Goldenhill Primary Academy

Writing Policy: September 2026

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. EYFS
4. Teaching and learning
5. Handwriting
6. The curriculum
7. Assessment and reporting
8. Resources
9. Equal opportunities
10. Monitoring and review

Statement of intent

Goldenhill Primary Academy believes that developing strong English skills is essential for progressing across the curriculum and preparing for adult life. All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening and to ensure that pupils build the language skills necessary to fully access the curriculum.

The school recognises the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced literacy curriculum which encompasses focussed writing practice, including handwriting, phonics, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

Aims:

- To guide and nurture each individual on their own personal journeys to becoming successful writers.
- Provide exciting writing opportunities and experiences that engage and enhance all pupils.
- We want all children to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- We want all children to have a solid understanding of grammar and apply it effectively to their writing.
- We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- We believe that all children should be encouraged to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the time they move to secondary school.
- We want every child to have a good knowledge of phonics to springboard children to becoming fluent writers.
- To plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.

This policy outlines the school's approach to teaching writing.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2014) National curriculum in England: English programmes of study
- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2020) 'Headteachers' standards 2020'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Primary English Policy
- Primary Spelling Policy
- Primary Teaching and Leaning Policy
- Primary Assessment Policy
- Early Years Teaching and Learning Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring a broad and balanced English curriculum is implemented in the school.
- Ensuring the school's English curriculum is accessible to all pupils.

The headteacher is responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Establishing and sustaining high-quality, expert English teaching across all phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensuring English teaching is underpinned by high levels of expertise in English and approaches which respect the distinct nature of English as a discipline
- Ensuring effective use is made of formative assessment.
- Ensuring a broad, structured and coherent English curriculum entitlement which sets out the knowledge, skills and values that will be taught.

The English lead is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit.
- Liaising with teachers across all phases.
- Communicating developments in English to teachers and the SLT, as appropriate.
- Leading staff meetings and providing staff with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.

- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.
- Leading on the school's approach to teaching writing.

Teachers are responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Liaising with the literacy lead about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach writing.

The SENCO is responsible for:

- Liaising with the literacy lead in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the writing curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.

Pupils are responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.

3. Updates – The New Writing Framework

In link with the New Writing Framework, staff have been updated with the new updates and priorities, with a huge emphasis placed on the foundations of early writing starting in Reception.

- Teach handwriting and spelling (transcription) in reception.
- Grammar to be embedded in writing to support writing fluency. Not to be taught in isolation as we currently do with the 'Grammarsaurus' units.

- Spoken language is just as important for writing as for reading.
- Children are not expected to write at length before they are ready.
- The reception year is vital as it build the foundations that supports pupils' writing.
- From reception onwards, identify pupils who need additional support with writing.
- Focus initially on teaching high quality transcription and sentence instruction to continue to build those broader writing skills.

4. EYFS

Educational programmes will involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning, as outlined below:

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Teaching staff will ensure that the EYFS curriculum provides opportunities to establish links between the different areas of learning and development and develop pupils' writing skills.

Pupils will be supported to meet the expected level of development for writing outlined before Year 1, namely that they are able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

5. Teaching and learning

At Goldenhill Primary Academy, we follow a whole school mastery approach to writing through the programme 'Pathways to Write'. Writing is taught 5 times per week across the school. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Key skills are taught and repeated; there are multiple opportunities throughout each unit to use and apply the skills until they can be mastered fully.

Within each sequence, there are many opportunities for incidental short- burst writing with an extended written outcome built up to by the end of each unit.

Alongside key writing skills, we also ensure extensive opportunities to develop and apply vocabulary. Vocabulary boxes are incorporated in every unit which give guidance on tiers of vocabulary and of the vocabulary that is developed within the unit. This includes opportunities for application of the word list words for years 3/4 and years 5/6 and common exception words for year 1 and year 2. At Goldenhill, we aim to develop word depth with children by delivering a planned approach to explaining words and meaningful, repeated exposure to them.

Within each year group, a range of genres are covered to ensure the breadth required by the National Curriculum is achieved. These are both non-fiction and fiction. Not all genres are covered in every year group but writing outcomes have been carefully chosen to suit each specific year group; some outcomes are hybrid texts (see genre map).

