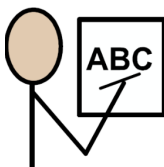
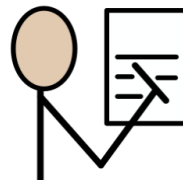




**Transcription
(Handwriting)**



Spelling



**Composition
(Writing)**



Grammar

***'If you want to change the world, pick up your pen and write.'* (Martin Luther-King)**

At Battling Brook, we aim to develop independent, confident, and creative writers who can communicate clearly and effectively for a range of purposes and audiences. Aligned with the National Curriculum, our own writing curriculum encourages pupils to draw on high-quality, engaging stimuli to inspire ideas and foster a love of writing using the techniques and styles of familiar authors in their own work. Through a reflective and iterative drafting process, children are supported to experiment with language, structure, grammar, and punctuation, enabling them to make informed choices and continually improve their work. We empower pupils to take ownership of their writing by asking purposeful questions, revising thoughtfully, and understanding how writing changes depending on its intent and reader. Introducing writing from an early age with *Drawing Club* and *Curious Quests* and giving the children various opportunities to write for a real purpose, we aim to instill a sense of enjoyment in writing that continues with children through their schooling and beyond.

Characteristics of a Writer at Battling Brook:

- **Creative** – Uses imagination and originality to develop engaging ideas, characters, and settings in writing.
- **Confident** – Approaches writing tasks with self-assurance, taking risks with language and experimenting with different styles and structures.
- **Reflective** – Evaluates and edits their writing thoughtfully, making improvements based on feedback and personal reflection.
- **Purposeful** – Writes with a clear understanding of audience and intent, adapting tone, vocabulary, and structure accordingly.
- **Grammatically aware** – Applies knowledge of grammar, punctuation, and spelling accurately to enhance clarity and meaning.
- **Resilient** – Perseveres through the writing process, from planning to editing, showing determination to improve and complete high-quality work.

INTENT

Ignite a love of storytelling and mark-making in EYFS through imaginative play and engagement with *Drawing Club*, enabling children to build early language, vocabulary, and fine motor skills that form the foundation of writing.

Develop confident early writers in KS1 by using rich, meaningful stimuli from *Drawing Club* and *Curious Quests*, allowing children to connect ideas, build simple sentence structures, and begin to write for purpose and enjoyment.

Nurture creativity and independence in writing by encouraging children to explore characters, settings, and narratives inspired by immersive experiences, particularly through the imaginative contexts provided by *Drawing Club* and *Curious Quests* and other contexts (such as Literacy Shed) in KS2.

Strengthen grammar, punctuation, and vocabulary skills progressively as children move through the school, supporting them to make deliberate language choices appropriate to audience, genre, and purpose.

Embed a drafting and editing process that encourages pupils to review, improve, and take ownership of their writing, fostering resilience and reflection from the earliest stages through to upper Key Stage 2.

Ensure children leave primary school as confident, articulate writers who can express themselves clearly, creatively, and effectively across a range of genres—ready for the writing demands of secondary education and beyond.

IMPLEMENTATION

Teaching and Learning

We teach Writing as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the English Curriculum. Writing is taught everyday for around one hour. Four lessons a week are centered around the drafting process (see below) with one lesson a week based on 'English Skills' (grammar, punctuation, handwriting and spelling). This grammar lesson links to the text type being written and is referred to in subsequent drafting lessons e.g. speech marks covered when writing a narrative. Fifteen minute, grammar based, morning tasks are also used to consolidate and revise relevant grammar concepts from previous terms and year groups, which are also referred to in writing lessons.

Very low attainers may be given scaffolds during the process or adapted expectations of the piece they produce. One example may be that pre key-stage children are asked to produce a storyboard, containing short bursts of writing, instead of a written piece for a narrative. However, we encourage, as much as possible, all children to attempt each piece of writing in the same way, using adaptive practice.

In **EYFS**, writing is introduced through *Drawing Club*, where children engage in daily, high-quality, story-based sessions that develop vocabulary, storytelling, and early writing through drawing and mark-making. Across **KS1 and KS2**, teaching follows a consistent writing process that includes immersion in rich texts or stimuli (e.g. *Curious Quests*), modelled writing, shared writing, planning, drafting, editing and publishing. Teachers use high-quality texts and imaginative hooks to motivate writing, ensuring coverage of a wide range of genres and writing purposes, linked across the curriculum where appropriate.

Drafting and Editing Process (Year 2 onwards)

1. Hook/stimulus
2. Initial idea and planning
3. Feature spotting (annotation and discussion)
4. Look at models for own writing
5. Drafting process begins (teacher offers regular, oral feedback)
6. Redrafting based on formative assessment and feedback (sentence/paragraph/section)
7. Repeat steps 5 and 6 until complete
8. Final edit for Spelling, Punctuation and Grammar (proofread)
9. Publish

Oracy

Oracy is at the centre of our writing process. The children are continually exposed to high quality discussions about vocabulary and content throughout the process. They are encouraged to engage in discussions with teachers and peers, actively critiquing theirs and others' work using verbal communication.

Assessment and Feedback

Teachers use formative assessment daily, during writing lessons, providing immediate verbal feedback, mini-plenaries, and live modelling to address misconceptions and extend learning. Marking is live and, focused during each lesson, giving children immediate and constructive feedback. This is purposeful, and aligned with school policy. Final pieces are marked by highlighting strengths and providing clear next steps, or editing challenges, to move learning forward. These are responded to at the point of learning. Additionally, children are encouraged to peer and self assess and amend writing to build resilience and independence.

In **EYFS**, assessment of writing is ongoing and informed by adult observations, children's mark-making, and early sentence formation, contributing to EYFS profile judgments. In **KS1 and KS2**, writing assessment is undertaken for every extended piece, using TAF statements applicable to the child's ability.

INTENDED IMPACT

Children in **EYFS** are excited to write, confidently experimenting with marks, symbols, and early words. They develop a strong storytelling voice, enriched vocabulary, and the physical control needed to write, laying secure foundations for future writing success.

KS1 pupils write with increasing fluency and purpose. They show growing confidence in constructing sentences, using punctuation, and expressing ideas clearly. Their writing reflects a developing understanding of audience and genre, supported by imaginative contexts.

Children across the school show creativity, enjoyment, and independence in their writing. They take risks with vocabulary, structure, and voice, using immersive stimuli to build rich, imaginative pieces across a range of genres.

Pupils use grammar, punctuation, and vocabulary accurately and with purpose. They confidently adapt their writing style across fiction and non-fiction, demonstrating a secure understanding of how language shapes meaning.

Children take pride in their writing and are confident editors of their own work. They show resilience through the writing process, using feedback and self-evaluation to refine and enhance their writing independently.

By the end of Key Stage 2, pupils write with fluency, precision, and flair. They are equipped with the skills to write for a wide range of audiences and purposes, and they approach writing tasks with independence, enthusiasm, and confidence.