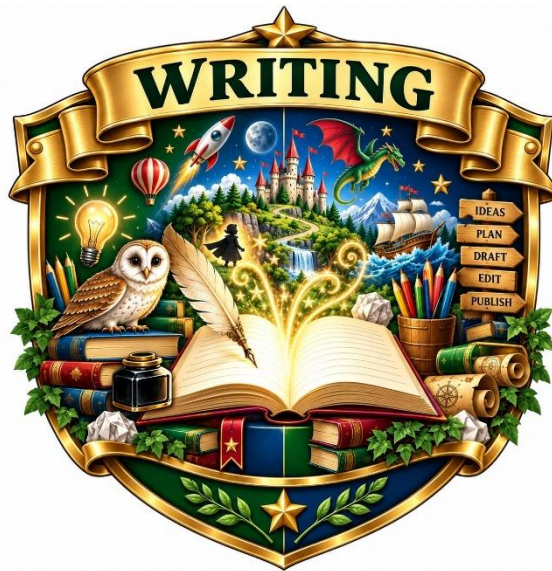




Staining CofE Primary School

Vision for English: Writing

Our School Drivers: Explore the World, Thrive in Life & Make a Difference



At Staining Church of England Primary School, English (Writing) is central to nurturing a caring, respectful and inclusive school community. Rooted in our core values of *Aim High, Be Kind, Show Respect, Work Hard, and Teamwork*.

At Staining Primary School, we believe that writing is a powerful tool for communication, creativity and self-expression. Our vision is for every child to become a confident and capable writer who can write effectively for a range of purposes and audiences.

Through high-quality texts, rich language experiences and meaningful writing opportunities, pupils develop the skills of transcription and composition. They learn to plan, draft, edit and improve their writing, building accuracy, creativity and confidence.

Rooted in our Christian vision of Learn to Wonder, Grow in Wisdom, Shine Like Stars, we encourage children to use writing to share ideas, reflect on experiences and communicate with purpose.

We encourage independence, resilience and pride in writing, ensuring all pupils leave Staining as articulate, motivated writers who enjoy expressing themselves.

September 2026

Subject Leader - Emily Gaskell



Purpose of Study

At Staining, writing is taught through the Literacy Tree's Writing Roots and Spelling Seeds programmes. Children are immersed in high-quality, diverse and vocabulary-rich texts that inspire meaningful writing. Through discussion, oracy, explicit teaching and purposeful writing opportunities, pupils develop the knowledge, skills and confidence to write accurately and effectively for a range of audiences and purposes.

Curriculum Alignment

Our Writing curriculum is fully aligned with our whole-school curriculum principles.

Learn to Wonder - Explore the World

Children are immersed in rich literary experiences through carefully selected texts that reflect a diverse range of voices, cultures, themes and experiences. Through reading, discussion, drama and exploration of texts, pupils develop curiosity about the world and build the background knowledge needed to become successful writers.

Children are encouraged to ask questions, make predictions, discuss ideas and explore language choices, helping them to develop a deeper understanding of texts and their purpose as writers.

Grow in Wisdom - Thrive in Life

Through explicit teaching and carefully sequenced learning, children develop the knowledge and skills required to become confident writers. They learn how authors craft language, structure texts and engage readers. Grammar, punctuation, spelling and composition are taught within meaningful contexts so that pupils understand how these elements improve writing.

Oracy is central to the writing process. Children regularly engage in discussion, drama, oral rehearsal and collaborative learning opportunities which allow them to articulate ideas, deepen understanding and rehearse language before writing.



Shine Like Stars - Make a Difference

Children are encouraged to write with purpose and for authentic audiences. They learn that writing has the power to inform, entertain, inspire and influence others.

By developing confidence in their written communication, children become effective contributors within school and beyond. They learn to take pride in their work, reflect on their achievements and understand the importance of using their voice to make a positive difference.

