



Westbury C of E Junior School

Writing Strategy

“Let your light shine.” – Matthew 5:16

This policy is to be read in conjunction with the vision, values and Christian character of the school. At the heart of Westbury C of E Junior School is the belief that every child should be supported to flourish, grow in confidence and fulfil their potential. Our approach is underpinned by our values:

Respect Care Inspire

Policy Information

Date policy was written: September 2026

Date of next review: September 2028

Westbury CE Junior School Writing Strategy

Intent

At **Westbury CE Junior School**, writing is viewed as an extension of our reading curriculum. We believe that reading and writing are essential life skills and are fundamental to pupils' success across the curriculum and beyond. We are committed to ensuring that every child, including those who experience disadvantage, develops the knowledge, skills and confidence to become a successful writer and is fully prepared for the next stage of their education.

Our approach to English, and writing in particular, is founded on the principle of **equity rather than equality**. We recognise that some pupils require additional support to achieve the same ambitious outcomes as their peers. Research evidence informs the design of our universal writing curriculum, ensuring all pupils benefit from high-quality first teaching. Where assessment identifies additional need, targeted support supplements our universal offer to secure essential transcription skills and enable every child to achieve their full potential as a writer.

Our writing curriculum is built around carefully selected, high-quality texts and animations that inspire pupils to write for meaningful purposes. Wherever possible, these texts make purposeful links with the wider curriculum, helping pupils develop and retain knowledge while reducing cognitive load. Our text selection is informed by research and recommendations from organisations including **BookTrust**, **CLPE** and the **National Literacy Trust**. Through these texts, pupils encounter diverse perspectives, explore themes of social justice and British Values, and develop the cultural capital needed to thrive in modern Britain.

The design and delivery of writing at **Westbury CE Junior School** are underpinned by the principle of **foundational knowledge**. We recognise that pupils must first become secure in the fundamentals of writing—including sentence construction, grammar, punctuation, spelling and handwriting—before they can compose increasingly sophisticated pieces of writing.

At Westbury Infant School, in the Early Years Foundation Stage and Key Stage 1, the curriculum prioritises the explicit teaching of transcription skills while carefully managing the complexity of written outcomes. As pupils become increasingly fluent, the curriculum gradually shifts its emphasis towards composition. Throughout Key Stage 2, pupils continue to secure transcription while developing independence through our carefully sequenced **slow-release teaching model**, enabling them to write confidently, accurately and purposefully across a range of genres.

Once pupils have secured the foundations of transcription, **Westbury CE Junior School** teaches writing through a carefully structured **slow-release teaching sequence**. This approach enables pupils to move from supported writing towards increasingly independent composition whilst continuing to secure grammatical accuracy.

Each writing sequence begins by immersing pupils in a high-quality text or animation. Through reading, discussion and exploration, pupils develop the vocabulary, background knowledge and cultural capital needed to write with confidence and purpose.

Teachers then introduce a carefully chosen model, supported through a story map or **Box Up**, enabling pupils to explore:

- narrative structure
- authorial choices
- vocabulary
- character development
- setting
- grammar in context
- age-appropriate language features.

As pupils become increasingly familiar with the underlying structure of the text, teachers gradually remove scaffolds, enabling pupils to write independently while applying the knowledge and skills they have developed throughout the sequence.

This gradual release of responsibility ensures that pupils become increasingly confident, resilient and independent writers who understand both how and why authors make particular writing choices.

Long-Term Plan and Coverage of Writing

At **Westbury CE Junior School**, every pupil has opportunities each year to write for all four statutory purposes:

Purpose	Text Types
Write to Inform	Recounts, diaries, news reports, information texts, letters, biographies and autobiographies
Write to Persuade	Letters, newspaper articles, advertisements, invitations, brochures, arguments and discussions
Write to Instruct	Recipes, directions and instructional manuals
Write to Entertain	Stories and poetry

Our long-term curriculum ensures that, within each term, pupils study both a narrative unit and at least one non-narrative text type. The specific choice of genre is determined by the high-quality text or animation that drives the sequence, ensuring writing remains purposeful, authentic and engaging.

This carefully sequenced curriculum provides breadth and progression whilst allowing teachers flexibility to respond to rich, meaningful texts that inspire high-quality writing.

Narrative Writing

At **Westbury CE Junior School**, the teaching of narrative writing is driven by carefully selected, high-quality texts and animations. We believe that pupils produce their best writing when they are fully immersed in a rich literary experience and have developed a genuine understanding of characters, settings, themes and plot.

Rather than teaching isolated story structures, teachers use each text as the stimulus for purposeful writing. Through close reading, discussion and oral rehearsal, pupils develop a deep understanding of the chosen text before writing.

Teachers create a **Box Up** (story map) that captures the underlying structure of the narrative. This enables pupils to identify the key features of effective storytelling before innovating upon the model.

