

## **Intention**

At Carr Manor Community School, we believe that writing is a vital skill that empowers children to become confident thinkers and communicators.

Our aim is for every child to leave school as a capable writer who can express themselves clearly, creatively, and appropriately for a range of purposes and audiences. Writing is an essential tool for learning across the curriculum, and our approach ensures that continuity and progression are embedded from Early Years through Key Stage 2 and into Key Stage 3.

In line with our values and the principles of the Learning Line, we teach writing through a consistent whole-Primary Phase approach, using Talk for Writing and Mighty Writer to support our bespoke progression and framework.

Our staff follow the Carr Manor Long-Term English Plan, ensuring a shared understanding of expectations and progression, which has been designed with our pupils' interests, experiences and engagement as a core priority.

## **Equity and Inclusion**

We are committed to ensuring equal access to writing opportunities for all children, regardless of gender, race, religion, or ability.

Pupils with specific speech, language or hearing difficulties are identified and supported through both through quality-first wave one teaching, in-school interventions and external agencies when needed. All staff have received high-quality training in literacy, adaptive teaching, and the Learning Line, reinforcing that literacy is everyone's responsibility.

## **Character for Learning in Writing**

As in all subjects, we aim to develop pupils' Character for Learning through writing. Our children:

- Are independent and motivated writers
- Show resilience and pride in their work
- Use feedback to reflect and improve
- Are ambitious and creative in their writing choices
- Apply their writing skills with confidence and purpose across the curriculum



## **Core Aims of the Writing Curriculum**

1. To enable children to become effective writers for a variety of audiences and purposes
2. To ensure they communicate ideas confidently and clearly in different contexts
3. To help children appreciate and apply the craft of writing

## **Our Writing Curriculum Promotes:**

- Engagement with high-quality texts and media as inspiration
- Opportunities for drama and oracy to build language and ideas
- Purposeful, extended writing in a range of contexts
- A love of writing and the development of personal style
- A deep understanding of grammar, structure, and vocabulary
- Personalised and constructive feedback to support improvement
- A strong writing culture and high expectations at all stages

## **Approaches to Teaching and Learning**

We follow a Talk for Writing cycle over two or three weeks, incorporating imitation, innovation, and independent application to invent. Pupils in all year groups:

- rehearse and analyse model texts
- understand the audience and purpose behind their writing
- apply grammar skills through oracy and explicit teaching
- use Mighty Writer and Talk for Writing scaffolds to support structure
- innovate and independently invent writing
- publish their work, taking ownership and pride in their outcomes
- receive personalised feedback to refine and redraft their writing

In the Early Years and Key Stage 1, the Talk for Writing approach is underpinned by the development of foundational knowledge (spoken language, vocabulary, sentence structure, and transcriptional skills) that enable pupils to express ideas clearly and build towards fluent, independent writing. Strong links between reading, phonics, and writing ensure children apply their growing knowledge of sounds, words, and structures with confidence.

A literacy-rich environment supports writing in every classroom, with visible resources such as phonics mats, key vocabulary, Alan Peat sentences, and vocabulary mats. This is further embedded through reading corners that promote curiosity and engagement with literature, and enquiry zones or provision areas that promote literacy across the curriculum.

## **Parental Involvement**

We view writing as a shared journey between school and home. While the teaching of writing lies with school staff, we encourage parents to support at home by:

- supporting spelling through the use of Spelling Shed
- encouraging writing for enjoyment
- encouraging children to complete independent learning each week
- attending workshops to understand our approach and learn alongside their children

## **Spelling and Handwriting**

Building on the strong foundations of the Twinkl phonics scheme, spelling is taught progressively throughout Key Stage Two, using the Spelling Shed scheme, with an emphasis on phonics, patterns, and rule-based learning. Handwriting follows the Twinkl Handwriting progression, ensuring consistency across all phases from EYFS to Upper Key Stage 2, focusing on fluency, clarity, and speed.

## **Assessment and Feedback**

Children are assessed both formatively and summatively through live marking, feedback, editing, and redrafting. Teachers use feedback and marking to inform next steps and children act on these during lessons and in the editing process. Pupils are also encouraged to take responsibility for their writing development through self and peer-assessment.

Progression in Writing - Each half term, children from the whole Primary Phase are engaged in a stimulus to inspire their writing. Every child writes an independent piece inspired by the stimulus and this helps us capture children's progress as they move through school.

We take a consistent approach to the monitoring and tracking of progress and attainment in writing to help us identify and close any gaps.

This means we can support the highest number of children to make strong progress in writing, to attain:

- a 'Good Level of Development' (GLD) in the Early Years
- the age-related expectation in each year group
- the age-related expectation in their KS2 writing assessment, which supports their smooth transition into Year 7
- highly across all subjects in KS4

### **Quality Assurance**

Monitoring of the teaching and learning of writing takes place through various means:

- Learning walks of English teaching
- Environment walks
- Book looks and planning scrutinies
- Pupil voice

Monitoring is a supportive process involving teaching and support staff.

It ensures that tracking of all pupils' progress and attainment is achieved through a range of strategies:

- Formative and summative assessments
- Raising Attainment and Progress meetings
- Use of Insight

Staff attend regular moderation and standardisation to support their understanding of assessments, age-related expectations and children's next steps.