Each unit of work is expected to last 4-6 weeks. The teaching sequence of each unit comprises of 15 sessions, but each session may take longer than an actual lesson depending on the class.

Planning follows the sequence below:

Session 1: Gateway

This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of Gateway skills. (The focus is on assessment of previously taught skills and is not intended to assess pupils on skills or genres that they have not been taught before.) Where pupils are struggling to apply and to use Gateways keys, these should be built into the planning of the unit to ensure more personalised learning.

Sessions 2-11: Pathway

In this section, the Mastery skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with such as character or setting descriptions, dialogue, diary entries, instructions, poetry and sentence work, providing a range of on-going evidence for writing assessment.

Sessions 12-15: 'Writeway'

This final section of the sequence comprises of 4 sessions. It begins with sectioning and

sequencing texts using a model. If the final outcome is narrative based, then this will usually be the text which has been read or for younger pupils a shortened version to support re telling has been included. If the outcome is a non-fiction text, then a model will be available in the resource section. Two sessions have been allocated for the writing of the text in the Writeaway, but this may be extended depending on the year group and what is being written. Suggestions have been made as to how this could be structured but it needs to be responsive to pupils' needs. Within the Writeaway, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

The Keys: Gateway, Mastery and Feature

The keys are listed at the start of each unit.

• Gateway keys are the skills that should have been previously taught.

• Mastery keys are the main skills that will be focused on throughout the unit. The □symbol is used each time there is a focus on a mastery skill.

• Feature keys are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	**Mastery keys** (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use conjunctions and prepositions to express time, place and cause • Use adverbs to express time • Group related ideas into paragraphs	• **Use adverbs to express time, place and cause** • **Build an increasing range of sentence structures** • **Use headings and sub-headings to aid presentation** • **Assess the effectiveness of own and others' writing**	• Use persuasive language e.g. alliteration, repetition • Write in logical order • Use 2nd person or 3rd person to talk directly to the reader • Select organisational features e.g. opening statement, sub-headings, closing statement

The Feature keys ensure that there is both consistency within the teaching of a genre across school and progression with the genre outcomes between year. See below for example.

Recount		
Y1/2	**Y3/4**	**Y5/6**
Year 1: • Use some simple description • Write in 1st person based on experiences • Write in past tense • Begin to link events using *and* • Write events in order Year 2: • Include detail and description to inform the reader • Use consistent past tense • Include personal comments and own viewpoint • Order events with adverbs of time	Year 3: • Use a balance of description and opinion • Use a range of adverbs e.g. first, next, after that, finally and prepositions e.g. in the morning, before lunch • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph • Write further paragraphs in chronological order Year 4: • Engage the reader through detailed description • Include eyewitness accounts as quotes using direct speech punctuation • Use fronted adverbials to introduce or connect paragraphs e.g. Later that day, Inside the castle • Use a range of past tense forms • Write in 1st person or 3rd person • Write an introductory paragraph including the 5Ws – who, what, where, when, why and how • Use paragraphs to extend and sequence extended recounts	**Recount** Year 5: • Engage reader through use of description, feelings and opinions • Create cohesion through use of a range adverbs and adverbials • Write in consistent tense using a range of verb forms • Include the 5Ws – who, what, where, when, why and how- and conclude with a clear summary Year 6: • Select the appropriate style to engage the audience • Use direct and reported speech to express a range of viewpoints • Use a wide range of cohesive devices e.g. conjunctions, synonyms, adverbials, punctuation • Use verb tenses consistently and correctly **Biography / Autobiography** Also include: • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately

Pupils Working Below ARE

The Progression in Mastery Skills map is used to support teachers in tracking skills back for pupils working below age-related expectations. For example, if pupils in year 5 are not ready to be using relative clauses (if this is one of the mastery keys), tracking back through the document might take the focus back to year 1 if this is where the pupil is working at. The focus would then be joining clauses using and instead of relative clauses.

Pupils Working at Greater Depth

The ideas and work are pitched at ARE, but there are suggested activities for greater depth pupils in most lessons and for every final writing outcome (See LTP).

