



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School:

Writing Policy

Date:	September 2025
Review Date:	September 2027

‘Teachers must help children to perceive themselves as writers before children are able to write for themselves.’ -Frank Smith

“Children are likely to live up to what you believe of them.”

—Lady Bird Johnson

Writing at Mile Oak School:

INTENT

Core Belief:

At Mile Oak School, we believe that whatever stage a child is at in their writing development, the most intrinsic part of this is that they see themselves as a writer and that their work is valued and celebrated through every child's final piece being displayed. Oracy and Early Reading skills are central to our belief of developing early writers. Through high quality instructional teaching, children learn the skills needed to become a confident, community of writers. We believe that well crafted lessons are essential to ensuring children are taught the process through small step learning so as to reduce cognitive overload and ensure success from all pupils. Each lesson is a 'writing workshop' where we collaboratively experiment, share and develop our skills in a non-threatening environment. Metacognition is at the heart of all our lessons, to ensure children are able to become independent writers who apply prior knowledge, rehearse, reflect and set targets ready to continue their writing journey in secondary school and beyond.

Good writers:

- See themselves as a writer
- See the writing process as enjoyable and purposeful: communicating, entertaining, informing
- Are aware of their audience
- Know what they want to say and how they are going to write it using a range of grammatical devices to ensure cohesion
- Know the importance of vocabulary acquisition and use new words effectively
- Are able to plan, write and evaluate independently
- Take ownership of their writing, evaluating and thinking of ways to improve it through reviewing writing
- Are able to draw on their reading experience
- Draw on prior learning

IMPLEMENTATION

The writing process in Reception and Year 1:

All units of writing are skilfully planned and related to our class reader and topic ensuring it is relevant and the children are immersed in new vocabulary.

Stimulus: Hooks related to book and topic.

Quality example

Text: Excellent example of the finished piece so children know what to aim towards. Identify purpose and audience.

Plan, Vocab and

oracy: Pre-writing tasks the children learn the text by heart. Taught new vocabulary and sentences rehearsed through drama.

Writing: Teacher models writing. Child uses word banks, stem sentences, scaffolds and **flamingo challenges**. Adult works with small groups on the task throughout the week.

Publishing sharing:

Children always share with their target audience. This may involve photocopying their writing and taking it home to share with their family.

Fluency

Alongside the writing process, pupils take part in daily skill-based lessons to develop writing fluency. Each morning the children complete a patterning exercise to support pen control as well as tracing their name daily in Reception. Each day, the teacher models a sentence, supporting children in building confidence and accuracy in their writing. Handwriting skills are explicitly taught, with a focus on correct letter formation and orientation. Spelling is taught in line with phonics lessons and also common exception words taught in Reception and Year 1. Children also learn the foundations of sentence structure, beginning with the consistent use of capital letters and full stops.

Developing writing skills in the Environment.

- Igniting conversation and developing the quality and richness of children's expressive language
- Children's grammatical skills will be developed through modelling clearly spoken sentences.
- Learning by heart nursery rhymes, songs, fairy tales and a wealth of other stories
- Acting out quality story texts.
- Retelling stories orally
- Regular story time with the whole class, small groups and one to one. To promote the introduction of new vocabulary and talk around stories and story structure
- Key vocabulary is incorporated in adult led activities and across the learning environment.
- Adults use cued articulation to support language development.

Writing/ Mark Making

- Children will use a variety of resources for mark making for both inside and outside. (Appendix 1)

Opportunities for writing/mark making:		
Signs	Menus (role play café/take away)	
Labels	Prescriptions (role play doctor/vet)	
Cards	Order forms (role play builders)	
Letters	Food orders (role play café/take away)	
Postcards	Stories and books	Jokes
Notes	Invitations	Poetry
Messages	Tickets	Receipts
Recipes	Maps	Posters
Sign up sheets	Shopping lists	Bills
Captions	Registers	Diaries
Instructions	Driving licences	Score sheets

- The children will see adults write regularly and also in the writing area for enjoyment.
- Adults model writing in the cursive script, teaching tricky words and phonics.
- Children write their name **daily** using the pre-cursive script.

