

Writing Policy

Our Shared Vision & Values



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| We are ambitious to ACHIEVE ; | we aim high, anything is possible! |
| We show SELF-RESPECT ; | we support each other with empathy, tolerance and quiet confidence. |
| We are PROUD ; | positive, practical and we persevere. |
| We want to be INSPIRED ; | show our creativity, "Dream Big". |
| We demonstrate RESILIENCE ; | we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions. |
| Everyone is EQUAL ; | there are exciting experiences at Carlton Road for all. |

The Context of our School and its Curriculum

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result, it is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos "Aspire to Achieve" is embedded throughout the school, its curriculum and our knowledge expectations – we expect our children to "Aim High and "Dream Big".

Our "Aspire" curriculum brings to life the school's ethos and values. It embraces the whole child and their success in education – both

academic ambition, practical skills, and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian, and democratic learning experience at Carlton Road.

Curriculum Intent

At Carlton Road Academy, the aim of our English curriculum is to deliver a stimulating writing curriculum that develops children into independent writers who can write for a range of purposes. We believe that all pupils should be able to confidently communicate their knowledge, ideas, and emotions through their writing and that being coherent writers is fundamental in a child's success during their journey through school and beyond. To support our learners with this, our writing curriculum is delivered through a range of motivating and creative stimuli such as: texts, film clips, artefacts, visitors, and real-life experiences which we hope will excite the children to want to write.

Throughout writing lessons, we intend to support our children in the acquisition of wider vocabulary as well as how to adapt their language and style of writing for a range of contexts, purposes, and audiences. We intend for children to have a strong understanding of applying grammatical and punctuation rules to use within their writing as well as being able to correctly apply the spelling patterns and rules they learn throughout their time in primary school.

From September 2025, the whole school will be implementing Grammarsaurus' Place Value for Punctuation and Grammar. The aim of this is to teach the basics of grammar for each year group before we expect the children to use this in their writing. By teaching the basics of sentence structure we are helping the children become fluent with their grammar and punctuation to ensure that they are confident when writing for different purposes and audiences.

At Carlton Road, we believe that writing is a five-stage process: analyse, plan, draft, edit and publish. In each sequence of writing, children learn to analyse example texts, looking at key features, use of language and structure. Next, children will plan their work, drawing ideas from a range of stimuli. Once children have a plan in place, they will begin to draft their ideas. In this step, children apply key grammatical and punctuation knowledge. Following this, children then edit their work and will publish their final piece. We teach the children 4 ways of editing: editing as you go along, secretarial editing, editing to make sure it makes sense and editing for impact. We aim for children to be able to independently evaluate and improve their work through editing. During the publish stage, we encourage children to take pride in the presentation of the work by developing handwriting that is neat, legible, and maintained at speed.

The ambitions of our Curriculum

A	Achievement	In writing, children are given opportunities to achieve in their own way. Writing is a process of smaller steps put together for one end goal. Each step allows opportunities for children to achieve at the appropriate level. At the start of a writing cycle, children will see a high-quality example of a text type. By the end of the cycle, children will have achieved by creating a published text of their own.
S	Self-respect	During the publishing stage of writing, children will be able to see how the process of writing comes together. Their published pieces will give children the opportunity to see themselves as writers and show them that the process of drafting and editing a piece of work accumulates to a piece of writing that they can be proud of. This will improve their confidence with writing skills. This improved confidence will then allow children to apply these writing skills to all other areas of the curriculum where writing is needed to complete tasks.
P	Pride	At Carlton Road, we want our children to have pride in their written accomplishments. In Writing, at the end of every writing cycle, children take the opportunity to publish a final piece of writing in which they focus on their presentation and handwriting skills. Ensuring they take pride in their presentation and pride in their piece of work. The work is then displayed in the classrooms and corridors to celebrate the hard work and achievements of our children.
I	Inspired	Children will be inspired by a range of stimuli used throughout their writing session. We aim to inspire children to want to put their ideas down onto paper through our engaging writing curriculum.
R	Resilient	In Writing, children will be encouraged to challenge themselves, ask questions and self-assess their work. Through the drafting and editing stages, children will be able to recognise their own strengths as writers and areas in which they can build upon to improve. This will support our children to develop confidence and resilience in self-awareness and self-evaluation.
E	Equality	Children are given equal opportunities throughout the teaching of writing. All children will have access to a range of support and resources that will enable them to achieve and flourish as young writers.