Poetry

At Goldenhill, we also follow a mastery approach to teaching poetry through the Programme 'Pathways to Poetry'. Each year group will complete 4 units of poetry per year, each unit lasting approximately 1-2 weeks. This approach to teaching poetry ensures full coverage of poetry in the National Curriculum as well as many spoken language objectives. Throughout these units, a wide range of poetry forms and styles are investigated with progression in writing skills weaved throughout. Through the teaching of these poetry units, we aim to focus on collaboration and group work, enhance work on vocabulary, spoken language, reading and writing and develop performance poetry.

Planning follows the sequence below:

Session 1: Gateway

This is an opportunity to hook the pupils into the context of learning. They will be introduced to at least one poem and will have the opportunity to learn all or part of it by heart.

Sessions 2-4: Pathway

The first sessions focus on reading and comparing poetry. Pupils will identify the Poetry keys in poems before beginning to collect language and develop ideas ready for composing their own poems.

Session 5: Writeaway

This is a focus on writing composition. Pupils will investigate a model poem and share with a friend. They will plan and write their own version of a poem

The Poetry keys

The Poetry keys are listed at the start of each unit. These are taken from the 'Poetry Feature Keys Progression' document to ensure progression in poetry devices and language. Each unit has two poetry keys which are developed throughout the unit.

Pathways to Write keys
Poetry keys
• Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme • Create own repeating patterns and use simple forms

Teaching

The school is aware of the various elements of English that contribute to pupils' writing development and will organise lessons and activities according to the skills being developed and the age and development stages of pupils as follows:

Phonics and spelling:

Phonics:

At Goldenhill Primary Academy, phonics is taught using Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. The delivery and content of phonics sessions will adhere to the school's Phonics Policy.

Spelling

At Goldenhill, we follow a mastery approach to spellings through the programme **'Support for Spellings'** from Year 2 – Year 6. Children in Year 1 along with children in Year 2, who have

not passed their Phonics Screening Check, will continue to follow the SSP programme 'Little Wandle' (See phonics policy).

Through weekly teaching of spelling objectives and development of a whole school approach to word transcription, vocabulary development and proofreading, the programme aims to:

• Ensure that pupils become confident and competent spellers

• Enthuse and fascinate pupils about words and language

• Develop pupils spoken language skills

• Promote collaborative learning in the classroom

• Develop an engaging spelling environment across school

• Effectively reduce teacher workload with highly detailed, progressive and engaging planning for the delivery of spelling teaching

In order to facilitate effective learning, pupils will be taught to spell in a number of ways:

- Developmental approach – pupils moving from a focus on phonics and knowledge of GPCs through to patterns and the look of a word at a pace appropriate to their age
- Generalisation approach – if you know how to spell cat and bat you can have a go at hat and pat
- Rote-visual memorisation e.g. look/say/cover/write/check

In this way, pupils will develop key knowledge about words and the way in which the English

language is made up.

Phonemic knowledge – the understanding of sounds and grapheme-phoneme correspondences (GPCs) to represent words

Orthographic knowledge – the letters or groups of letters that are used to represent words

including the look of a word, letter shapes and the order.

