



Hamsey Green Primary School

Writing Policy

Reviewed by: Mr Andrew Poulloin

Review Date: July 2026

Date of next review: December 2026

[Intent](#)

At Hamsey Green Primary School and Acorns Nursery, we believe that writing gives children a voice. Our writing curriculum develops confident, ambitious and articulate writers who can communicate effectively for a range of audiences and purposes. Through high-quality

literature, purposeful talk and explicit teaching, pupils develop the knowledge, vocabulary and technical accuracy needed to succeed across the curriculum and beyond.

Aims

- Develop fluent, confident and independent writers.
- Inspire children through high-quality texts and meaningful writing opportunities.
- Develop ambitious vocabulary and increasingly sophisticated sentence construction.
- Secure accurate spelling, punctuation, grammar and handwriting.
- Increase the number of pupils achieving Greater Depth Standard through high expectations and challenge.

Curriculum Design

Writing units are built around carefully chosen, high-quality texts that expose pupils to rich vocabulary, ambitious language and excellent models of writing. Wherever possible, English units complement wider curriculum topics to strengthen children's knowledge and provide authentic reasons to write.

Teaching Writing

Talk for Writing is the core pedagogical approach in EYFS and Key Stage 1. Children learn through oral rehearsal, imitation, innovation and independent application, allowing them to internalise language structures before writing independently.

In Key Stage 2, Talk for Writing continues to inform practice where it best supports learning. Teachers are encouraged to adapt planning and teaching sequences to meet the needs of their class, drawing upon a range of evidence-informed approaches whilst maintaining consistency in curriculum outcomes and progression.

Developing Ambitious Writers

From September 2026, a whole-school priority is increasing the proportion of pupils achieving Greater Depth Standard. Teachers explicitly teach ambitious vocabulary, varied sentence structures and authorial techniques. Alan Peat sentence types, Descriptosaurus and high-quality mentor texts are used to extend children's composition, creativity and control of language.

Spelling

Early spelling is taught through the Little Wandle Letters and Sounds Revised programme. From September 2026, CUSP Spelling will be implemented across Key Stage 2, providing a coherent progression in spelling, morphology, etymology and vocabulary. Spelling is taught explicitly and pupils are expected to apply taught patterns in independent writing.

Handwriting and Presentation

Letter-Join provides a consistent approach to handwriting across the school. High expectations for presentation apply in every subject.

Writing Across the Curriculum

Children write regularly in English, science, history, geography and other curriculum areas. These opportunities enable pupils to apply taught writing skills in meaningful contexts while strengthening subject knowledge.

Feedback, Editing and Improvement

Teachers prioritise live feedback within lessons so that misconceptions are addressed immediately. Editing is viewed as an essential part of the writing process rather than an activity completed at the end of a unit.

The school continues to use Green for Growth prompts alongside self- and peer-assessment where appropriate. Pupils are expected to proofread, edit and improve their work, with teachers providing precise feedback on composition as well as transcription.

Assessment

Writing is assessed through ongoing teacher assessment, independent writing outcomes and moderation. Judgements are informed by National Curriculum expectations and supported through internal and external moderation.

Adaptive Teaching

Teachers adapt scaffolds, modelling and support to ensure every pupil can succeed. Additional intervention is provided where required, while the most able writers receive enhanced challenge and opportunities to write with increasing independence and sophistication.

Monitoring and Quality Assurance

The English Lead monitors the quality of writing through lesson visits, planning scrutiny, book looks, pupil voice and assessment analysis. Particular attention is given to the implementation of CUSP Spelling, consistency of expectations, writing across the curriculum and the progress of pupils working towards Greater Depth.

Punctuation

To support children in developing secure punctuation and accurate use of capital letters, Hamsey Green Primary School uses a 'Green for Go, Red for Stop' approach where appropriate.

This strategy provides a clear visual scaffold, helping pupils to identify sentence demarcation and the correct use of capital letters at the beginning of sentences and for proper nouns. It is intended as a temporary support to help children embed these essential transcription skills before applying them independently.

Implementation

- Children write their main text using their usual pencil or pen.

- Capital letters are written in green.
- Punctuation marks (including full stops, commas, question marks, exclamation marks and other age-appropriate punctuation) are written in red.
- Teachers model the approach consistently and provide timely feedback during lessons.
- The strategy is used to reinforce accuracy and support pupils in developing secure writing habits.

Moving Towards Independence

The Green for Go, Red for Stop approach is a short-term scaffold rather than a permanent expectation.

Children will continue to use the strategy until they consistently apply capital letters and punctuation accurately in independent writing. Once the class teacher is confident that these skills have been securely embedded, pupils will return to writing entirely in their usual pen or pencil.

If subsequent assessment indicates that a pupil's accuracy has declined, teachers may reintroduce the strategy to provide additional support until these skills are once again secure.