



Abbots Ripton Church of England Primary School

English Policy: Writing (Part 1)

Written by: Julia Wilcock

Date: January 2026

Review date: January 2027

Together with God's help we: Grow in Faith, Learn for Life and achieve our best

Intent

Here at Abbots Ripton, we support the core National Curriculum aims in Reading and Writing to ensure that all children grow, learn for life and achieve their best.

Our intent is that children

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich, varied and diverse literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use their oracy to learn; they should be able to elaborate and explain clearly their understanding and ideas; making formal presentations, demonstrating to others and participating in debate.

Our core aim in writing, is for children to be independent, fluent writers who write for purpose, cultivate a personal style, and develop a love for writing.

A writer at Abbots Ripton School will:

- take pride in their writing and presentation;
- reflect on the use of language to write for purpose and effect;
- consider author voice and intent through shared, quality texts;
- talk about their writing confidently;
- select vocabulary deliberately;
- learn to write appropriately for a range of genres and purposes across the curriculum;
- apply spelling, punctuation and grammar accurately;
- respond effectively to feedback;
- take risks to write creatively.

Implementation

Our writing culture supports children to see themselves as writers, inspired by high quality texts and authors, and meaningful reasons to write. It encourages them to apply rich and varied vocabulary intentionally, and to develop both stamina and resilience for writing.

A skills progression and guidance document from the Herts for Learning Scheme is used to support planning. This details all necessary genre-specific features, including punctuation and grammar. Skills are progressive, building on skills from the previous year groups. Teachers take into account prior learning and understanding, when planning. They consider the needs of all children, including those with SEND and EAL.

Resources used for planning include, Herts for Learning Schemes The PA+ Resources, The English Standards, The Literacy Shed, and Curriculum Maestro. Reception and KS1 also use The Jane Considine: The Write Stuff schemes of learning. All sequences of learning are taught using our long-term plans which include progressive grammar links. All planning includes fiction, non-fiction and poetry modules.

Over the year there is an opportunity for all children from Reception to Year 6 to use a text as a stimulus- 'Take One Book'. A variety of outcomes can be produced from this, with links made across the curriculum where appropriate.

Planning

Planning is designed to follow a four-phase teaching sequence, leading to a written outcome.

Phase One: Immersion

This is the exploration of a new genre or stimulus. Exciting and engaging opportunities are to be provided for the children, including real-life contexts/scenarios, film and role play; the children engage in a variety of discussions, drama and debate. They will explore WAGOLL texts and identify the key features of each genre.

Phase Two: Rehearsal

Children are to rehearse relevant text-type features, which may have been identified in the first phase of writing; the rehearsal of expanded noun phrases if the children are writing a story in phase three for example.

Phase Three: The planning of writing

Children now plan and write their own version of the text type.

Phase Four: Editing

Editing/ redrafting is taught regularly throughout the writing process and also in an age-appropriate way. Editing should occur at all stages of the writing process; not just at the end of an extended write.

Vocabulary

Vocabulary is developed actively across the curriculum, building systematically on children's current knowledge, allowing children to expand their vocabulary choices. Technical vocabulary is also introduced within each curriculum subject. Vocabulary development is underpinned by an oracy culture in the school, one in which, teachers model purposeful selection of well-chosen vocabulary and appropriate sentence structure.

Cross Curricular Writing

Relevant writing opportunities are planned across all curriculum areas, not just in English. Children may apply their learnt skills in English by writing a diary entry in RE for example. Cross curricular writing is to be planned in an age-appropriate way, with opportunities becoming more frequent and of a longer length across Key Stage Two. Teachers will create opportunities for children to write in styles that they have previously experienced in English if appropriate.

This will demonstrate a more independent application of learning and supports the assessment of writing process.

Spelling, Punctuation and Grammar

There are explicit opportunities for developing punctuation and grammar planned in all four phases of writing. Children should have the opportunity to identify, practise and use a range of age-appropriate grammatical elements and punctuation.

Phonics in Reception and KS1.

We use the Little Wandle Letters and Sounds Revised scheme to teach phonics and spelling in Reception and Year 1. This enables us to teach phonics with a systematic, synthetic progression. Children have a daily lesson and there is opportunity within each to apply the phonemes learnt into their spelling. The spelling of tricky words is also explicitly taught.

In Year 2, we use Little Wandle Letters and Sounds Revised scheme. To begin the school year, children complete a Phase 5 review (5 weeks), moving into a 'Bridge to Spelling' (5 weeks) to then finally a formal spelling programme (20 weeks). This creates a seamless link from the core Little Wandle programme, and ensures that learning maintains a systematic and synthetic progression. This supports all pupils, including those who are SEND and EAL, to achieve their best by highlighting gaps through rigorous assessment

We have a separate Phonics and Early Reading Policy, which should be referred to for full details.

Spelling in KS2

HFL Essential Spelling is used in KS2 as a structured programme to support the teaching and learning of spelling through regular, focused practice. It provides weekly word lists linked to spelling rules, patterns and statutory requirements, alongside short daily activities that help our pupils understand how words are constructed rather than memorising them in isolation. It is used as part of a consistent approach across KS2, integrating investigations, dictation and revision to build pupils' confidence, accuracy and independence in spelling across their writing.

HFL spelling supports our SEND pupils by using a structured, consistent approach that breaks spelling learning into manageable steps and reduces cognitive overload. Regular repetition, overlearning and clear routines provide predictability and support memory, while visual prompts and oral rehearsal help meet a range of learning needs.

Displays – Working Walls

Classes in KS1 and KS2 have a working wall that reflects current learning and supports all children.

Displayed on the working wall could be:

- A word bank
- Annotated WAGOLL texts
- Examples of shared writing
- Sentence stacking (Jane Considine unit of learning) in KS1
- Key spellings
- GPS content which is relevant to the current writing process.

Around the classroom, it is also expected that age-appropriate scaffolds are displayed and in place for children to use. These may include modelled writing, grapheme mats, tricky word lists and specific vocabulary.

Handwriting

We have a separate Handwriting Policy, which should be referred to for full details.

Impact

In Reception, teachers make ongoing assessments in physical development and writing development, against the intentions laid out in the reception curriculum, and a final assessment at the end of the year against the writing Early Learning Goals.

Teachers in Years 1-6, assess writing against the National Curriculum standards termly, using the Herts for Learning writing assessment grids which focus on Composition: purpose & audience, Grammar, Punctuation and Transcription. This is used to inform termly Writing trackers which identify whether children are on track, not on track or likely to exceed targets set for them at the start of the academic year related to the National Curriculum age related expectations.

In each year group, the children's writing should be assessed with examples across the curriculum, not just in English. Teachers are to assess children's understanding against the criteria for their year group, using specific curriculum intentions.

We plan opportunities to moderate across the school, with other schools in our cluster within year groups, and in Foundation, at the June Moderation meeting when considering the Early Learning Goals. Year 6 teachers have additional opportunities to moderate within the summer term as they consider the end of year teacher assessment.

We have a separate Assessment Policy, which should be referred to for full details.



Ratification of Policy

English Policy

Presented to: Full Governing Body

Policy ratified on: 26th January 2026

Signed by:

Chair of Committee

Chair of Governors.....

Head teacher.....