How we deliver our curriculum:

Teaching and learning turns “thinking” (the task of the working memory) into “knowledge” (our long-term memories) that can be recalled and used again and again.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in writing
A	Academic Answers	Children encounter facts, learn knowledge that is “known”: number bonds, spellings, capital cities, the wives of Henry VIII, colours. Facts that can be straightforwardly shared, memorised and recalled.	During writing, children will gain a deep understanding of the different text types and be able to identify similarities and differences between their features. Children will gain knowledge of grammatical terms. The children will know the vocabulary appropriate to grammar such as the various word classes, names of punctuation symbols and sentence structures. This knowledge is progressively built on as children progress through the school. Children will use their knowledge of spelling rules and patterns in their writing. Building on their phonics knowledge, knowing, and applying the essential grammar, punctuation and spelling rules will help develop children’s writing and improve their independent work.
S	Situational and Symbolic	Children interpret knowledge in the context of what they comprehend from the cultures they know/their context/ community/ heritage. This includes their understanding of symbols – written, gestures, body language, pictorial, coded such as computers or road signs etc.	In the Writing curriculum, children will know the different forms of writing, varying layouts of text types and the purpose. The children will know what the different types of punctuation look like and how to use them correctly and effectively in their writing. They will know how the use of punctuation can enhance and affect the meaning of their sentence structure. During writing lessons, various visual stimuli will be used to capture the children’s imaginations. Visuals will be used to help learners grasp concepts easily by stimulating their imagination and aid with their creativity within their writing. Children will draw from their own home lives and cultures and use this knowledge to see how cultural symbolism compares to those used within the English language.
P	Practical – the “How to?”	Children learn practical knowledge when they need to know the “How to...” e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.	The handwriting scheme is progressive as children move through the school. In our nursery setting, children work on mark making, and as they progress to Reception, they work on letter formation and ensuring their letters sit correctly on the line. Through handwriting sessions, children begin to attain a more fluid and legible style of handwriting that is neat and maintained at speed. Having fluent, legible, and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing. Children will know how to use punctuation accurately and appropriately throughout their writing to enhance and improve their writing. Children

			will learn how to be reflective writers and critically evaluate their own work during the editing process. During the writing process, children will use dictionaries and thesaurus to spell check their work or search for improved vocabulary. They will also, at times, word process their work on laptops. Children to be given time to practise their spoken English through a range of tasks such as spoken work poetry, debates and working collaboratively with peers to discuss their ideas for a piece of writing.
I	Implicit and Incidental	Implicit knowledge often unconsciously obtained, and we may not recall learning it: such as how to walk or talk, it builds on past experiences. Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.	During a child's journey through the school, they will move from the practicalities of how to hold a writing implement to being able to implicitly use these tools. This gained knowledge will allow learners to implicit knowledge can then be transferred to all areas of the curriculum and allow children to complete tasks such as writing a letter or newspaper report and be able to fully focus on the content. Throughout writing sessions, children will use subconsciously obtained emotional intelligence to show empathy and understanding throughout their writing.
R	Relationships and Real Life	This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind "real life" skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level coaching to acquire it.	At Carlton Road Academy, we want our children to be able to express their thoughts, feelings, and emotions through writing. We aim for children to know which text type is appropriate for which situation and how certain language can be used in different circumstances. Many of our children have English as an additional language and we acknowledge that social conventions such as the way children read, and the language children use may differ between cultures. We look to embrace and celebrate these differences and use them within writing to enhance their understanding. Through speaking and listening tasks children will discuss and articulate their ideas with their peers sharing their experiences and ideas through collaborative working. These relationships will allow children to develop their emotional literacy to feed through linking descriptive writing, poetry to their PHSE work.
E	Experiences and Experts	This is knowledge built up from a range of experiences both undertaken or personally encountered such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an "expert" such as a professor, or sensorily observed such as an experiment.	In writing, experiences and visiting experts will be used to capture the children's imaginations and bring the writing 'to life'. As well as bringing more context to the subject they are writing about.

