

Holway Park Writing Policy

This policy outlines teaching of writing at Holway Park Primary School. It states how we will deliver the writing elements of the English National Curriculum and the Early Years Foundation Stage.

Intent: Aims

We have designed our Writing Curriculum to...

- Inspire writers and achieve independent high-quality writing,
- Model high standard writing by using 'High-Quality Texts',
- Ensure progression of writing skills across the school to make sure pupils develop expertise to improve their writing process,
- Ensure pupils write clearly, legibility and accurately in a cursive style with attention to punctuation, spelling and grammar.

Implementation: Progression and Continuity

At Holway Park we use **Talk for Writing**, developed by Pie Corbett, as an approach throughout the school. This approach enables pupils to imitate the language they need for a particular topic orally, before reading, analysing and writing their own version.

Planning is based on assessment to meet the needs of the class	<ul style="list-style-type: none">- Long term planning overview ensures there is balance and progression between fiction, non-fiction and poetry, as well as across genres (See Appendix 1). Poetry will be taught within units as well as in its own units.- Each unit is based on a 'High-Quality Text', which includes the necessary language features and with thought given to how it can be boxed up, analysed and innovated by the children to support their learning.- Toolkits are planned to support the children in using the language feature effectively.- Other elements of writing, such as spelling, grammar, punctuation and handwriting, are woven into the unit and have their own long term progression documents.
Imitation	<ul style="list-style-type: none">- Imitation starts with a 'hook' to engage the children, before they use a 'Text Map' and oral activities to internalise and memorise the 'Model Text'.- Understanding is deepened through learning opportunities including drama and poetry.- Text analysis of a variety of texts is completed through...<ul style="list-style-type: none">- Reading as a Reader - focussing on vocabulary and comprehension- Reading as a Writer - analysis of key features and their effects- Throughout this stage, writing development is supported by 'Short Burst Writing' to practise key focuses as well as activities to develop vocabulary, grammar, punctuation, spelling and handwriting.
Innovation	<ul style="list-style-type: none">- Innovation starts with children creating their own plan based on the original text map or box-up, before having opportunities to 'Talk the Text' based on the changes.- Shared and guided writing teaches featured skills as the model text is innovated.- Throughout this stage, writing development is supported by practising key focuses, as well as activities to develop vocabulary, grammar, punctuation, spelling and handwriting.- Pupils write own innovated version of the model text.- Teacher and Peer feedback is given throughout the process to support development of writing skills.

Independent Application	- Independent Application then allows the children to consolidate and practise their skills in an independent piece of writing based on their learning within the unit.
Invention Units	- Planned invention units allow specific writing focusses to be taught between units, through independent writing guided by assessment. - Teachers will provide a stimulus and demonstrate skills being taught.

Grammar, Punctuation, Spelling and Handwriting

- **Grammar and punctuation** skills are taught in context through the 'Talk for Writing' units. A whole school 'Grammar and Punctuation' progression ensures coverage and allows skills to build on prior learning. Some 'Alan Peat Sentences' are used to model skills and demonstrate how sentence structures can be applied.
- **EYFS and KS1 spelling** is based on the phonics scheme '**Sounds Write**' allowing the children to apply the skills learned in phonics to their writing. Anything not covered by the scheme is taught as part of writing lesson through '**Rising Stars**'. **KS2 Spelling** is based on the '**Rising Stars**' Spelling Scheme to ensure as children build on their phonetic understanding and develop spelling knowledge progressively.
- A '**Handwriting Progression**' across EYFS, KS1 and Year 3 teaches formation and good handwriting technique to allow the children to build cursive handwriting skills. This is revisited as necessary across Years 4-6.

Support and Challenge

Talk for Writing supports all learners, including those with SEND, as it allows children to be see the text visually and orally rehearse. It can be supported through using resources and be adapted to meet all needs. Through 'hugging the text' children have more support; however, challenge is provided to all, including Greater Depth, through greater adaptation of the original text and the range of skills applied.

