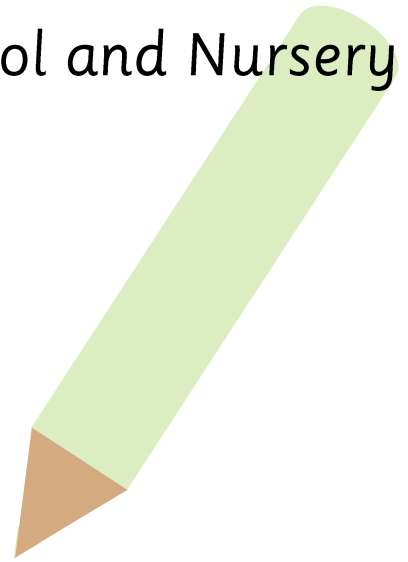


Sir Alexander Fleming Primary School and Nursery



Writing Policy
Updated: September 2026



How do we teach writing at Sir Alexander Fleming Primary School?

What is the intent of the writing curriculum at Sir Alexander Fleming Primary School?

At Sir Alexander Fleming Primary School and Nursery, we intend for our children to leave as confident, capable and independent writers, who not only understand the purpose and importance of writing but also enjoy the writing process. We intend for children to use their writing skills across the curriculum.

Our overarching principle about learning is: 'Knowing more and remembering more'. We have designed our curriculum so that more time is given to embed key knowledge, make connections and be ready for the next stage of a child's learning journey. Through their growing knowledge and understanding, we want all children to be able to communicate their knowledge, ideas and emotions confidently through their writing.

Unapologetically ambitious, our writing curriculum focuses on excellence by learning from outstanding writers. We want our children to draw upon a rich exposure to quality literature so that throughout the writing process, they can write as a reader and read as a writer.

We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts, audiences and purposes. We believe in setting high standards in the presentation of writing along with setting the important foundations in spelling and grammar.

How is the writing curriculum implemented at Sir Alexander Fleming Primary School?

Our inclusive knowledge-based curriculum plans for success. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Within English lessons, we are teaching all children to have a deep and secure understanding of the concepts that they are being taught. In order to do this, our curriculum is designed to reduce cognitive load by ensuring we structure and design lessons in small coherent steps, which organically allows opportunity for the promotion of retention. This allows for an inclusive learning environment where all children are supported to transfer learning from short-term to long-term memory. Please see the link below for the whole school writing progression knowledge and skills grids.

Spoken language is the first and most important resource that young writers have. Our writing curriculum, places quality literature and spoken language at the forefront of all writing units. Children need to have a wide experience of story, knowledge of written language and how this works and knowledge of how print works as a means of communication.

Young children can compose long before they can transcribe and many teaching approaches at this stage focus on easing the burden of transcription and enabling children to compose more freely. Therefore, initially a child needs the help and support of another person, usually an adult, in order to write conventionally. This support can be gradually withdrawn as transcription becomes easier and the child increases in independence, finding their voice as a writer.

Our teaching of writing across the school is linked to a class text, carefully chosen to inspire and excite the children. All writing units will start with a stimulus, which could be a high quality reading text or a memorable experience.

Our teacher's plan exciting memorable experiences every half term. These class visits provide the children with meaningful experiences to support them in writing for a range of purposes and illustrate how their writing skills can be applied to real life contexts.

Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar and punctuation knowledge into their topic work. We expect the high standards for writing in English lessons to be evident within the work in all books.

At Sir Alexander Fleming Primary School, we believe that writing is strengthened by instilling a love for reading within our pupils.

In EYFS, Key Stage 1 and Key Stage 2 English is taught on a daily basis. Every year group has a 'Yearly Curriculum Map' that outlines where narrative or non-narrative are taught and links to other curriculum areas such as reading and humanities.

Detailed Medium Term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document, key objectives and vocabulary are outlined.

What is the process of our writing curriculum?

We organise intended learning into units of writing. These group the knowledge, skills and understanding that we want children to remember, do and use. We start with a high quality and inspiring text, identifying points within the text at which a piece of extended writing could be crafted, building lessons from this point up. For extended pieces, teachers use key skill checklists to support the writing process.

PRIOR ASSESSMENT & TARGET SETTING – Using the previous writing unit to determine what the pupils need to develop, gaps in learning and any objectives that need specifically focusing on in this next unit.

