

Riversdale Primary School

A nurturing, ambitious and values led school.

WRITING POLICY

DATE: 28th June 2026

REVIEW DATE: 27th June 2029

"Writing is the painting of the voice."
Voltaire

United Nations Convention on the Rights of the Child:

Article 28:
You have the right to education.

Article 29:
You have the right to education which develops your personality, respect for others' rights and the environment.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- DfE National Curriculum in England: English Programmes of Study
- DfE Reading Framework: Teaching the Foundations of Literacy
- DfE Writing Framework
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice

This policy should be read alongside the school's:

- Teaching and Learning Policy
- Curriculum Policy
- SEND Policy
- Equal Opportunities Policy
- EAL Policy
- Marking and Feedback Policy
- Handwriting Policy

INTENT

At Riversdale Primary School, the teaching of writing aims to inspire a love of the subject and equip pupils with the skills necessary to communicate effectively and accurately across a range of contexts, preparing them for secondary education and beyond.

We teach writing through **Ready Steady Write** from **Literacy Counts**, which provides a clear, progressive and text-rich approach to writing from EYFS to Year 6. Through carefully chosen, high-quality texts, pupils are given meaningful reasons to write for a clear audience and purpose.

We seek to develop pupils' ability to express ideas clearly, creatively and purposefully, adapting their writing to suit different audiences and purposes. Central to this is the expansion of pupils' vocabulary, enabling them to enhance their writing by selecting words with precision, as well as applying relevant grammatical concepts within meaningful writing contexts.

Pupils encounter rich, diverse and high-quality texts that provide models of excellent writing. These texts entertain, inform, persuade, explain and inspire pupils to experiment with language, structure and style.

We recognise that spoken language underpins the development of writing. The quality of language that pupils hear and use is vital for developing vocabulary, grammar, sentence construction and confidence as writers. For this reason, talk, oral rehearsal, drama, discussion and vocabulary exploration are central to the writing curriculum.

We also aim to instil in pupils that writing is a process: one that involves generating ideas, oral rehearsal, planning, drafting, editing and refining. This approach builds pupils' confidence and independence as writers and helps them develop their own writer's voice.

Finally, we aim to support pupils in ensuring that handwritten work is clear, legible and presented with pride, reinforcing the value of presentation alongside content.

Through this process, we equip pupils with the tools to write thoughtfully and creatively, both in school and in the wider world.

IMPLEMENTATION

The Department for Education's Writing Framework identifies key principles of effective writing instruction, including establishing a positive writing culture, developing a well-sequenced and coherent curriculum, and ensuring that all teachers are well-trained to deliver high-quality writing instruction. These principles underpin our whole-school approach to writing at Riversdale.

Ready Steady Write is the main vehicle through which our writing curriculum is delivered. It provides a clear, progressive and text-rich approach to the teaching of writing, while allowing teachers to adapt teaching responsively to meet the needs of their pupils.

At Riversdale, we recognise that a strong start in writing is essential if pupils are to become confident, capable and creative writers. For this reason, our approach places significant emphasis on securing the foundations of writing in EYFS and Year 1 before pupils move towards longer, more sustained written outcomes from Year 2 onwards.

Writing is taught explicitly and systematically. Pupils are taught to understand writing as a process that includes reading, discussion, vocabulary development, oral rehearsal, sentence accuracy, planning, drafting, editing and improving. High-quality teaching supports pupils to develop both the technical accuracy of writing and the ability to express ideas clearly and purposefully.

Implementation by Phase

EYFS and Year 1: Securing the Foundations of Writing

In EYFS and Year 1, writing is primarily developed at word, phrase, caption and sentence level. The priority is to ensure that pupils become confident in composing, rehearsing, writing and rereading accurate and meaningful sentences in a range of contexts.

Pupils are taught that writing carries meaning and has a purpose. Through high-quality texts, spoken language, drama, role play, vocabulary exploration and adult modelling, children learn to generate ideas and express them orally before writing them down.

In these early stages, pupils are supported to develop:

- confidence as early writers;
- purposeful mark-making and early written communication;
- accurate letter formation and handwriting habits;
- application of phonics to spelling;
- oral rehearsal before writing;
- sentence sense;
- use of capital letters, full stops and finger spaces;
- vocabulary choices linked to high-quality texts;
- the habit of rereading to check that writing makes sense.