In Writing, teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in Writing
A	<i>Active</i> construction of knowledge, the acquisition of <i>vocabulary</i> , teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.	In writing, this will be shown through modelling of sentence construction and how to use new vocabulary and punctuation accurately and effectively. Children will be given access to high to quality examples of writing to give examples of what a good one looks like. During the planning stage, teachers will scaffold how to create sentences. There will be explicit teaching of vocabulary suitable to the purpose for which they are writing. This will include morphology how the word is constructed etymology where the words originate from such as Latin or Greek
S	<i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i> . This comes <i>semantically</i> , through the <i>senses</i> , through <i>skills</i> and <i>socially</i> .	Using taught grammatical knowledge such as subordinating conjunctions and varying types of punctuation to create complex sentences in their writing. Verbally rehearsing sentence structure and using knowledge of punctuation to know how this will affect to meaning of the sentence and how intention will change. This knowledge will then be applied in the planning stage. Through Early years to end of Key Stage 2, there will be a clear progression in these skills.
P	<i>Practically</i> : children access a wide range of memorable learning through <i>play</i> , the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.	Applying the skills taught within grammar lessons within their writing. Practically and orally rehearsing their writing during the planning stage to ensure they have a good understanding on the context and how their grammatically and vocabulary choice will affect this. Through their guided reading, in EYFS and KS1, children will use picture books and short texts to relate images to words. As they progress through school, children will access a wider range of texts which will demonstrate the different text structures and layouts.
I	<i>Internalisation</i> of learning through <i>interaction</i> , <i>instruction</i> , <i>imitation</i> , and <i>integration</i> aids the movement of thoughts to long term memory.	Imitating and copying the teacher until confidence is built for children to being to independently write. This is done through the teacher modelling a piece of writing or how to use specific grammatical features. This can be done through shared and guided writing. This will then progress to the children applying the taught skills and writing their own independent piece.
R	<i>Retrieval</i> of knowledge through <i>repetition</i> , <i>revision</i> , <i>recycling</i> , and <i>routine</i> prompts memory “muscle” to work, making knowledge “stick”.	In writing, the use of effective working walls will promote knowledge of newly acquired vocabulary and taught grammatically features. This will be embedded through starters. Revising and practising the skills during starters and cold grammar tasks will embed the skills to use within writing

		As children progress up the school, they will be able to create their own success criteria that involve tests and quizzes to respond to summative assessments and learning from mistakes and being given to opportunities to correct and retry.
E	Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.	In writing, experiences and visiting experts will be used to capture the children's imaginations and bring the writing 'to life'. As well as bringing more context to the subject they are writing about.

Implementation

Key stage 1

Year 1

Transcription (Spelling)

By the end of Year 1, learners should be able to spell words containing each of the 40+ phonemes already learnt. The days of the week, names of the letters of the alphabet in order, using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. They should also be starting to use the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest.

Transcription (Handwriting)

Pupils should be taught to hold a pencil comfortably and correctly and begin to form lower-case letters in the correct direction, starting and finishing in the right place and form capital letters. They should be taught to form digits 0-9.

Composition

Pupils should be taught write sentences by orally composing a sentence before writing it. Learners should be taught how to sequence sentences to form short narratives and be able to discuss these with an adult or peer.

Vocabulary

In year 1, children should use simple vocabulary appropriate to the purpose of writing e.g. simple scientific words or simple words in context such as simple descriptive language e.g. colour, size, simple emotion. Has begun to use words combined to make sentences in the past/present tense. Children should begin to use words for the singular and plural

Grammar and punctuation.

Pupils should be taught to leaving spaces between words. To use the conjunction 'and' to join to clauses together. They should also begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation as well as capitalise proper nouns.

Terminology

Children should be taught to know and use the terms: letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural.

Year 2

Transcription (Spelling)

By the end of year 2, children should be taught to spell common exception words. Words that are contractions – possession and omission as well as distinguish between homophones and near-homophones. Children will be taught how to spell suffixes to create longer words including –ment, –ness, –ful, –less, –ly.

Transcription (Handwriting)

Pupils should be taught to form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters. Write capital letters and digits of the correct size in relationship to one another and to lower-case letter.

Composition

Pupils should be taught narratives both real and fictional and write for different purposes consider. Children will be taught to plan what they are going to write by orally rehearsing their sentences. Child will plan their writing by writing down key words/ ideas. Children will begin to make simple additions, revisions, and corrections to their own writing by evaluating their writing with the teacher and other pupils by rereading to check that their writing makes sense.

