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Earl Sterndale CofE Primary School

Writing Policy

Review Date	Changes Required	Name & Position
January 2026	New Policy created	Sarah Humpleby Headteacher

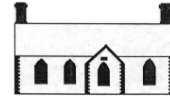
Vision/Intent

At Earl Sterndale C of E Primary School we are passionate about ensuring all children become confident and enthusiastic readers and writers. Our high-quality English curriculum underpins learning across all other subject areas and is the foundation for a life-long love of learning. We believe the English curriculum drives forward a strong motivation and desire for our pupils to have their voices heard and make a difference; our aim is to equip them with the necessary skills to do so effectively.

Writing

We follow a Mastery approach to writing through the programme 'Pathways to Write. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

We aim to develop pupils into confident, positive and enthusiastic writers, with the intention that they will be able to write independently with resilience. It is our ambition that pupils will be able to edit and evaluate their own writing to make it the best work it can be, applying a wide range of sophisticated vocabulary, spelling and grammar skills to do this effectively. It is important that our pupils develop an awareness of the audience, purpose and context, which will prepare them for their future.



Year Group overviews

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Overview of Writing objectives:

EYFS

Give meaning to the marks they draw, write and paint

Begin to break the flow of speech into words

Continue a rhyming string

Hear and say the initial sounds in words

Segment the sounds in simple words and blend them together

Link sounds to letters, naming and sounding the letters of the alphabet

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

Write own name and other things such as labels, captions

Attempt to write short sentences in meaningful contexts

Use phonic knowledge to write words in way which match their spoken sounds

Spell some common irregular words

Write simple sentences which can be read by themselves and others Write phonetically plausible words

YEAR ONE

Use plural noun suffixes -s and -es

Add suffixes to verbs where no change is needed to the root

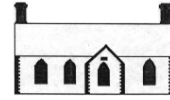
Change the meaning of verbs and adjectives by adding the prefix un- Combine words to make sentences

Leave spaces between words

Join words and clauses using and punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Use a capital letter for names of people, places, the days of the week and the personal pronoun I

Use simple description



Spell words containing phonemes already taught

Spell common exception words

Make phonically plausible attempts to spell words that have not yet been learnt

Say out loud what is going to be written about

Compose a sentence orally before writing it

Sequence sentences to form short narratives

Re-read what they have written to check that it makes sense

Discuss what has been written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher

YEAR TWO

Form nouns and adjectives using suffixes

Ad -er and -est to adjectives

Add -ly to turn adjectives into adverbs

Use punctuation correctly: full stops, capital letters, exclamation marks, question marks

Use punctuation correctly: commas for lists

Use punctuation correctly: apostrophes for contracted forms

Use punctuation correctly: apostrophes for the possessive (singular) Write sentences with different forms: statement, questions, exclamation, command

Use expanded noun phrases to describe and specify

Use present and past tenses correctly and consistently

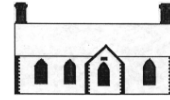
Use the progressive form of verbs in the present and past tense

Use sub-ordination (using when, if, that or because)

Use co-ordination (using or, and so, but)

Use homophones and near homophones

Write narratives about personal experiences and those of others (real or fictional)



Write about real events

Write poetry

Write for different purposes

Plan or say aloud what is going to be written about

Write down ideas, key words, new vocabulary

Encapsulate what is to be written, sentence by sentence

Make simple additions, revisions and corrections

Evaluate writing with the teacher and other pupils

Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently

Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation

YEAR THREE

Use adverbs to express time, place and cause

Use prepositions to express time, place and cause

Use conjunctions to express time, place and cause (when, before, after, while, so because)

Use inverted commas to punctuate direct speech

Group related ideas into paragraphs

Use the present perfect form of verbs in contrast to the past tense

Build an increasing range of sentence structures

Form nouns with a range of prefixes

Use a or an according to whether the next word begins with a vowel or consonant

Build a varied and rich vocabulary

In narratives, create settings, characters and plot

In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation

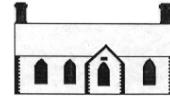
Plan writing by discussing the structure, vocab and grammar of similar writing

Discuss and record ideas

Compose and rehearse sentences orally

Assess the effectiveness of own and others' writing

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Propose changes to grammar and vocabulary to improve consistency

Proof-read for spelling and punctuation errors

Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

YEAR FOUR

Recognise the grammatical difference between plural and possessive 's'

Use Standard English forms for verb inflections

Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)

Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases

Use fronted adverbials

Use commas after fronted adverbials

Indicate possession by using the possessive apostrophe with plural nouns

Use inverted commas and other punctuation to punctuate direct speech

Organise paragraphs around a theme

Build a varied and rich vocabulary

Use present and past tenses correctly and consistently, including the progressive form and the present perfect form

Plan writing by discussing the structure, vocab and grammar of similar writing

Discuss and record ideas

Compose and rehearse sentences orally

Build an increasing range of sentence structures

In narratives, create settings, characters and plot

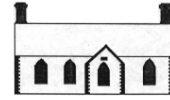
In non-narrative material, use simple organisational devices

Assess the effectiveness of own and others' writing

Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

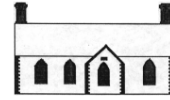
Proof-read for spelling and punctuation errors

Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.



YEAR FIVE

- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with 'who, which, where, when, whose, that' or an omitted relative pronoun
- Use devices to build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of time, place and number
- Link ideas using tense choices
- Use commas to clarify meaning or avoid ambiguity in writing
- Use brackets, dashes or commas to indicate parenthesis
- Variety of verb forms used correctly and consistently including the present perfect form
- Use commas after fronted adverbials (Y4)
- Organise paragraphs around a theme (Y4)
- Use inverted commas and other punctuation to punctuate direct speech (Y4)
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)
- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Précis longer passages
- Integrate dialogue to convey character and advance the action
- Use organisational and presentational devices to structure text
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense
- Distinguish between the language of speech and writing
- Choose the appropriate register
- Proof-read for spelling and punctuation errors
- Perform own compositions using appropriate intonation, volume and movement



Recognise vocabulary and structures for formal speech and writing, including subjunctive forms

Use passive verbs

Use the perfect form of verbs

Use expanded noun phrases to convey complicated information concisely

Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)

Use hyphens to avoid ambiguity

Use semi-colons, colons or dashes to mark boundaries between independent clauses

Use a colon to introduce a list and use of semi-colons within lists

Punctuate bullet points consistently

Link ideas across paragraphs using a wide range of cohesive devices (Y5)

Use modal verbs or adverbs to indicate degrees of possibility (Y5)

Use brackets, dashes or commas to indicate parenthesis (Y5)

Use relative clauses beginning with 'who, which, where, when, whose, that' or an omitted relative pronoun (Y5)

Identify the audience for and purpose of writing

Note and develop initial ideas, drawing on reading and research

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Précis longer passages

Integrate dialogue to convey character and advance the action

Use organisational and presentational devices to structure text

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Use consistent and correct tense

Distinguish between the language of speech and writing

Choose the appropriate register

Proof-read for spelling and punctuation errors

Perform own compositions using appropriate intonation, volume and movement