

Writing Policy



To be reviewed: Every 3 years

Governor Committee Responsibility Assigned To: Curriculum

Adopted by Governors: December 2023

Amended and Reviewed by KS/ST: December 2023

Amended and Reviewed by KS/ST: September 2025

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'It is not in the stars to hold our destiny but in ourselves.'

Intent

Writing and the teaching of writing is fundamental in our Shakespeare Primary Curriculum. It is vital that every child learns to write from the very beginning of their journey with us. In order to be a successful writer, children must be equipped with the necessary building blocks to be able to express themselves. We believe in immersing children in a vocabulary-rich learning environment which encourages our children to express ideas and explore their own writer's voice. We encourage our children to write in creative and imaginative ways and value the power of talk every step of the way. Our writing curriculum has been carefully designed to ensure that children explore high-quality texts with rich opportunities for discussion, debate and critical thinking. Through purposeful links to our wider curriculum, children are inspired and motivated to write for a range of purposes - developing confidence, independence and a love of writing.

Our aims in writing are to ensure our Shakespeare children:

- Become enthusiastic, confident and fluent writers
- Develop a love, enjoyment and thirst for writing
- Gain a secure knowledge of genre and text-type specific features and elements
- Write clearly, accurately and coherently; adapting language and style across a range of contexts
- Understand how choices can create and enhance effect for the audience
- Acquire and use a wide range of ambitious vocabulary and sentence structures
- Understand and apply compositional knowledge of grammar, punctuation and spelling
- Express, discuss and challenge ideas in order to think critically about the writing process
- Are able to plan, draft, revise and evaluate their own writing and that of others

Implementation

Writing at Shakespeare is a cornerstone of the entire curriculum and interwoven throughout all subjects. Our long-term plans and overviews ensure that, across all year groups, children are taught the necessary skills and components to write independently at an age-related standard. Throughout their time at Shakespeare, children are given the opportunity to practise, apply and consolidate their writing skills within writing lessons and across the wider curriculum. In addition, our Shakespeare Curriculum ensures our children access a wide range of fiction, non-fiction and poetry within writing and reading. In doing so, all children are exposed to different types of texts and genres; and are able to apply their own choices and enhance their strengths as a writer.

Being a writer means being a reader, articulating stories and characters, listening to tales and learning from other writers.

Teachers use our Shakespeare unit overviews alongside KLIPS, Progression in Punctuation, Sentence Types, Paragraphing, and Grammar/Word Classes, as well as Writer's Toolkits, to ensure consistent, progressive, and skills-based writing instruction across year groups.

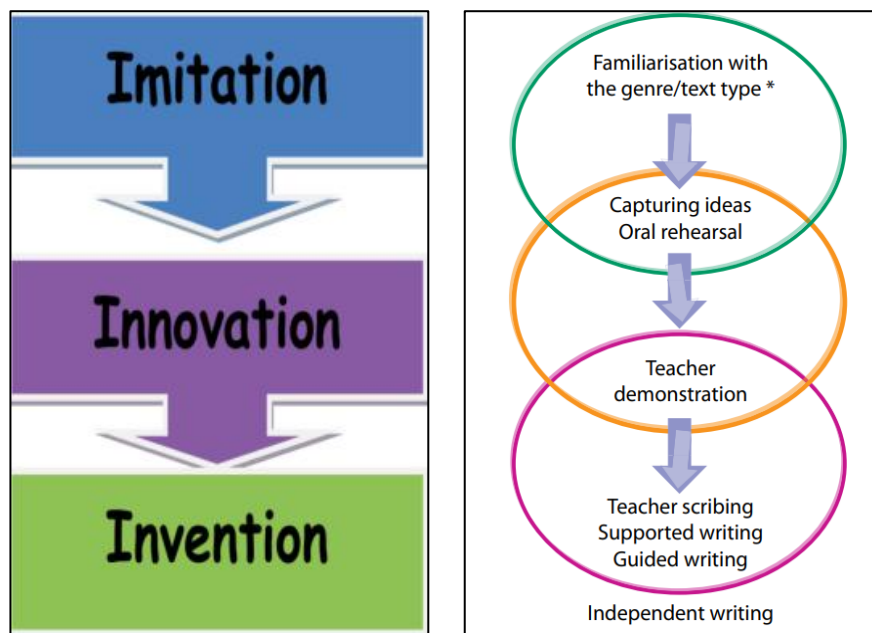
These are designed to ensure that each year group builds on the learning and skills acquired from the previous years, thus building on core knowledge and enabling our children to gain the necessary skills to write independently.