Learning Environment:

The classroom will be a language rich environment with:

- An inviting reading area to promote language and discussion, oral storytelling and shared reading.
- An inviting, well stocked, writing area, which inspires children to write/mark make in a variety of genre.
- A 'wonderful words' display on the working wall to support Literacy learning.
- A child's display- each week.
- child will create a display of their choice to promote discussion, talk, writing.
- Stem sentences in all areas of learning.
- A wall dictionary, which will be created as the words are introduced into class.
- A writing tool kit

Phonics:

- We see early phonological awareness as crucial in every child's writing progress and plan for this
- Systematic synthetic phonics is taught daily from the first week in Reception
- We move through the Letters and Sounds phases and pay special attention to early sound awareness skills and model these in writing lessons.

(see Phonics policy.)

Handwriting- From the beginning of Reception, the children are taught the pre- cursive script. **Please see the handwriting policy.**

Writing Process in Year 2:

The expectation is that the majority of children enter Year 2 having completed the phonic programme and a good level of writing fluency: correct spelling of Reception and Year 1 common exception words; are able to apply phonic knowledge to unknown words; clear correctly formed and orientated letters; an understanding of the writing process.

To develop the process further the range of genre is increased and pre-writing tasks are not only drama and oral rehearsal but also a range of grammatical learning which is relevant to the writing task. There will be more onus on reviewing and improving their writing with teacher support.

Stimulus: Hooks related to book and topic.	Quality example Text: Excellent example of the finished piece so children know what to aim towards. Identify purpose and audience.	Plan, Vocab and oracy: Pre-writing tasks the children learn the text by heart. Taught new vocabulary, spelling and grammatical devices through HQT.	Planning: Teacher models how to use the planning sheet appropriate to the genre.	Writing: Teacher models writing. Child uses word banks, stem sentences, scaffolds and <i>flamingo challenges</i> . Adults: targeted support small groups as needed.
Reviewing: Children are shown the example text and this is compared to a pre-prepared basic version. Teacher models improvements adding ambitious word choices, rewriting sentences. from. Are capitals and punctuation correct?	Publishing, sharing, celebrating:			

Fluency Lessons:

Alongside the writing process are daily handwriting and spelling lessons to ensure fluency of transcriptional skills. Daily phonic lessons.

Writing Process Year3-6:

The structure for KS2 writing lessons follows a clear progression to support pupils growing independence as writers. As children move through KS2, they are encouraged to take increasing responsibility for each stage of the writing process. By the end of Year 6, the majority of pupils will be able to work through these stages with confidence.

At the reviewing stage in Years 5 and 6, pupils will use *pink and green pencils* to self-assess their writing:

- **Pink** highlights what they have done successfully.
- **Green** identifies areas for improvement.

This approach enables pupils to review and edit their work with increasing independence so that teacher's time can be spent supporting targeted children through conferencing.

Stimulus: Hooks related to book and topic.

Quality example

Text: Excellent example of the finished piece so children know what to aim towards. Teacher reads text learning partners devise genre specific success criteria.

Planning and gather vocabulary:

Introduce planning sheet create class plan small group plans all working on the same section. Use thesauruses, discriptosaurus, class reader and QET to gather vocab.

Rehearse: What key objectives need teaching for this genre of writing. HQT of vocabulary and grammatical devices. Children rehearse sentences and clause structures all examples relevant and related to the unit of writing. .

Writing: This maybe individual, pairs or small groups. Groups are pre-planned and purposeful. Adults work with targeted children. Adults live mark and facilitate writing workshop sharing ideas encouraging children to magpie encouraging and praising.

Reviewing: Teacher models self-assessing process under visualiser: Read work aloud pointing to each word as they read. Does it make sense? Is it cohesive? Is it effective? Use pink and green to show

Editing: Once reviewed the children then reread their work with the changes and check for spelling and punctuation errors using dictionaries or spell checkers to correct.

