



Writing Policy

This policy was agreed in Jan 2026 and will be reviewed in Jan 2028

Chair of Governors

Date

Headteacher

Date

Writing Curriculum Statement (Using Writing Roots)

Intent

At The Peak Federation, we want every child to become a confident, expressive and capable writer. Using the Writing Roots programme, we provide a carefully structured approach that supports children to develop strong foundational skills, creativity and a genuine love of writing.

Our aims are for children to:

- Develop secure skills in transcription (spelling and handwriting) and composition (planning, drafting, writing and editing).
- Build stamina, fluency and confidence through a consistent, scaffolded approach.
- Understand how to write effectively for a range of real purposes and audiences.
- Experience high-quality model texts and engaging stimuli that inspire imagination.
- Progress through a clear sequence of skills that is suitable for mixed-age classes, ensuring challenge and accessibility for all learners.
- Build a growing bank of vocabulary, grammar knowledge and sentence structures that they can apply independently.
- Become reflective writers who can edit, improve and take pride in their work.

Implementation

Our Writing curriculum is delivered through the Writing Roots programme, which provides a structured sequence of teaching using clear, consistent routines and accessible progression. This approach works effectively within mixed-age classes and helps all pupils make secure progress.

Key features of implementation:

- Writing Roots is taught through model texts, shared writing, guided practice and independent application.
- A two-year rolling programme ensures all year groups cover required skills and genres while avoiding repetition.
- Units build in small steps: immersion → ideas → drafting → shared writing → independent writing → editing → publishing.
- Teachers adapt each unit for mixed-age classes by providing layered success criteria, small-group scaffolds and differentiated outcomes.

- Daily sentence-level work supports grammar, vocabulary and punctuation development.
- Transcription skills (phonics, spelling rules, handwriting) are taught explicitly and revisited regularly.
- Opportunities for cross-curricular writing are built into wider curriculum subjects to embed and deepen writing skills.
- Children are exposed to a wide range of genres across fiction, non-fiction and poetry, with each unit using a high-quality text to model effective writing.
- Teachers use ongoing assessment from Writing Roots tasks, independent writing, conferencing and pupil voice to inform next steps.

Impact

By the end of their time at our school, children will:

- Write confidently, clearly and independently for a wide range of purposes.
- Show secure understanding of sentence structure, vocabulary choices, punctuation and grammar, applying these accurately in their writing.
- Demonstrate improved stamina and fluency, producing high-quality work across subjects.
- Be able to talk about their writing choices and evaluate their own and others' writing.
- Move to KS3 with confidence in both transcription and composition, ready for more advanced writing tasks.
- Show enthusiasm for writing, taking pride in published pieces and celebrating their growth.

We measure impact through:

- Writing Roots assessment outcomes and progression across units.
- Independent writing evidence in books and across the curriculum.
- Moderation within school and across the cluster.
- Pupil voice showing enjoyment and understanding of the writing process.
- Increasing proportions of pupils meeting or exceeding age-related expectations.

Roles & Responsibilities

- **Writing Lead:** Oversees planning for writing across all phases, ensures progression from mark-making to fluent composition, provides resources, monitors assessment, and promotes high standards of writing.
- **Class Teachers:** Teach daily writing lessons, model writing strategies, scaffold children's ideas, support spelling, grammar and handwriting, and give feedback to help pupils improve.
- **Senior Leaders/Governors:** Ensure writing is prioritised in the school development plan, provide funding for resources and training, and review the impact of writing provision across EYFS, KS1 and KS2.
- **Review Frequency:** The writing policy and curriculum are reviewed every two years, using national guidance and school priorities to evaluate progress and plan improvements.