



Newquay Junior Academy

WRITING POLICY

September 2025

This policy was developed on: 12th September 2025
The policy will be reviewed: November 2026

Intent

Pupils at Newquay Junior Academy are encouraged to be confident in their use of language and to be able to express themselves fluently through their writing. They are expected to reach and exceed the levels expected of their age group; are set high aspirational attainment targets and are given varied opportunities to achieve these standards.

All pupils:

- are provided with varied and interesting experiences that encourage them to use and apply their writing skills across the curriculum;
- develop their language comprehension through the explicit teaching of vocabulary and use 'ambitious' language in their writing;
- are confident to write independently;
- edit and improve their own writing and are given opportunities to publish, share and reflect upon their work;
- write in a continuous cursive style (from September 2023 from Yr.3, this will be cursive only and progress through year groups)
- are confident spellers; can spell most of the statutory word list and can use different strategies to work out how to spell tricky words and
- can use appropriate punctuation with understanding and accuracy.

Implementation

All pupils will participate in:

- Writing lessons will link to the termly topic and be led by a strong, age - appropriate text which allows for a range of engaging writing tasks. In some year groups, writing will link closely to the text from VIPERS lessons. All other English writing lessons will use a range of picture book texts from The Literary Curriculum, or occasionally Literacy Shed +. Links should be identified at the medium -term planning stage.

- Daily lessons will be for one hour and give children the opportunity to write for 25 -40 minutes each day with a mix of shared, guided, and independent writing.

a) Shared Writing

Through shared writing the teacher will model the writing process with pupils following the 'I do, We do, You do' metacognition approach. This may include:

- * Demonstrating planning strategies (e.g., concept maps, writing frames)
- * Using a familiar text as a starting point for writing
- * Teaching the structural characteristics of a particular text type
- * Teaching the purpose and use of punctuation
- * Playing with language and exploring different language choices
- * Modelling higher level sentence constructions (e.g., conjunctions, complex sentences)
- * Drafting
- * Demonstrating revision strategies (e.g., checking for meaning, reordering to improve structure, rewriting to improve clarity or to enrich language)
- * Demonstrating editing strategies (e.g., checking punctuation and spelling, using writing targets).

It is most effective if shared writing is broken into chunks and interspersed with opportunities for pupils to apply the lessons immediately in their own writing. (Sometimes modelling just, a sentence or two will be sufficient.)

b) Guided Writing

During guided writing, the teacher as 'expert' guides learners at an appropriate level by:

- * Giving feedback on previously composed independent writing
- * Modelling how to use individual writing targets or comment constructively on another writer's work
- * Demonstrating a specific stage in the writing process
- * Developing or reinforcing skills taught in shared writing

Teachers will plan guided writing sessions flexibly, where they feel they will best meet the needs of their class. At other times, teachers may instead support pupils individually during their independent writing.

c) Independent Writing

During independent writing, pupils compose without direct teacher support. As pupils move through KS2, they will be expected to write at increasingly greater length, developing crucial writing stamina alongside other skills.

Independent writing, both within English lessons and across the curriculum will involve:

- * Using the imagination and expressing ideas;
 - * Applying skills learned in shared writing and guided writing;
 - * Focusing on individual writing targets;
 - * Revising work in the light of feedback from teachers or peers;
 - * Commenting constructively on other children's writing;
 - * Editing and proof-reading to improve transcriptional features;
 - * Preparing work for presentation.
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- Pupils will receive feedback throughout the writing process, following the Newquay Junior Academy Marking and Feedback Policy. There will also be opportunities for peer review and feedback from paired editing.
 - Assessed pieces of independent writing: Year 3 will complete two independent writes per half term (in a new independent writing book, rather than in folders).
 - Year 4 and 5 can reduce to three independent writes per term, (9 per academic year) but some of these may be cross curricular and completed in English books. These will be in date order and with a brief outline of the text type, length of unit and level, if any, of scaffolding or teacher input. ALL pieces are expected to be independent.
 - Grammar, Punctuation and Spelling. Grammar is embedded within the English lesson and is taught as a 'Grammar Starter' this could be linked to the learning that is to be taught that day or may be a review or practise of something previously taught. Children are taught spelling in a discrete, daily lesson of around twenty minutes' duration; spelling resources will be mostly sourced from the Spelling Shed programme.
 - Children in years 5 & 6 will continue practicing continuous cursive handwriting as learnt in KS2 (below). (Teachers use <https://www.teachhandwriting.co.uk/> as a guide). In Years 3 & 4 cursive handwriting is taught using the same scheme, individual letters and joins are taught and practised daily. In Year 6, it is practiced through daily writing unless specific legibility interventions are needed. Joined handwriting is considered an expectation from the end of Yr.3

(Those children who have not achieved this should be given an individual programme of support to develop the necessary motor skills and coordination.)

Impact

All children:

- Enjoy writing.
- Have accurate, automatic skills of transcription enabling them to write quickly and confidently.
- Can write with confidence and enthusiasm in activities across the curriculum and for different purposes.
- Have a wide vocabulary and use ambitious language in written work.
- Attainment and progress will be monitored by a robust process of moderation both in school and within the CELT (Cornwall Education Learning Trust) MAT. Internal moderation of assessed pieces should take place within year groups once per half -term as a scheduled element of PPA meetings. Meetings within the CELT MAT occur termly and may be physical or virtual meetings.
- Moderation criteria will derive from the statutory end of key stage requirements; however, guidance from moderation materials such as those published by Babcock will be used throughout the key stage to ensure progression is consistent.

Attainment

- End of Key Stage Two data should be in line with ambitious target -setting.

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