



Hamsey Green
Primary School



Hamsey Green Primary School

Writing Policy

Review date: Summer 2025

Reviewed by: Steve Brown

To be reviewed: Summer 2026

Reviewed by: Andrew Poulloin



Writing Policy

Vision: For every child to be passionate about high-quality texts, eager to speak, and inspired to write.

Mission statement: We nurture every child's curiosity and creativity by offering inspiring texts, meaningful discussion, and opportunities to write, so they grow as confident communicators.

Introduction

At Hamsey Green Primary School, we believe that proficiency in writing, encompassing fluency, transcription skills, and sentence construction, is a critical facet of children's education. Sound understanding of technique; access to a rich and varied vocabulary and a detailed grasp of grammar, punctuation and spelling are fundamental to children's development.

Good knowledge of writing allows a child to express their thoughts and ideas across a variety of genres, topics and concepts allowing these to be communicated to themselves and others. Due to this, creating a strong culture of writing throughout our school is vital.

We believe that children must be given the opportunities for rich learning experiences and stimulation in order to increase their confidence and capability across both non-fiction and creative genres.

Writing is such a core skill for everyday life and underpins most elements of the school curriculum and therefore the writing curriculum at Hamsey Green not only reflects the National Curriculum and new writing framework but supports developments in children's confidence, inquiry skills, independence, curiosity, creativity and not least their literacy.

The new writing framework: July 2025

In July 2025, the Department for Education released a new writing framework. This took many of the elements of the existing writing framework but put a further emphasis on the following elements:

- 📖 **Fluency and Automaticity:** Developing the ability to write smoothly and quickly, allowing pupils to convey their intended meaning effortlessly.
- 📖 **Transcription Skills:** Explicit teaching of handwriting and spelling from the beginning of Reception, continuing to build fluency throughout primary school.
- 📖 **Sentence Construction Mastery:** Supporting pupils to understand and master sentence structures, grammar, and punctuation.
- 📖 **Writing Process Stages:** Emphasizing the stages of planning, drafting, revising, and editing in the writing process.
- 📖 **Feedback Practices:** Providing effective feedback to support pupil development in writing.

We have updated our entire writing policy with these key factors in mind.

Intent

We intend to provide:

- Access to rich vocabulary across our learning environments
- Interesting, engaging and challenging texts
- A progressive scheme of work beginning in nursery and advancing through to the end of Year 6
- An embedded Talk for Writing that incorporates the stages of planning, drafting, revising, and editing to develop writing fluency and automaticity.
- Well planned out learning opportunities
- Opportunities for independent and creative writing.

In order to develop:

- Confident, creative and reflective writers
- Competent spellers
- Able grammarians
- Ambitious users of vocabulary

Implementation

Teaching and Learning of Writing

At Hamsey Green, we follow the 2014 National Curriculum for the teaching and learning of writing skills. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving at and in many cases surpassing national expectations. The curriculum is monitored by the Writing, Speaking and Listening coordinator to ensure that it is being used effectively to provide challenge, stimulation and inspiration to improve standards of writing between Year 1 and Year 6. The EYFS lead monitors standards in writing across Acorns Nursery and Reception to make sure that our learners get the best start possible.

Our writing and the genres we study are mapped carefully across our half-termly topics and can be found on published curriculum maps on the school's website.

We are continuing to embed the principles of Talk for Writing across the school in our writing lessons **ensuring that pupils engage in all stages of the writing process: planning, drafting, revising, and editing, to develop writing fluency. They will also be working on key skills lessons during these sessions learning to write using specific techniques which reflect the genres they are learning. i.e. learning to write using suspense techniques is a very different key skill compared to learning how to develop a persuasive argument.** This is a much celebrated approach based upon the principles of how children learn. We follow their four phase structure (Cold Write, Imitation, Innovation and Hot Write) as well as giving children regular opportunities to Invent (writing independently in any genre of their choice) in order to help our writers to develop both their comprehension and composition of writing across multiple genres in both non-fiction and fiction. The continued development of progressive 'tool-kits' through EYFS to Year 6 allows us to make sure there is a clear progression across the school.

In order to internalise texts, children are provided with multiple opportunities to orally rehearse texts as well as participate in drama and speaking and listening exercises. This helps children to become more confident in using the skillset attributed to the genre or style of writing as well.

During phase 3 and 4, regular shared and group writing sessions help move children on from scaffolded learning to independent application.

We use modelled texts (WAGOLLS), powerful visual stimuli and short films provided by [The Literacy Shed](#) in order to encourage, enthuse and excite our students.

