

Granby Junior School



Writing Policy

Review Date	Approved by	Governor Minute Reference
July 2027		

Date: July 2026

Introduction

Our Writing Policy sets out the principles and approaches underpinning the teaching of Writing at Granby Junior School. This policy will be reviewed by the Writing Co-ordinator in July 2028 or as required by the School Improvement Plan.

Intent

At Granby, we empower our children to be vibrant and expressive communicators with a love for language and an appreciation of the power of the written word. Our writing is varied, fun and purposeful, and closely tied to our curriculum intent in reading which emphasises fluency, comprehension – but most importantly, enjoyment.

Implementation

We teach writing through the Write Stuff approach, which emphasises an alternating system of collaborative writing, followed by a period of independent writing. Children are guided through the different structures and text features ('shapes') found in a wide variety of text types and are then allowed to explore which sentence-level writing features ('lenses') will achieve the desired effect on the reader. Our children's writing is celebrated and shared in these daily collaborative writing sessions and through special events and competitions within school – such as the BBC 500 word– and displays around school or in classrooms for all to see. We encourage our children to see themselves as real writers with the power to persuade, to instruct and to enthrall their readers with the magic of their words.

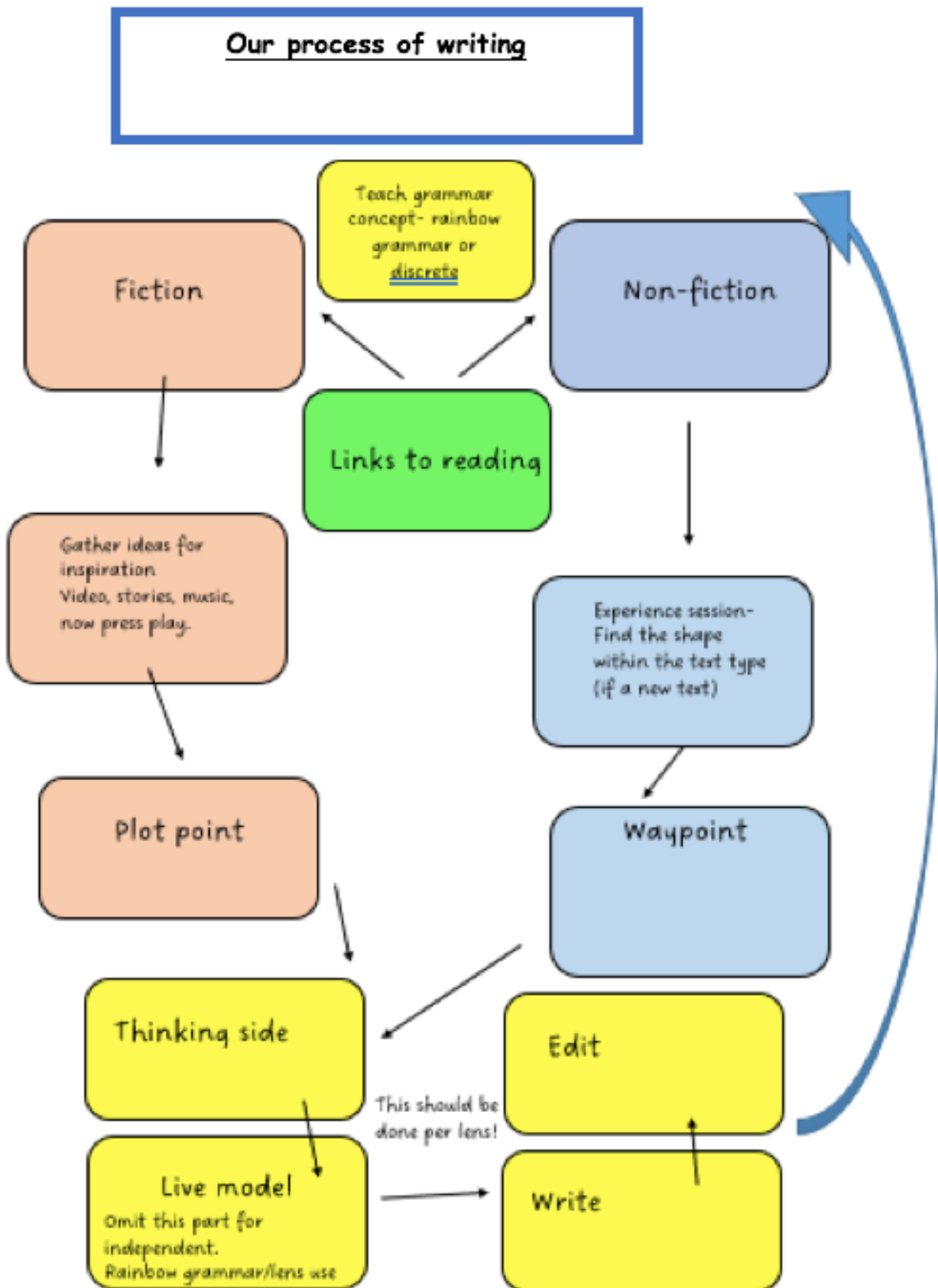
During their time at Granby, pupils undertake a writing journey, which is sequenced through varied topics, building on prior skills and allowing them to grow in skill and confidence. Our curriculum coverage is rigorous, and our teachers are talented and confident in weaving their teaching of writing into subjects across the school through the use of robust and intuitive methods such as the 'Sounds and Syllables' spelling system and 'Rainbow Grammar' for sentence building.