In EYFS, writing opportunities are planned through direct teaching, adult-led activities and continuous provision. Children write for meaningful purposes through play, storytelling, role play, labels, captions, messages, lists, simple descriptions and responses to texts. Adults model writing, scribe children's ideas where appropriate and support children to apply their developing phonics knowledge.

In Year 1, pupils continue to build on these foundations through more structured sentence-level teaching. They are taught to compose high-quality sentences in a range of meaningful contexts, including captions, descriptions, simple recounts, responses to texts, messages and short narratives. Teachers model sentence construction explicitly and provide frequent opportunities for pupils to say their sentences aloud, write them, reread them and improve them.

This stage is essential because secure sentence construction provides the foundation for longer, more sustained writing in later year groups.

Year 2 to Year 6: Developing Sustained and Purposeful Writing

From Year 2 onwards, pupils build on the sentence-level foundations secured in EYFS and Year 1. They are taught to connect sentences, organise ideas, structure texts and write increasingly sustained pieces for a range of audiences and purposes.

Ready Steady Write units support this progression through carefully sequenced Episodes of Learning. Pupils are immersed in high-quality texts, explore vocabulary, analyse Example Texts, develop sentence accuracy, learn grammar and punctuation in context, plan their writing, draft, edit and improve.

As pupils move through Year 2 and Key Stage 2, they are taught to:

- write longer and more coherent pieces;

- connect ideas across sentences;
- organise writing into sections and paragraphs;
- select vocabulary for precision and effect;
- apply grammar and punctuation with increasing control;
- develop stamina and fluency;
- shape writing for audience and purpose;
- edit and improve with increasing independence;
- develop authorial voice and control.

This progression ensures that pupils do not move too quickly into extended writing before the foundations of accurate sentence construction are secure. It also ensures that pupils are supported to become increasingly independent, fluent and purposeful writers as they move through the school.

Ready Steady Write Across the School

Across the school, Ready Steady Write provides:

- high-quality texts that provide rich models for pupils' own writing;
- clear sequential Episodes of Learning;
- example texts linked to writing outcomes;
- explicit vocabulary teaching linked to the text and writing outcome;
- contextualised spelling, grammar and punctuation teaching;
- daily sentence accuracy work to develop pupils' technical control and fluency;
- oral rehearsal to support sentence construction and composition;
- modelled writing, where teachers demonstrate the writing process and make writer choices explicit;
- shared writing, where pupils contribute to the construction of sentences, paragraphs or sections of text;
- guided and independent writing opportunities;
- regular editing, revising and improving;
- planned opportunities for pupils to write for different audiences and purposes.

Pupils are taught that writing is a process. They learn to generate ideas, rehearse language, plan, draft, edit and publish or present their writing where appropriate. Teachers model each stage carefully so that pupils understand the decisions writers make and can apply these strategies in their own work.

High standards in writing are expected across the curriculum. Pupils are encouraged to apply their knowledge of spelling, handwriting, grammar, punctuation, vocabulary and sentence structure in all written work.

CURRICULUM PROGRESSION

The writing curriculum at Riversdale is carefully sequenced from EYFS to Year 6 through Ready Steady Write and the National Curriculum. The curriculum is built around high-quality, age-appropriate texts that expose pupils to ambitious vocabulary, rich language structures and a broad range of themes, authors and writing outcomes.

Progression is secured through carefully planned units that revisit and deepen pupils' knowledge of transcription, composition and editing over time. Pupils are taught how to write for different purposes, including to entertain, inform, persuade and explain. As pupils move through the school, they encounter increasingly complex texts, sentence structures, grammatical concepts and writing outcomes.

The curriculum ensures that pupils develop:

- secure sentence construction and sentence accuracy;
- increasing control of grammar and punctuation;
- a rich and precise vocabulary;
- understanding of audience and purpose;
- knowledge of how texts are structured;
- increasing independence in planning, drafting, editing and improving;
- stamina and fluency as writers.

Teachers use Ready Steady Write progression materials, the National Curriculum and pupils' own writing to ensure that knowledge and skills are built systematically. Concepts are introduced, revisited and deepened so that pupils are able to apply what they have learned with increasing independence and sophistication.

