

Writing at Glebelands Primary Academy



Updated: September 2025

At Glebelands Primary Academy, we want all children to leave primary school being able to write confidently, enabling them to communicate clearly their thoughts, emotions, ideas, knowledge and understanding.

The teaching of writing is a key element of our English lessons alongside reading and speaking and listening. We know that all these elements contribute to writing development. We know that good readers often make good writers and that those who can speak clearly and fluently often have good sentence structure and spelling. Therefore, it is important that all these areas are valued and used alongside each other.

Although the teaching of writing is done through English lessons, children often write across all subject areas. Expectations for the standard of writing need to remain the same regardless of where the writing is taking place. Children need to be able to communicate their ideas clearly in all areas and not just an English lesson.

Writing is in fact a very complex process. Children need to know letter sounds and how to form and write the letters to make the sounds in the words they want to write. They need to understand how a grammatically correct sentence is formed and punctuated. They then need to learn the skills to extend and manipulate their ideas into more complex pieces of writing using a more varied range of grammatical features. Alongside this, they need to write for a range of purposes such as a letter or to tell a story, being aware of the audience they are writing for. Writing needs to be taught progressively so that children are taught the skills and given the opportunity to embed before then being taught how to develop and extend further.

Teaching of Writing

In the EYFS, the teachers follow the Early Excellence model to deliver learning opportunities to achieve the writing Early Learning Goals:

‘Children at the expected level of development will:

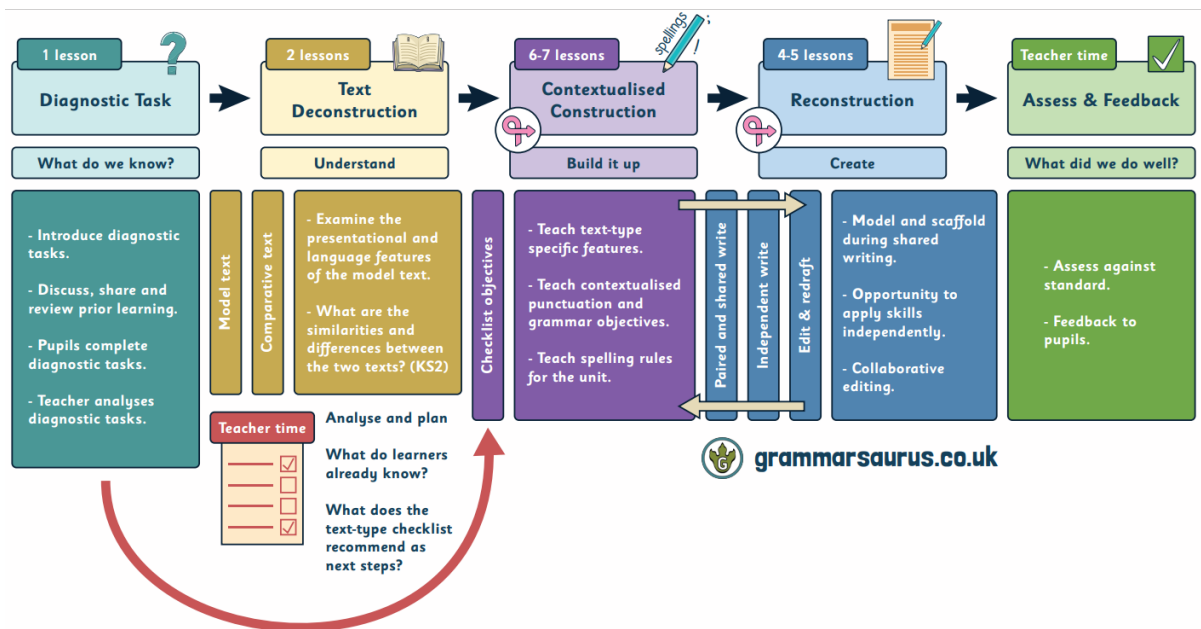
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.’ (DfE, Early Years Foundation Stage Profile, handbook 2022)

Children are taught the skills for writing through our phonics programme, Success for All Phonics. In their daily phonic sessions, children are taught the letter formations for both lower- and upper-case which they practise forming. In the Spring Term, digraphs begin to be introduced and the children practise writing the letters to represent these sounds. In the Summer Term, the children then begin to write modelled and dictated sentences using the sounds they have been taught.

The children continue to develop their writing through weekly guided writing sessions where the children will work in a small group with an adult. The class book for that week acts as a stimulus for the children's writing. The children will have the sound mats linked to the phonics programme available and links are made to the sounds which have been taught.

In most of the areas of the continuous provision, there are opportunities for the children to write independently. Clipboards, paper and writing utensils are available so that the children can write freely.

In Years 1-6, we use the Grammarsaurus approach to teach writing. Teachers use the planning and teaching sequence model to support the writing journey.



Most of our writing units are based around a high-quality core text which act as a stimulus and provide a vehicle for the writing opportunities. Alongside these core texts, we believe that it is important that the children are provided with good quality model texts so that they are clear of the writing expectations for their year group. This also enables them to see what a good piece of writing looks like.

The writing journey begins with activities to assess where the children are which is then used by teachers to inform the planning and teaching sequence. The children then learn the skills needed through a process of shared and individual practice. These skills include text type specific features, grammatical features, punctuation and spelling. It is important that these skills are taught in the context of the

writing unit as a way for them to learn, practise and apply them. Writing tasks are differentiated appropriately to ensure that all children can access the learning and make progress. Assistive technologies are also used to support the writing of children with identified needs.

Towards the end of the teaching sequence, the children will then produce a final write and are given time to carry out detailed editing and redrafting. Teachers will assess throughout the teaching sequence and adapt planning and activities to reflect the needs of the children. The final piece is used to assess the progress that the children have made and to identify any other areas which need development.

Vocabulary

We know that ‘by the age of just 3, children from low-income families are exposed to 30 million fewer words than their peers’ (Hart and Risley, 2003). This is known as the word gap and has a very real impact on children’s attainment. This is why we teach vocabulary across the school. In the EYFS, the children are taught tier 1 and tier 2 vocabulary linked to everyday activities such as naming objects found in a kitchen etc. In Key stage 1 and Key stage 2, children are taught both tier 2 and tier 3 vocabulary within the CUSP units of work for the Foundation Subjects. The tier 2 vocabulary taught can be used and applied within other contexts and links are made to these. Core vocabulary is also identified and taught for each writing unit which may be linked to the core reading text and/or the model text. The children are encouraged to use this vocabulary in their spoken and written activities.

Assessment

Assessment of writing is continuous and progress is tracked and monitored by the class teacher, English Lead, Senior Leadership Team and the Governing Body. Moderation is regularly carried out in school as well as with other schools in the Diamond Learning Trust and schools in the local cluster. The EYFS, Year 2 and Year 6 teachers also attend external moderation events. This use of moderation ensures that judgements are robust and are standardised across the school and in line with other schools.

Other related policies:

Handwriting Policy

Reading Policy

Teaching and Learning Policy

EYFS Policy

Sources:

DfE, Early Years Foundation Stage Profile, handbook 2022

Hart, Betty, and Todd R. Risley (H&R): "The early catastrophe: The 30 million word gap by age 3." *American Educator* 27.1 (2003): 4-9