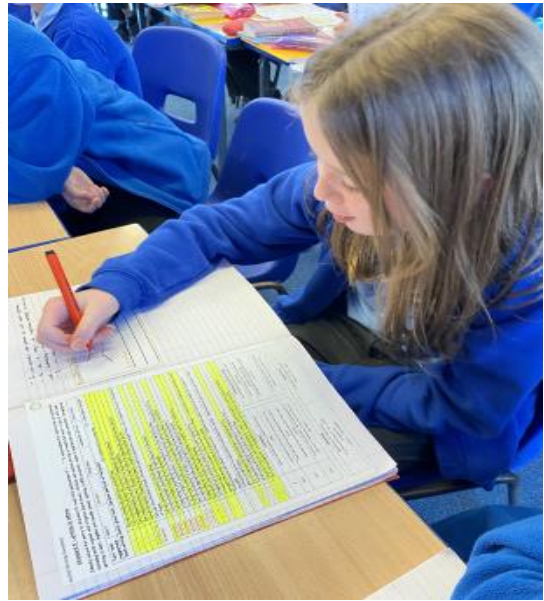




Writing Policy

*There is something
delicious about
writing the first words
of a story. You never
quite know where they
will take you.
Enid Blyton*



Reviewed by Governors: Spring 2026

Next review: Spring 2028

Rationale and Intent

At Dothill Primary School, we recognise the vital role of writing in equipping pupils with the skills they need to communicate effectively in a wide range of contexts. Our writing curriculum is designed to help children understand the importance of writing with purpose, focusing on the four key purposes: to inform, to entertain, to persuade, and to discuss. This approach prepares pupils for success in secondary education and enables them to apply their writing skills confidently in future employment.

Our principal aims, in line with the National Curriculum for England, are:

- To ensure all children acquire a broad vocabulary, a secure understanding of grammar, and knowledge of linguistic conventions for writing.
- To foster an appreciation of our rich and varied literary heritage.
- To enable children to write clearly, accurately, and coherently, adapting language and style for a range of contexts, purposes, and audiences.
- To encourage the use of discussion as a tool for learning, enabling pupils to elaborate and explain their ideas with clarity.

The core of our writing curriculum is the National Curriculum for England, supported by Read Write Inc. phonics, handwriting, and spelling schemes. A range of approaches to support effective delivery has been researched by our subject leader, who provides regular CPD for staff. Read Write Inc. is a validated, systematic synthetic phonics programme that underpins early reading and transitions seamlessly into writing instruction.

In Reception and Year 1, early writing is introduced through *Drawing Club* and *Curious Quests*. From Year 2 to Year 6, our bespoke writing curriculum is delivered using the widely recognised, research-based methodology of Self-Regulated Strategy Development (SRSD).

The curriculum is carefully sequenced to ensure a logical progression of knowledge and skills from Early Years through Year 6. Each year group has clearly defined end points, and time allocations are structured to allow pupils to master key concepts. This progression enables pupils to know more and remember more.

All children have access to a high-quality, ambitious writing curriculum that is both challenging and enjoyable. We aim to raise aspirations and broaden horizons through a context-rich curriculum that gives purpose to learning. Our high expectations ensure that every child has the opportunity to succeed.

Teaching and Learning

At Dothill Primary School, our approach to teaching writing is informed by the **Education Endowment Foundation (EEF)** recommendations for improving literacy in pupils aged 7–11. The EEF states:

“Purposeful speaking and listening activities support the development of pupils’ language capability and provide a foundation for thinking and communication.”

For this reason, **oracy**—the ability to articulate vocabulary and grammatical structures for a given text purpose—is central to our writing policy. Following the **SRSD (Self-Regulated Strategy**

Development) model, the first two steps of the process provide structured and modelled opportunities for talk:

- **Develop background knowledge**
- **Discuss it**

The EEF also recommends: *“Teach writing composition strategies through modelling and supported practice.”* This forms the second part of our SRSD approach:

- **Model it**
- **Memorize it**
- **Practice it**
- **Support it**

During these stages, teachers model writing different sections of a text and provide extensive opportunities for pupils to develop transcription and sentence construction skills through practice. Teachers also give immediate feedback—often through **live marking**—to help pupils refine their work within the lesson.