[\(See the Shakespeare Year Group Long-term Curriculum Plan, progression documents and Toolkits\)](#)

Our Shakespeare Writing Approach:

At Shakespeare, we have adopted the core drivers from the 'Talk for Writing' approach developed by literacy expert Pie Corbett. This approach values the importance of familiarisation, capturing ideas, oral rehearsal and teacher demonstration. The aim of Talk for Writing is to develop imaginative, creative and effective writers who flourish through talk and collaboration.

The programme adopts a threefold and cumulative approach, aiming to enhance writing skills by **'imitation'** (learning texts and stories by heart, and discussing and dissecting them); **'innovation'** (guiding children to adapt stories and write their own versions); and **'invention'** (where children create their own text, with varying levels of support).



Across all year groups and units of writing, we introduce the children to high-quality model texts and ensure they experience a plethora of different stories and text types, underpinned by British Values and SMSC themes.

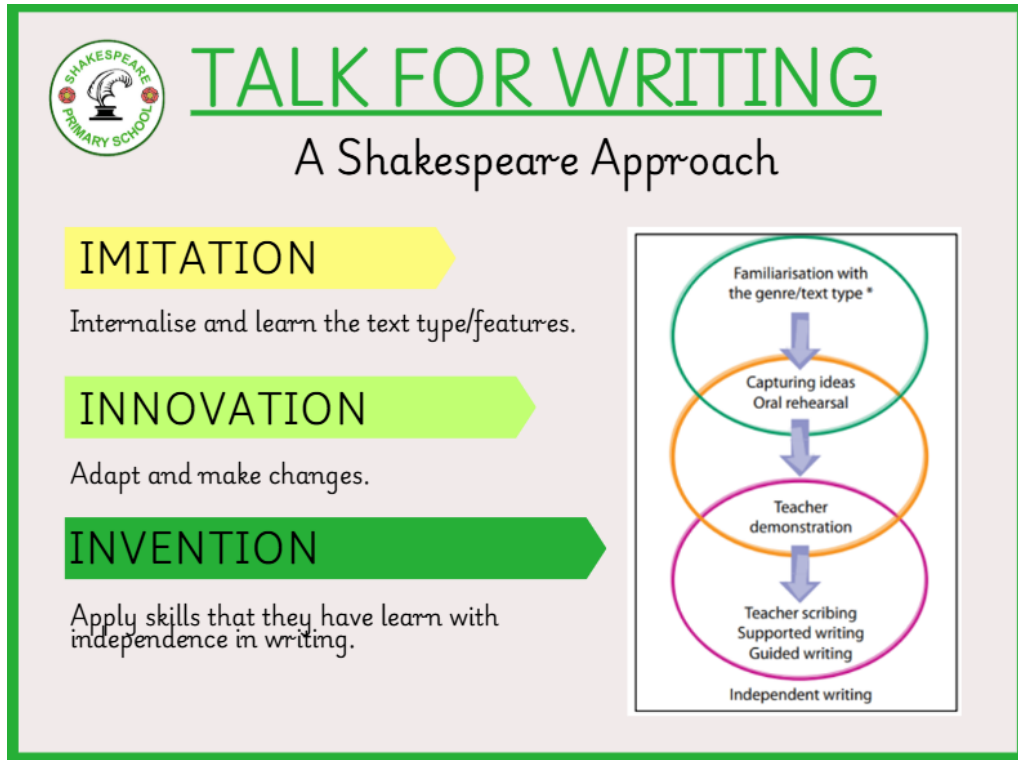
A vital aspect of this process is to enable children to learn and internalise the text and its language structure through 'talking the text' and close reading. This is delivered in a variety of ways and enables our children to become confident and fully immersed in texts.

