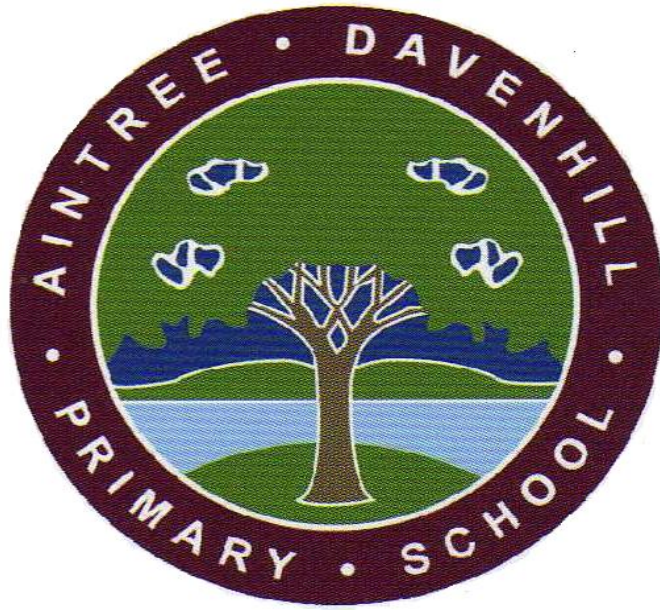


Aintree Davenhill Primary School



Writing Policy

Approved by the Headteacher

July 2026

Review date July 2027

CURRICULUM INTENT

The ability to write for a range of different purposes and audiences is a fundamental skill needed in all other areas of the curriculum as well as an essential life-long skill. Our goal is to nurture children to write with confidence, understanding and enjoyment.

Our school motto is 'Excellence and Enjoyment', meaning that we want children to enjoy writing and have a positive attitude towards this area of learning. Our vision is also for our pupils to achieve excellence in writing and in every aspect of school life. We believe that successful learning enables children to develop the confidence to meet the challenge of new work.

The aims for our children at all key stages are founded upon those of the National Curriculum. Through opportunities for writing, our pupils will:

- Learn to write with confidence, enjoyment and fluency showing creativity, understanding and an awareness of the reader.
- Understand and use phonics and spelling rules to spell accurately.
- Have fluent and legible handwriting as well as develop word processing skills.
- Write effectively in a range of fiction, non-fiction and poetry genres.
- Use planning and re-drafting techniques as an integral part of the writing process.
- Develop vocabulary and knowledge of grammar.

CURRICULUM IMPLEMENTATION

At Aintree Davenhill, we encourage a love of Writing through vocabulary-rich and high-quality literature, using **Ready Steady Write** by Literacy Counts. This scheme ensures that children are given meaningful and exciting provocations to write whilst developing a habit of writing widely and often. We recognise the importance of equipping our pupils with the necessary skills to communicate effectively; writing clearly and accurately whilst adapting their language and style for a range of contexts.

Ready, Steady, Write helps staff to ensure that the teaching of the writing process is inextricably linked to the teaching of reading as well as speaking and listening. Lessons are developed around a sequence of high-quality age-appropriate texts. Within each unit, well structured lessons allow teachers to help children to learn effectively:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions.
- explore the Writing structure and features of different genres, identifying the purpose and audience.
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing.

Strategies used regularly to support children's learning include the following:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking onboard feedback to improve their explanations.
- Partner Talk – Children work with partners to discuss their ideas. They can explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' to make the Writing process explicit and provide a rich and varied

vocabulary for the children to utilise in their work. This happens daily, through sentence accuracy and also focuses on the correct grammatical features to use within the writing.

- Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as have pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the Writing process is evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

At Aintree Davenhill, we recognise children as independent learners, and as such adapt lessons accordingly to include visual, auditory and kinaesthetic approaches where appropriate which best suit the needs of the children.

Children have the opportunity to use a range of resources such as phonics resources, word cards, dictionaries, thesauruses, etc. to support their work. Class novels are used widely as an additional basis for writing as well as reading for enjoyment and meaning with the teacher.

Some children use ICT in English lessons to enhance their learning and understanding. Children can also use computers to help with the re-drafting process as well as study and explore how words and images are combined to convey meaning. Children also have opportunities to use and apply their learning in other areas of the curriculum.