For example:

Teacher's Box Up	Child's Innovation
Main character begins a dangerous journey	Villain begins a dangerous journey
Main character meets a villain	Villain meets the main character
Disaster strikes	Disaster strikes
Main character solves the problem	Villain solves the problem
Main character succeeds	Villain succeeds

As pupils become increasingly confident, they adapt and manipulate the underlying structure rather than simply copying it. This approach develops creativity whilst providing sufficient scaffolding for all learners to succeed.

At **Westbury CE Junior School**, we deliberately avoid prescribing a fixed set of story arcs across the primary phase. Instead, teachers build each sequence around the opportunities presented by the chosen high-quality text, ensuring writing remains authentic, engaging and purposeful.

Non-Narrative Writing (Faction)

We teach non-fiction initially through **faction**—non-fiction writing within a fictional context.

This approach allows pupils to remain immersed in the class text while learning the conventions of different non-fiction genres. By rooting writing in a familiar fictional context, pupils already possess the background knowledge and vocabulary needed to write successfully.

For example, after reading *Little Red Riding Hood*, pupils may write:

- a warning letter to Little Red
- a safety leaflet about travelling through the woods
- instructions for staying safe
- a newspaper report about the wolf.

Because pupils understand the context deeply, they can focus on learning the features of non-fiction writing without simultaneously managing unfamiliar content.

Children encounter purposeful examples of non-fiction writing from the very beginning of their writing journey. However, explicit teaching of individual non-fiction text types begins at Westbury Infant School in **Year 2**, once transcription skills are sufficiently secure.

Disciplinary Writing Across the Curriculum

At **Westbury CE Junior School**, we recognise that writing is both a subject in its own right and a vehicle for learning across the wider curriculum.

Our English curriculum develops pupils' understanding of different non-fiction text types through meaningful fictional contexts. Once these writing structures have been explicitly taught, pupils are expected to transfer their learning into foundation subjects.

For example, after learning how to construct an information text in English, pupils may apply this knowledge when writing about Ancient Egypt in history or habitats in science.

This ensures that the substantive knowledge gained during English lessons becomes **disciplinary knowledge**, enabling pupils to communicate effectively across the curriculum while deepening their understanding of individual subjects.

Teaching the Writing Process

At **Westbury CE Junior School**, we explicitly teach every stage of the writing process, enabling pupils to understand that effective writing is developed through careful planning, reflection and refinement.

Our writing process consists of:

- **Planning**
- **Drafting**
- **Editing**
- **Revising**
- **Proofreading**
- **Presenting**

Our carefully sequenced curriculum allocates purposeful time to each stage rather than treating writing as a single event.

Editing and revising are embedded throughout every teaching sequence, enabling pupils to improve their work continuously rather than only at the end of a unit.

Presentation is taught purposefully and linked to audience and purpose. While pupils do not formally publish every piece of writing, they regularly read their work aloud, share their writing with others and celebrate published outcomes where appropriate, both within English and across the wider curriculum.

This approach helps pupils understand that writing is intended to communicate meaning to an audience and that all writers continually refine their work.

Class Conferencing

At **Westbury CE Junior School**, we recognise that effective editing and proofreading are fundamental components of becoming a successful writer. These skills are embedded throughout every writing sequence rather than being confined to a single lesson.

Regular **class conferencing** sessions provide structured opportunities for pupils to reflect on their writing, receive meaningful feedback and make purposeful improvements.

Our conferencing approach is informed by the **Education Endowment Foundation's guidance on effective feedback**, ensuring feedback is timely, specific and focused on improving learning.

Conferencing develops progressively throughout the school. In Key Stage 1, sessions are highly scaffolded and teacher-led. As pupils move through Key Stage 2, they become increasingly independent in evaluating their own work and responding to feedback.

Ultimately, our aim is for every pupil to leave **Westbury CE Junior School** as a reflective, resilient writer who understands how to evaluate, improve and take pride in their own work.

Lesson Design

At **Westbury CE Junior School**, our day-to-day teaching of writing is underpinned by the best available educational research. Our agreed lesson design draws upon **Rosenshine's Principles of Instruction**, the **Education Endowment Foundation's guidance on effective teaching**, research into **mastery learning** and **Cognitive Load Theory**.

Our writing lessons are carefully structured to ensure that new learning is introduced in small, manageable steps before pupils are expected to apply their knowledge independently.

Across every writing lesson, teachers consistently:

- review and revisit prior learning;
- introduce new learning through explicit instruction and modelling;
- provide guided practice with carefully chosen scaffolds;
- check pupils' understanding throughout the lesson;
- identify and address misconceptions immediately;
- adapt teaching in response to assessment;

- gradually remove support as pupils become increasingly independent.

This carefully sequenced approach enables pupils to experience success while developing increasingly sophisticated knowledge and skills over time.

Adaptive Teaching

At **Westbury CE Junior School**, adaptive teaching is a fundamental aspect of high-quality classroom practice. Our approach is informed by the **Education Endowment Foundation's Five-a-Day Principles** and *Special Educational Needs in Mainstream Schools* guidance.

We recognise that pupils learn in different ways and at different rates. Teachers therefore use ongoing assessment to adapt teaching so that barriers to learning are removed and all pupils can successfully access the curriculum.

