learners become competent and capable writers, they have a genuine love for Writing and appreciate the true power of the written word when it is executed well.