It is important that our children develop a good understanding of who the model text has been written for (audience A) why it has been written (purpose P) and the effect the author intends to create for reader (effect E). Therefore, throughout this process, teachers model how to dissect a text; identify its key features, recognising authorial intent and discussing its effect on the reader. Reading as a reader encourages the children to understand the text and the characters at a deeper level. This ensures children can scrutinise a text with a writer's critical eye and make meaningful links to reading which in turn supports them in shaping their own ideas as writers.

We embed our teaching of grammar, punctuation and vocabulary throughout the process. Teachers continuously facilitate opportunities for children to share, discuss, generate and try out ambitious vocabulary. Together teachers and children co-construct 'Success Criteria' and look to develop a 'Writer's Toolkit' which will support them in their own writing. Teachers discuss and model how to use specific sentence types, word types and punctuation, giving children the opportunity to practise and refine these skills.

Our approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully. Shared writing lies at the heart of our approach to teaching writing and we place a huge emphasis on the children collaborating with the teacher to jointly construct a written text – we are all writers together! Writing becomes a joint adventure and the results are exciting! It is here that children will be explicitly taught how to take sentence and language structures of the text and use them successfully in their writing. ([See Shakespeare Talk for Writing Approach overview](#))

What does Talk for Writing Look Like?



Talk for Writing is an engaging teaching framework created by Pie Corbett.

Pie Corbett Videos

Imitation https://www.youtube.com/watch?v=p_NI2jD-5Es

Innovation <https://www.youtube.com/watch?v=WM5eK5A-UF8&t=3s>

Shared Writing <https://www.teachwire.net/news/pie-corbett-encourage-good-literacy-habits-with-these-shared-writing-techni/>

1. Imitation: Learning texts and stories by heart, and discussing and dissecting them.

The teaching begins with a creative 'hook' which engages, inspires and motivates the pupils.

Teachers share a model text which is pitched above the pupils' level and contains key skills, structures and language patterns that children will be taught.

Children are given opportunity to internalise the text using a variety of approaches such as: text mapping, story boards, boxing up, role play, hot seating, discussion and debate.

Where possible and particularly with our youngest children in school, we encourage the use of actions to strengthen memory and help children internalise the text.

Within this phase, reading as a writer gets the children thinking about a writer's toolkit, audience, purpose and effect (A.P.E) and how they would be able to recreate something just as effectively.

When the children are confident with the text and its structure, short-burst writing is used to practise key foci such as grammar, punctuation and vocabulary.

2. **Innovation:** Guiding children to adapt texts and write their own versions (making changes).

Once the children are familiar with the model text, the children begin to change some aspects of the model text using their own ideas.

With early writers, this is based on changing the basic text map and retelling new versions and they will continue to rehearse this orally. More advanced and older writers will use more formal planning (such as a boxed-up structure or their own planning method) and are taught more complex ways of innovating whilst sticking closely to the underlying structure.

Types of Innovation

- **Substitution**— change the settings or characters
- **Addition**— add in something new to the story
- **Alteration**—changing a part of the story e.g. a different ending
- **Viewpoint**—writing from a different person or character’s point of view

During this phase, the teacher guides the planning and writing within lessons; modelling how to create plans, orally developing ideas and generating vocabulary.

A crucial element to this phase is shared and guided writing. This is used over a number of days so that children are writing texts bit by bit, concentrating on bringing all the elements together, writing effectively and accurately. The teacher acts as scribe, prompting, questioning and supporting the children as the text is shaped. This stage is very supportive so that children gain confidence and know what they need to do in order to improve.

At this point, children will be given lots opportunities to collaborate, practise and rehearse elements for themselves. There is the freedom for the children to draw upon their own creative ideas and experiences, or they can ‘hug closely’ to the shared text should they need to. More confident writers will move away from the model text and want to develop their own ideas.

Teacher and pupil feedback is a central aspect during this stage and will focus on sentence structure, spelling, handwriting and punctuation.

