



Plat Douet School Writing Policy

July 2026

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ASPIRE, ACHIEVE, RESPECT, COMMUNITY

Vision

At Plat Douet School we are committed to fostering a culture of writing excellence where every student develops a love for writing and has the confidence to express themselves through written structures.

Here at Plat Douet, we believe in empowering our pupils to become thoughtful, independent writers who can articulate ideas with clarity, creativity, and purpose.

Through high-quality teaching, purposeful modelling, and supportive scaffolding we strive to inspire a passion for writing that extends children's imagination beyond the classroom. We believe in preparing our students to become lifelong learners and effective communicators within the community around them.

Our writing curriculum aims to engage pupils, foster creativity and support the development of essential writing skills in a supportive and inclusive environment.

Learning Journey

In each class, the writing learning journey is based on a text driver. The purpose and audience are made clear to the children at the start of each writing journey and three key grammar skills will be reinforced throughout the journey which children are expected to apply to their written work. A reflection will take place at the start and end of every journey allowing children the opportunity to reflect on previous learning and known skills. In each classroom there is an English working wall. This will display key vocabulary and various learning skills taught within the journey. Each day, English lessons begin with sentence dictation, this is to enable opportunities as a class to discuss handwriting/letter formation/grammar/spelling rules further addressing misconceptions and embedding new learning.

An immersive text-led curriculum inspires and stimulates children and allows them to make links between other areas of the curriculum.

Each learning journey is broken into 3 different stages:

- Stimulate and Generate
- Capture, Sift and Sort
- Create, Refine and Evaluate

Stimulate and Generate-

In the **'Stimulate and Generate'** phase, children are introduced to a new book and complete complementary activities to enable them to engage and understand the text. During this stage the children will complete an 'Unaided Write' – this is a chance for the children to write in a style they have used previously. Thus, providing spaced practice and strengthening of learning. This piece of writing is not modelled for the children. However, conversations before the activity and vocabulary generation will take place. This then enables teachers to assess what learning pupils retained and can apply independently.

Capture, Sift and Sort-

In the **'Capture, Sift and Sort'** phase, children are taught and provided with opportunities to use new/consolidate punctuation and grammar techniques. There are opportunities for children to write at length through *'Site of Application Writes'* – this provides chance for the children to apply their newly taught punctuation and grammar in a writing style that will support them with their final write. Children are also expected to include known grammar skills and writing techniques that they have previously covered, (which are continuously revisited within writing lessons through conversations and activities by the class teacher).

Create, Refine and Evaluate-

In the **'Create, Refine and Evaluate'** phase, children will write their final piece of work. This part of the journey begins by looking at a WAGOLL (what a good one looks like), followed by a planning session where children are encouraged to think about the purpose, audience and form of the piece. The rest of this stage provides opportunity for children to write at length, including time devoted to editing. Children will evaluate their final written piece of work through the final reflection at the end of every learning journey. **This piece of writing is chunked and modelled precisely by the class teacher.**

Long term plan

Each class has a long-term plan which outlines the learning journeys with writing outcomes to be completed over the year, referring to the quality texts. 3 key grammar objectives are a focus in each learning journey, whilst other (previously taught) skills are continuously drip fed into lessons. This approach of learning (where learning is revisited) over the course of the year, deepens children's understanding and develops their writing skills.

Purple pen editing

Children are provided with continuous opportunities to learn from their experiences and editing is a significant part of the evaluation process. Throughout the school, children are taught the skills to edit and improve their writing so that they are equipped with the tools to make amendments independently - these revisions are made in green pen. There is always time devoted to feedback, review, consult and reflect in the writing process so that it is purposeful and effective.

Handwriting - Letter Join

At Plat Douet School we use Letter-join as a basis for handwriting. Our aim, through guided teaching of Handwriting is for all children to be able to produce clear, concise and legible handwriting. The children should present their work neatly developing accuracy of letters and formation. All children are encouraged to join their handwriting in Key Stage 2, whilst in Key Stage 1, Year 2 are encouraged from summer term onwards (earlier if appropriate).

In Years 5 and 6 children will be introduced to handwriting pens once the children have shown they can consistently present their work and handwriting to the highest of standards.

Children in EYFS regularly develop strength and muscle control to develop their handwriting skills. Giving the children the best possible start on their journey through school. Handwriting is taught on a weekly basis and is practiced regularly in separate books; this handwriting is expected to be evidenced throughout all work produced.

Speaking and listening

The teaching of speaking and listening is a statutory requirement as per the Curriculum. Children at Plat Douet School are given opportunities to discuss their learning and develop their spoken language on a regular basis. Lessons provide opportunities for high-level speaking and listening development. It is important children have opportunity to recognise their own thoughts and feelings and are able to articulate them. In lessons, we want children to develop a wide range of vocabulary further used in their written work as well as verbally in conversations.

