

Overthorpe C of E Academy Writing Strategy

At Overthorpe C of E Primary Academy, the teaching of writing aims to develop both technical skills and a love for writing. Children are taught to enjoy writing, write for real purposes and audiences, build empathy through role-play contexts, develop stamina and fluency, practise spelling strategies, master correct handwriting, and use grammar and punctuation to enhance clarity and meaning. The teaching objectives are rooted in the National Curriculum's five areas: composition, vocabulary/grammar/punctuation, spelling, handwriting, and terminology.

EYFS Approach

Focus on enabling children to produce writing that others can read and enjoy.

Teach correct posture, pencil grip, and fine motor skills.

Encourage oral storytelling, retelling, and mark making leading to words.

Teach accurate letter formation, use of lines, and awareness of full stops.

Provide child-initiated and supported writing opportunities in play.

Model communication through writing and use classroom displays (e.g., working wall).

KS1 and KS2 Approach

Embed previous and current writing skills through progression across year groups.

Provide purposeful writing opportunities linked to assessment and statutory expectations.

Model writing, editing, and revising, giving children tools and time to develop independence.

Teach grammar, spelling (through Cracking Spelling Programme), and handwriting systematically.

Use feedback policies: children edit with purple pencils, act on feedback, and practise corrections.

Expect editing, peer/self-assessment, and appropriate presentation in books.

Unit Planning in KS1 and KS2

Start with identifying text, outcome, audience, context, and purpose.

Use model texts ("examples of excellence") for consistency and guidance.

Plan lessons in three phases:

Reading Phase: immersion in a quality text, vocabulary building, and understanding audience, purpose, context.

Toolkit Phase: explicit teaching of grammar, punctuation, and writing strategies through modelling, practice, and independent application.

Writing Phase: planning and producing extended pieces with drafting, reading aloud, and editing.

Display progression and expectations on a working wall to support children visually throughout the unit.

Celebrate writing through displays and class recognition.

Assessment and Moderation

Evidence collected through everyday writing (EYFS uses child-initiated and adult-led work; KS1/KS2 use at least two end-of-unit pieces per half-term).

Regular moderation: termly within school, across other schools in the Enhance partnership, and at moderation workshops.