

Writing Policy

January 2026



The Stour Academy Trust

The Stour Academy Trust Writing Policy
Trust Values

We are: **Collaborative** **Nurturing** **Inclusive** **Ambitious** **Innovative**

Academy Trust
Writing Policy

Intent

It is our intent to facilitate our pupils' development as effective communicators who can confidently use both spoken and written English.

Our goal is for our children to develop into enthusiastic, fluent, and responsive readers, writers, and orators who can learn and gain pleasure from the written word. Our high-quality Literacy curriculum, which develops reading comprehension and writing composition, fosters a whole school love of reading and writing. By placing quality children's literature at the heart of Literacy learning, we aim to inspire creativity and critical thinking.

We incorporate the Centre for Literacy in Primary Education's Power of Reading approach into our curriculum. This approach emphasises the use of high-quality texts to engage pupils, stimulate their imaginations, and develop their writing skills. Through the Power of Reading, we provide opportunities for pupils to explore diverse literature, enhancing their understanding of different genres and styles while fostering a love of storytelling.

We strive to equip pupils with firm foundations in English, enabling them to succeed in education, employment, and to participate fully in society.

We embrace a variety of technologies to develop English learning and to allow all children, regardless of barriers, to access and successfully achieve their full potential.

We recognise that each child is an individual and has their own learning needs; therefore, we measure progress in line with stage rather than age, ensuring that every child can celebrate success.

This policy needs to be read in conjunction with the Phonics and Early Reading, Feedback & Marking, Assessment, Homework, and Teaching and Learning policies.

Implementation

What does speaking and listening teaching look like?

Across the school:
• We provide stimulating first hand experiences, e.g. trips, storytellers and drama. • Each sequence of learning in Power of Reading provides many planned opportunities for children develop their speaking and listening skills through activities which are relevant to the text type or genre (e.g. Debate for a balanced argument, hot seating for interviews for a report or first-person recount etc.) • Speaking and listening activities should be scaffolded to support students to use genre specific vocabulary and sentence structures. Scaffolding could include word banks, sentence starters, substitution grids etc.



- Children should be given the opportunity to explore both formal and less formal (colloquial) language and consider its appropriateness in relation to the genre. This should include a chance to explore “in character” dialogue.
- Self, peer and adult feedback using technology such as voice recorder and live “in the moment” responses should be part of the learning cycle.
- The difference between speaking and reading a prepared piece should be made clear, with the emphasis on developing the former skill.

What does writing teaching look like?

- A purpose and audience for each piece of writing is decided from the outset.
- Writing is linked to high quality texts that are carefully planned to support different genres.
- Learning objectives are skills and genre specific, outlining exactly what the children will learn in each lesson.
- Children and adults have a shared understanding of what success will look like for each genre / outcome.
- Writing is taught as a carefully sequenced activity through long term plans which outline the text type and genre to be taught using the Power of Reading approach from CLPE; NC objectives for the writing process ensure that prior learning is built upon – **see Appendix 1 & 2.**
- Teachers teach using the hierarchy of skills to ensure mastery in key areas – **see Appendix 3.**
- Medium term plans map out learning objectives for S&L, Reading and writing (including spelling, vocab etc.) - **see Appendix 4.**
- Small steps objectives are mapped out to ensure that teaching is adapted for all children – **see Appendix 5, 6 & 7.** This ensures that children are immersed in the Literacy experience to become confident writers.
- Teachers provide regular, helpful “in the moment” feedback as per policy.
- Time is planned into the sequence of lessons for teachers to give verbal feedback, based on teachers’ assessments, to support children to edit and improve their writing, on a one-to-one or group basis. Peer feedback is encouraged as an additional way for children to respond to writing. This time is also used to address misconceptions in transcription.
- Planning is completed on OneNote from Yr1-6 - **see Appendix 8.**
- The Power of Reading approach will dictate the length of the learning sequence. Teachers can plan with SLT at MTP meetings and cherry pick from the sequence and have a degree of autonomy over the time each sequence would last. The art and music elements of the sequences will be used to enhance the development of vocabulary. All immersion will provide opportunities for writing.
- The planning should include an overview of the sequence of lessons, with separate learning objectives for each part of the learning sequence. This could be an LO for analysis of a text - choice of language, a specific grammar LO when writing over one or several days. S&L LO when completing that part of the immersion lesson in the sequence.
- The learning objective and success criteria, for the sequence of learning, is clear and the adaptations for children on small steps are clearly planned. The teacher input



(modelling), and resources – such as videos, picture stimuli, audio's and props – are uploaded and ready

- The writing essentials checklist is used as a daily expectation within the writing lesson ONCE they have been taught. **See Appendix 9.**
- A range of high-quality vocabulary choices must be given for the children to select and be inspired by.
- Children are taught to write on a stable surface, using an age-appropriate implement (pencil / pen), and in a writing book.
- The work can be published in a range of ways - using technology when it enhances the process; using Sway, PowerPoint, Canva, Book Creator.

In Reception

- Planning for YrR is on a daily plan.
- Children need to secure their Prime area of Physical Development, through planned opportunities in the indoor and outdoor environment to develop their fine and gross motor skills.
- Learning Objectives are taken from Development Matters (the long-term plan). The writing pedagogy and class texts follow the Power of Reading long-term plan and teaching sequences. Teachers can also select other high-quality texts and use them in a similar way, led by children's interests.**see Appendix 10.**
- The teacher will model writing skills matched to their phonics to enable children to apply them independently in Child Initiated Time.
- The teacher will plan and provide opportunities for the children to write in the provision and teachers will encourage children to rehearse skills taught in the input independently. Adults will scaffold up or extend children's writing (intentional teaching) so that all children make progress
- In small group work, children will be encouraged to orally rehearse their message and the teacher will compose their ideas and dictate a sentence that matches the children's phonics ability.
- Feedback is given "in the moment" and will focus on modelling the correct letter formation and pencil grip during child-initiated time and small group work.