TECHNICAL KNOWLEDGE DOMAINS

At Riversdale, the teaching and assessment of writing are structured around three core domains: transcription, composition and editing. Each domain encompasses key skills and knowledge drawn from the National Curriculum and the DfE Writing Framework. These domains are revisited and developed progressively from EYFS through to Year 6.

Transcription

Transcription refers to the technical accuracy of writing, including handwriting, spelling, punctuation and sentence accuracy. It provides the foundation for fluent and legible writing.

This includes:

- spelling, including secure understanding of phonics, common exception words, spelling rules, morphology and etymology;
- handwriting, including correct letter formation, legibility, fluency and stamina;
- punctuation, including accurate use of full stops, commas, apostrophes and more complex punctuation in Key Stage 2;
- grammar, applied to ensure sentences are technically sound and syntactically accurate.

Composition

Composition is the craft of writing: generating, organising and structuring ideas for a specific audience and purpose. This domain includes both narrative and non-narrative forms.

This includes:

- idea generation and planning, using discussion, model texts and vocabulary development to prepare for writing;
- sentence construction, including writing a range of sentence types with increasing complexity and control;
- vocabulary and language choices, selecting words and phrases for clarity, precision or effect;
- structure and cohesion, organising writing effectively at sentence, paragraph and whole-text level;
- audience and purpose, understanding and applying conventions and adapting tone and style to suit the context;
- oracy, with oral rehearsal underpinning written composition and supporting sentence fluency and structure.

Editing and Improving

Editing is a key part of the writing process and helps pupils take ownership of their learning. This domain focuses on evaluating and refining written work.

This includes:

- proofreading, identifying and correcting spelling, punctuation and grammatical errors;
- revision, reworking content to improve clarity, accuracy and impact;
- self-assessment and peer discussion, where appropriate, to reflect on writing;
- independence and metacognition, developing pupils' ability to identify strengths and next steps in their writing over time.

CURRICULUM PLANNING

Writing is planned using Ready Steady Write units of learning. Each unit is centred on a carefully chosen core text and is organised through clear, sequential Episodes of Learning. These episodes support pupils to move from immersion in the text through to sentence accuracy, vocabulary development, grammar and punctuation in context, planning, writing, editing and improving.

Teachers use the Ready Steady Write planning materials to identify the key vocabulary, grammar, punctuation, sentence structures, Example Texts and writing outcomes for each unit. Planning is adapted by teachers to meet the needs of their class, while maintaining the ambition and progression of the curriculum.

Across a unit, pupils move through a writing journey that includes:

- immersion in the core text and its vocabulary;
- exploration of audience, purpose and text structure;
- analysis of Example Texts linked to the writing outcome;
- explicit teaching of grammar, punctuation and sentence accuracy;
- modelled and shared writing;
- oral rehearsal and planning;
- independent writing;
- editing, revising and improving.

In EYFS and Year 1, planning reflects the developmental stage of pupils and places a strong emphasis on oral language, phonics, early transcription, mark-making, sentence construction and confidence as writers. Writing is mainly developed at sentence level, with pupils learning to compose accurate, meaningful and purposeful sentences in a range of contexts.

From Year 2 onwards, planning builds on pupils' sentence-level accuracy and increasingly supports them to write at length, organise ideas clearly, use paragraphs, make deliberate vocabulary choices, apply grammatical knowledge with accuracy and develop stamina as writers.

Teachers use assessment from lessons, daily sentence accuracy work and independent outcomes to adapt future teaching, address misconceptions and provide additional support or challenge.

LESSON STRUCTURE

Writing is taught through a consistent and carefully sequenced approach using Ready Steady Write. Although lessons vary depending on the year group, text, writing outcome and stage of the unit, the teaching of writing follows a clear journey from reading and immersion through to independent application.

In EYFS, pupils are taught early literacy skills daily through short, purposeful inputs, adult-led writing opportunities and writing experiences within continuous provision. Adults model language, sentence construction and writing behaviours. Children are encouraged to rehearse ideas aloud, use their phonics knowledge, form letters correctly and write for meaningful purposes.

In Year 1, writing lessons continue to prioritise sentence-level composition and accuracy. Pupils are taught to say, rehearse, write and reread sentences. Teachers model sentence construction explicitly, ensuring pupils understand how to compose accurate and meaningful sentences before moving towards longer pieces in later year groups.