The Staining Entitlement in Writing

Every child at Staining will:

- Access high-quality teaching through Literacy Tree's Writing Roots.
- Participate in regular opportunities for discussion, drama and oral rehearsal.
- Be explicitly taught spelling through Spelling Seeds.
- Complete weekly spelling assessments.
- Apply taught spellings and vocabulary within independent writing.
- Receive support through word banks, stem sentences, modelled writing and success criteria.
- Be challenged to apply prior learning independently.
- Write for a range of audiences and purposes.
- Develop editing and proofreading skills.
- Have opportunities to publish and celebrate their writing.
- Apply writing skills across the wider curriculum.
- Access a working wall which evolves throughout the writing sequence and provides vocabulary, modelled examples, success criteria and learning prompts.

How Knowledge is Built in Writing

Writing knowledge is built through a carefully sequenced curriculum that develops vocabulary, language structures, spelling, grammar and composition over time.

Children are first immersed in a text through reading, discussion and exploration. They then analyse language and authorial choices, rehearse ideas through talk and gradually apply their learning within shared, guided and independent writing opportunities. Frequent revisiting of prior learning ensures knowledge becomes embedded and transferable.



Whilst Staining follows the Literacy Tree Writing Roots programme, teachers use their professional judgement to adapt learning activities, scaffolds and writing tasks to meet the needs of their class.

Adaptations may be made to improve engagement, address misconceptions or provide additional challenge; however, teachers always teach the identified learning objective and use the suggested success criteria to secure the intended learning. The final published writing outcome within each Writing Root sequence is always completed to ensure progression and assessment opportunities are maintained.

Children progress through the writing process by immersing themselves in high-quality texts, generating ideas through talk and drama, planning, drafting, revising, editing and publishing work for an audience.

Learning Knowledge - Learn to Wonder

Children learn writing through:

- High-quality texts that inspire and engage.
- Explicit teaching of vocabulary, grammar and writing techniques.
- Modelled and shared writing opportunities.
- Discussion, drama and oral rehearsal.
- Exposure to a range of genres, authors and text types.
- Structured writing sequences that gradually build independence.
- Meaningful opportunities to explore ideas before writing.
- Daily opportunities to learn through modelled, shared and supported writing.
- Exposure to expert teacher modelling which demonstrates the writing process.
- Explicit teaching and collection of ambitious vocabulary from class texts.
- Opportunities to rehearse and apply newly acquired vocabulary orally and in writing.

Securing Knowledge - Grow in Wisdom

Children secure writing knowledge through:

- Regular application of taught skills in independent writing.
- Weekly spelling lessons and assessments.
- Teacher modelling and guided practice.
- Success criteria that identify key learning.
- Opportunities to edit, refine and improve writing.
- Writing across a range of curriculum areas.



- Teacher assessment of independent writing outcomes.
- Ongoing formative assessment through marking, feedback and conferencing.
- Moderation within school and across partner schools where appropriate.
- Assessment against National Curriculum objectives and year group expectations.

Remembering Knowledge - Shine Like Stars

Children remember writing knowledge through:

- Retrieval of previously taught spelling patterns, grammar and vocabulary.
- Repeated opportunities to apply skills across different writing contexts.
- Revisiting key learning throughout the year.
- Consistent use of high-quality vocabulary from class texts.
- Cross-curricular writing opportunities that strengthen retention.
- Regular editing and reflection on their own work.

Supporting Knowledge - So Every Child Can Shine Like Stars

We believe all children can succeed as writers. Adaptive teaching ensures that all pupils can access the curriculum whilst maintaining high expectations.

We recognise that some pupils may require additional support to access writing lessons successfully. Where appropriate, pre-teaching sessions may be used to introduce key vocabulary, concepts or skills before learning takes place, enabling pupils to participate confidently in whole-class lessons. Post-teaching may also be used to revisit, reinforce or consolidate learning.

Teachers may further support pupils by chunking writing tasks, breaking down text structures and processes into smaller, manageable steps to ensure children understand both how to write and what to write, whilst maintaining high expectations and supporting independence.