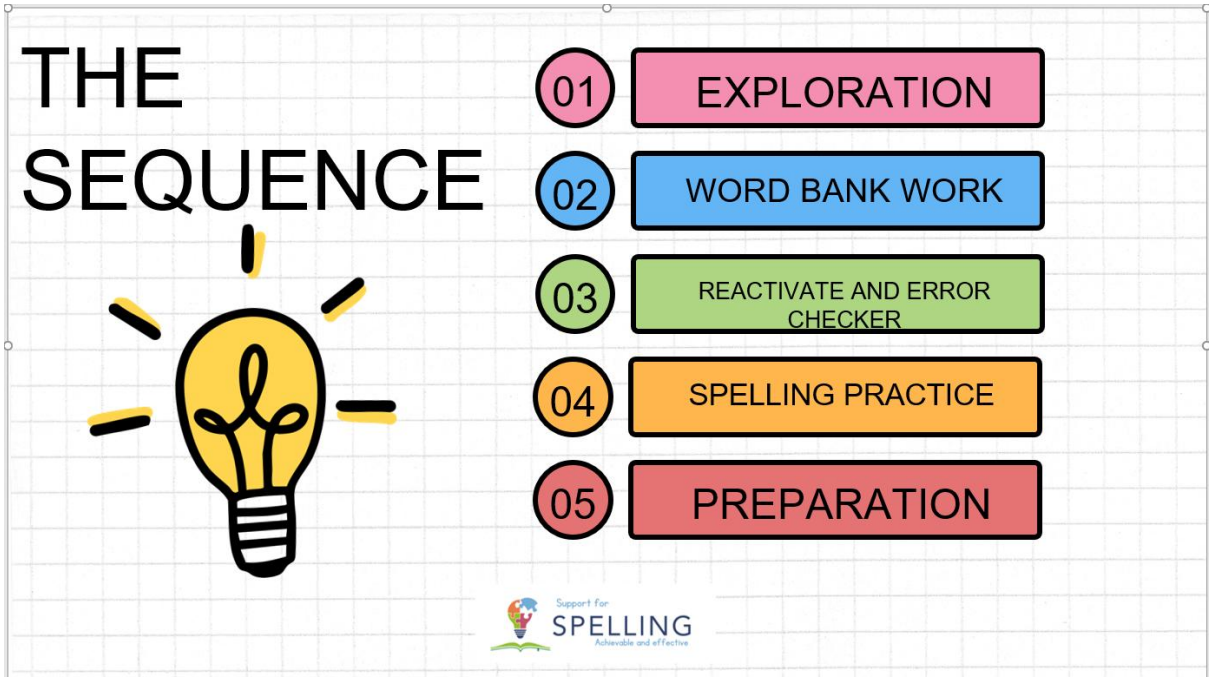
Morphological knowledge – the meaning of the word or the meaning of each component in a word. A morpheme being the smallest unit of meaning in a word

Etymological awareness – the origins of words and their meanings e.g. knowledge that chef is a word which is French in origin helps you to learn to spell it with ch rather than sh

The following principles guide the 'Support for Spellings' approach to teaching spelling:

- We are determined that children become excited and fascinated by words through investigation of patterns and links between words
- Spoken language underpins all the lessons – talk, exploration, play, hypothesising and experimenting is the foundation of the programme
- Collaborative learning is valued and encouraged
- As children learn to spell in different ways, the programme ensures that pupils have the opportunity to learn through a repertoire of multi-sensory approaches

- Repetition of rules and patterns year on year is key to developing spelling knowledge in the long-term memory, with key elements reviewed each week
- Lessons include support and challenge for the range of learners in every class
- Developing a spelling environment in the classroom supports learners and raises the profile of spelling when pupils are writing
- Application of knowledge beyond the spelling lesson is a vital component that needs to be embedded across school



Children are taught to use the 'Spelling Toolkit' to choose how to learn their spellings.

Place Value of Punctuation and Grammar

During the first half of the Autumn Term, Y1 – Y6 will follow 'The Place Value of Punctuation and Grammar' which comprises of 20 lessons per year group. Each of these lessons revise / teach sentence structure before moving on to writing for different genres.

6. Handwriting

At Goldenhill Primary Academy, we are very proud of our pupil's handwriting and take particular care in our handwriting style. We follow a whole school approach to teaching handwriting using the scheme 'Letter Join'.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Formal teaching of handwriting will be carried out regularly and systematically to ensure pupils develop an efficient, legible handwriting style, as outlined below:

EYFS

Letter formation will be taught alongside phonic development during daily sessions in accordance with the phonics curriculum outlined in the Little Wandle designated phonics scheme. Little Wandle practice sheets will be used as each new grapheme is introduced, using the Little Wandle catch phrase for formation.

Early years practitioners will focus on developing fine motor skills such as making marks on paper, whiteboards, sand trays and tablets, as well as letter learning to familiarise letter shapes, formation and vocabulary.

KS1

In KS1, children will receive 3 handwriting sessions per week for 20 minutes per session. These sessions will focus on:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters
- KS1 SATs SPaG exercises

Year 1: In Year 1, children are taught how to sit correctly for handwriting using the tripod grip, the different letter families and how to write capital letters, printed letters, and numbers and symbols alongside cursive handwriting.