Throughout the process, children will be taught how to edit and improve their writing. This will be delivered through range of approaches in line with our ‘Marking and Feedback Policy’.

3. **Invention:** Where children create their own text, with increased independence (varying levels of support may still be required).

Once the children are confident, they will be ready to move into the invent stage of the Talk for Writing process. This is where the children will plan and write their own text based on the model that they have been examining.

Within this phase, children will write a paragraph at a time, be encouraged to experiment with ideas and begin to explore their own style of writing. This is the point in which they will apply what they have been taught and practised during the innovation stage with independence.

If the child is not ready for this, aspects of the innovation stage will need to be repeated and further scaffolds/opportunities to shared write will be required.

It is fundamental within this phase that teachers and children continue to discuss key features from their success criteria and writer’s tool kit. Children will be continuously encouraged to edit and up-level their work, checking that the A.P.E and success criteria has been adhered to.

Throughout the process, children will be encouraged to edit and improve their writing. This will be delivered through range of approaches in line with our ‘Marking and Feedback Policy’.

Once the process is complete, children will present their work by either publishing, presenting, sharing or reading out loud to peers to celebrate their successes.

Timings

Each fiction or non-fiction unit is generally taught daily over two - three weeks. Children must be immersed in the text in order to internalise its structure. It is key that they are given opportunities to respond to the text as a reader before responding to it as a writer. All teachers plan and deliver each aspect of the Talk for Writing stages using a wide range of approaches and stimuli. These timings are flexible depending on the needs of the children as we recognise that some children will need more time to practise, repeating elements of the innovation stage, before inventing and writing independently.

Working Walls

Every classroom in school has an English working wall. This reflects which objectives and skills are being covered at that time and is relevant to the learning which is taking place. Working walls are continuously built upon and added to during the writing process and used to support helping our children **recall prior knowledge, understand new concepts, and apply skills independently**. We know that when combined with **scaffolds** (like word banks, sentence starters, success criteria), they give learners the support they need **without over-relying on adult help**.

Working walls should include the following:

- Success Criteria and Writer's Toolkit
- Vocabulary, sentence starters, synonyms and word banks
- The model text (WAGOLL) and annotations
- Modelled examples e.g. Story maps, sentence structures, Boxed Up Plans and Shared Writing
- Worked examples / good examples of editing and up levelling
- Other useful resources and scaffolds

The children need have access to this throughout the Talk for Writing process as a point of reference. By looking at a working wall, children can be reminded of what they have learnt, see excellent models of how to do something or what they are aiming for and find useful vocabulary. Working walls may also be used in an interactive way in which children's ideas may be displayed.

Differentiation and Intervention

Activities are carefully planned around each text using differentiated resources to meet the needs of individual learners. Appropriate adjustments are made for children who require further support or scaffolds in order to enable them to access and achieve relevant learning outcomes.

As appropriate, teachers may use further scaffolds to support learners through provisions or interventions such as;

- Colourful Semantics
- Word banks, vocabulary mats or Common Exception Words (CEW) reminders
- Writing frames
- Sequencing cards
- Additional rehearsal of texts
- Pre-teaching of vocabulary
- Small group or 1:1 – shared or additional guided writing
- Precision teaching- spelling
- Use of Spelling Shed, SPaG.com, Bedrock GPS or Lexia
- SP&L games and activities
- I do, we do, you do / mentor sentences
- Use of sentence toolkit

Vocabulary

Children at Shakespeare, particularly those who are disadvantaged, join us in EYFS with a very limited range of vocabulary. Our children are exposed to an adventurous range of vocabulary, allowing a better understanding of words and their meaning. We understand that a rich knowledge of vocabulary allows learners to experience the world around them and communicate their thoughts and ideas. It is our aim to cultivate 'word consciousness' in every child! Children learn new and ambitious vocabulary through a vocabulary rich environment. Within writing sessions, teachers place a high value on this and children are continuously encouraged to generate, share and discuss new vocabulary.

In addition to this, we believe in explicitly teaching new vocabulary and to achieve this we use the '**SEEC Model**' within the reading and writing sequence to teach 'Tier Two' words.