The final stage of the process is the application of all learned skills in an **independent piece of writing**:

- **Independent performance**

The EEF identifies writing as a process comprising seven components: **planning, drafting, sharing, evaluating, revising, editing, and publishing**. Pupils are guided through these stages for every unit and writing purpose taught.

Throughout this process, our aim is to ensure that all children:

- Enjoy writing and find the process rewarding
- Read widely and understand what makes writing effective
- Recognise the key features of different genres and text types
- Build a bank of vocabulary, language patterns, and sentence structures to develop their own ideas and writing

This structured approach enables pupils to draw on high-quality model texts and apply their learning confidently and creatively.

Spelling

Spelling is taught through carefully sequenced lessons, ensuring that each rule and pattern is introduced in a logical order for effective learning. Initially, spelling instruction follows the **Read Write Inc. Phonics** programme before progressing to the **Read Write Inc. Spelling** programme.

The spelling programme is delivered through **32 short sessions per week** (approximately 15 minutes each) and reinforced daily through dictated sentences in English lessons. These dictation activities check spelling recall and ensure pupils can apply words accurately in context.

Lesson content is structured to build connections between phonics and spelling, while also introducing pupils to word origins and structures through **etymology** and **morphology**. Spelling

practice is further linked to handwriting, as the daily spelling word is modelled during handwriting instruction.

This integrated approach ensures pupils develop strong spelling skills alongside accurate handwriting and a deeper understanding of language.

Early Writing

The **EYFS curriculum** provides rich opportunities for children to develop their emergent writing skills. The primary focus is on the **correct formation of letters**, taught alongside phonics using the **Read Write Inc.** scheme.

In Reception, pupils also engage in *Drawing Club*, which uses a range of images, stories, and animated films to inspire creativity and help children begin to construct sentences.

Throughout the Foundation Stage, pupils have frequent opportunities to build and apply their writing skills both indoors and outdoors, using a variety of materials such as pencils, pens, water, paint, chalk, magnetic letters, and sand. This multi-sensory approach ensures that early writing is engaging, purposeful, and accessible for all learners.

Year 1

In Year 1, pupils continue their phonics learning through **Read Write Inc.** and develop sentence composition using *Drawing Club*. This approach encourages greater complexity in sentence structure, aligned with the expectations of the **National Curriculum**.

Writing in Years 2–6

From Year 2 onwards, writing units are linked to either the core reading text or topics from science and the wider foundation curriculum. This cross-curricular approach strengthens connections between subjects and provides opportunities for pupils to recall prior learning and apply writing skills in varied contexts.

Handwriting and spelling are integrated into writing lessons. At the start of each session, pupils practise a letter, join, or word from their current spelling unit before applying it in a dictated sentence. These sentences reinforce correct syntax and are adapted in complexity to suit the age and stage of the pupils.

Each writing lesson begins with a clear **learning objective** and **success criteria**, enabling pupils to understand what they will achieve by the end of the session. Teachers use high-quality model texts to demonstrate key features and provide opportunities for both supported and independent practice.

Throughout lessons, teachers check understanding effectively and address misconceptions promptly. The curriculum is designed to help pupils **know more and remember more**, embedding key concepts into long-term memory so they can apply them fluently and confidently.

Curriculum Documents for Writing can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- Writing Curriculum Statement
- Writing Curriculum Overview 1/2A
- Writing Curriculum Overview 1/2B
- Writing Curriculum Overview 3/4A
- Writing Curriculum Overview 3/4B
- Writing Curriculum Overview 5/6A
- Writing Curriculum Overview 5/6B
- Writing Progression Document EYFS/KS1
- Writing Progression Document Lower KS2
- Writing Progression Document Upper KS2

Planning

Each year group has a **Curriculum Map** that outlines the key writing areas to be taught throughout the year. This ensures sufficient time and coverage for each genre and provides a clear progression in punctuation and grammar across the year and throughout each Key Stage.