In Key Stage 1 and Key Stage 2, writing lessons typically include:

- revisiting prior learning;
- vocabulary exploration;
- daily sentence accuracy work;
- explicit teaching of grammar, punctuation or sentence structure;
- teacher modelling;
- shared or guided practice;
- oral rehearsal;
- independent application;
- editing or improving.

Daily sentence accuracy is an important part of the approach. Pupils practise constructing, punctuating and improving sentences so that they develop the technical control needed for longer pieces of writing. This supports pupils to build fluency, accuracy and confidence.

Modelled writing is used regularly. Teachers think aloud as writers, demonstrating how to choose vocabulary, construct sentences, organise ideas, check punctuation and improve writing. Shared writing allows pupils to contribute ideas and practise writer choices with adult support before moving towards independence.

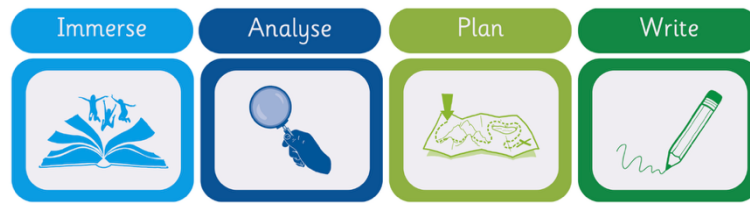
Working walls are used to support the writing journey. These may include key vocabulary, modelled examples, sentence structures, grammar reminders, planning notes and shared writing. They provide pupils with a visual record of the learning and support independence during writing.

Each unit leads to one or more written outcomes where pupils apply the taught knowledge and skills. These outcomes are used to assess progress, celebrate achievement and identify next steps.

THE READY STEADY WRITE TEACHING SEQUENCE

Ready Steady Write units follow a carefully sequenced journey that supports pupils to move from immersion in a text towards independent written application. At Riversdale, this is understood through the following stages.





Jump In / Immerse

At the beginning of a unit, children are immersed in the core text, its themes, vocabulary and language structures. Teachers introduce key ideas, explore new vocabulary and provide opportunities for discussion, drama and oral rehearsal. Children begin to understand the context for writing and the purpose of the final written outcome.

During this stage, pupils may:

- listen to and discuss high-quality texts;
- explore characters, settings, themes or information;
- collect ambitious vocabulary;
- rehearse ideas orally;
- respond to images, extracts, objects or drama activities;
- complete short writing opportunities linked to the text.

Look / Analyse

Children then look closely at the model text and the type of writing they are working towards. They learn how writers use vocabulary, grammar, punctuation, sentence structure and organisation to create meaning and impact. Teachers make these choices explicit so that children understand not only what writers do, but why they do it.

During this stage, pupils may:

- identify the audience and purpose of a piece of writing;
- explore the features of a particular genre or written form;
- examine how sentences are constructed;
- practise grammar and punctuation in context;
- discuss authorial choices;
- compare effective examples of writing;
- build banks of words, phrases and sentence structures.

Plan

Before writing extended pieces, children are taught how to plan effectively. Planning is the process of organising ideas, selecting vocabulary and deciding how the writing will be structured for the reader. Teachers model how to make decisions as a writer and how to prepare for successful independent writing.

During this stage, pupils may:

- orally rehearse sentences and paragraphs;
- sequence ideas;
- choose vocabulary deliberately;
- use planning frames or graphic organisers;
- revisit the model text;
- practise key sentences before writing;
- work with a partner to refine ideas.

Write

Children then apply what they have learned through modelled, shared, guided and independent writing. Teachers model the writing process carefully, thinking aloud so pupils can see how writers make choices, improve sentences and check for accuracy. Shared writing allows the class to compose together before children move towards increasing independence.

During this stage, pupils are taught to:

- write for a clear audience and purpose;
- use vocabulary, grammar and punctuation accurately;
- draw on the model text without copying it;

- organise ideas clearly;
- write with increasing stamina and fluency;
- reread, edit and improve their work.

STRATEGIES USED TO SUPPORT WRITING

Across the school, teachers use a range of strategies to support pupils' development as writers.