Publishing, sharing, celebrating:

Fluency Lessons:

Alongside the writing process are regular handwriting and spelling lessons to ensure fluency of transcriptional skills. In upper KS2, handwriting will be targeted interventions for key children with regular spelling lessons.

Planning Writing Lessons:

Each half term, time is allocated for teachers to collaboratively plan each writing unit ('S' planning) alongside the class reader and guided reading lessons, ensuring that the stimulus for writing is purposeful and provides a strong hook into the unit. All class readers must be read by the year group before planning begins.

Every year group follows the *Mile Oak Writing Process* document, which outlines each stage of the writing process and provides suggested activities. While the process itself must be followed, the activities are intended as guidance to support teaching. The document also includes year group clause structures, non-negotiables, spelling expectations and statutory requirements from the National Curriculum.

Time allocation:

Reception: Daily fluency lessons (term, 1,2&3) and Regular writing process lessons in Term 2&3.

KS1: Daily fluency lessons and daily writing process lessons.

KS2: Regular fluency lessons and daily one hour writing process lessons.

Success Criteria:

- Genre based (see genre based success criteria for KS1 and 2 in green/planning/English resources.
- Created collaboratively using the quality example text as a guide
- Shared with the children throughout the unit and added to the working wall
- Stuck in books when appropriate
- Ensure it is genre specific and does not contain non- negotiables

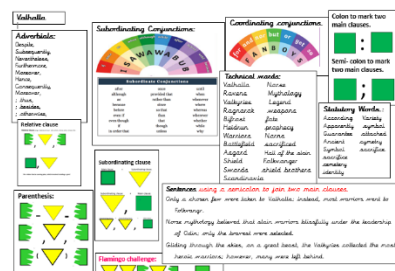
Non negotiables.

In order to maintain high standards, each year group has a list of non- negotiable skills which they include in their writing every time they write. These are displayed in class and teachers share them with the class regularly.



Vocabulary Mats: Throughout the unit vocabulary is collected, explicitly taught, rehearsed and used throughout the writing unit.

- relevant adverbials,
- statutory words/ common exception words,
- phrases and sentences using a range of clause structures,
- ambitious nouns, adjectives and verbs,
- visual clause structures and technical language if appropriate to the task.



Books and Presentation:

Learning journal: This book is a record of all the children's learning in every subject apart from maths and reading. It reflects their journey of learning and progress should be clear. Each piece of work must be dated

	Monday 15th June.
	English - I can use inverted commas to indicate direct speech.
	Start to write here

with the full date- not year. The learning intention must have English before it. See example below:

We use DUMTUM- Date, underline, miss a line, title, underline miss a line. Starting on the first narrow line ensure letter heights are consistent.

Independent Writing Books:

Record of children's assessed pieces of writing. (see Moderation and Data Drop)

Note Books: A little green book will be used for children to make notes, plan and collect ideas not just in English lessons but for all cross-curricular subjects.

Target Sheets:

These are at the front of the Learning Journal and are used for planning. Targets are dated when a target has been taught.

Learning environment Year2-6:

The classroom must be language rich.

Each class room must have:

Visual clause structures

Working wall

Statutory word wall

Spelling wall

Displayed work from every child

Celebrating Published Work:

To promote our ethos of everybody is a writer all children publish their work and all pieces are displayed and celebrated. In KS2, children are taught to use guidelines to publish work. Publishing is an opportunity to practise handwriting and revisit expectations. Through continuous assessments teachers will the relevant skills for the class. Writing should in cursive joined handwriting which is correctly orientated. All work must be mounted with borders of the same thickness.

Writing Wall of Fame:

[Resources](#), [dates](#) and [instructions](#) are in [planning green](#) / [English resources](#)/ [Writing wall of Fame](#).