Detailed **medium-term planning** supports teachers in creating sequences of progressive weekly lessons, allowing pupils time to master new concepts. **Progression documents** accompany these plans to ensure consistency and challenge across the curriculum, enabling staff to deliver a coherent and ambitious writing programme.

Assessment

Assessment is embedded throughout the writing curriculum and is used to check pupils' understanding of key concepts. At the start of each lesson, teachers share the **learning objective** and **success criteria**, helping pupils understand what they are learning and the steps needed for success. Teachers assess pupils against these criteria based on their application of taught knowledge through discussion, questioning, practical activities, and written work. This approach identifies gaps in understanding and enables teachers to respond appropriately.

We also recognise assessment as a valuable learning tool, providing opportunities for pupils to strengthen memory through deliberate effort. During lessons, pupils have built-in opportunities to write and demonstrate their knowledge. Teachers circulate during these activities, offering verbal feedback and live marking to improve writing within the lesson.

Each half term, teachers formally assess at least one independently written piece of work (covering a range of genres across the year) against **Dothill Writing Expectations**. This piece is drafted during English lessons, edited with age-appropriate feedback, and published in pupils' *Writing Journeys* (green books). These assessments help teachers determine whether pupils are on track to meet age-related expectations and inform future planning by highlighting areas for further development.

Additionally, each assessment identifies an individual target, which is shared with pupils to guide improvement.

Recording

Written work is recorded daily in **English books** or **Drawing Club books**. Where drama or role play activities are used, evidence may be captured through photographs. Most pupils write directly on lined pages, with appropriate line spacing provided for support. Where necessary, scaffolds to aid independent sentence building may be included in books.

Children begin writing in **pencil** and progress to **blue pen** when appropriate (see Handwriting Appendix for details). Editing is completed in pencil or **purple pen**, as appropriate.

Each classroom features an **English working wall**, which serves as an aide-mémoire for current learning. This includes the text type and purpose (from Year 2 onwards), a **WAGOLL** (*What A Good One Looks Like*), and a collaboratively created word bank to support vocabulary development.

Resources

High-quality texts are carefully selected and planned in alignment with the reading curriculum. In addition, **Literacy Shed** provides short films and animations that inspire writing across a range of purposes.

The writing curriculum is reviewed annually with staff to ensure that units are impactful and resources are being used effectively.

In **Key Stage 2**, pupils develop their own **Writer's Toolkit**, which contains word banks for grammar rules and language features encountered throughout their learning. This toolkit moves with them through the years, reflecting their growing knowledge of the English language.

Similarly, pupils' **Writing Journeys** progress with them across year groups, enabling teachers, pupils, and parents to clearly see individual progress in writing over time.

Role of the Subject Leader

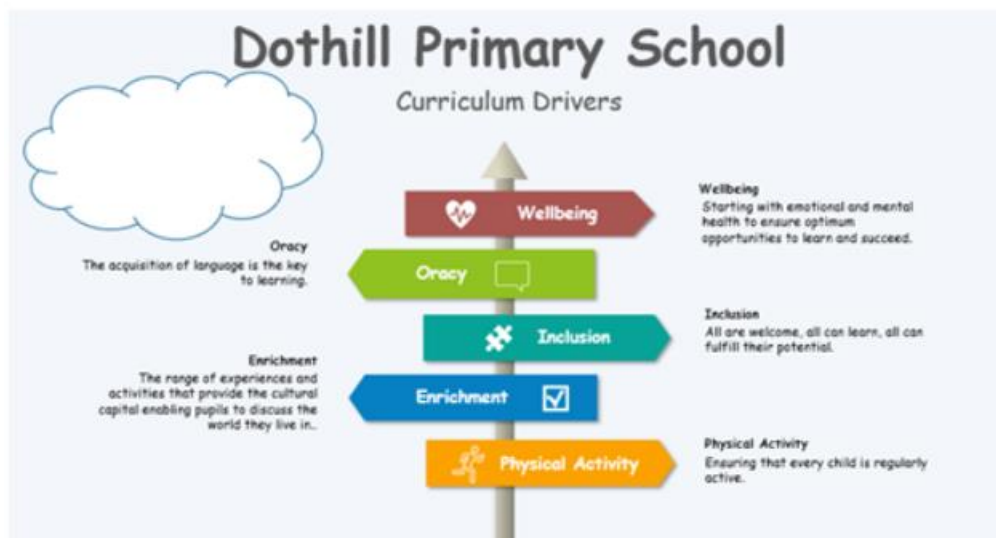
The subject leader is responsible for:

