



## Writing Policy

Coomb Briggs Primary Academy is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Policy reviewed by: L Martin

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## Rationale

Writing is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

## Aims and Objectives

- A positive attitude towards Writing and an awareness of the fascination of Writing;
- Initiative and an ability to work both independently and in cooperation with others;
- An ability to communicate Writing;
- An ability to use and apply Writing across the curriculum and in real life;
- An understanding of Writing through a process of enquiry and experiment.

## Organisation and Teaching Approaches

At Coomb Briggs Primary Academy, we teach English as whole class lessons. As a result, all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and support staff target their support using minute by minute assessments to enable all children to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. All classrooms will have an up to date 'English working wall' which is current, relevant and interactive. Teachers will use and refer to this in lessons. At Coomb Briggs we plan and teach our blocks of Literacy lessons following our **Writing Rainbow**.

Hook!	Read and Respond	Analyse	Practise	Plan	Write	Review, edit and improve	Publish
Bring the genre/topic to life.	Link the genre to the key text. What am I writing? Why am I writing? Who am I writing for? 'Have a go' write.	Look at a WAGOLL Identify key features Maggie	Unpick the key skills needed to successfully write for this genre and practise them.	What will I write about? Plan it!	Can I use my new skills and the success criteria to write a good one?	What would make my writing better? Can I respond to my teacher's feedback? Green pen work...	Can I present a final version of my text using my school's Magnificent 10?

Each year group has a yearly overview of the writing genres, both narrative and non-fiction, that they will teach. These have been skilfully planned to ensure accurate coverage of the key genres as well as successfully building on skills from year to year. At Coomb Briggs Primary Academy, Writing and curriculum go hand in hand to ensure children are writing with a purpose and are entirely immersed in their topics. Generally, writing units at Coomb Briggs will take between two and four weeks to complete, and the outcome of each unit will be an Extended Write which will be used to assess the pupil's skills against the agreed success criteria. Where possible, every narrative unit is linked to a rich, carefully chosen text that acts as a stimulus for teaching. Units of writing include Punctuation and Grammar lessons that children will be expected to apply in their Extended Writing outcome for that unit. In all genres, A WAGOLL – What a good one looks like – is created based on the stimulus text and supports pupils to identify and mimic the identified features in their own writing. Non-fiction units are also taught through a high quality WAGOLL that may be based on a stimulus text or may be related to another curriculum area.

Although this is a typical writing journey, we know there are times when there needs to be flexibility within the lessons to meet the needs of groups or individual children, for example, mini plenaries throughout the lesson, additional oral sessions, extended model writes, etc.

Teaching of writing should include a range of styles in order to address the needs of all children and should also be creative and practical in order to engage the pupils.

### **Writing in Early Years**

Writing in the Foundation Stage aims to build basic skills which will be built upon in later years, objectives are taken from Development Matters and exemplary guidance that the LA have produced. Areas of provision within the classroom support Writing, ensuring children are able to access throughout the day to practise and develop skills being taught. In addition, daily writing lessons take the form of direct teaching based upon rich, high quality literature, which is followed up by enhanced activities placed in areas of provision in the classroom which may be accessed independently or supported by an adult. Our writing long term plan begins with Reception with diverse and age appropriate texts mapped out.

### **Writing in KS1**

Writing in Key Stage 1 aims to build on the basic skills taught in the Early Years. At Coomb Briggs Primary Academy, our children do not move on to writing genres until they have mastered the foundational knowledge. We focus on transcription, dictated sentences and oracy to ensure children can write sentences independently and confidently, before moving on to writing genres for a purpose. Our KS1 children are exposed to a variety of rich, inclusive texts to ignite an excitement and passion for writing, even at the early stages.

### **More-able writers**

Within the daily Writing lesson teachers provide activities to support and challenge children who are more able in Writing. They are taught within the daily Writing lesson and are able to take part at their level through the challenge of the activity, sometimes with the support of a Teaching Assistant and other appropriate activities and resources which the teacher plans into the daily Writing lesson.

### **SPaG**

Spelling lessons are taught discretely once per week during the usual Literacy slot from years 2 to 6. We teach the children the meaning and origins of words through etymology and morphology to ensure our children have a secure understanding of the spellings of words. Weekly spellings are practised daily during handwriting sessions, immediately after lunch time, and tested once a week.

### **Inclusion**

Pupils with special educational needs and individual education plans:

- Within the daily Writing lesson teachers provide activities to support children who find Writing difficult. Children with SEN are taught within the daily Writing lesson and are able to take part at their level through the support of a Teaching Assistant and appropriate activities and resources.

- Where applicable children's IEPs incorporate suitable objectives from the Literacy Framework.
- Intervention Groups will take place at times throughout the year, in order to give further support to children working below national expectations

### **Equalities**

All children at Coomb Briggs Primary Academy have an equal entitlement to access the writing curriculum and make progress in order to attain the best they can in the subject.

### **Monitoring Teaching and Learning**

This will be undertaken by the Subject Leader and other members of SLT.

Areas to be monitored will be decided at the beginning of each term and will be recorded on the Monitoring Calendar so that staff are informed. Results of any monitoring will be fed back to staff quickly and to SLT at their meetings so that any action required can be carried out effectively.

### **Assessment, Feedback and Record Keeping**

Assessment will be ongoing throughout the school year. Staff will use the end of year objectives and end of block Extended Writing at key assessment points, and additional support or challenge will be identified early by class teachers and the SLT. Marking should be in line with the school's Marking and Feedback Policy. Writing moderation staff meetings will take place 3x per year at the relevant assessment points (Autumn, Spring, Summer).