



Writing Policy

September 2026

Writing at Beckers Green

At Beckers Green, we believe every child is a writer.

Our writing curriculum is informed by the National Curriculum and designed to empower pupils to express themselves with confidence, clarity and creativity. Our curriculum provides opportunities to explore a range of genres while considering audience and purpose. Where possible, we provide meaningful experiences as a stimuli for writing.

Our curriculum is ambitious and inclusive. Writing is taught as a purposeful journey, both through our writing cycle and progression across the school at each stage. It recognises that pupils develop writing through the interconnected processes of transcription, composition and executive function, and therefore provides structured, progressive opportunities to develop each element.

We prioritise high-quality oracy, rich vocabulary development and scaffolded composition so that all learners can access and enjoy the writing process. This includes pupils with SEND, who are supported through high-quality adaptive teaching, explicit language instruction and carefully structured, evidence-based approaches (such as Colourful Semantics, Blacksheep Narrative and Teudorescu) to ensure full access to the curriculum.

We have used our knowledge of pupils to design a curriculum that is ambitious for all. Learning is carefully sequenced to build on prior knowledge and includes planned opportunities to revisit key concepts, supporting all pupils—including those with additional needs—to transfer learning to long-term memory.

Intent

Writing is central to teaching and learning at Beckers Green. It is the primary medium through which pupils demonstrate knowledge, communicate ideas and engage with the wider curriculum. We aim to ensure all pupils, regardless of starting point, develop the knowledge and skills needed to become confident, effective writers.

We expect our children to:

- Develop a fluent, confident and effective author's voice across a range of text types
- Write for a clear purpose in a structured, organised and imaginative way
- Systematically plan, draft, improve and evaluate their writing
- Apply growing lexical and grammatical knowledge accurately in writing
- Understand grammar and punctuation through both explicit teaching and meaningful application
- Take pride in evaluation, publishing and sharing their writing

To ensure all pupils can achieve this, our curriculum is underpinned by:

- A clear progression in small, carefully sequenced steps

- A strong emphasis on oracy as the foundation for writing
- Explicit teaching of vocabulary, grammar and sentence structure
- Adaptive teaching approaches that remove barriers and support access for all learners

Implementation

At Beckers Green, writing is taught through a structured and progressive approach that combines high-quality whole-class teaching with targeted support where needed.

Across all phases, pupils engage in a range of activities to develop, consolidate and extend their skills:

- Delivery of a rigorous, systematic synthetic phonics programme
- Regular handwriting practice to refine transcription skills and develop muscle memory
- Grammar taught explicitly and applied within the writing process
- Spelling instruction built cumulatively from phonics to morphology and etymology
- Regular opportunities for discussion, debate and drama to strengthen oracy
- Use of high-quality texts as models and stimuli
- High-quality, live teacher modelling following the **I do, We do, You do** approach in our 5-part lessons
- Planned opportunities for editing, redrafting and publication
- Self-evaluation to promote reflection, independence and celebrate success

Inclusive Teaching and Adaptive Practice

High-quality teaching is the first and most important provision for all pupils.

- Explicit modelling of language and cognitive processes
- Further challenge for pupils to deepen understanding
- Scaffolded support (e.g. sentence frames, word banks, visual prompts, Colourful Semantics, Text Builder resources) that is gradually withdrawn
- Pre-teaching of key vocabulary to enable access
- Chunking of learning to reduce cognitive load
- Flexible grouping and targeted adult support
- Alternative methods of recording, where appropriate (e.g. assistive technology)

For pupils who require additional support, structured approaches such as Colourful Semantics are used to make sentence construction and grammatical relationships explicit. This supports pupils in developing:

- Secure subject–verb–object understanding
- Increasing control over vocabulary and grammar
- The ability to organise and express ideas coherently

Structured Writing Journey

Across the school, the writing process follows a consistent structure. Children follow the Writing Flowchart for each unit. See appendix one. This is further broken down across phrases to demonstrate the progression across school. See appendix two. Genre Mapping supports teaching and learning by illustrating the skills and journey overtime, while allowing flexibility for teachers to adapt to pupil's need. See appendix three.

Some pupils may access adapted or personalised learning sequences, which mirror the whole-class writing journey but focuses on smaller steps and increased repetition.

Impact

The impact of our writing curriculum is seen in pupils who are confident, capable communicators and who can write effectively for a range of purposes.