- Auditing, identifying, purchasing, and organising all writing resources to ensure they are well maintained and readily available.
- Documenting and reviewing agreed practices through a written policy and scheme of work.
- Advising and supporting staff in planning and teaching writing, while developing subject knowledge based on up-to-date research, **DfE guidance**, and **Ofsted reviews**.
- Monitoring the teaching and learning of writing through learning walks, work scrutiny, planning reviews, and pupil voice.
- Tracking pupil progress and monitoring outcomes to identify areas requiring further support and development.

- Using feedback from monitoring to create an action plan for writing with realistic, developmental targets.
- Reporting regularly to **SLT** and **Governors** on progress and priorities.

Curriculum Drivers

At Dothill Primary School, we have five curriculum drivers that are central to our vision and ethos. These drivers shape and influence every aspect of our curriculum, ensuring it reflects our core values and prepares pupils for life beyond school. They are embedded across all subjects and themes, providing a consistent framework that underpins teaching and learning.



Enrichment

We provide a wide range of visits and invite visitors into school to enrich the curriculum and bring learning to life. These experiences broaden pupils' understanding of curriculum content, embed knowledge through real-world connections, and support retrieval of learning.

In writing, enrichment opportunities include:

- Writing **recounts** of trips
- Creating **persuasive materials** for places visited
- Composing **letters** to visitors or organisations
- Using experiences, such as visits to the nature reserve, as inspiration for **descriptive writing**

Through these purposeful activities, enrichment ensures that writing is meaningful, engaging, and connected to real-life experiences.

Wellbeing

We place strong emphasis on a curriculum that nurtures the whole child. Guided by our core values—**happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness,**

cooperation, and fairness—we ensure that wellbeing is central to school life and key to raising academic success.

Our approach helps pupils develop a clear sense of self-worth and purpose, alongside the ability to make informed choices and decisions. In writing, wellbeing is promoted through:

- Opportunities to **share work with others**, reflect, and evaluate
- Building **courage and resilience** to edit and improve writing
- Exploring themes that encourage **empathy** and consideration of moral and ethical issues
- Writing in role as characters, allowing pupils to safely explore topics such as **self-esteem** and wellbeing in a creative context

Through these strategies, writing becomes a powerful tool for personal growth and emotional development.

Oracy

Our curriculum aims to develop learners who can think critically, reason collaboratively, and express their knowledge and understanding with confidence. Oracy is embedded throughout writing instruction, particularly in the initial phase of each unit, where pupils explore and develop vocabulary related to the topic or theme through structured discussion.

Termly poetry units further enhance oracy by encouraging pupils to perform to an audience, building confidence and expressive skills. These opportunities are complemented by annual performances to parents within each phase, ensuring that speaking and listening remain integral to the development of effective communicators.

Physical Activity

Research from the **Sport England Survey** shows that active children are happier, more resilient, and more trusting of others. Physical activity is positively associated with mental wellbeing, personal development, and community engagement.

At Dothill, we integrate physical activity into writing through:

- **Drama and role play** to explore and develop ideas for writing
- Collaborative strategies that encourage pupils to **move around the classroom** when sharing and developing ideas
- The use of **Calm Brain** throughout the school day to support transitions and provide brain breaks during lessons

These approaches not only enhance engagement and creativity in writing but also promote wellbeing and focus.

Inclusion

At Dothill, every pupil participates in writing. We recognise that each learner is unique and adopt a **child-centred approach**, adapting our teaching to meet individual needs.

