



## Writing Policy

### 1. Curriculum Purpose and Rationale

At Laddingford St Mary's, writing is a central part of our curriculum and plays a key role in pupils' academic achievement and personal development. As a small school with mixed-age classes, we have adopted a writing curriculum that is ambitious, carefully sequenced and inclusive, ensuring all pupils make strong progress regardless of cohort size or class structure.

We use Ready Steady Write (Literacy Counts) to provide a coherent, text-led writing curriculum that:

- Fully meets the requirements of the National Curriculum
- Supports clear progression in writing knowledge and skills over time
- Ensures pupils know more, remember more and can do more with their writing

The curriculum is structured by year-group expectations, not class organisation, ensuring progression remains secure across mixed-age teaching.

### 2. Curriculum Ambition

The writing curriculum:

- Is highly aspirational for all pupils
- Exposes pupils to high-quality, diverse and challenging texts
- Ensures pupils write for real purposes and audiences
- Prepares pupils effectively for the next stage of education

We hold the same high expectations for all pupils and ensure that writing is not narrowed for disadvantaged pupils or those with SEND. Mixed-age teaching is used as a strength, allowing pupils to learn collaboratively while maintaining clear year-group outcomes.

### 3. Curriculum Structure and Progression

The Ready Steady Write scheme supports long-term planning and progression from EYFS to Year 6.

In mixed-age classes:

- Writing objectives are clearly mapped to individual year groups
- Teachers plan using the same high-quality texts, with outcomes adapted to age-related expectations
- Key writing knowledge (vocabulary, grammar, sentence structures) is revisited and built upon over time
- Pupils regularly revisit prior learning to strengthen retention

Progression is tracked through year-group milestones, ensuring no gaps in learning occur.

#### **4. Teaching and Learning Approach**

Writing is taught daily through high-quality, evidence-informed instruction. Teaching is underpinned by guidance from the Education Endowment Foundation (EEF) and Rosenshine's Principles of Instruction, ensuring lessons are clear, structured and effective for all pupils within mixed-age classes.

The Ready Steady Write scheme provides a consistent teaching sequence, which is adapted to meet year-group expectations while maintaining shared learning experiences.

In line with Rosenshine's emphasis on modelling, teachers:

- Explicitly model the writing process, including planning, drafting, editing and improving
- Use live modelling and worked examples to demonstrate how writers make choices
- Verbalise thinking aloud to make writing decisions explicit
- Model age-appropriate outcomes, ensuring clarity of expectations for each year group

Modelling is used routinely to support pupils' understanding of both the process and product of writing.

In line with EEF guidance, all pupils access the same core writing curriculum. Teaching is adapted through scaffolding, questioning and modelling rather than reduced expectations. Support is gradually withdrawn to promote independence.

##### Teaching Sequence

###### Immerse

- Pupils engage with a shared, high-quality model text
- Teachers clearly establish purpose, audience and context
- Key vocabulary is introduced and revisited
- Prior learning is activated to support retention

###### Analyse

- Teachers explicitly teach key writing features, sentence structures and grammatical elements
- Shared analysis supports all pupils, with expectations adapted to year-group standards
- Links are made between reading and writing to deepen understanding

###### Practise

- Pupils complete short, focused practice tasks
- Tasks are carefully scaffolded to reduce cognitive load
- Oral rehearsal and collaborative talk support language development
- Teachers check for understanding and address misconceptions immediately

###### Write

- Pupils plan and write extended pieces of writing
- Teachers maintain mainstream core standards, ensuring all pupils work towards ambitious outcomes
- Support is adjusted without narrowing the curriculum
- Independence increases as pupils develop confidence and competence

###### Edit and Improve

- Editing and proofreading are taught explicitly and modelled by the teacher
- Pupils are guided to reflect on and improve their writing
- Feedback is precise and manageable, supporting pupils to make purposeful improvements

#### **5. Assessment, Feedback and Monitoring**

Assessment in writing is manageable and meaningful.

- Formative assessment is ongoing within lessons.
- Summative assessment is carried out termly against year-group expectations
- Teacher assessment is moderated internally and within the local collaboration
- Progress is tracked carefully across mixed-age classes

Feedback is timely and focussed on improvements to support children to edit and refine their writing.

## **6. Curriculum Impact**

The impact of the writing curriculum is evident in pupils' growing confidence, fluency and independence as writers. Pupils develop secure transcription skills, including handwriting, spelling and sentence construction, which enable them to focus increasingly on composition and meaning. Over time, they build stamina and are able to write at length, accurately and coherently, adapting their writing effectively for different purposes and audiences. Vocabulary, grammar and punctuation are applied with increasing precision as pupils draw on well-secured prior learning. In mixed-age classes, clear year-group expectations ensure that progression is systematic and cumulative, with pupils knowing more and remembering more over time. Pupils regularly apply their writing skills across the wider curriculum, demonstrating that learning is embedded and transferable. As a result, pupils produce high-quality written outcomes, show positive attitudes towards writing, and are well prepared for the next stage of their education, reflecting the ambitious intent and consistent implementation of the Ready Steady Write approach.