Impact

The overall aim of our writing curriculum is to equip pupils with the confidence and the skills to be able to tackle any style of writing independently: this comes through a familiarity with writing conventions gained through the wide breadth of our curriculum, and with the rigor with which we teach the technical, grammar, side. Those who were not confident learn to enjoy the subject, and those who are naturally strong writers learn how to become great writers by making controlled and sophisticated choices with their use of language and structure.

The Teaching of Writing:

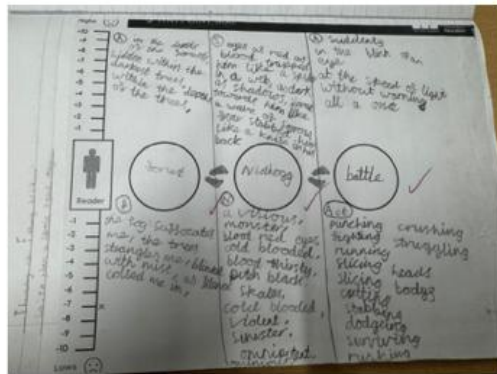
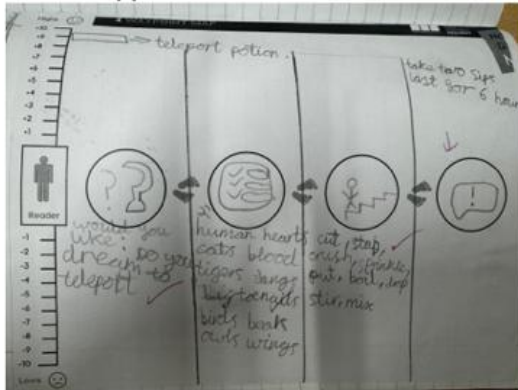
At Granby, we have based our approach on "The Write Stuff" by Jane Considine to bring clarity to the mechanics of writing and have edited it to ensure the new writing framework is applied. The journey of writing is highlighted through the diagram below



Each unit, when necessary, will begin with a **Rainbow Grammar focus** on the sentence types or skills children will be required to include within their work.

1. Children will begin their writing with an **experience session**. For fiction, this may be a language gathering task, drama, debates or presentations. For non, fiction children will begin by identifying the 'non fiction shapes' in a piece of writing. This allows then to fully understand the features.

Planning - use of plot points/waypoints to structure work



Non-fiction shapes- use of these to visualise and teach the non-fiction features.