To ensure all pupils can access the curriculum, we make the following adaptations:

- **Differentiating the curriculum** through grouping, 1:1 support, teaching style, and lesson content
- **Adapting resources and staffing** to provide targeted support
- Using recommended aids such as **laptops, coloured overlays, visual timetables, larger fonts**, and other accessibility tools
- **Differentiating teaching strategies**, including extended processing time, pre-teaching key vocabulary, reading instructions aloud, and using visual cues alongside verbal instructions

Our inclusive practice is further informed by the **NASEN 'Teacher Handbook: SEND' (2021)**, ensuring specific adaptations for each curriculum area.

In writing, inclusion is supported through tools such as **desktop sound cards, pencil grips, writing slopes, laptops**, and other aids to maintain comfortable writing positions. Additional adults may assist pupils in staying focused or verbalising sentences before writing.

Phonics teaching is tailored to individual needs:

- **Read Write Inc** is used in EYFS and KS1, with pupils taught at the appropriate stage
- Pupils in KS2 who have not fully developed phonic knowledge continue with **Read Write Inc** or **Fresh Start**

This approach ensures that every child has equitable access to high-quality writing instruction and the opportunity to succeed.

Spiritual, Moral, Social and Cultural Development

We recognise that pupils' personal development—spiritual, moral, social, and cultural—plays a vital role in their ability to learn and achieve. Through our writing curriculum, we provide opportunities for pupils to explore and reflect on their own values while fostering a positive and caring attitude towards others.

Writing enables pupils to:

- **Articulate ideas with clarity**, expressing thoughts and beliefs confidently
- **Engage in discussion and debate**, considering different viewpoints and perspectives
- Explore themes that encourage **empathy, respect, and cultural awareness**, often through writing in role or responding to texts that raise moral and ethical questions

By embedding these opportunities within writing, we help pupils develop as thoughtful, responsible individuals who can communicate effectively and appreciate diversity.

Use of ICT

Information and Communication Technology (ICT) is used to enhance the teaching and learning of writing across all key stages. In early writing, *Drawing Club* draws inspiration from various media, including film and animation, to spark creativity.

Pupils are encouraged to use ICT to **publish and present their work** where appropriate. ICT also provides essential access for some learners, for example by reducing the need for handwriting or enabling dictation and typing tools.

Through these applications, ICT supports engagement, accessibility, and creativity in writing.

Online Safety

As part of our commitment to safeguarding, all online access during lessons is carefully planned and monitored. Pupils may use specific content such as videos, models, and images on school devices, which are **carefully selected by teachers** to ensure appropriateness and safety.

To maintain a secure digital environment, **SENSO software** is used across the school to monitor and manage computer activity on all devices. This ensures that pupils' online interactions remain safe and aligned with our safeguarding standards.

Equal Opportunities

We are committed to ensuring that all pupils have equal access to every aspect of school life. In our curriculum planning, teaching strategies, and resource allocation, we respect and value each child's culture, religion, and background.

We guarantee that all pupils have fair access to:

- Every area of the curriculum and extracurricular activities
- School grounds, equipment, and learning resources
- Opportunities to engage with staff and contribute to whole-class and group work

Through these measures, we aim to create an inclusive environment where every child feels valued and supported in achieving their full potential.

Impact

The impact of our writing curriculum is demonstrated through the following outcomes:

- **Pupil engagement and aspiration:** Our pupils enjoy writing and can articulate its importance in everyday life and future careers.
- **Strong foundational knowledge:** Pupils have a secure understanding of key concepts, preparing them for the next stage of education.
- **High standards and expectations:** Teachers maintain high expectations for all pupils, reflected in the quality of work and the pride pupils take in their writing.
- **Skilled teaching:** Teachers demonstrate strong subject knowledge and make effective use of resources to plan well-structured, purposeful lessons.

- **Effective leadership:** Subject leaders have a clear understanding of the school's strengths and areas for development, driving continuous improvement through realistic and ambitious targets.