Weekly opportunities to increase children's independent writing are provided by our use of the Talk for Writing structure.

Teaching and Learning of Spelling

In Early Years to the beginning of Year 2, Hamsey Green employs the Little Wandle Phonics Scheme. Little Wandle is a phonics-based scheme that helps children learn to spell by teaching them the sounds behind letters in a clear, structured order. It links reading and spelling, provides regular practice, and supports all learners, making it an effective, evidence-based approach to building strong literacy skills.

We use it because it provides:

- **Systematic progression** – Children learn sounds and letters in a carefully sequenced order, building from simple to complex.
- **Phonics-based spelling** – It emphasizes the link between sounds (phonemes) and letters (graphemes), helping children sound out words when writing.
- **Daily practice and reinforcement** – Regular, consistent activities help children internalize spelling patterns.
- **Support for all learners** – Includes interventions and differentiated strategies for children who struggle with spelling.
- **Integration with reading** – Since it aligns reading and spelling, children reinforce spelling rules while learning to read, making the process more natural.
- **Proven effectiveness** – Evidence-based approach shown to improve literacy outcomes in early years.

More information on Little Wandle and how you can help your children as well as the Phonics policy can be found: [Hamsey Green Primary School - Phonics](#)

Beginning in Year 2 and progressing throughout Key Stage 2 until the end of Year 6, children use the [No Nonsense Spelling](#) program developed by Babcock **focusing on strategies that support writing fluency**. This teaches a myriad of strategies in order to help children become proficient in spelling. These include:

- Look, say, cover, write, check
- Trace copy and replicate (and then check)
- Segmentation strategy
- Quickwrite
- Drawing around the word to show the shape
- Drawing an image around the word

- Writing the word without vowels
- Pyramid words.

Please see the appendix for examples of what these strategies entail.

Teaching and Learning of Handwriting

Accurate, neat and flowing handwriting is proven to help children to comprehend and internalise ideas as well as helping to improve the accuracy of spelling and increase writing stamina. It is a fundamental element of the Primary School National Curriculum for writing transcription and due to this we teach daily handwriting lessons. It also has a calming effect on children after breaktimes.

We use the Letter-Join programme throughout the school, emphasizing the development of fluent handwriting skills from the beginning of Reception.

Planning

To ensure that teaching of writing is effectively planned and responsive to learners' needs, teachers record long-term, medium-term and weekly plans.

Long-term plans

These take the form of English Curriculum Maps and express what we plan to learn in English this year. Examples of working copies of these plans can be found in the appendix.

Medium-term plans

They are liable to change as we adapt to our learners' needs. An example can be found in the appendix.

Weekly plans

These take the form of detailed lesson plans across a week on powerpoints. They display specific goals and success criteria for the lesson, the methodology of teaching to help the children to succeed, recognition of potential barriers to learning and clear understanding of means of supporting and scaffolding of our students' learning.

Recording of work

We believe strongly in displaying our work with pride at Hamsey Green. A set of expectations are inside the front cover of all books that the children write in and are regularly referenced in lessons to make sure the children are aware of our expectations. Spelling and grammar exercises are recorded in Spelling, Punctuation and Grammar exercise books and we also write our draft compositions in there. Children write in pencil and progress through to blue pen by earning a pen licence for neat handwriting that uses accurate letter formation and joins.

Children are given the opportunity to publish finished compositions and these are then displayed in a writing portfolio. In Year 2 and 6, children will display these pieces primarily in their writing folders as this provides a good source of evidence of independent writing for moderation. Children have an opportunity for regular independent writing through the use of Talk For Writing’s phased structural approach. This includes both cold and warm writing tasks (at the beginning and end of a unit) as well as during the imitation (retelling), innovation (creating their own similar writing piece within the same genre) and invention stage (after the unit, independently applying skills they have learnt to a longer piece of writing based on visual stimuli such as a picture or a short video).

Regular opportunities for writing science reports based on experiments and hands on learning experiences are recorded in Science exercise books.