Support may include:

- Word banks and vocabulary mats.
- Stem sentences.
- Visual prompts.
- Modelled and shared writing.
- Targeted adult support.
- Additional opportunities for oral rehearsal.



Children demonstrating greater depth are challenged to independently apply prior learning, select ambitious vocabulary, manipulate language for effect and write with increasing sophistication.

Curriculum Drivers in Writing

Vision	Curriculum Driver	Entitlement
Learn to Wonder	Explore the world	Children explore diverse, high-quality texts, developing curiosity, imagination and an understanding of the world through reading, discussion and writing.
Grow in Wisdom	Thrive in Life	Children develop the knowledge, vocabulary and writing skills needed to communicate effectively, think critically and express themselves with confidence.
Shine like Stars	Make a difference	Children write with purpose for a range of audiences, using their voice to inform, inspire, entertain and communicate their ideas with others.

By the time children leave Staining, they will be:

Confident - able to write independently for a range of audiences and purposes, adapting their language and style appropriately.

Creative - able to draw upon rich vocabulary, imagination and literary experiences to craft engaging writing.

Accurate - able to apply spelling, grammar and punctuation knowledge effectively within their writing.

Articulate - able to develop, explain and refine ideas through discussion, oral rehearsal and written communication.

Reflective - able to edit, evaluate and improve their work to enhance clarity, accuracy and impact.

Ambitious - willing to challenge themselves by applying prior learning, using ambitious vocabulary and experimenting with language choices.

Resilient - able to persevere through the writing process, responding positively to feedback and striving to improve.



Proud - able to present their work to a high standard and recognise the value of their voice as a writer.



Reading Skills Progression

Year Group	Focus	Key Skills Developed
EYFS	Foundations of Writing	- Developing mark-making and early writing. - Giving meaning to marks and drawings. - Beginning to write letters and simple words. - Orally rehearsing sentences before writing. - Using stories, experiences and play as inspiration for writing. - Beginning to write simple phrases and sentences.
Year 1	Building Basic Writing Skills	- Saying sentences aloud before writing. - Sequencing sentences to form short narratives. - Using capital letters, full stops, question marks and exclamation marks. - Using simple adjectives and conjunctions such as <i>and</i>. - Re-reading writing to check it makes sense. - Writing about real events and familiar experiences.
Year 2	Developing Sentence Structure and Purpose	- Writing for different purposes including narratives, poetry and non-fiction. - Expanding noun phrases and using a wider range of vocabulary. - Writing with increasing fluency using coordination and subordination. - Using punctuation including commas, apostrophes and speech marks. - Planning writing and evaluating work with support. - Reading writing aloud with expression and meaning.
Year 3	Organising and Enhancing Writing	- Planning and discussing ideas before writing. - Creating settings, characters and plot in narratives. - Organising writing into paragraphs. - Using a growing range of conjunctions, adverbials and sentence structures. - Editing vocabulary and grammar to improve writing. - Beginning to understand audience and purpose.
Year 4	Developing Cohesion and Control	- Organising ideas effectively using paragraphs around a theme. - Using fronted adverbials and varied sentence structures. - Selecting vocabulary and grammar for greater effect. - Improving cohesion through accurate pronoun use. - Assessing and refining writing independently. - Writing confidently across narrative and non-fiction forms.
Year 5	Writing with Purpose and Precision	- Writing effectively for a range of audiences and purposes. - Selecting vocabulary and grammar choices to enhance meaning. - Using relative clauses, modal verbs and cohesion devices. - Linking ideas within and across paragraphs. - Editing punctuation, grammar and vocabulary for impact. - Performing and presenting writing with confidence.
Year 6	Independent and Authorial Writing	- Writing with confidence, control and independence across genres. - Crafting atmosphere, character and viewpoint. - Using sophisticated cohesion and organisational devices. - Manipulating formality and register for purpose and audience. - Editing critically to improve clarity, precision and effect. - Publishing polished writing that demonstrates authorial voice and technical accuracy.