Discussion and Oral Rehearsal

Pupils are given regular opportunities to discuss ideas, explain their thinking and rehearse language before writing. This may include whole-class discussion, small-group discussion, partner talk, drama, role play and oral sentence rehearsal.

Questioning

Teachers use questioning to check understanding, deepen thinking, address misconceptions and support pupils to consider authorial choices. Questioning supports pupils to think carefully about vocabulary, grammar, audience, purpose and impact.

Modelled Writing

Teachers model writing and editing to demonstrate high expectations. They think aloud as writers, making the writing process explicit. This includes showing pupils how to select vocabulary, construct sentences, use punctuation, organise ideas and improve writing.

Shared Writing

Teachers use pupils' ideas to create shared pieces of writing. This enables pupils to see the writing process in action and supports them to understand how individual choices contribute to a successful piece of writing.

Partner Talk

Partner talk enables pupils to rehearse ideas, clarify their thinking and prepare for writing. It also gives pupils opportunities to listen to others, build on ideas and develop spoken language.

Editing

Pupils are given regular opportunities to review and improve their own writing. Editing is taught explicitly and modelled by adults so that pupils understand how to check accuracy and improve impact.

RESOURCES, WORKING WALLS AND TABLE SUPPORTS

Each class has access to the Ready Steady Write materials needed to support effective delivery of the writing curriculum. This includes the core vehicle texts, Example Texts, unit resources, supplementary texts and supporting materials linked to the themes, vocabulary and writing outcomes being taught.

Where appropriate, teachers use reveal objects, images, drama, discussion prompts and wider reading materials to support pupils' understanding of the text and provide meaningful reasons to write. In EYFS, enhancements linked to the core texts are used within indoor and outdoor provision to promote language, storytelling, mark-making and purposeful writing.

Each classroom develops an English working wall that is updated as the unit progresses. Working walls should reflect the writing journey and may include:

- key vocabulary;
- modelled sentences;
- shared writing;
- grammar and punctuation reminders;
- example texts or extracts;
- planning notes;
- sentence structures;
- spelling and phonics prompts;
- handwriting reminders;
- sentence accuracy checkers.

Working walls and table resources are used as active scaffolds. They are designed to support independence, helping pupils to draw on prior teaching rather than relying too heavily on adult support. Teachers model how pupils should use these resources during writing lessons and across the wider curriculum.

HANDWRITING

Handwriting is taught through the Letter-Join handwriting scheme. This supports a consistent approach to letter formation, joining, fluency, legibility and presentation across the school.

In EYFS and Key Stage 1, handwriting teaching focuses on:

- gross and fine motor development;
- correct pencil grip and posture;
- accurate letter formation;
- writing from left to right;
- correct orientation and sizing of letters;
- increasing confidence and fluency.

In Key Stage 2, handwriting teaching focuses on:

- developing a fluent, joined style;
- maintaining legibility when writing at speed;
- improving stamina;
- ensuring presentation is appropriate across the curriculum.

Regular handwriting practice, including sentence dictation where appropriate, reinforces spelling, handwriting and sentence structure. Teachers model high expectations for presentation and support pupils to take pride in their written work.

GRAMMAR, PUNCTUATION AND SPELLING

Grammar and punctuation are taught both explicitly and in context. Children learn how grammatical choices help writers communicate meaning. Rather than learning grammar as a separate exercise only, pupils are taught how to apply grammar and punctuation within real writing.

Sentence accuracy is a key part of our approach. Pupils regularly practise writing accurate sentences, improving sentences and checking their work carefully. This helps children develop fluency and confidence before moving into longer pieces of writing.

Spelling is taught systematically and is reinforced through writing. Children are encouraged to apply their spelling knowledge in all written work and to develop increasing accuracy over time.

In EYFS and Key Stage 1, spelling is closely linked to Little Wandle Letters and Sounds Revised. Pupils are taught to segment words for spelling and apply their growing phonics knowledge when writing.

As pupils move through the school, they are taught spelling patterns, rules, morphology, etymology and strategies for spelling unfamiliar words. Teachers expect pupils to apply taught spelling knowledge across the curriculum.

EDITING AND IMPROVING WRITING

Children are taught that writing is a process. First attempts are valued, but pupils are also expected to reread, reflect and improve their work. Editing is taught explicitly so that children know how to check for accuracy and improve the quality of their writing.