Pupils at Beckers Green:

- Develop strong foundations in oracy, enabling clear and confident communication
- Demonstrate secure understanding of grammar and sentence structure
- Apply phonics and spelling knowledge accurately
- Produce coherent and increasingly sophisticated written outcomes
- Show resilience through editing and redrafting processes
- Transfer writing skills across the curriculum

Our inclusive approach ensures that pupils with SEND:

- Make strong progress from their starting points
- Develop independence through structured support and gradual scaffold removal
- Close gaps in language acquisition and writing skills over time
- Engage positively with writing and develop confidence as communicators

All pupils leave Beckers Green as competent and confident writers, prepared for the next stage of their education.

Assessment

Assessment is ongoing and informs teachers and leaders at all stages.

- Teachers assess pieces of writing regularly and record on assessment sheets
- Pupils are supported to self-assess and reflect on their learning
- A range of formative assessment is used during lessons to adapt teaching and address misconceptions
- Termly judgments are made and supported by the Trust Exemplification document
- Pupil progress meetings are held regularly

Moderation takes place within phases, across the whole school and with external schools (particularly EYFS, Year 2 and Year 6).

Monitoring

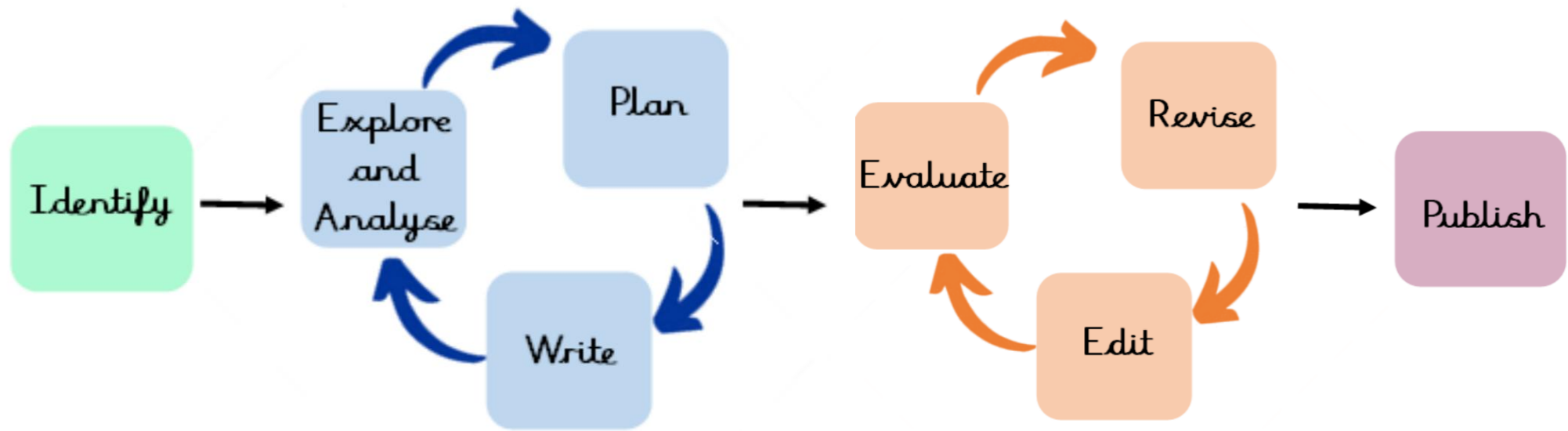
Writing is monitored regularly to ensure consistency and high standards.

The English Lead and SENCo jointly monitor provision through:

- Pupil book studies
- Planning scrutiny
- Lesson observations
- Learning walks
- Team teaching
- Pupil voice

This ensures that inclusive practice remains embedded, consistent and effective across the school