Children work in mixed ability classes for English. Work is differentiated by task, support materials, adult support where appropriate and by expected outcome. We recognise the importance of challenging and extending more able children as well as supporting those with specific learning difficulties who are listed on the SEN register. Teachers work closely with Teaching Assistants and HLTAs to plan and deliver intervention sessions which further support children's needs and help to reinforce work done in class.

CURRICULUM IMPLEMENTATION - PLANNING

We carry out the curriculum planning for English in three phases: (long-term, medium-term and short-term). The National Curriculum and EYFS Framework are used alongside good quality texts to detail what we teach. These provide us with a basis for implementing the statutory requirements for writing. Units of study are delivered through the use of detailed teaching sequences from the **Ready Steady Write** scheme. Each year group leads up to two full, planned extended writes per half term.

Teacher modelling is key in showing children how to write. In Key Stage 1 and 2, WILFs (What I'm Looking For) are used to show children what is required in a longer piece of writing. Teachers are encouraged to involve children in a range of activities at the WILF stage. WAGOLs (What a Good One Looks Like) also provide children with high quality examples of texts and teachers are encouraged to plan activities for children to identify good features included in these WAGOLs.

All teachers annotate detailed Ready Steady Write plans identifying Teacher, TAs and support staff roles. Adults are encouraged to have a teaching focus when working with a group in order to ensure that progress of that group is made within a lesson. Differentiation is evident on plans. This includes SEND children as well as those on the AGT register.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Online resources support the teaching of the Ready Steady Write resources and provide access to quality images and texts to support whole class teaching. Children also have access to iPads in class, which are regularly used to supplement writing lessons (eg. researching topics raised in texts further or to present their writing in a different format)

SPECIAL EDUCATIONAL NEEDS (SEND)

Children with special educational needs are encouraged to take full part in writing sessions, both inside and outside the English sessions. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop word banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning, and editing – with opportunities for the children to practice modelled techniques

Pupils who need it are withdrawn for short periods, to participate in individual and small group intervention programmes, based on their needs. Care is taken not to disadvantage pupils by this withdrawal and they are kept in the classroom as much as possible.

MARKING EXTENDED WRITING (Years 2 to 6)

The following guidance is used, from Years 2 to 6, to aid teachers in their marking of extended, independent writing tasks:

Pink highlighting	A pink highlighter will be used to identify 3 strengths within the piece of writing. These strengths should be linked to the success criteria shared with the children.
Green line under a word	Use a green wavy line under 3 spelling errors and write the correct spelling of each word in the margin.
Overwrite a letter with green pen	Overwrite a letter using green pen to identify where a capital letter should have been.
Circle with green pen	Use a green pen to circle incorrect joins in handwriting. Teacher should demonstrate the correct join under the piece of writing and allow space for the child to have a go.
WS	The code ' WS ' (With Support) should be used if a child has had adult support to complete the piece of writing.
SC	The code ' SC ' (Scaffolded) should be used if a child has made use of scaffolds e.g. sentence stems, visual aids to complete the writing task.
'WILF' slips	A 'WILF' (What I'm Looking For) slip should be used to identify the success criteria for the piece of writing as well as an area for improvement. For KS1, this slip will be placed under the completed piece of writing. For KS2, it will go at the top of the writing and will be shared with the children.

ASSESSMENT

Writing is assessed regularly against year group national expectations. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Targets are set regularly and shared with the children. Assessment of Year 6 writing is moderated regularly at school level, with local schools as well as at Sefton moderation events. There are regular opportunities for monitoring writing in all year groups and in phase team groups as well as across the MADCOS network.

The Single Word Spelling Test data is used to monitor spelling progress from Year 2 to Year 6, providing teachers with spelling ages. The Ready Steady Spell half-termly assessments are also used to monitor spelling progress.

Teachers use WILFs to assess extended creative writing tasks. Targets usually refer to the learning objective but can also refer to those on which children are working. Teachers can also set 'Fix it' tasks for children to answer questions, correct grammar or spelling mistakes as well as explain concepts in more depth. Key Stage 2 children are also regularly encouraged to re-draft/edit sections of work identified by the teacher.

IMPACT OF THE WRITING CURRICULUM – MONITORING AND EVALUATION

The monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the Writing Subject Leader and Senior Leadership Team. The Writing and Reading Co-ordinators work together within an English Team of staff. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school through an annual Action Plan. Books, planning and lessons are monitored regularly by the Writing Subject Leader and SLT. Teachers are then given individualised feedback and support where required.

Writing Policy – Revised June 2026

J. McGowan – Writing Subject Leader