Through competent planning, children have the opportunity to:

- Speak
- Listen and respond

- Discuss learning in groups and partners
- Express themselves through drama
- Debate
- Role play

At the start of school, it is important that the children are ready developmentally to write. Writing follows on from talk and reading. For a child to write something, they need to be able to say it first. This is achieved through play and talk. It is paramount children have opportunities for talk in early years, this is something incorporated into Plat Douet's EYFS on a daily basis.

Oracy

Pupils use Oracy skills which are embedded across the curriculum. Children are familiar with discussion techniques, vocabulary and listening skills. They explore the use of exploratory talk and presentational talk and teachers understand how to use these appropriately based on where they are within a sequence of learning. Talk tactics are used across the school to help the children articulate themselves and their answers orally as well as in writing.

KS1 KS2



Instigate

Start an idea:



Build

Add:

Building on ___'s idea___

I agree and I'd like to add___

This idea made me think___

Technology

Multi-media: Technology has proved successful when motivating writers. iPads, and laptops are regularly used within writing journeys to support learning and activities.

Assessment

Assessments are made by the teachers continuously and used to plan subsequent lessons. Live marking within lessons drives immediate feedback and adaptations to learning and future lessons. Frequent school writing moderations as well as book looks ensure that writing is in line with the expectati



School presentation guidelines



Year 1 Presentation Guidelines - English



- Always use a sharp pencil.
- Long date to be written on the left-hand side of the page and underlined:

Monday, 11th September.

LI: To use full stops.

- Accurate letter formation (corrected by adult/practised by child).
- Begin writing at the left-hand margin on the lines - check descenders & ascenders.
- Full stops & other punctuation should be the correct size.
- Use finger spaces between words.
- Rubbers should not be used to edit - cross out mistakes with 1 line.



Year 2 Presentation Guidelines - English



- Always use a sharp pencil.
- Long date to be written on the left side of the page and underlined. (leave a line before L.I as below).
- Write and underline L.I. in books (short) on left hand side of page.

Monday 11th September.

L.I. To punctuate sentences, using a capital letter and a full stop.

- Rubbers should not be used to edit - cross out mistakes with 1 line.
- Begin writing at the left-hand margin on the lines - check descenders & ascenders.
- Full stops & other punctuation should be the correct size.
- Use finger spaces between words.
- Try to join your handwriting



Year 3 Presentation Guidelines – English



- Always use a sharp pencil.
- Long date to be written on the left-hand side of the page and underlined. (leave a line before L.I as below)
- Write and underline L.I. in books (short) on left hand side of page.

Monday 11th September.

L.I. Write a narrative, creating settings, characters and plot.

- Rubbers should not be used to edit – cross out mistakes neatly with 1 line.
- Begin writing at the left-hand margin on the lines – check descenders & ascenders.
- Full stops & other punctuation should be the correct size.
- Use finger spaces between words.
- Join your handwriting.
- Leave a line after a paragraph, which should begin at the margin.
- If there is half a page or more left, rule off and begin next piece of work on page.



Year 4 Presentation Guidelines – English



- Always use a sharp pencil.
- Long date to be written on the left-hand side of the page and underlined. (leave a line before L.I as below)
- Write and underline L.I. in books (short) on left hand side of page.

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Monday, 11th September

L.I. Write a narrative, creating settings, characters and plot.

- Rubbers should not be used to edit – cross out mistakes neatly with 1 line.
- Begin writing at the left hand margin on the lines – check descenders & ascenders.
- Full stops & other punctuation should be the correct size.
- Use finger spaces between words.
- Join your handwriting.
- Leave a line after a paragraph, which should begin at the margin.
- If there is half a page or more left, rule off and begin next piece of work on page.
- Use of an * next to work then * comment (in margin short errors/below work in longer edits.)
- Children may use handwriting pens in the final term, where appropriate.
- If using pen when completing labels, use pencil to complete the 'line.'

Year 5 & 6 Presentation Guidelines – English

- Always use a handwriting pen.
- Long date to be written on the left-hand side of the page and underlined. (leave a line before L.I as below)
- Write and underline L.I. in books (short) on left hand side of page

Monday, 11th September

L.I. Write a narrative, creating settings, characters and plot.

- Cross out mistakes neatly with 1 line.
- Begin writing at the left hand margin on the lines – check descenders & ascenders.
- All punctuation should be correctly sized and positioned accurately (I , . ? " " : ;)
- Use finger spaces between words.
- All writing should be joined.
- Leave a line after a paragraph, which should begin at the margin.
- If there is half a page or more left, rule off and begin next piece of work on page.
- Use of an * next to work then * comment (in margin short errors/below work in longer edits.)
- When using pen when completing labels, use pencil to complete the 'line.'

Glossary of extended pieces of writing

Unaided Write An independent piece of writing undertaken in the first part of the Learning Journey in which the children apply a previously learnt skill. This could be a specific focus on a piece of grammar (e.g. fronted adverbials) or a certain style of writing (e.g. newspaper report as this may have been the outcome of a previous Learning Journey).