2. Children will then begin to **plan** their work. For a modelled fiction text, teachers will model this process using a plot point map which is presented to the class. For a modelled non-fiction text, children will be provided with their own waypoint map as a way for teachers to teach key research skills required. For independent writing, blank maps will be used for the children to plan and construct their own ideas.

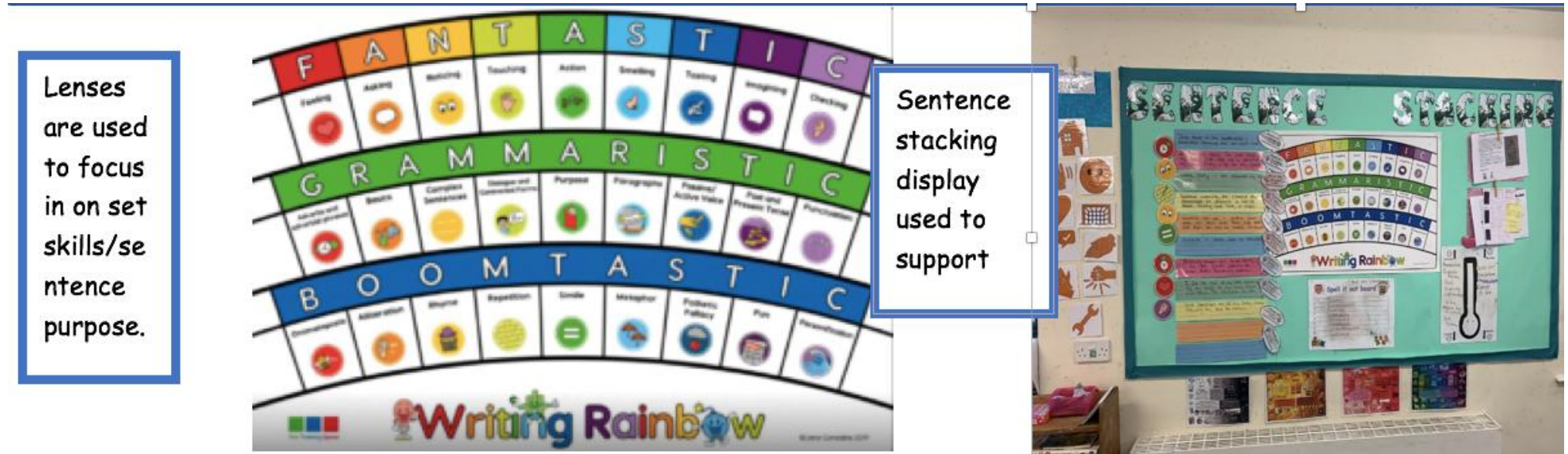
From this, there will be two pathways. Modelled writing and independent write.

For the **modelled write**, lens choices will be made by the teacher.

1. **Initiate** section – a stimulus to capture the children’s imagination and set up a sentence- this could be at the beginning of the unit or throughout their work. This is a chance for children to develop clear ideas which they will record in a ‘thinking side’
2. **Model** section – the teacher close models a sentence that outlines clear writing features and techniques. This is live writing using visualizers purchased for each classroom.
3. **Enable** section – the children write their sentence, following the model.

Children are challenged to ‘Deepen the Moment’ which requires them to independently draw upon previously learnt skills and apply them to their writing during that chunk.

Sentences from the children will then be displayed on the class ‘sentence stacking wall’ which is available in every classroom.



For **independent writing**, children use their own lens choices which they then develop ideas for in their thinking side and go on to construct their own independent sentences.

"The Write Stuff" uses three essential components to support children in becoming great writers: 'The Three Zones of Writing':

- IDEAS - The **FANTASTICs** uses a child friendly acronym to represent the nine idea lenses through which children can craft their ideas.
- TOOLS -The **GRAMMARISTICS**. The grammar rules of our language system and an accessible way to target weaknesses in pupils grammatical and linguistic structures.
- TECHNIQUES -The **BOOMTASTICs** which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual.