Nursery to Y6

- The Power of Reading approach is used for curriculum maps and teaching sequences – **see Appendix 10.**

Adaptive teaching

- Small steps.
- Clicker
- Language Through Colour – **see Appendix 11.**
- OneNote accessibility tools – Immersive reader, audio feedback, dictations.
- Apps – Flip, Sway, iMovie.
- Video modelling, Screen records

What does spelling teaching look like?

EYFS and Year 1



- Little Wandle teaches children the phoneme / grapheme correspondence which supports sounding out, segmenting and blending. Children are encouraged to 'have a go' at writing words by recording the sounds they hear.
- Little Wandle phonics mats are available, matched to the Phase that the children are working within.
- The expectation is that children learn to spell accurately, including high frequency words, and that teachers give 'in the moment' feedback to support children to notice if the word does not 'look right'.
- The teacher models the accurate application of Phonics using the Phonics mat.

Year 2 – 6

- Phonics strategies need to continue until they have completed the Little Wandle program*.
- When children have completed the Little Wandle Phonics programme or Rapid catch up, they move onto the Little Wandle Spelling programme.
- Daily spelling lessons (Little Wandle at first, and then No-Nonsense spelling units), for Y3 to transition from daily Phonics lessons.
- As above*, a small group of children may still need Phonics instruction during this time.
 - Year 4-6 regular discreet weekly spelling sessions (which follow the No Nonsense spelling scheme), and use Apps and technologies such as Spelling Frame and to support the teaching of spelling rules.
- Spelling boxes tailored to each individual student to address common exception words and particular difficulties, used throughout the week, and based on teacher assessment – **see Appendix 12.**
- The expectation is that children learn to spell accurately, including common exception words, and that teachers give 'in the moment' feedback, using the hierarchy of spelling progression to support children to notice if the word does not 'look right' - **see Appendix 13.**

What does grammar and punctuation teaching look like?

Reception

- Teachers lay the groundwork for teaching the terminology, using Language Through Colour when modelling (what/who - noun, what doing - verb, what like - adjective).

Year 1 – Y 6

- Teachers explicitly teach the terminology, using Language Through Colour when modelling.
- Teachers will build a bank of grammar in OneNote or on a grammar working wall e.g. expanded noun phrase page – that includes word, video and activities where possible.
- Planning includes grammar and punctuation focuses for each lesson, with particular attention paid to the structure of a sentence.



- Grammar and punctuation skills are linked to the text type being taught so that skills can be embedded and applied through whole class teaching and in the children's writing in a meaningful way that focuses on audience and purpose.
- Examples of the grammar point being taught must be in resources and in the teacher modelled shared write – **see Appendix 14.**
- Feedback focuses on the daily writing essentials for each year group.

What does handwriting teaching look like?

- Daily handwriting lessons take place.
- We use 'Penpals for Handwriting' scheme as a basis for our teaching from Reception – **see Appendix 15.**
- The handwriting App Kaligo is used as an additional support to the main handwriting scheme.

Assessment

- Reception to be assessed against Development Matters throughout the year. At the end of Reception, teachers form a judgement of a good level of Development based on the EYFS profile, and using exemplification material for writing.
- Children to be assessed using a wide range of writing genres and against the NC.
- Moderation used to agree judgements using the National Curriculum tracking statements – **see Appendix 16.**
- Curriculum Tracking Statements will be used to assess children's progress through teacher assessment and summative judgements inputted on Arbor each term. **see Appendix 16**
- No Nonsense Spelling – **see Appendix 17.**

APPENDICES

1. [Power of Reading Long Term Curriculum Map T1-3 2024-25.docx](#)
2. [Power of Reading Long Term Curriculum Map T4-6 2024-25.docx](#)
3. [Hierarchy of writing skills.docx](#)
4. [Term 3 Wonder MTP ☒ 1.pdf](#)
5. [Writing Yr 1.docx](#) Small Steps
6. [Writing Yr 2.docx](#) Small Steps
7. [Writing Yr 3.docx](#) Small Steps
8. [Term 3 Week 2 ☒ \(1\).pdf](#)
9. [Writing Essentials poster A3 \(1\).pdf](#)
10. <https://clpe.org.uk/teaching-resources/power-of-reading-teaching-sequences>
11. [LanguageThroughColour.zip](#)
12. [Spelling Boxes.pptx](#)
13. [English Appendix 1 - Spelling.pdf](#)
14. [GrammarPlanners.zip](#)
15. [Penpals For Handwriting | Cambridge University Press](#)
16. [Curriculum Tracking Statements for Writing \(1\).docx](#)
17. Spelling
 - [NNS-Year-3.pdf](#)
 - [NNS-Year-4.pdf](#)
 - [NNS-Year-5.pdf](#)
 - [NNS-Year-6.pdf](#)



Children on track at the end of Year 1:

Autumn 1	Autumn 2	Spring and Summer
5 weeks: Phase 5 review	5 weeks: Bridge to spelling	20 weeks: Spelling units

Children completing Phase 5:

Autumn 1	Autumn 2	Spring 1	Spring 2, Summer 1 & 2	Year 3
Complete Phase 5	5 weeks: Phase 5 review	5 weeks: Bridge to spelling	15 weeks: Spelling units	5 weeks: Spelling units

