



## Parklands Primary School Writing Policy

### Intent

At Parklands, we strive to help our children develop into articulate and imaginative communicators who are well-equipped with the skills they need to express their knowledge, ideas and emotions. Our aim is for every child to reach their full potential and become lifelong learners, with English learning playing a central role in this journey.

We aim to ensure that all of our children develop a genuine love of language and the written word through a text-based approach. Our writing curriculum supports the development of both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). A range of writing purposes are sequenced across the curriculum, enabling children to make progress in different styles of writing, such as narrative, informative and persuasive texts. Writing units span several weeks, focusing on a particular type of writing. This structure allows children time to refine and embed their writing through feedback and responsive teaching.

We ensure that children understand how widely writing is used in everyday life and, therefore, how important and useful the skills they are learning truly are.

Our intentions in writing are for children to write for a purpose, see themselves as real writers, take ownership of their writing, view writing as an enjoyable and engaging process, and acquire the ability to organise and plan their written work effectively.

As teachers and leaders, we aim to guide and nurture each individual on their personal journey to becoming successful writers. We support children in developing a strong knowledge of phonics to help them become fluent writers, provide exciting writing opportunities that engage all pupils, and help them acquire a broad vocabulary. We teach children to spell new words by applying spelling patterns and rules, ensure they have a solid understanding of grammar and can apply it effectively, and encourage them to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. We also promote pride in presentation by developing a legible, cursive handwriting style and ensure progression through a carefully sequenced curriculum with regular assessment.

Children learn to plan, draft and refine their written work over time and are encouraged to develop independence by identifying their own areas for improvement. Within each unit, sequenced lessons ensure that prior learning is revisited and built upon, and that National Curriculum objectives are taught through a combination of approaches and opportunities.

## **Implementation**

In Early Years, children write daily. ‘Hold a Sentence’ writing forms part of Read Write Inc. lessons, and composition is developed during small group writing sessions.

In Key Stages 1 and 2, we begin each school year by teaching and embedding the Place Value of Punctuation and Grammar (PVPG) approach, developed by Grammarsaurus. This provides children with a clear and structured understanding of how punctuation and grammar build progressively, much like numbers in place value. Children learn how punctuation and grammar work in sequence, ensuring their writing develops logically and accurately. The PVPG framework helps children recognise the “value” of each punctuation mark and grammatical structure, supporting their ability to use them confidently and purposefully.

By focusing on these fundamentals early in the year, we equip pupils with the essential tools to structure sentences, organise ideas, and write with clarity and precision. This consistent approach ensures that all children are provided with the building blocks they need to become confident, creative and successful writers throughout the year.

Once PVPG objectives have been met, children move on to following the school’s long-term writing plan, which is integrated with the Grammarsaurus PVPG and spelling scheme. This ensures children use new spellings in context immediately, reinforcing learning and retention. The writing curriculum consists of units of work aligned with the National Curriculum.

Each writing unit includes the following steps:

1. **Immersion** – discussing and investigating the features of the genre and generating ideas for writing;
2. **Text and genre deconstruction** – unpicking text structures and genre features;
3. **Focused teaching and practice** of grammar, punctuation and literary devices in context;
4. **Planning** – story mapping and text organisation;
5. **Drafting and co-construction** – shared and modelled writing, followed by independent writing;
6. **Revising** – focusing on the technical aspects of writing, following feedback;
7. **Editing** – rewriting to develop authorial voice and refine language choices;
8. **Performing or publishing** – sharing final outcomes.

Some of these steps may occur more than once within a unit. This supports children in building their knowledge of the text type, grammar and punctuation in manageable chunks before completing their final piece. It ensures multiple opportunities to practise key elements of the unit.

Oracy skills are central to our writing curriculum. Children are given frequent opportunities to orally rehearse their writing and analyse the impact of authorial choices from the class text.

We use an 'I do' (teacher modelling), 'We do' (co-construction and partner work), and 'You do' (independent work) approach throughout each step of the unit, supporting children to develop as confident, independent writers. Children use texts as models for their own writing, which encourages them to become ambitious and reflective authors.

## **Impact**

Teachers use assessment as an integral part of the teaching and learning process, clearly linking it to children's next steps. At Parklands, we use constructive marking with 'next steps' and modelling where appropriate. Teachers leave next steps in books when marking to ensure children know exactly what they need to do to make progress, and children are encouraged to respond using green pen.

Teachers double-tick strong areas of work and comment on what has been done well in the margin, linked to formative assessment grids. Common errors, as identified in the SPaG pyramid, are highlighted in pink and corrected by children in green pen.

The impact on our children is that they have the knowledge and skills to write successfully for a range of purposes and audiences. With the writing sequence firmly embedded across both key stages, children are becoming more confident writers with the ability to plan, draft and edit their own work.

By the end of Key Stage 2, children have developed a writer's craft. They enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As English is an integral part of the curriculum, cross-curricular writing standards have also improved. Skills taught in English lessons are transferred into other subjects, demonstrating consolidation and a deeper understanding of how and when to use specific language, grammar and punctuation.

Reviewed date: January 2026

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Please see Presentation and Spelling guidance that support this guidance.