GENRE – This is the text type. We consider what we want pupils to write and why (purpose, audience and intended impact).

CONTEXT – This includes any hooks into writing and any knowledge or experience that pupils require to write a particular piece. (Quality texts, memorable experiences or cross curricular links)

TEXT / READINIG ANALYSIS – This requires effective models of the genre to build up pupils' understanding of texts in this particular style. Opportunities to unpick modelled texts, consider the author's choice of language and vocabulary and identify any SPAG features.

ORGANISING IDEAS – This may include speaking and listening opportunities including drama. For example – retelling a text orally, hot seating a character, acting in role. Children will begin to organise ideas for their writing through lists, flow charts and / or writing frames. Teachers should be careful with the format used so we don't limit ideas to small boxes which are not useful to follow when

composing. Tools and approaches should enable pupils to plan ideas for the composition and the vocabulary they will use within the writing. Scaffolds to support this are useful.

VOCABULARY DEVELOPMENT – Consider words that will support pupils to improve their composition, draw attention to any taught spelling patterns. These should be taught within context with opportunities for pupils to apply within the composition of sentence structures.

SENTENCE COMPOSITION – Plan for sentence composition linked to the genre type. Composition practice should link to the end outcome piece so pupils can draw on this practice to support independent composition. Sentence types, grammar knowledge and skills should be taken from the progression document.

PUNCTUATION – Plan for punctuation linked to the genre. Practice composition should link to the end outcome piece so pupils can draw on this practice to support independent composition. Knowledge and skills should be taken from the progression document and assessment of pupils' previous writing.

MODELLED WRITING – Teachers usually prepare the models to support the compositional and transcriptional skills, and component knowledge being developed in the sequence. Using the model teachers diagnose the model with pupils so that they understand how this was composed. This builds their understanding of what a good one looks like. These models of writing are displayed on our classroom washing lines.

SHARED WRITING – Using the planning and model how to compose the piece (parts of the piece) with the pupils. Teacher modelling is really important to develop writer's voice and promote thinking. (Thinking out loud – articulating the processes of a writer.)

GUIDED WRITING – Working with groups of pupils to specifically guide their writing skills. Assessment is key to delivering guided writing. Identifying the needs of the pupils, for example developing transcriptional skills for our lowest attaining pupils and providing challenge for our higher attainers. For example: teachers to guide writing to understand how to critically shape sentences for effect.

INDEPENDENT WRITING – Pupils compose their own piece. This can be in parts as they work through paragraphs of the text or as a full piece. Redrafting and editing can be of sections to lead to more focused impact.

RE-DRAFT AND EDIT – Teacher modelling of these skills is really important. After composition pupils may redraft sections of the writing to up level skills and improve the piece. Editing writing – pupils read through the writing and make correction in the writing.

PUBLISHED PIECE – Writing can be published in a range of ways. It is really important to develop pride in writing and allow pupils opportunities to make choices on how they want to publish material.

ASSESSMENT & FEEDBACK – Teachers should analyse pupils' writing against the writing moderation documents / termly targets for the year group. They should provide feedback to pupils on their successes and next steps.

Staff follow our Marking and Feedback policy, to provide pupils with live feedback as much as possible so that children are actively involved in drafting, editing and improving their writing. From an early age, children are encouraged to proofread their work carefully to check for spelling and punctuation errors. By the time children get to Key Stage 2, they will plan, draft and edit independently, enabling them to fully take part in the writing process.

The Importance of Vocabulary

We recognise the vital importance of exposing our pupils to a rich and varied vocabulary and understand that their acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. We use model texts and class novels to teach vocabulary in context and encourage

discussion around word choices when writing. Dictionaries, thesauruses and word mats are readily available throughout all writing lessons.

Guided writing sessions are used to target specific needs of both groups and individuals. All children are given focus spellings and are encouraged to integrate these into their writing. The weekly spellings are taken from the spelling progression grid taught in their discrete spelling session. (Refer to the spelling section below for more information.)

The children are given the opportunity to write at length daily and all pupils complete an extended, independent piece of writing at the end of a unit of work known as their hot write. Teachers use the published writes to measure the progress made within a unit of writing and targets are set in readiness for the next piece of writing.

How is writing supported in the Early Years Foundation Stage?