Apprentice Write – An independent piece of writing taken place in the second part of the Learning Journey. This is a piece of writing which includes the different aspects focused on within the current Learning Journey (e.g. past tense, expanded noun phrases and fronted adverbials) and are needed within the final writing outcome. The writing style is often different to the final writing outcome (e.g. postcard as opposed to a letter). **This must be modelled to the children.**

Final Piece of Writing – The final piece of writing is the outcome of the Learning Journey and must include all grammatical aspects focussed on throughout the Learning Journey. **This must be modelled to the children.**

Key Stage One and Key Stage Two English Marking policy

Marking Ethos: The motivation for marking is to address children's misconceptions, provide praise and lead to the improvement of future writing.

Teacher Marking:

- All lessons should be marked in green pen.
- It is at the teacher's discretion whether to mark spellings or provide whole class feedback *(key spellings should be displayed on working wall/in classroom and should be regularly updated).*
- No more than three spellings per piece of work should be corrected.
- If individual misconceptions are apparent, marking is done at the teacher's discretion. Alternatively verbal feedback can be given, VF to be written with the area discussed.

Example:

VF -Fronted adverbials

VF -Capital letters

- If there are misconceptions across the whole class, this needs to be addressed through teaching in the next lesson, rather than marking. Key stage 2 children may write the feedback in their books in purple pen.
- Marking/feedback should highlight where presentation does not meet expectations in policy.

Other symbols:

//new paragraph
a capital letter error
SP: Spelling
VF: Verbal feedback
S: Support
C: Copied

Extended pieces of writing:

- Extended pieces of writing should have detailed marking. This includes Unaided Write, Apprentice Writes and final pieces of writing in a learning journey.
  Praise skills/grammar demonstrated in the text with a double green tick above the example. ✓✓ Aim for 3-5 examples per written piece.

When marking extended pieces of writing (unaided write, apprentice writes and final pieces of writing) One comment should be written to progress the children's learning:

- C . ! (Key Stage 1)
- Add two fronted adverbials.

Where children have worked on computers, teachers can add comment boxes for children to respond to.

Responding to feedback:

- Children will be given time to read back through their work and respond to teacher's comments/feedback.
- Children will edit their work in purple pen.
- Children should respond to their learning and feedback (individual/whole class).

Reflections:

- Children should reflect on their learning both verbally and in written form. Written reflections will take place at the beginning and end of each learning journey, this reflection will include the metacognition colour tags.



Intent, Implementation & Impact

Writing Curriculum Intent

At Plat Douet School, our intent is to develop a lifelong passion for writing by fostering confident, creative, and independent writers. We aim to develop pupils who can express their ideas clearly and purposefully, equipped with grammar, and exciting vocabulary. Our curriculum is designed to be inclusive and engaging, nurturing children's imagination.

We believe writing is a fundamental skill that supports all areas of learning. Through a text-led, immersive approach, we intend to develop children's competence and confidence by providing clear purpose and meaningful contexts for writing.

Writing Curriculum Implementation

Our writing curriculum is structured around three distinct phases in each learning journey:

- **Stimulate and Generate:** The introduction of a high-quality text and engaging activities to inspire children's interest. This stage includes an unaided write to assess independent application of prior knowledge and previously taught skills.
- **Capture, Sift and Sort:** The teaching and consolidating of key grammar and punctuation skills, with many opportunities to develop sentence structure further applying these skills to extended written pieces ('Site of Application Writes') children will apply new and previously learned techniques.
- **Create, Refine and Evaluate:** Producing a final written piece planned carefully, this stage includes editing and self-reflection to develop metacognitive skills and writing proficiency.

Each class follows a long-term plan that integrates three key grammar objectives per journey, with ongoing emphasis of earlier skills. Daily sentence dictation, use of English working walls, and a culture of purple pen editing support continuous learning and improvement.

Handwriting is taught systematically through the Letter-join program, ensuring legibility and presentation standards across all key stages. Speaking and listening, alongside oracy skills, are embedded to support writing development, with frequent opportunities for discussion, debate, and drama to enrich vocabulary and expressive confidence

Writing Curriculum Impact

Our approach results in pupils who:

- Demonstrate improved writing skills across a range of genres, reflecting clarity, creativity, and purpose.
- Apply grammatical and punctuation knowledge accurately and confidently.

- Show increased independence and resilience in writing tasks through regular reflection and editing.
- Develop strong oracy skills that support their writing and communication in all curriculum areas.
- Present their work with neat, legible handwriting and take pride in their written output.
- Are engaged and motivated writers who see themselves as effective communicators and lifelong learners.

Through well modelled, supportive teaching and a carefully sequenced curriculum, Plat Douet pupils leave school equipped to meet the demands of further education and the wider community with confidence and enthusiasm for writing.