Depending on their age and stage, pupils may edit for:

- capital letters and full stops;
- spelling accuracy;
- punctuation;
- sentence sense;
- vocabulary choices;
- verb tense;
- cohesion;
- paragraphing;
- audience and purpose.

Teachers model editing so that children understand how writers improve their work with care and precision. Pupils are supported to become increasingly independent in identifying strengths and next steps in their writing.

ASSESSMENT

Assessment in writing is ongoing and informs teaching. Teachers assess pupils' writing through observations, discussion, oral rehearsal, sentence accuracy work, independent writing, editing and final written outcomes.

Formative assessment takes place during lessons. Teachers use questioning, live feedback, marking, conferencing, shared writing and observation to identify misconceptions and adapt teaching. Pupils are supported to understand their next steps and to improve their writing during the learning process.

Summative assessment is informed by independent writing outcomes. These pieces allow pupils to demonstrate how well they can apply taught vocabulary, grammar, punctuation, sentence structures and compositional skills. Teachers assess pupils' writing against National Curriculum expectations, Ready Steady Write progression materials and year group expectations.

At the end of each Ready Steady Write unit, teachers reflect on unit outcomes to identify what pupils have secured and what needs further teaching. This includes consideration of pupils' independent writing, daily sentence accuracy work, transcriptional accuracy, vocabulary use, grammar and punctuation, and the extent to which pupils can write for the intended audience and purpose. These reflections inform subsequent units so that teaching responds to pupils' needs rather than simply moving through the scheme.

Daily sentence accuracy work is carefully monitored to ensure that pupils are constructing sentences both coherently and accurately. This is particularly important in EYFS and Year 1, where sentence-level accuracy forms the foundation for later sustained writing.

Pupils are taught to take increasing responsibility for improving their own writing. They reread their work, check for accuracy, edit vocabulary and sentence choices, and consider whether their writing is effective for the intended audience and purpose.

Writing is moderated within and across year groups so that teachers develop a shared understanding of standards. Termly moderation supports consistency and helps staff identify strengths and gaps across the school.

The writing subject leader and senior leaders monitor writing through book looks, lesson visits, pupil voice, assessment information, moderation, unit outcome reflections and professional discussion with staff. Pupils' attainment, progress and barriers to learning are discussed through pupil progress meetings, with clear actions agreed to support pupils and close gaps.

INCLUSION

Riversdale is committed to ensuring that all pupils, regardless of background, ability or need, have full access to the writing curriculum. Writing is a fundamental skill, and all children are entitled to high-quality teaching that enables them to make progress and experience success.

The writing curriculum is designed to be inclusive and ambitious, with appropriate adaptations and scaffolds in place to meet the needs of all learners. Tasks are adapted to ensure that pupils are both supported and appropriately challenged, including those with Special Educational Needs and/or Disabilities, pupils with English as an Additional Language, disadvantaged pupils and those identified as higher attaining.

Within Ready Steady Write lessons, scaffolding may include oral rehearsal, vocabulary banks, sentence stems, worked examples, shared writing, guided writing, visual prompts, adapted planning frames, reduced transcriptional demand, adult scribing or assistive technology. These supports are used to enable access to the intended learning, not to reduce ambition.

Reasonable adjustments are made by the class teacher in consultation with the subject leader, the SENCo and other relevant staff, as needed. These may include adjustments to task structure, resources, vocabulary support, use of assistive technology, adult support or alternative methods of recording work.

The subject leader is responsible for reviewing curriculum content, assessment approaches and teaching practices to ensure accessibility and inclusion. The SENCo will monitor the effectiveness of reasonable adjustments on a termly basis to ensure they continue to meet individual pupil needs.

All adaptations and support strategies are implemented in line with the school's Equal Opportunities Policy, SEND Policy and EAL Policy.

SUPPORTING PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

Pupils with English as an Additional Language are supported to access the full writing curriculum. We recognise that accurate adult

modelling, repeated exposure to high-quality language and opportunities for purposeful talk are essential.

Support may include:

- teacher and peer modelling;
- visual support;
- repetition and recasting of language;
- vocabulary banks;
- scaffolded speaking and listening activities;
- images and objects to secure language understanding;
- partner talk with strong language models;
- oral rehearsal before writing;
- use of technology to support access to texts and vocabulary.