Appendix 1: Writing journey flow chart



Appendix 2: Progression of a writer's journey

Writing sequence with progression

	Identify	Explore and Analyse	Plan	Write	Evaluate	Revise	Edit
Year 1 and 2	Introduce the context, audience and purpose of the writing project.	Pupils to respond to example texts, picking out, identifying with guidance and giving examples of structural features. Children explicitly taught and given time to practise these features in isolation. Allow time for vocabulary discussion as class. Reference Writer's Toolkit including personal learning target	Orally rehearse sentences, hot seating, text maps, images to support, cartoon strips, story mountains, sequencing and ideas discussion.	- I do, we do, you do - Rehearse sentences - Slow writes - Shared writes - Informed by writer's toolkits - Use plans - Opportunities to draft	Use oracy and sentence stems to explain successes and areas for development. Colour code/underline key elements of the writing, e.g. looking for adjectives they have used. Teacher to take general class feedback to guide mini lesson for revision.	Teacher to deliver mini revision lesson and pupils attempt to make changes/ improvements as per the whole class feedback.	Secretarial changes to grammar, punctuation and spelling. Emphasis on capital letters and full stops. Publish when ready.
Year 3 and 4	Introduce the context, audience and purpose of the writing project. Show pupils and discuss where they have seen/used these before.	Pupils to respond to example texts, picking out, identifying with guidance and giving examples of structural and language features. Children explicitly taught and given time to practise these features predominantly in isolation. Allow time for vocabulary discussion and generation for the genre. Children to help build Writer's Toolkit and choose their learning target.	Offer a variety of planning, including: - Boxing up - Story mountain - Tables - Cartoon strips - Spider diagrams - Minda maps - Text maps	- I do, we do, you do - Rehearse sentences - Slow writes - Shared writes - Informed by writer's toolkits - Use plans - Opportunities to draft Pupils to draw on classroom resources to support independence.	Pupils to use Writer's Toolkit to indicate with numbers/ colours/ symbols where they have used the criteria. Pupils to reflect on the effectiveness of their writing – is it suitable for the context, audience and purpose? What are they proud of? What is their next step? Teacher to mark against these evaluation choices.	Adult intervention or lesson for pupils who had difficulty identifying what comes next – missing features. Carousel of improvement stations for all pupils. Resources available for pupils to access with prompts to challenge (GD).	Secretarial changes to grammar, punctuation and spelling. Emphasis on commas, vocabulary choices and spelling conventions. Publish when ready.
Year 5 and 6	Introduce the context, audience and purpose of the writing project. Share examples of text type beforehand for pupils to determine these aspects themselves.	Pupils to respond to example texts, picking out, identifying with guidance and giving examples of structural and language features. Children explicitly taught and given time to practise these features in isolation and in context of the genre. Allow time for vocabulary discussion and generation for the genre. Reference Writer's Toolkit Children to help build Writer's Toolkit and choose their learning target relevant to challenge or apply previously taught grammar.	Pupils to derive their chosen form of planning based on the genre, their own preferences, how secure they are with the features needed and how to consider structure of the text type. Blank KOs provided. Teachers to still provide scaffolds and supporting ideas.	- I do, we do, you do - Shared writes - Informed by writer's toolkits - Use plans - Opportunities to draft Pupils to draw on classroom resources to support independence. Pupils to experiment with style, formality, viewpoint and sentence structure.	Pupils to use Writer's Toolkit to indicate with numbers/ colours/ symbols where they have used the criteria. Pupils to reflect on the effectiveness of their writing – is it suitable for the context, audience and purpose? What are they proud of? What is their next step? Teacher to mark against these evaluation choices.	Adult intervention for pupils who had difficulty identifying what comes next – missing features. Carousel of improvement stations for all pupils. Resources available for pupils to access with prompts to challenge (GD). Applying prior learning as well as the sequence's foil.	Secretarial changes to grammar, punctuation and spelling. Emphasis on a range of punctuation, vocabulary choices and sentence structures. Publish when ready.

Appendix 3: Example of genre mapping

Years 1 and 2 Writing Map

Term	Suggested genre of writing	Features to focus on	
Autumn 1	First Person Sentence Structure (Family Focus) Third Person Sentence Structure (Facts about dinosaurs) Min Recount - oracy (Stone Girl Bone Girl)	Year 1 - Can compose sentences with subjects and verbs (simple present tense) - Can compose sentences with subjects, verbs and objects (simple present tense) Dolphins: can write a sequence of sentences - Can compose sentences using third person - Can composing sentences in the simple past tense - Can compose simple sentences with adjectives - Retell from text map – as a class/individual - Dolphins can understand and compose expanded noun phrases (determiner + adjective + noun) Talk about my writing by reading it out loud and checking it makes sense Use full stops Use finger spaces Spell words using my GPCS	Year 2 - Can understand and compose a sentence (subject + verb + object) - Can use first person - Can write a sequence of sentences - Can use third person - Can compose sentences in the past tense Can understand different pronouns - Can understand and compose expanded noun phrases (determiner + adjective + noun) - Record and retell from text map – as a class/individual Talk about my writing by reading it out loud and checking it makes sense Use full stops Use finger spaces Spell words using my GPCS
	Brochure (Travel Guide to Peru) Recipe (Year 1 first attempt?) (Marmalade sandwich)	- Can compose statements, commands, questions and exclamations - Can use simple co-ordinating conjunctions (and) to join parts of a sentence and clauses Dolphins: (and, or, but) Talk about my writing by reading it out loud and checking it makes sense Use full stops Use finger spaces Spell words using my GPCS	- Can compose statements, commands, questions and exclamations - Develop persuasive adjectives - Can use simple co-ordinating conjunctions (and, or, but) to join parts of a sentence and main clauses - Can use time connectives Talk about my writing by reading it out loud and checking it makes sense Use full stops Use finger spaces Spell words using my GPCS