

Hall Green Primary School



Writing Policy

DATE OF POLICY	September 2026
REVIEW DATE	September 2027

Intent

At Hall Green Primary School, we believe every child can become a confident, creative and purposeful writer. Our aim is to develop pupils who have the knowledge, stamina, independence and resilience to communicate effectively for a range of audiences and purposes.

Writing is taught as both a technical and creative process. Secure foundations in phonics, spelling, handwriting, sentence construction, grammar and punctuation allow children to concentrate increasingly on composition, vocabulary and authorial choices.

High-quality core texts, wider curriculum learning and meaningful experiences provide the stimulus for writing. Children are taught to understand not only **what** they are writing, but **why** they are writing and **who** they are writing for.

Our curriculum is deliberately responsive. Writing cycles and teaching sequences are adapted according to cohort need, assessment and pupils' readiness rather than followed as fixed programmes.

Principles of Writing at Hall Green

Our writing curriculum is underpinned by the following principles:

- Strong foundations enable creativity and independence.
- Writing should have a clear audience and purpose.
- Reading, speaking and writing are closely connected.
- Drafting, editing and improving are integral parts of writing.
- Vocabulary choices should be purposeful rather than simply ambitious.
- Verbs are central to effective writing and are explicitly explored and refined.
- Grammar and punctuation are taught so that children understand how they affect meaning and impact.
- Spelling develops from secure phonological knowledge towards increasingly sophisticated morphological understanding.
- Handwriting should become increasingly fluent and automatic so that transcription does not inhibit composition.
- Children should become progressively less reliant on adult support and scaffolding.
- All pupils should experience an ambitious writing curriculum, with appropriate adaptations enabling them to access it.

Securing the Fundamentals

At the beginning of each academic year, teachers prioritise the fundamental skills children need to write successfully.

Place Value of Punctuation and Grammar (PVPG) is used to revisit and secure essential sentence-level knowledge. Particular attention is given to sentence construction, subject and verb agreement, tense, punctuation and the grammatical understanding appropriate to each year group.

Previous learning is revisited where assessment identifies gaps. Teachers do not move pupils prematurely towards more complex structures where the foundations of sentence construction are not secure.

Irregular verb patterns are explicitly explored and practised because secure control of verbs and tense is fundamental to successful writing.

These foundations continue to be revisited throughout the year rather than being confined to the opening weeks.

Phonics, Spelling and Morphology

Spelling develops through a **phonological** → **morphological approach**.

Little Wandle provides the systematic phonics foundation. Children are expected to draw upon known grapheme-phoneme correspondences when spelling and continue to receive phonics support where this remains necessary.

As pupils develop, teaching increasingly explores how words are constructed through:

- root words;
- prefixes and suffixes;
- word families;
- morphology;
- spelling patterns;
- irregular forms; and
- etymology where appropriate.

This enables children to understand spelling rather than relying solely upon memorisation.

Common Exception Words (CEWs) are assessed once each term, with teaching and intervention responding to identified need.

Spelling knowledge is expected to transfer into independent writing.

Handwriting and Transcription

Handwriting is taught through **Kinetic Letters**, with the aim of developing fluent, automatic and legible handwriting.

In EYFS and the early stages of writing, particular attention is given to the physical foundations required to write successfully. This includes:

- appropriate seating and posture;
- correct pencil grip;
- core and shoulder stability;
- gross and fine motor development;
- accurate letter formation; and
- appropriate positioning of paper and writing materials.

As children progress, they develop secure letter formation, appropriate joins and increasing fluency.

The ultimate aim is automaticity: handwriting should require sufficiently little conscious effort that pupils can devote their attention to composition.

Teaching Writing

Writing is taught through carefully planned learning journeys linked to high-quality texts, curriculum learning and purposeful stimuli.

A writing journey may include:

Immerse → **Explore** → **Gather Ideas** → **Plan** → **Draft** → **Edit** → **Publish** → **Reflect**

This is not intended to be a rigid sequence.

Teachers adapt writing cycles according to the needs of their cohort. Where appropriate, drafting may be continuous, with grammar, vocabulary and writing skills intertwined throughout a sequence rather than taught as isolated stages.

Children should encounter explicit modelling, shared writing, oral rehearsal, sentence-level practice and opportunities for independent application.

Working walls, models and scaffolds support learning but should promote, rather than replace, increasing independence.

Audience and Purpose

Every writing outcome should have a meaningful purpose and an identifiable audience.

Across the school, children progressively learn to write:

- to entertain;
- to inform;
- to discuss; and
- to persuade.

Audiences develop from familiar adults and peers towards wider school, community, formal and public audiences.

Children are routinely encouraged to consider:

Why am I writing?

Who am I writing for?

How should my writing sound and look because of this?

As pupils progress, they learn to adapt vocabulary, structure, tone and register accordingly.

Detailed progression in genre, audience and purpose is identified within the **Hall Green Whole-School Writing Curriculum Overview and Progression Map**.

Drafting

Drafting is explicitly taught.

Children need to understand that a draft is not simply a completed piece which is subsequently copied neatly. It is the process through which writers develop, reconsider and refine their ideas.

