

Writing Policy

Intent

At Wynstream, our intent is to develop confident, capable, and thoughtful writers who can communicate effectively for a range of purposes and audiences. Writing is taught as a craft, not a formula, and pupils are encouraged to develop their own voice while meeting the expectations of the National Curriculum.

Our writing curriculum is carefully designed around high-quality, age-appropriate texts, as outlined in the Wynstream *Bookwrites Texts Taught* document. These texts expose pupils to a wide range of genres, authors, and writing styles, ensuring breadth, progression, and ambition. Grammar, composition, vocabulary, and spoken language are explicitly taught and revisited so that pupils can apply skills independently and confidently.

We aim to:

- Develop writers who understand purpose, audience, and form
 - Build progressive knowledge of grammar and language conventions
 - Encourage creativity, accuracy, and clarity in writing
 - Ensure all pupils, including those with SEND, can access and succeed in writing
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Implementation

Writing is taught through carefully sequenced units that are built around high-quality model texts identified in the school's writing overview. Each unit begins with an elicitation task to assess prior knowledge and inform planning aligned to National Curriculum objectives.

Key features of implementation include:

- **Text-led approach:** Units are based on carefully selected fiction, non-fiction, and poetry texts to provide strong models for writing.
- **Explicit teaching:** Grammar, punctuation, and composition skills are taught directly and in context, with clear links to year-group expectations.
- **Planning and drafting:** Pupils are supported to plan, draft, revise and edit their work, developing stamina and independence over time.
- **Spoken language:** Oracy is embedded through discussion, drama, and rehearsal to support idea generation and sentence construction.
- **Progression:** Writing skills are revisited and built upon across year groups, as mapped in the Bookwrites document.
- **Independent outcomes:** Each sequence culminates in a final independent piece of writing that demonstrates pupils' understanding and application of skills taught.

Assessment for learning is ongoing through teacher feedback and pupil self-reflection. Adaptations and scaffolds are used where appropriate, with increasing independence expected as pupils progress.

Impact

The impact of the writing curriculum is seen in pupils' ability to write clearly, confidently, and purposefully across a range of genres. Over time, pupils demonstrate improved control of grammar and sentence structure, a growing vocabulary, and an increased awareness of audience and purpose.

Impact is measured through:

- Comparison of elicitation tasks and final independent pieces to show progress over a unit - Ongoing formative assessment and pupil feedback
- Moderation within school and across networks
- Pupil voice, demonstrating confidence and enjoyment in writing.

By the time pupils leave Wynstream, they should be well-prepared for the next stage of their education as articulate writers who can adapt their writing to suit different contexts, purposes, and audiences.