Adaptive strategies may include:

- carefully sequenced modelling;
- additional guided practice;
- pre-teaching and overlearning;
- visual scaffolds;
- sentence stems;
- vocabulary support;
- structured talk opportunities;
- purposeful retrieval practice;
- flexible grouping;
- targeted adult support.

These strategies form part of our universal classroom offer and ensure that high-quality teaching remains the first and most effective intervention.

Assessment

Assessment is central to the teaching of writing at **Westbury CE Junior School**. We use assessment to identify pupils' next steps, inform teaching and evaluate progress over time.

Formative Assessment

Ongoing Diagnostic Assessment

Assessment is embedded within every writing lesson. Teachers continually monitor pupils' understanding through questioning, discussion, observation and review of written work.

This allows misconceptions to be identified and addressed immediately, ensuring pupils develop secure understanding before moving on to more complex learning.

Termly Assessment

Teachers assess pupils against carefully sequenced curriculum milestones linked to the National Curriculum (2014).

These assessments enable staff to:

- monitor progress over time;
- identify pupils at risk of falling behind;
- evaluate the effectiveness of teaching;
- plan appropriate support and intervention.

Summative Assessment

Teacher assessments are informed by our **Teacher Assessment Frameworks (TAFs)**, which align with both our curriculum milestones and the Key Performance Indicators expected by the end of Year 6.

Teachers use a broad range of evidence gathered through day-to-day classroom practice to judge whether pupils are:

- Working Towards the Expected Standard
- Working at the Expected Standard
- Working at Greater Depth within the Expected Standard

Formal teacher assessment takes place at least three times each year, in line with the school's assessment cycle.

Occasionally, teachers use **cold writing tasks** to support professional judgement; however, the majority of assessment evidence is drawn from pupils' independent classroom writing over time.

Teachers also use formative reading assessment to inform writing, recognising the close relationship between reading comprehension and written composition.

Writing Moderation

At **Westbury CE Junior School**, we recognise that accurate teacher assessment depends upon regular moderation.

Teachers work collaboratively across the school to moderate writing samples throughout the year, ensuring consistency of expectations and assessment decisions.

In addition, staff participate in moderation activities with partner schools and local networks to further strengthen assessment accuracy and maintain high expectations.

Moderation provides valuable professional dialogue, supports curriculum development and helps ensure that assessment judgements remain reliable and consistent.

Provision for Disadvantaged Learners

At **Westbury CE Junior School**, we use the Department for Education's definition of disadvantaged learners, including pupils with SEND, those eligible for Pupil Premium, Looked After Children and Children in Need.

However, we recognise that vulnerability is not defined solely by labels. Our provision is therefore driven by careful assessment of individual need rather than category alone.

All pupils access the full writing curriculum unless a different or additional provision is required in accordance with the SEND Code of Practice.

Our Universal Offer

Our universal writing provision ensures that every pupil benefits from consistently high-quality teaching.

This includes:

- ambitious expectations for every learner;
- adaptive teaching strategies;
- explicit vocabulary instruction;
- high-quality modelling;
- scaffolded learning;
- regular retrieval practice;
- effective feedback;
- structured opportunities for independent writing;
- high-quality texts that build knowledge and cultural capital.

By agreeing a consistent universal offer, we ensure pupils experience the same high expectations regardless of class or teacher.

Targeted Academic Support

Where assessment identifies additional need, **Westbury CE Junior School** provides carefully planned targeted support alongside quality-first teaching.

Pre-Teaching and Post-Teaching

Targeted sessions strengthen:

- transcription skills;
- spelling;
- grammar;
- handwriting;
- sentence construction;
- vocabulary;
- understanding of the class text;

- background knowledge and cultural capital.

Small-Group Writing Intervention – Please refer to our [Marking and Feedback Policy](#)

Additional writing interventions take place outside the main writing lesson but remain closely aligned with classroom learning.

These interventions are:

- based upon identified need;
- delivered by trained adults;
- closely monitored by teachers;
- evaluated using the school's assessment systems.

Impact

At **Westbury CE Junior School**, our Writing Strategy is built upon the principle that **fair does not always mean equal**. We believe that some pupils require additional support to achieve the same ambitious outcomes as their peers.

The impact of our writing curriculum is demonstrated through pupils who:

- write confidently, accurately and with increasing independence;
- apply secure transcription skills automatically;
- write effectively for a wide range of audiences and purposes;
- use ambitious vocabulary and increasingly sophisticated grammar;
- transfer writing knowledge across the wider curriculum;
- edit and improve their work independently;
- develop resilience and pride in their writing;
- leave Year 6 fully prepared for the demands of secondary education.

Leaders monitor the effectiveness of the strategy through lesson visits, book scrutiny, pupil voice, assessment information and moderation activities.

Success is measured not only by attainment at the end of Key Stage 2, but also by the progress made by all pupils, particularly those who experience disadvantage. Our ambition is that every pupil leaves **Westbury CE Junior School** as a confident, capable writer with the knowledge, skills and cultural capital to flourish in the next stage of their education and beyond.