Finally, the last stage of writing is the editing process. During the modelled write, children should be encouraged to edit their work throughout as issues are identified by the class teacher.

For the independent write, teachers are to use 'post it' feedback. This is where issues are identified by the class teacher using an E1, E2, E3 format and a tally system. This is dependent on the child and not every issue needs to be identified.

The identification is as follows:

E1-
SP- 5
P- 3
^ - 2

E2
*

E3-
+

E1-
Sp = spelling
P- 3
^ = Missing word

E2- * Re-write
sentence

E3- + add extra word

The level of feedback will differ within year 6 as independent/peer editing is expected of them by this stage of the writing journey.

Our system is based on 2-week blocks which focus on a single text type for both weeks. The first week is teacher-modelled and uses collaborative class writing to teach the skills/lenses (this is displayed on the wall as a work in progress, being added to each day), then the second week is independent writing by the children, where they will hopefully employ the skills they learned the previous week, applying them to a different piece of the same text type.

Two pieces of independent writing are produced in this way each half term (i.e. 4 weeks of using the Jane Considine method). Pieces produced through modelled writing are written in English books; independent pieces are done in independent Writing books. The level of independence is to be discussed with the class teacher. In lower school, similar formats will be expected where children choose from a limited lens amounts. However, by year 5 they should be choosing from the full writing rainbow. By year 6, the model week should be removed from the spring term (year group dependent) and children are expected to draw on their prior knowledge from previous year groups to form their independent writing.

Children who may need additional support:

This approach may not be suitable for all learners – particularly during the 2nd week of independent writing, when some children may still need adult support, both in the planning stage and the writing.

In these cases, non-independent or assisted work should be identified, and planning requirements may be simplified (e.g. 1 lens planned per paragraph rather than 3).

Teachers are also able to use their discretion with regards to the support children receive. It is important if children do not have the basics then these are taught rather than giving them tasks that are not attainable to them.

The Teaching of Basic Skills:

Grammar:

At Granby Junior School, we value the importance of enabling children to become confident, literate individuals, who can actively select and use a wide range of grammatical forms. We work from the principle that the ideal methodology for the teaching of grammar is through the wider teaching of writing composition.

Aims:

- 1) To successfully deliver the National Curriculum for Vocabulary, Grammar and Punctuation to all pupils, as appropriate to their learning needs.
- 2) To ensure that the teaching of grammar and punctuation is effectively planned for by selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text/topic being covered.
- 3) To maximise the progress of pupils through referring to grammatical concepts as key teaching points (underpinned by success criteria) through collaborative class discussions during writing lessons.
- 4) To feedback on pupils' understanding of grammatical concepts verbally and using pupil feedback sessions for pupils to respond to any written marking.
- 5) To improve outcomes for Granby pupils in SPAG tests.

Procedures:

- Grammatical concepts are introduced to the children through texts studied. Teachers make use of the Rainbow Grammar scheme to teach the Vocabulary, Grammar and Punctuation content of the National Curriculum, selecting which concepts are best suited to each given text/topic.
- Lessons, or sections of lessons, may then be devoted to consolidating the understanding of the grammar principle in question.
- Grammatical concepts will then appear as success criteria, in the form of 'lenses' in writing lessons, and as such will be explicitly referenced/exemplified during modelled writing, e.g. through teachers 'thinking out loud' or making deliberate omissions/errors.

Assessment:

- Pupils' learning in Grammar will be formally assessed through GAPS tests in Y3/4/5 and through practice SATs papers in Y6, as well as ongoing assessment through day to day marking and verbal feedback.

Spelling:

- Spellings are given to children from Year 3 to year 6.
- Children are taught to follow the Sounds and Syllables spelling system and its methods (say it, snip it, sound it out, spell it, target it).
- Weekly spelling patterns are delivered progressively throughout years 3-6 and spellings are sent home for children to practise over the course of the school week.
- Spellings are assessed once a week by the writing of individual words and / or by dictated sentences depending on the ability of individual children.
- Spellings are marked by syllables but written as one cohesive word. E.g. 'ricochet' would be given 3 marks for the 3 syllables. This rewards partial success and recognition of some sounds even others are not consolidated.
- Children are encouraged to use the Sounds and Syllables methods independently and are encouraged to incorporate spelling words into their writing.