Marking and feedback

Teachers aim to provide live feedback (also known as ‘over the shoulder’ marking) in every writing session, focusing on supporting pupils through the stages of the writing process and developing writing fluency. This is due to EEF studies proving this to be the most effective form of giving feedback to children.

| ect | Expectation |
|-----------------|---|
| sh (5 sessions) | <p>en for Growth Questions/Quality</p> <p>num 1 Self-Assessment</p> <p>er Assessment</p> <p>get comments whenever needed</p> <p>URE ALL SHEETS ARE IN BOOKS</p> <p>BOXING UP DOCUMENTS STUCK IN</p> <p>K WINS ON TRANSCRIPTION</p> <p>PLICT marking: identify mistakes with live marking</p> <p>T THE DOT (mistake dotted in the margin and the er then ticks over when corrected)</p> <p>DERLINE THE CRIME... (underline mistakes for them</p> <p>ct</p> <p>RECT THE PARAGRAPH....</p> |

| | |
|--|--|
| | <p>LICIT marking- e.g. 2 errors in the margin for them ify ntify a misconception spelling rule rather than give corrections e.g. stoped.... Stop_ed what needs ding – DVATION PHASE requires the most amount of mark diting/common misconceptions otherwise these w ansferred to the Hot Task</p> |
|--|--|

Spelling, grammar and punctuation errors are picked up through teacher and TA marking and regular opportunities for peer and self-marking. We expect children at Hamsey Green Primary School to partake in regular proofreading, editing, evaluation and improvement as part of the writing process. Editing is recorded in black pen and peer marking is recorded in red pen.

Teachers show strong elements of children’s work in *Tickled Pink* (usually by underlining or highlighting these elements) and isolate areas for children to improve in *Green for Growth*. This is monitored on a bi-weekly basis.

Assessment

At Hamsey Green, we believe that regular formative and summative assessment is essential for keeping children’s learning on track. By utilising formative assessment through Assessment for Learning we recognise and unpick misconceptions early and this is gathered in multiple ways: talking to the children, asking questions to assess their level of understanding, observing their work and dialogic marking. This helps us to adapt our current provision, plan further work and set new targets.

We assess our children’s learning on a termly basis, evaluating their development through the stages of the writing process and their writing fluency. We base our assessment on the work they produce independently during the invention phase as well in each of their exercise books. This is then registered against Year group based National Curriculum targets in our assessment programme *Insight*.

Moderation of assessment

We believe that the integrity of our grading is essential and due to this, we regularly participate in moderation events with other schools in our MAT as well as in the local area. We also regularly moderate internally both with moderation from our SLT (Senior Leadership Team) and with our colleagues.

Vulnerable groups

All children with particular learning needs (including SEND, Pupil Premium and More Able students) are monitored within pupil progress meetings. Carefully selected provisions are then put in place to help support and extend our learners. This could include provisions to support children in first wave teaching but can also include pre-teaching, booster groups and other interventions. We use the [Rapid Write](#) programme to help secure the learning of those pupils who find writing challenging and also other tailored approaches to those children who need remediation in particular areas of the curriculum. These can occur in focus group activities with the class teacher during learning time but might also take place in out of class interventions.

We have also provided exciting learning opportunities for our More Able students over the previous years including visiting workshops run by published children's authors.

Lexia

In January 2022, Hamsey Green Primary School began to use Lexia Core 5 across every year group with superb home and in school engagement. Lexia Core 5 is an English Language Development software that addresses reading, spelling and writing skills and uses automated assessment and differentiation in order to provide personalised support, intervention, consolidation and mastery across the English Curriculum. This has begun to help our students identify and address gaps as part of the Recovery Curriculum.

There is an expectation for children to use Lexia for a minimum of 45 minutes a week. Regular usage of Lexia with short bursts helps children to internalise complex spelling structures, utilise them when decoding texts and applying them within their writing. Children who are unable to access Lexia at home will be given an opportunity to do so during the school week.

Punctuation

We use the use of 'green for go' and 'red for stop' pencils and pens in order to help children accurately develop their fundamental skills in starting sentences and proper nouns e.g. Steve, Warlingham, Odeon, and deploying their punctuation. It is important to create a clear end point so that children know when they could then begin to move away from this, safe in the knowledge that these skills were now properly embedded in their practice.

Guidelines:

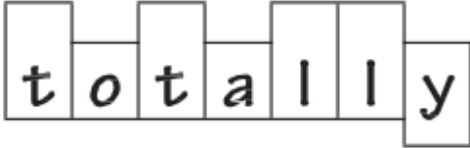
- Children will write their main text in their usual pen/pencil.
- **Capital letters** should be written in **green pen**.
- **Punctuation** (full stops, commas, question marks, exclamation marks, etc.) should be written in **red pen**.
- Teachers will model this consistently and provide feedback during lessons.
- The focus is on reinforcing correct use of capitals and punctuation until the child demonstrates accuracy.