Grammar and punctuation.

In year 2, children should be taught commas to separate items in a list. apostrophes to mark omission in a word and to show singular possession. Subordination conjunctions and co-ordination conjunctions. Children will use expanded noun phrases for description and know how grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command.

Terminology

Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.

Key Stage 2

Year 3 and 4

Transcription (Spelling)

In year 3 and 4, pupils should be taught to: use further prefixes and suffixes and understand how to add them. Spell further homophones and spell words that are often misspelt. Children should be taught to use the first 2 or 3 letters of a word to check its spelling in a dictionary. They will be introduced to the year 3 4 statutory spelling words.

Transcription (Handwriting)

Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency, and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition

Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Children will work on composing and rehearsing sentences orally (including dialogue) They will be taught to organise paragraphs around a theme. They will write within narratives, creating settings, characters and plot. They will write within non-narrative material, using simple organisational devices [for example, headings and sub-headings. They will begin to evaluate and edit by their work by assessing the effectiveness of their own and others' writing and suggesting improvements.

Grammar and Punctuation

Children to place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals. Children will use the first two or three letters of a word to check its spelling in a dictionary and practise writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Pupils should be taught to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. They will also start using the present perfect form of verbs in contrast to the past tense. They will choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. They will be taught to use conjunctions, adverbs and prepositions to express time and cause.

Terminology

reposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks') determiner pronoun, possessive pronoun adverbial.

Year 5 and 6

Transcription (spelling)

Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Pupils should be taught to use further prefixes and suffixes and understand the guidance for adding the. Spell some words with 'silent' letters [for example, knight, psalm, solemn and continue to distinguish between homophones and other words which are often confused. They will be taught to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as part of the year 5 6 spelling lists. They will use dictionaries to check the spelling and meaning of words by using the first three or four letters of a word to check spelling, meaning or both of these in a dictionary and use a thesaurus.

Transcription (Handwriting)

Pupils should be taught to write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task.

Composition

Pupils should be taught to: plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary and in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning and in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précis longer passages using a wide range of devices to build cohesion within and across paragraphs, using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining], evaluate and edit by: assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning by ensuring the consistent and correct use of tense throughout a piece of writing and ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register and finally proof-read for spelling and punctuation errors.

Grammar and punctuation

Pupils should be taught to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause and using expanded noun phrases to convey complicated information concisely. They will also learn how to use modal verbs or adverbs to indicate degrees of possibility, use relative clauses beginning with who, which,

where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing, use hyphens to avoid ambiguity. They will use brackets, dashes or commas to indicate parenthesis. Children will begin to use semi-colons, colons or dashes to mark boundaries between independent clauses.

Terminology

Modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity, subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.

Impact.

In Writing, by the end of EYFS children will be able to: write recognisable letters - most of which are correctly formed. They will be able to spell words by identifying sounds in them and representing the sounds with a letter or letters. It is expected that they will also write simple phrases and sentences that can be read by others. Children will start to show good control and co-ordination in their small movements. They will handle writing implements effectively.

In Writing, by the end of Key Stage 1 children will be able to: Be able to write narratives, both real and fictional. Children will write using past and present tense mostly correctly and consistently. Children will demarcate sentences using capital letters, full stops, and question marks most accurately. Children will spell most common exception words correctly. Handwriting will be more consistent and legible.

By the end of Key Stage 2 children will be able to: Write for a range of purposes and audiences. Use a wider variety of sentence structures. Children will be able to use a range of devices to build cohesion within and across paragraphs. They will select and use grammatical structures that reflect what the writing requires. They will use a range of punctuation and maintain tense throughout a piece of writing. Children will spell most words correctly or will be able to use resources such as dictionaries and thesauruses effectively to support their writing. Handwriting will be neat and legible.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - Within the lesson through key questioning and work in books.
 - Through live marking and feedback.
 - Through close marking big writes.
 - At the end of a unit of work.
 - Through tests in Grammar and spelling.
- **Summative assessment** is used:
 - End of term teacher assessments.
 - Termly PIXL test data.
 - External moderations of writing in Key stage 1 and Key stage 2
 - Trust wide moderations of writing.