Teachers model how writers:

- rehearse and construct sentences;
- make vocabulary choices;
- change sentence structures;
- reconsider organisation;
- reread previous sections;
- add, remove and replace language; and
- respond to the developing direction of a piece.

As children become increasingly confident, drafting should become a continuous and natural part of composition.

Evidence of this process should remain visible in pupils' books.

Editing and Improving

Editing is purposeful and is taught as a progressive skill.

Children are taught to distinguish between **proofreading**, where errors are corrected, and **editing**, where choices are reconsidered to improve meaning and impact.

At Hall Green, particular importance is placed upon verbs. Verbs drive action, tense, mood and pace and can often have the greatest impact upon a sentence.

Where children are ready, they should therefore consider the effectiveness of the **verb before automatically adding further description to the noun**.

Our established **1–2 editing approach** supports pupils in deliberately reconsidering and improving their language choices. As pupils mature, editing becomes increasingly sophisticated and may consider:

- verb precision;
- noun modification;
- vocabulary;
- sentence structure;
- cohesion;
- punctuation;
- spelling; and
- overall impact on the reader.

Children use green pen to respond to feedback and make appropriate improvements. The use of green pen is a progressively taught skill and should be used at the teacher's discretion as pupils develop the independence required to use it meaningfully.

All drafting and editing should remain visible within the relevant curriculum books so that the development of writing can be seen.

Inclusion and Adaptive Teaching

All pupils are entitled to access the ambition and richness of the writing curriculum.

Where children are not yet ready to independently record the intended writing outcome, particularly in EYFS and KS1, access to composition and storytelling may be supported through approaches including **Drawing Club, Story Dough, oral storytelling and language-rich provision.**

This allows pupils to experience vocabulary, narrative, audience and purpose while essential transcriptional skills continue to develop.

Where children require additional support with sentence construction and language organisation, approaches such as **Colourful Semantics, sentence pattern building, oral rehearsal and visual scaffolds** may be used.

Adaptation should enable access while maintaining high expectations. Scaffolds should be reduced appropriately as children develop greater understanding and independence.

Feedback and Marking

Feedback should be timely, purposeful and proportionate. Its primary purpose is to help children understand what they have achieved and what will move their writing forward.

Hall Green's agreed marking and feedback systems are used consistently, including skills, gap and challenge opportunities where appropriate.

Children are taught progressively how to respond to feedback, self-assess and peer-assess. Green pen should demonstrate meaningful thinking and improvement rather than compliance with a routine.

Presentation expectations remain high. Children should take pride in their books, present dates and WALTs accurately, use lines and squares appropriately and edit neatly.

Assessment

Assessment of writing is both formative and summative and informs teaching, intervention, challenge and curriculum adaptation.

Teachers draw upon a broad range of evidence rather than judging writing through isolated pieces. This includes writing produced within English and across the wider curriculum.

Assessment considers:

- composition;

- grammar and punctuation;
- vocabulary;
- spelling;
- handwriting and transcription;
- cohesion;
- editing and improvement;
- audience and purpose; and
- the level of independence demonstrated.

Particular consideration is given to **independence**. Teachers consider the extent to which pupils can apply taught knowledge without excessive reliance on adult support, scaffolds or models.

Judgements are made against National Curriculum and relevant end-of-key-stage expectations and are recorded through the school's **Insight** assessment system.

Regular internal, cross-school and external moderation supports consistency and accuracy of teacher judgement.

Assessment should always feed back into teaching. Identified gaps may lead to changes in writing cycles, additional consolidation, intervention or greater challenge.

Writing Across the Curriculum

Children should understand that writing is not confined to English lessons.

Purposeful opportunities to apply writing skills are planned across the curriculum. Expectations for transcription, sentence construction, vocabulary and presentation remain appropriately high when pupils write in other subjects.

Writing across the curriculum also contributes to the range of evidence used when considering a child's development as a writer.

Monitoring and Evaluation

The English Lead, alongside senior leaders, monitors the quality and consistency of writing through:

- book looks;
- learning visits;
- pupil voice;
- planning and curriculum review;
- assessment information;
- moderation;
- professional discussion; and
- evaluation of outcomes for different groups of pupils.

Monitoring considers both outcomes and the writing journey visible within books, including evidence of drafting, editing, response to feedback and increasing independence.

Findings are used to identify strengths, support professional development and inform future curriculum priorities.

Impact

By the end of their time at Hall Green, we want pupils to see themselves as writers.

They should be able to communicate clearly and creatively, select language deliberately and adapt their writing according to audience and purpose.

They should possess secure foundations in spelling, handwriting, grammar and punctuation while also understanding that effective writing involves choice, reflection and refinement.

Most importantly, pupils should leave Hall Green with the confidence, independence and resilience to approach unfamiliar writing successfully and with the understanding that their words have purpose, audience and impact.

Supporting Documents

This policy should be read alongside:

- Hall Green Whole-School Writing Curriculum Overview and Progression Map
- Hall Green Writing Objectives
- SPaG Terminology Progression
- Year-Group Curriculum Maps and Long-Term Plans
- Hall Green Marking and Feedback Policy
- Kinetic Letters expectations
- Little Wandle phonics guidance
- School assessment and moderation documentation