Pupils who are new to English are supported through carefully planned provision, with input from the class teacher, SENCo, EAL lead and other relevant staff as appropriate.

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

Some pupils require additional support to access writing successfully. Teachers work with the SENCo to identify barriers and provide appropriate support.

Support may include:

- additional modelling;
- adapted resources;
- sentence stems;
- visual prompts;
- reduced cognitive load;
- chunked tasks;
- assistive technology;
- adult scribing where appropriate;
- targeted support for transcription;
- additional oral rehearsal;
- flexible grouping;
- specific support linked to pupils' EHCP outcomes or individual targets.

Where adaptations are made, they are designed to support access to the intended learning and promote increasing independence over time.

SUPPORTING CONFIDENT AND COMPETENT WRITERS

Pupils who are already confident and competent writers are given opportunities to deepen and extend their writing. This does not simply mean writing more. Instead, pupils are supported to make increasingly precise, deliberate and effective writer choices.

This may include:

- selecting vocabulary for nuance and effect;
- varying sentence structures;
- controlling tone and viewpoint;
- manipulating structure for impact;
- drawing on wider reading;
- editing with greater independence;
- considering audience and purpose in more sophisticated ways;
- developing a personal writer's voice.

Teachers use Ready Steady Write materials, assessment information and professional judgement to ensure that confident writers are appropriately challenged.

WRITING IN THE RESOURCE BASE

Within our Resource Base, pupils access a writing curriculum that is ambitious, inclusive and carefully adapted to meet their communication, sensory, regulation and learning needs. Ready Steady Write provides the starting point for high-quality texts, vocabulary development, sentence construction and purposeful writing. However, the content, delivery, pace and recording

methods are adapted according to pupils' individual needs and EHCP outcomes.

Writing in the RB places a strong emphasis on communication, spoken language, vocabulary, regulation and meaningful expression. Pupils are supported to develop confidence as writers through structured routines, visual supports, adult modelling, oral rehearsal and carefully scaffolded opportunities to record their ideas.

Adaptations may include:

- simplified or adapted texts;
- additional time for immersion, vocabulary development and comprehension;
- visual supports, symbols, now-and-next boards and communication aids;
- sensory regulation breaks before, during or after writing;
- oral rehearsal and adult scribing where appropriate;
- sentence stems, word banks and modelled examples;
- reduced cognitive load through chunked tasks;
- alternative methods of recording, including assistive technology;
- links to pupils' interests and lived experiences;
- repeated opportunities to practise sentence construction and transcription.

Where appropriate, pupils work towards the same broad writing outcomes as their peers. For some pupils, writing outcomes may be highly personalised, with a focus on communication, mark-making, sentence construction, vocabulary use, independence, engagement or functional writing.

The aim is always to maintain high expectations while ensuring that writing is meaningful, accessible and successful for each pupil.

HANDWRITING IN THE RESOURCE BASE

Handwriting is taught regularly in the RB through a structured and highly adapted approach, using Letter-Join as a foundation. Content and delivery are tailored to meet individual pupil needs, supporting both fine and gross motor development, handwriting fluency and confidence.

Handwriting sessions are adapted depending on pupil engagement and need. Sessions may include gross motor warm-ups, fine motor activities, finger-strengthening exercises, pencil grip practice, letter formation, tracing, copying and sentence dictation where appropriate.

Adults model correct seating position, pencil grip and posture. Visual prompts are used consistently to reinforce expectations.

Teaching and support strategies may include:

- visual supports displayed on the interactive whiteboard and around the room;
- clear, concise verbal instructions;
- targeted questioning to reinforce key concepts;
- air tracing and tracing letters before independent writing;
- adapted pencil grips, smaller pencils or chunky pens;
- large-lined or highlighted paper;
- hand-over-hand support where appropriate;
- large printed letter models for visual and tactile reference;
- tasks broken into small, manageable steps;
- flexible pacing over several sessions where needed;
- interactive handwriting games to consolidate learning;
- dictation activities delivered at a slower pace with repetition;
- key visual cues available throughout the day to support recall and independence.

This approach ensures that handwriting instruction in the RB is inclusive, developmentally appropriate and aligned with each pupil's individual learning journey. It supports both motor development and writing fluency, while also fostering self-esteem, routine and enjoyment.

