



Writing at Wintringham

Introduction

At Wintringham Primary Academy, writing is highly valued as both a fundamental life skill and a powerful means of expression. The school prides itself on fostering children's enjoyment of, and engagement in, writing from the earliest stages of their education. Through carefully chosen, high-quality texts and purposeful teaching approaches, pupils are immersed in rich language experiences that support their development as confident, reflective and skilled writers.

This guidance document outlines the shared principles and practices that underpin the teaching and learning of writing across the school. It reflects our commitment to ensuring that every child develops a positive attitude towards writing and is supported to achieve their full potential.

Aims and Rationale

At Wintringham Primary Academy, children are encouraged to see writing as a meaningful and purposeful activity through which they can construct and convey ideas, opinions and emotions.

Our approach aims to enable pupils to write fluently, accurately and effectively so that they:

- develop confidence and pride in their writing;
- understand how different genres are constructed;
- adapt their style to suit audience and purpose;
- apply grammar, punctuation, spelling and handwriting accurately;
- use a broad and ambitious vocabulary;
- and make thoughtful choices about content, structure and language.

Through consistent teaching and high expectations, children learn to view themselves as successful and developing writers.

Progression in Writing

The teaching of writing begins as soon as a child enters school. In the Foundation Stage, children are introduced to emergent and developmental writing through structured and play-based activities that promote curiosity, creativity and confidence. These early experiences provide the foundation for more formal and extended writing in later years.

As pupils move through Key Stage 1 and into Key Stage 2, their writing develops in complexity, with children being able to give more sustained and technical responses. Throughout this journey, writing is always grounded in meaningful contexts and clear purposes.

At different times, children may focus on developing specific aspects of writing, such as sentence structure, vocabulary or punctuation. These focused elements are always linked back to a wider purpose, ensuring that skills are learned in context and applied meaningfully and in context.



Teaching Approach

Discussion plays a vital role in the writing process. Children are encouraged to explore the effect of vocabulary choices, grammatical structures and organisational features. Links are consistently made between what has been read and what is written, reinforcing the relationship between reading and writing.

Teachers plan for writing in line with the Early Years Foundation Stage Framework and the National Curriculum. Planning reflects clear progression in skills, knowledge and understanding, ensuring continuity across year groups.

Wintringham Primary Academy uses a bespoke approach to the teaching of writing, drawing on elements of recognised frameworks such as The Write Stuff and The Power of Reading. Central to this approach is the use of carefully selected, high-quality texts that inspire, engage and model effective writing. Texts are used as both a stimulus, and to explore language, structure and purpose.

In Reception, writing is taught through a 'Drawing Club' style approach. This integrates high-quality texts, visual responses and early writing opportunities. Children are encouraged to express ideas through drawing and talk before developing written outcomes linked to taught graphemes and phonetic knowledge.

This approach aligns closely with phonics and handwriting instruction, ensuring that transcription skills develop alongside composition. Targeted continuous provision supports fine and gross motor development, oracy, phonics and early handwriting.

In Key Stage 1, the focus on transcription continues, with increasing emphasis on purpose, audience and an increasing use of a wider range of grammatical and structural features. As children progress, they are supported to combine technical accuracy with meaningful content, preparing them for the demands of Key Stage 2.

In Key Stage 2, where appropriate, writing is taught in carefully structured 'chunks'. This enables teachers to analyse and model the writing process, highlighting the purpose and impact of each section. Lesson objectives are often created for whole texts rather than individual lessons, helping pupils to develop an understanding of how complete pieces of writing are constructed and shaped. This approach supports children in seeing writing as a coherent and purposeful process rather than a series of disconnected tasks.

Modelling is central to effective writing instruction at Wintringham Primary Academy. Teachers regularly demonstrate the writing process at word, sentence and whole-text level, making their thinking explicit. Teachers articulate decisions about vocabulary, structure and content, helping children to understand the choices involved in effective composition.

Shared writing, collaborative discussion and oral rehearsal further support this process. Talk partners, group work and whole-class discussions are used to generate and develop ideas, ensuring that children have the language and confidence to express themselves in writing.



Success Criteria

Writing is supported through clear and purposeful success criteria, which link specific writing features to the structure of paragraphs and whole texts. These criteria are shared and discussed with pupils, enabling them to understand expectations and take ownership of their learning. Teachers are explicit about the purpose and requirements of a piece of writing. Such clarity ensures that pupils are well prepared and supported to produce high-quality work. The close relationship between modelling, support strategies and success criteria forms the foundation of effective teaching and learning in writing. This triangulation enables children to understand how to apply taught skills independently.

Support and Intervention

High-quality, inclusive teaching is the foundation of writing provision at Wintringham Primary Academy. Teachers adapt their instruction to meet the needs of all learners and provide additional support where required.

A range of strategies is used to address gaps and support progress. These include, but are not limited to, bubble writing, Widgeit symbols, shared content and grammatical supports, targeted grammar resources, Grow the Code and Little Wandle phonics interventions.

Support is delivered both within everyday classroom practice and through targeted interventions, ensuring that pupils are helped promptly and effectively.

Independent and 'Exciting Writing' Opportunities

From the end of Year 1 through to Year 6, pupils regularly engage in 'Exciting Writing'. These sessions provide opportunities for children to write independently and creatively, applying the skills and knowledge they have developed.

During these sessions, pupils are encouraged to demonstrate independence, applying the skills that they have learned and honed across a range of contexts. Separate editing and improvement sessions follow, allowing children to reflect on their work, respond to feedback and refine their writing. This process reinforces the importance of drafting and revising as integral aspects of effective writing.

Assessment and Moderation

Assessment of writing is continuous and forms an integral part of teaching and learning. Class teachers use formative assessment to inform planning, identify strengths and address areas for development.

Independent writing, including work in Exciting Writing books, provides valuable evidence of progress over time. These books accompany pupils through the school and support reflection on personal development.



Teachers draw on a range of evidence, including English books and cross-curricular writing, to make informed judgements about attainment. These judgements are regularly moderated within school through staff meetings and Professional Development Meetings, and externally through district-wide and Local Authority moderation processes.

This robust approach ensures consistency, accuracy and shared understanding of standards.

Conclusion

Writing at Wintringham Primary Academy is rooted in high expectations, rich literature and a strong belief in every child's potential. Through carefully structured teaching, thoughtful support and meaningful opportunities for expression, pupils are equipped with the skills, confidence and enthusiasm to become successful writers.

This guidance document reflects our collective commitment to nurturing articulate, creative and reflective writers who are prepared to communicate effectively in school and beyond.