Children in the Early Years Foundation Stage will have the opportunity to develop their writing skills, we encourage the children to be **adventurous**, creative and inquisitive through early mark making. Focused activities with adults and continuous provision in 'open door' ensure mark making materials are available for children to access both indoors and out, to support early writing. In the EYFS we provide opportunities for children to see adults writing and encourage children to experiment with writing for themselves through making marks, personal writing symbols and in Reception print letter formation. The children follow the scheme 'squiggle whilst you wiggle' to build their gross and fine motor skills in preparation for writing.

In Reception and Year 1, children explore writing further through 'drawing club' where children are able to be more creative and immerses children into a world of imagination. This is where teachers at the beginning of the child's journey through Sir Alexander Fleming are developing a joy, enthusiasm and love for writing.



Children in EYFS and Year 1 complete a weekly forest school diary, where they are encouraged to recount and reflect on their experiences.

Spelling

The ability to write ideas down fluently requires a good understanding of spelling. In Reception and Key Stage 1, we follow the Jolly Phonics programme to teach pupils how to write phonemes as graphemes. From Year 2 to Year 6, we use our spelling progression document. This scheme ensures full coverage of, and progression within the National Curriculum requirements.

Handwriting

Handwriting is taught in line with the National Curriculum objectives. In the Early Years, pupils complete fine motor activities to develop hand/finger strength and are taught how to hold a pencil correctly. In Reception, all pupils are taught how to form their letters correctly using our handwriting progression document. For more information, please click on the links below.

From Year 2 onwards, through daily handwriting lessons, we begin to explicitly teach correct joins, consistent letter size and clear ascenders and descenders. Additional support is given through handwriting interventions where needed.

Please refer to the handwriting policy below for more information on how handwriting is taught at Sir Alexander Fleming.

Learning Environments

At Sir Alexander Fleming Primary School every classroom environment produces a **safe** setting for learning as classrooms facilitate quality learning and are carefully thought out, providing the ability for children to be **great** writers. Working walls are integral in every classroom, teachers actively use their displays to provide children with a meaningful sequence of skills, which they can actively use to enhance their written work in everyday learning and in their extended pieces of writing. These areas reflect on the current teaching and learning of the genre with teachers explicitly adding to this within lessons forming a sequenced journey. All displays have visuals, models or practical resources, mind maps, examples of children's work or group led activities, photographs (where appropriate) and key definitions or information which provides the children with the opportunity to use independently. Children can articulate how they use their learning environment to make progress and meet their writing targets. Alongside English areas, all classrooms have a vocabulary wall with 'define' definitions that further encourage children to use more sophisticated language in their written work.



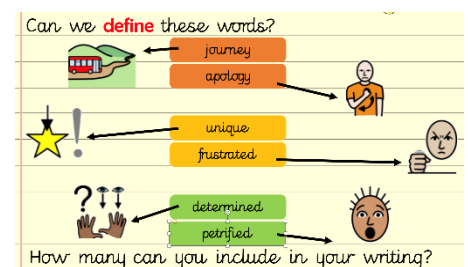
Equal Opportunities

At Sir Alexander Fleming Primary School, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential. We are committed to ensuring that children and staff are happy and that they enjoy coming to school. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are committed to meeting the needs of everyone especially those identified in the 2010 Equality Act. In line with our 'Equal Opportunities Policy' we are committed to providing a teaching environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with **respect**.

We will:

- Plan our classroom activities to challenge.
- Be aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- Use materials for teaching which avoid stereotyping, bias towards race, gender, role or disability.
- Deal with such issues clearly and sensitively when they arise.
- Widgits used on all learning objectives

Children identified as needing extra support in English will be given the appropriate help in the classroom. Providing for SEND pupils should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow all individuals to succeed.



Monitoring

The English subject lead is responsible for raising the standards of teaching and learning in writing across school. Data from across the school is analysed to identify strengths and areas for improvement and from this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated.

At Sir Alexander Fleming Primary School, the following monitoring strategies may be used:

- Looking at pupil work in the form of book looks.
- Viewing English planning – to support teachers within school.
- Undertaking lesson observations and learning walks.
- Planning CPD opportunities for all staff.

- Listening to pupils through pupil voice.
- Attending relevant courses to keep up to date with important developments in English.
- Communicating with Governors.
- Monitoring resources to ensure that they are suitable for teaching practice.

Policy links

Equal opportunities policy

Marking and feedback policy

SEND policy

Curriculum policy

Long term overview and progression in Writing

Assessment policy

Reading and Phonics policy