

Writing

Intent

At Ashleyhill multi-academy trust , we believe that every child is a writer with a unique voice worth hearing. Our intent is to nurture confident, motivated writers who write for real purposes and audiences.

In EYFS and Key Stage one, we have developed a bespoke curriculum using the Writing for Pleasure guidance. Curriculum planning is designed to allow our youngest children to build and secure foundational skills in handwriting, spelling, and transcription.

In Key Stage two, we follow the Ready Steady Write framework alongside principles from the *Writing for Pleasure* pedagogy. Reading remains at the heart of writing development and every unit is inspired by a high-quality vehicle text that models rich language, structure, and style. We also look to provide meaningful opportunities for writing across the curriculum.

Our writing curriculum has planned for progression in transcription, composition, grammar, and vocabulary. Writing is taught as a craft when children are taught to plan, draft, edit, and publish with purpose and pride.

Our high expectations are shared across all staff, supported through ongoing professional development focused on effective writing pedagogy, grammar in context, and the principles of writing for pleasure.

We aim for every child to:

- Write with pleasure, confidence and pride.
- Develop a writer's identity and ownership of their writing process.
- Understand the connection between reading and writing.
- Write for authentic purposes and real audiences, drawing on lived experiences, curiosity, and imagination.
- Progress systematically in the skills of spelling, grammar, and handwriting.

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Implementation

Our writing curriculum is implemented through a carefully sequenced, evidence-informed approach that develops both skill and enjoyment. Using the Literacy Counts “Ready Steady Write” framework, each unit follows a consistent cycle of immersion, analysis, planning, writing, editing and publishing. Within this, the *Writing for Pleasure* principles ensure pupils see themselves as authors, exercising choice, independence, and creativity.

Our Writing curriculum ensures the following:

- **Immersion in high quality vehicle texts:** Children study rich vehicle texts to explore structure, authorial intent, and language choices. This develops reading comprehension, vocabulary, and writerly insight.
- **Oracy to develop ideas:** Talk is planned and valued throughout the teaching sequence. Children are explicitly taught vocabulary relevant to their writing. They orally rehearse ideas to develop sentences before writing.
- **Purpose and Audience:** Every outcome has a clear audience and purpose, with frequent opportunities for short “incidental” writes and extended writing.
- **Explicit teaching of the writing process:** Pupils are guided through stages of planning, drafting, revising, editing, and publishing, supported by teacher modelling and shared writing.
- **Grammar and transcription development:** Sentence accuracy tasks are integrated naturally within writing sequences, helping children to apply grammar, punctuation, and spelling skills within extended writing.
- **Collaborative and independent writing:** Children write collaboratively to rehearse ideas and independently to express their own voice. Peer and self-assessment are used to promote reflection.
- **Cross-curricular writing:** Writing opportunities are planned in non-core subjects to consolidate skills and broaden purposes for communication.
- **Teacher expertise:** CPD ensures staff have the knowledge to teach high-quality writing lessons. They model high-quality writing and give feedback to pupils that moves learning forward. Teachers understand how to develop a classroom culture of writing for pleasure.

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Impact

The impact of our writing curriculum is evident in pupils who write with fluency, purpose, and enthusiasm. Progress is continually monitored through formative assessment, moderation, and pupil voice, ensuring that every child develops as a confident, capable, and creative writer.

We measure impact through:

Pupil outcomes: Regular extended writes are assessed against year group expectations, showing progression in composition, grammar, and transcription.

Pupil voice: Children articulate pride and enjoyment in writing and see themselves as writers with something to say.

Quality of writing: Pupils use rich vocabulary, varied sentence structures, and a growing awareness of audience and purpose.

Application across the curriculum: Children transfer their writing skills into other subjects to vary the range of audience and purpose.

Professional collaboration: Teachers moderate work together, ensuring consistency and shared understanding of standards.

Reflective practice: Subject leaders and staff regularly review data, CPD outcomes, and classroom practice to refine and sustain improvement. Our aim is that children leave year 6 as confident, independent writers who find genuine *pleasure and purpose* in their craft.