End Point:

- Children will continue using the green/red pen system until they consistently use capital letters and punctuation correctly in independent writing across several weeks. A 'successful' session would be judged on making no more than two mistakes in a single writing lesson.
- Once the teacher is confident in the child's accuracy, the child can discontinue the system and apply capitals and punctuation independently.
- Once the children have moved away from the use of the green and red pens, if at the next assessment point, inaccurate deployment of capitals and punctuation have returned, children will be moved back to using green and red pens.

Appendices

1. No Nonsense Spelling learning strategies

| | |
|---|--|
| Look, say, cover, write, check | <p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p> |
| Trace, copy and replicate (and then check) | <p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p> |
| Segmentation strategy | <p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p> |
| Quickwrite | <p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p> |
| Drawing around the word to show the shape | <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>  |

| | |
|--|--|
| <p>Drawing an image around the word</p> | <p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> |
| <p>Words without vowels</p> | <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ _ ld</p> |
| <p>Pyramid words</p> | <p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p> |
| <p>Other strategies</p> | <p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word. |

2. Example of long, medium and short term plans

Long

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|--|--|--|--|--|
| Topic | Terrific Tribes | All roads lead to Rome | Sights and sounds of Italy | Light on India | Come Rain or Shine | Wild Things |
| Genres Non Fiction | Newspaper Articles & Witness Statements | Letter Writing | Non chronological reports Eye witness (Pompeii) | Fact file (Hindu gods) Instructions | Explanation Texts (Rivers) Persuasive Writing | Biography (Beatrix Potter) |
| Narrative | Adventure Writing | Myths and Legends | Traditional Story | <u>Playscripts</u> | Poetry | Short stories |
| Poetry (By rote) | Queen of the Iceni by Melissa Speed | I am a Roman Solider by Josiah Wedgewood | Italy by Samuel Rogers | <u>Tyger! Tyger!</u> By William Blake | River Runs Free by David <u>Windle</u> | The <u>Quangle Wangle's Hat</u> by Edward Lear |

| | | | | | | |
|------------------------|--|--|---|--|---|----------------------------------|
| Key Texts | <u>Cuda</u> of the Celts | Romulus and Remus Roman Myths and Legends | <u>Pinnocchio</u> <u>Michael Morpurgo</u> | <u>Grandpa Chatterji</u> <u>Rama and Sita</u> | Swallows and Amazons Arthur <u>Ransome</u> | Beatrix Potter Tales |
| Key Concepts | Ready to write (determiners, clauses, conjunctions, adverbs, prepositions, tenses, using paragraphs) Pronouns | Standard English Verb Inflections Fronted Adverbials | Speech Noun phrases | Suffixes | Paragraphs around a theme | Apostrophes Standard English |
| Ongoing Skills | Discuss writing similar to that which they are planning to write in order to understand learn from its structure, vocabulary And grammar. Discuss and record ideas. Compose and rehearse sentences orally, building a rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. Use simple organisational devices. Evaluate and edit. Proof read for errors. Read their own writing out loud. Use horizontal and diagonal strokes that are needed to join letters. Reading comprehension skills. | | | | | |
| Terminology for Pupils | Determiner Possessive pronoun | Fronted adverbial Comma | Proper Noun Noun phrase Inverted commas | Plural | Plural possession Metaphor Simile Onomatopoeia | Possessive apostrophes Plural |

Medium

| | Week 1 3/6 | Week 2 10/6 Phonics checks | Week 3 17/6 | Week 4 24/6 Murphy class assembly | Week 5 1/7 Summer Sounds Assessment Week | Week 6 8/7 KS1 Trip KS1 Sports Day Moderation/ Data/ PPM | Week 7 15/7 |
|----------------|---|--|---|--|---|---|--|
| Writing | KWL grid What do you know already, what do you want to know (relate to history, geography) The Very Hungry Caterpillar - diary writing (Learn a mini beast poem) | Literacy Shed – caterpillar shoes Write your own story - which mini beast will he meet next? How will the story end? | Invitations Letter writing Mini beast riddles Poem | Fact files (mini booklets) Researching mini beasts | Instructions – How to make a bug hotel / cress head | Recount – what did you do on the trip | Mini beast riddles Poetry Boris the Spider / <u>Incy Wincy Spider</u> / Ladybird, ladybird |
| Grammar | Days of the week / Months of the Year | Sentence starters Adjectives Contractions | | Questions Statements <u>Exclamations</u> <u>Commands</u> Punctuation | Bossy verbs Commas for lists Present & past tense | Superlatives | Similes Alliteration Suffixes |