(See our Shakespeare Reading approach)

Spelling

Once children are confident in phonics and have acquired the necessary skills to read decodable texts at an age-appropriate level, they move on to the Spelling Shed scheme. Children, in Key Stage Two, access at least one spelling lessons per week and this approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning. The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition. We value the role spelling has on the reading and writing process and provide additional opportunities throughout the week to consolidate and practise spelling e.g. use of the Spelling Shed app and within English starter activities.

In addition to the use of Spelling Shed, children will be taught Common Exception Words weekly, with opportunities for in-class practise, home learning, and regular assessment to support spelling development.

Handwriting

See Handwriting Policy

Marking and Feedback

Children are given high-quality feedback in order to move their writing on. Teachers will quality mark writing throughout, in line with our marking policy, and ensure the marking code is followed. Teachers ensure that marking and feedback is tailored to individual pupil's next steps, making purposeful links to the learning objective, success criteria/Writer's toolkit, punctuation, spelling and sentence structure. This approach provides a wealth of opportunities for the to edit, up-level, and revise their work both collaboratively and independently.

KS1 Marking Code

KS1 Shakespeare Marking Code		
Success	HP	House Point (include number HPx3)
	✓	Correct (This must be linked to evidence of Success Criteria and Learning Intention)
	X	Incorrect
Edit and Improve	O	Incorrect Uppercase or Lowercase Letter
	SP	Check Spelling
	^	Missing Word
	~	Correct your Mistake
	*	Next Step Challenge or Gap Task
Support	VF	Verbal Feedback
	S	Support
	CI	Collaborative Improvement

KS2 Marking Code

KS2 Shakespeare Marking Code		
Success	HP	House Point (include number HPx3)
	✓	Correct (This must be linked to evidence of Success Criteria and Learning Intention)
	X	Incorrect
Edit and Improve	T	Check Tense
	O	Incorrect Uppercase or Lowercase Letter
	P	Check Punctuation
	SP	Check Spelling
	IW	Incorrect Word
	MW	Missing Word
	~	Correct your Mistake
Support	*	Next Step Challenge or Gap Task
	VF	Verbal Feedback
	S	Support
	CI	Collaborative Improvement

(See our Marking and Feedback Policy for further guidance)

Assessment

Assessment in writing is ongoing and conducted daily through a range of AFL strategies. We place significant importance on the editing and improvement process within all aspects of writing. This enables children and teachers to know where they are at and what their next steps in writing are. Teachers continuously track progress in writing through a range of approaches; this informs future planning and enables teachers to adapt the teaching sequence and provide interventions as required.

At the end of each full term, teachers will make a summative judgement and provide each child with a year group level. Where appropriate PIVATs may be used.

WTS
WTS+
EXS
EXS+
GD

All assessments, including the spelling of Common Exception Words (CEW), are tracked on our school tracking system 'Sonar' throughout the year. These are monitored by SLT, phase and subject leaders termly. As part of our assessment process, teachers take part in moderation sessions throughout the year to ensure judgements are consistent across school and increase teacher confidence.

In addition, the Teacher Assessment Framework is used in Year 2 and 6 to assess and make statutory judgements at the end of Key Stage 1 and 2 in writing. Children's progress in writing is reported through parent's evenings and End of Year Reports.

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1119094/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2.pdf

[\(See our Assessment Policy for further guidance\)](#)

Impact

With the implementation of our Talk for writing approach, children become enthusiastic, confident and fluent writers. During their writing journey, they make good progress; gain the essential knowledge of genres, text types, grammar and punctuation allowing them to become competent writers who can write for a range of purposes and audiences.

Evidence of impact on the children include:

- Children enjoy writing and find the process creative, enriching and fulfilling
- Children know how to and are confident to develop their ideas
- Children make informed choices about what they are writing and why they are writing
- Children understand how to reflect upon, refine and improve their own work
- Children are able to think critically and are able to communicate their thoughts
- Children can respond to the constructive feedback of others and make collaborative improvements