



Writing – Intent, Implementation and Outcomes.

I can. (Intent.)



At Stokesay Primary School, our intent is to ensure that all pupils become confident, capable and creative writers who can communicate effectively for a variety of purposes and audiences.

We view writing as a vital life skill that underpins learning across the curriculum and provides an essential means of self-expression. Our curriculum is ambitious, clearly sequenced and carefully structured so that pupils build strong knowledge of transcription, composition, vocabulary and grammar, and learn how to apply these through an effective and consistent writing process.

From Years 1 to 6, pupils follow a progressive pathway that enables them to revisit and develop writing skills with increasing independence. Our eight-phase writing sequence ensures consistency across the school, supporting pupils to understand the craft of writing through immersion, explicit teaching and guided practice. Vocabulary development is central to our curriculum; pupils are taught to understand and use ambitious, precise and subject-specific vocabulary that strengthens both their written and spoken communication. Through rich, high-quality texts and

We can. (Implementation.)



At Stokesay Primary School, writing is taught in purposeful units lasting between two and four weeks, each focused on a specific text type. Throughout each unit, vocabulary is taught explicitly and woven into lessons so that pupils develop increasingly sophisticated language choices.

Spelling, punctuation and grammar (SPaG) are taught weekly following the Twinkl SPaG progression, with additional SPaG starters three times a week to consolidate previous learning. SPaG content is integrated into writing lessons, ensuring children learn grammar in context and understand its impact on meaning.

All writing units follow our eight-phase writing sequence, ensuring consistency across year groups and enabling children to internalise an effective writing process. This 8 stage writing sequence gives pupils the opportunity to analyse high-quality model texts, use different sentence structures, application of grammar and explore vocabulary choice and participate in shared and guided writing before planning, writing, editing and publishing their own pieces of writing.

Stokesay can. (Outcomes.)



Assessment is ongoing and informs teaching at every stage. Independent writing is marked daily and pupils respond to feedback using familiar assessment tools. Writing is moderated within school and across our trust to ensure accuracy and consistency. Pupils play an active role with feedback given through the marking codes that are made familiar to pupils throughout their school journey, resulting in children taking **Responsibility** for their own writing. Writing is moderated internally through book looks and pupil interviews, and externally, with cross-trust writing moderation yearly. SLT and the English Lead conduct frequent book looks, as well as learning walks and formal lesson observations.

SEND

Teachers adapt lessons to meet individual needs through scaffolded materials, oral rehearsal, chunked tasks, and structured planning, while continuing to maintain high expectations for all pupils. Support for pupils with SEND is delivered in line with the SEND Code of Practice, ensuring

<p>meaningful writing experiences, pupils learn how authors structure their writing, how language creates effect, and how to use writing as a tool for communication, influence and creativity.</p> <p>Our intent is also grounded in our school values of Teamwork, Honesty, Respect, Determination, Community and Responsibility. These values shape the way pupils approach writing, encouraging them to collaborate, persevere, reflect, and take ownership of their progress. We want all pupils to see themselves as writers: individuals who can plan, craft, edit and refine their writing with pride.</p>	<p>Our teaching approach is strengthened by a consistent use of modelled writing, shared writing, supported composition, guided writing and independent writing.</p> <p>Pedagogical Approaches Across all year groups, teachers use a consistent set of strategies to scaffold and deepen writing:</p> <ul style="list-style-type: none">• Modelled Writing – teachers verbalise their thought process and demonstrate writing choices.• Shared Writing – collaborative writing where pupils contribute ideas.• Supported Composition – paired writing focusing on next-sentence generation.• Guided Writing – targeted support based on assessment.• Independent Writing – pupils plan, draft, edit and publish their own work. <p>Early writing The pupils in EYFS and KS1 participate in daily phonics sessions following our phonics programme, Bug Club. This supports the teaching of phonics, whilst providing pupils with opportunities to apply their phonics knowledge to both their reading and writing. Children in KS1 are encouraged to rehearse out loud what they want to say, before writing, spelling the words using the graphemes and ‘tricky’ words that they have been taught. Pupil’s composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read, showing Honesty by producing writing to the best of their abilities As pupils become secure in their phonic knowledge, pupils are provided with more opportunities to write at length in their English lessons.</p>	<p>that adaptations allow pupils to access the full curriculum rather than narrowing it. At the same time, greater depth writers are challenged through opportunities to manipulate language, develop complex structures and refine authorial intent.</p>
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