Handwriting:

- Handwriting is taught through the Nelson handwriting scheme in years 3,4 and 5. In year 6, it is expected that the children will join and instead interventions will take place for those who do not. This may differ depending on the cohort but if handwriting needs to be taught it will be modelled and encouraged through the class teacher.
- Children in all classes use a sharp pencil within their handwriting practice.
- A 'Pen Licence' may be earned by children whose handwriting is joined and legible, and where the child's general standards of the presentation of their work is good.
 - All children work towards the use of joined handwriting in their everyday writing tasks. Where progress on this appears to be slow, additional tailored handwriting support is organised and delivered.
 - The handwriting of all adults in the school should reflect the high expectations that we have of our children.

Moderation and Tracking

- Year group and across-school moderation exercises are undertaken at least once a term.
- Cluster moderation activities take place annually.
- Teachers across school work to the criteria set for writing on the 'Derbyshire tick sheets' and an end of KS2 formative assessment is based on pupils' progress against these.
- Granby Juniors were last moderated externally in Summer 2026. All teacher assessment judgements were upheld.

Equality and Inclusion

Children of all abilities enjoy and benefit from the study of writing at Granby Junior school, and teachers are able to adapt teaching to respond to the strengths and needs of all pupils enabling them to achieve.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used within the classroom during writing lessons. Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Adaptive teaching of writing focuses on the whole class while providing scaffolding such as differing levels of support, access to resources, modelled sentences via the Write Stuff approach, Sentence Stack displays and questioning to extend vocabulary and pupils' ideas.

Diversity

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In writing lessons, children learn about diversity both in terms of cultural diversity and that of gender. This is shown through the coverage of text types and key figures in history such as Mary Seacole and Greta Thunberg when, for example, writing biographies.

Inclusion

At Granby Junior School, every pupil is entitled to experience an ambitious, engaging and inclusive writing curriculum that develops the knowledge, skills and confidence to communicate effectively for a range of audiences and purposes. We believe that every child can become a successful writer and that high-quality inclusive teaching enables all pupils to participate, make progress and develop pride in their written work.

Teachers recognise the diverse strengths, experiences and barriers that pupils may bring to writing and use ongoing assessment to identify and respond to individual needs. Through the graduated approach of assess, plan, do and review, teaching is adapted to remove barriers while maintaining high expectations for every pupil. Early identification of difficulties with transcription, composition or

language development ensures that appropriate support is provided to enable pupils to access the full writing curriculum.

Inclusive writing teaching is rooted in high-quality classroom practice. Lessons are carefully planned so that all pupils access the same ambitious curriculum through adaptive teaching strategies that support learning without reducing challenge. These include explicit modelling of the writing process, shared and guided writing, carefully sequenced learning, sentence scaffolds, vocabulary development, oral rehearsal, visual prompts, targeted questioning and regular opportunities for pupils to edit and improve their work. Reasonable adjustments, such as assistive technology, adapted recording methods, writing frames or alternative resources, are provided where appropriate to ensure pupils can participate successfully while promoting independence and confidence.

Assessment is used throughout lessons to identify strengths, address misconceptions and inform responsive teaching. Where additional support is required, evidence-informed interventions are implemented through the graduated approach and are regularly reviewed for impact. Teachers work collaboratively with the SENDCo, families and, where appropriate, external professionals to ensure every pupil receives the support they need to achieve success as a writer.

Our inclusive approach enables all pupils, including those with SEND, disadvantaged pupils, pupils learning English as an additional language and those requiring additional challenge, to engage fully with the writing curriculum. By removing barriers, valuing every pupil's voice and maintaining consistently high expectations, we ensure that every child develops the knowledge, skills and confidence to write with accuracy, creativity and purpose, preparing them for success in the next stage of their education and beyond.