Year 2: In Year 2, children are taught to improve cursive letter formation and orientation of letters through regular practice which supports spelling, grammar and punctuation. Activities include; Letter families, high frequency words, joining practice, sequencing sentences and dictation exercises. With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

KS2

In LKS2, children will receive 2 handwriting sessions per week for 20 minutes per session.

Year 3: In Year 3, pupils should be using joined handwriting throughout their independent writing. During this year, children are taught to improve the legibility, consistency and quality of their handwriting through a variety of resources which link handwriting to other areas of the curriculum. The handwriting practice for this module cover a variety of curriculum topics: Dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile, WOW words and spellings.

Year 4: In Year 4, handwriting sessions focus on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum. Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons. On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

In UKS2, children will receive 2 handwriting sessions per week for 20 minutes per session. These sessions will focus on:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting
- KS2 SATs SPAG practice

Year 5: In Year 5, lessons will continue to build on combining fluent handwriting with other subjects across the curriculum. In this module, pupils will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. Pupils are encouraged to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. By the end of this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Year 6: In Year 6, pupils will be presented with a range of tasks where they have to decide on an appropriate style of handwriting. This module promotes speedy, fluent writing. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based activities will give pupils the opportunity to practise writing at length. By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

7. Assessment and reporting

Pupils' writing ability will be assessed in line with the school's Primary Assessment Policy.

The EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

- Pupils' developing abilities as writers are assessed through ongoing formative assessment. This process occurs through daily interactions with learners, marking, verbal feedback, modelled examples and fix-its/challenges in green.
- The pupils' portfolio of writing produced from the short purposeful writing tasks in the Pathway and the Writeaway piece of writing provide clear assessment information for making end of term and end of year judgements and also provide a wealth of information for moderation across classes/year groups. Writing assessment grids for each year group are used as a tool to support assessment of groups or individuals.
- As for all core subjects, class assessment data for Writing is captured every term. Assessment judgements are derived through analysis of progress against the writing statements and the agreed methods used to convert these to the relevant statement on the school attainment and progress system DCPro.

Working at the expected standard – a pupil whose work evidences all of the highlighted

objectives across several pieces of writing would be on track for expected standard at the

end of the year.

Working towards the expected standard – pupils who have not been able to evidence all of the highlighted objectives in their writing would be working towards and may need to be targeted in the areas they have not been able to evidence.

Working at greater depth within the expected standard – pupils who are demonstrating writing at greater depth will have consistently evidenced all the objectives across a range of writing, including in writing across the curriculum. There should also be highlighting of the relevant greater depth objectives in the top right-hand side box of the grids.

- The areas for development identified by writing assessment grids / marking & feedback (particularly of independent writing) will inform tailored interventions and support.

Evidence of Progress

- In order to provide evidence of children's progress, each pupil will produce 4/5 pieces of 'Best' writing per term comprising of a range of genres.
- Evidence from the English book may also be used to support any judgements made against the writing statements. However, teachers should be mindful of the degree of modelling that occurred where non-independent pieces of writing are being used for assessment purposes.
- The areas for development identified by detailed marking (particularly of independent writing) will inform the setting of quality first, teacher-led l interventions.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards writing and understanding of the key concepts.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

8. Resources

The subject lead will remain responsible for the management and maintenance of writing resources, as well as for liaising with the SBM to purchase further resources.

Writing resources will be stored in each classroom. Writing equipment and resources will be easily accessible to pupils during lessons.

Display walls will be utilised and updated on an ongoing basis, in accordance with the topics being taught at the time.

The school library will contain an array of resources to support pupils' learning.

The subject leader will undertake an audit of writing equipment and resources on an annual basis.

9. Equal opportunities

The school will ensure that all pupils have equal access to the writing curriculum, in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.

The literacy lead and teachers will ensure writing activities are adapted as appropriate to ensure all pupils can access the curriculum.

10. Monitoring and review

This policy will be reviewed on a **bi-annual** basis by the literacy lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is **September 2027**.