Assessment

'**Assessment for Learning**' is used throughout the writing process and lessons adapted appropriately. '**Evidence Gathering Grids**', aligned with the National Curriculum, are used to assess independent writing in each year group and support making a termly assessment judgment. These are broken down into smaller chunks to support teaching and progression, and are consistent with the spelling, Vocabulary and Grammar progressions. Children are taught to edit and redraft to improve their writing throughout the writing process.

Impact

The impact of the writing curriculum at Holway Park can be seen through...

- our children's enjoyment for writing,
- the quality of writing across the curriculum,
- children's ability select vocabulary, grammar and punctuate, knowing the effect it will have on the reader,
- fluent handwriting and spelling skills,
- the progression children make in their writing development.

Date: September 2025

Appendix 1: Long Term Plan

These text titles may/will be changed as teachers adapt text to meet the needs and interests of their classes. This is the stimulus text from the Talk for Writing Scheme.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 SBW	SBW Toolkit focus					
Fiction	Text: Three Little Pigs Type: Defeat the monster Focus: Character and Dialogue	Text: The Papaya that Spoke Type: Journey Focus: Character and Dialogue	Text: Little Red Riding Hood Type: Warning Focus: Description and Settings	Text: Journey to lonely mountain Type: Journey Focus: Character and Dialogue	Text: The Canal Type: Warning Focus: Description and Settings	Text: Zelda Claw Type: Tale of Fear Focus: Suspense and Action
Autumn 2 Non-Fiction	Text: How to stop a naughty wolf Purpose: Instructions	Text: Magical Fruit Salad Purpose: Instruction	Text: Woodcutter saves the day Purpose: Recount Form: Newspaper	Text: Why are minotaurs so angry? Purpose: Explanation	Text: Boy rescued from canal Purpose: Recount Form: Newspaper	Text: Rain Cats Purpose: Information
Non-Fiction	Text: Our local walk Purpose: Recount Form: Personal recount	Text: Our local walk Purpose: Recount Form: Personal recount	Text: How to defeat a monster Purpose: Instruction	Text: Don't be greedy Mr. Minatour Purpose: Persuasion Form: Persuasive letter	Text: Medusa Pleaser machine Purpose: Explanation Form:	Text: Electric Cars or not? Purpose: Discussion
Poetry (Performance Poetry unit (Performance to take place in 4S week in Spring 1)					
Spring 1 Fiction	Text: Little Charlie Type: Journey Focus: Description and Settings	Text: The Story of Pirate Tom Type: Rags to Riches Focus: Description and Settings	Text: The Cobbler and the Dragon Type: Defeat the monster Focus: Character and Dialogue	Text: Elf Road Type: Portal Focus: Description and Settings	Text: Perseus and Medusa Type: Defeat the monster Focus: Character and Dialogue	Novel Study SBW and invention writing
Spring 2 Poetry	Simple Riddles	Shape Poems	Haikus	Limericks	Cinquain	Narrative
Non-Fiction	Text: Charlie's disgusting sandwich Purpose: Instructions (recipe)	Text: Pirates Purpose: Information	Text: Dragons Purpose: Information	Text: Elves Purpose: Information	Text: Medusa-Land Purpose: Information	Novel Study SBW and invention writing
Invention Unit	Invention Unit					
Summer 1 Non-Fiction	Text: Mischievous Monkeys Purpose: Information	Text: Our trip to ... Purpose: In-depth recount Form: Personal recount	Text: Visit the Haunted Manor House Purpose: Persuasion Form: Persuasive leaflet	Text: Should children be allowed to play where they like? Purpose: Discussion	Text: Should Sally be punished Purpose: Discussion	SBW from different stimuli
Summer 2 SBW	SBW Toolkit focus					
Fiction	Text: Monkey See, Monkey Do Type: Journey Focus: Suspense and Action	Text: Kassim and the Greedy Dragon Type: Warning Story Focus: Suspense and Action	Text: The Manor House Type: Tale of Fear Focus: Suspense and Action	Text: Adventure at Sandy Cove Type: Finding Focus: Suspense and Action	Text: The Red Eye Type: Losing tale Focus: Suspense and Action	SBW from different stimuli
Invention Project	Invention project around key stimulus to provide opportunity for children to demonstrate independent outcomes.					