IMPACT:

To monitor the impact of the teaching and learning of writing a robust system of continuous assessment is in place. This ensures that teaching is adaptive, responsive to children's needs and targeted to secure progress for all learners.

Through the writing process we explicitly develop children's metacognitive skills so that they become active participants in their learning journey. Children are supported to build on prior knowledge, review their progress and set meaningful targets. In doing so, they develop ownership of their learning and the ability to reflect critically on their achievements and next steps.

Feedback for Learning

All written feedback from adults is completed in red pen. Wherever possible, marking should take place live with the child, as this is the most effective way to ensure feedback is immediate and purposeful. While further marking may occasionally be required after school, best practise is always to mark alongside the child.

Marking is intended to be specific and constructive, helping children understand both their strengths and their next steps:

- **Pink highlighter:** Used to identify what is successful. Teachers should explain *why* it is effective, using technical language.
- **Green highlighter:** Used to identify areas for improvement ("green for growth").

When a child has achieved the Learning Intention (LI), this should be recorded on their target sheet and the Learning Intention also ticked:

- ✓ = Working Towards
- ✓✓ = Expected
- ✓✓✓ = Greater Depth

The target sheet must be accessible to children during writing so they can refer to their goals. The "two pinks and a green" approach is used at the end of a piece of writing to assess overall effectiveness. This can be completed by:

- An adult (teacher or support staff)
- The child themselves (self-assessment, using pink and green coloured pencils)

Reviewing and Making changes.

Through purposeful marking, self-assessment and peer assessment, children identify areas of their writing that can be improved. Reviewing and making changes is a vital part of the writing process and must be explicitly taught.

Progression across KS2 is structured to develop independence in this skill:

- Years 2 and 3: Write on every other line so there is space for children to make changes.
- Year 4: A review/edit page is introduced, with teachers modelling its use in detail.
- Year 5: Using the review/edit page the process is consolidated, with pupils increasingly working independently to self-assess and review their writing.
- Year 6: Children are expected to approach reviewing and editing with confidence, making meaningful changes with minimal teacher input.

Post-it targets:

As part of the learning process, pupils are encouraged to identify areas for improvement in their writing. After completing an independent write or when needed each child records two or three personal writing targets on a post-it note.

During a pupil conferencing session, the class teacher reviews the writing with the child and agrees the targets together. Each post-it target must be dated and named.

The post-it is placed on the current page of the learning journal and is moved forward with each new piece of work so it remains visible. When a child demonstrates that they have consistently achieved a target, it is highlighted in pink. Once all targets are achieved, the post-it is stuck into the front of the learning journal, and new targets are set.

Pupil Conferencing:

When a new post-it target is needed, the class teacher and child review the work together, making edits and agreeing on the next steps collaboratively. This process ensures that pupils take ownership of their learning and understand how to improve.

For some lower-attaining writers, this process takes place more frequently, providing them with regular, targeted support to help them make progress.

Moderation and Data Drop:

Each term, children are expected to complete three to four independent writing tasks. These are assessed using the agreed assessment sheet, which is placed at the front of each child's independent writing book. All assessments are then moderated to ensure consistency. Moderation takes place within year group teams or with the Writing Lead, with further opportunities for city-wide moderation within the Portslade Cluster of Schools and across the Local Authority.

Writing levels are agreed and finalised before being entered into *Target Tracker* at the end of the Autumn, Spring, and Summer Terms.

Data is monitored by the Writing Lead, alongside the Teacher and Learning Lead, to ensure accuracy and identify next steps. Following analysis, children may be:

- Identified for targeted teaching and interventions
- Monitored for specific barriers to learning
- Considered for further SEND assessment where appropriate

Reporting

After each data drop, a comprehensive report is written and presented to the Governing Body by the Teaching and Learning Lead.

Parents are kept informed of their child's progress through parent consultations in the Autumn and Spring Terms. At the end of each academic year, a written report is sent home, outlining the child's end-of-year attainment levels and their next steps for learning.