IMPACT

The intended impact of the writing curriculum is that pupils become confident, fluent and purposeful writers who can communicate effectively across a range of contexts.

At Riversdale:

- each pupil's performance in writing will be assessed by the teacher against curriculum objectives and year group expectations;
- pupil progress will be reported to parents through the end-of-year report and during parent consultation meetings;
- children will be given opportunities to reflect on their writing, understand their next steps and improve their work;
- pupils will enjoy writing and sharing their writing across a range of contexts;
- pupils of all abilities will be able to succeed in writing because they are supported through high-quality texts, explicit vocabulary teaching, daily sentence accuracy, oral rehearsal, modelled writing, shared writing, adaptive teaching and carefully planned opportunities for independent application;
- pupils will develop a wide vocabulary that they use within their writing;
- pupils will have a good knowledge of how to adapt their writing based on the intended purpose and audience;
- pupils will leave primary school being able to apply spelling rules and patterns they have been taught;
- pupils will leave primary school being able to write fluently and legibly at pace;
- the percentage of pupils working at age-related expectations within each year group will be at least in line with national averages;
- the percentage of pupils working at greater depth within each year group will be at least in line with national averages;
- significant gaps in the progress and attainment of different groups of pupils, including disadvantaged pupils and pupils with SEND, will be minimised.

By the time children leave Riversdale, we want them to see themselves as writers. They should be able to write clearly, accurately and confidently for a range of audiences and purposes. They should understand how writers make choices and be able to apply this knowledge in their own work.

As a result of our writing curriculum, pupils will:

- enjoy writing and take pride in their work;
- write accurately at sentence level;
- develop stamina and fluency over time;
- use ambitious and precise vocabulary;
- understand how to shape writing for audience and purpose;
- edit and improve their writing thoughtfully;
- apply writing skills across the curriculum;
- leave primary school ready for the next stage of their education.

ROLES AND RESPONSIBILITIES

Governors

Governors are responsible for:

- ensuring a broad and balanced writing curriculum is implemented in the school;
- ensuring the school's writing curriculum is accessible to all pupils;
- holding leaders to account for the quality and impact of the writing curriculum.

Headteacher and Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for:

- the overall implementation of this policy;
- ensuring the school's writing curriculum is implemented consistently;
- ensuring appropriate resources are allocated to the writing curriculum;
- ensuring all pupils are appropriately supported;
- appointing a member of staff to lead on the school's approach to teaching writing;
- monitoring the impact of writing provision as part of the wider quality of education.

Writing Subject Leader

The Writing Subject Leader is responsible for:

- preparing policy documents, curriculum plans and schemes of work for writing;
- reviewing changes to the National Curriculum and statutory or non-statutory guidance and advising on their implementation;
- monitoring the learning and teaching of writing, providing support for staff where necessary;
- organising the sourcing and deployment of resources and carrying out an annual audit of writing resources;
- advising on the contribution of writing to other curriculum areas;
- keeping up to date with developments in writing education and sharing these with staff;

- leading professional development where appropriate;
- monitoring and evaluating progress in writing and liaising with senior leadership on any action necessary;
- liaising with appropriate bodies, including other primary schools, secondary schools, governors and the local authority, where relevant.

Teachers

Teachers are responsible for:

- acting in accordance with this policy;
- planning and delivering writing lessons using Ready Steady Write and agreed school approaches;
- adapting teaching to meet the needs of pupils in their class;
- ensuring that all relevant National Curriculum content is covered within the school year;
- maintaining high expectations for writing across the curriculum;
- monitoring the progress of pupils in their class;
- reporting pupil progress to parents;
- reporting any concerns regarding the teaching of writing to the Writing Subject Leader or a member of SLT;
- undertaking any training that is necessary to teach writing effectively.

MONITORING AND REVIEW

This policy is monitored and reviewed by the Writing Subject Leader and senior leaders.

The implementation and impact of the writing curriculum will be monitored through:

- lesson visits;
- book looks;
- pupil voice;
- staff voice;
- assessment information;
- moderation;
- monitoring of pupils' writing across the curriculum;
- review of outcomes for key groups, including disadvantaged pupils and pupils with SEND.

This policy will be reviewed at least every three years, or earlier if there are significant changes to curriculum guidance, school priorities or the approach to teaching writing.