

Juniper Hill School

Writing Policy



Kindness Enjoyment Achievement

Updated February 2026

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Intent

At Juniper Hill School, writing is taught through an approach called “I am a Clever Writer”. The “I am a Clever Writer” approach is designed to improve writing skills in pupils by providing a systematic framework that focusses on the gradual development of writing competencies. It is not just a curriculum, but a comprehensive strategy that incorporates various teaching methods and resources to support both teachers and our children in the writing process.

A structured progression of skills document outlines the skills and genres to be taught and this ensures that lessons are focussed, coherent and progressive. Classrooms utilise interactive working walls that display vocabulary, writing techniques, grammar, punctuation and visual aids which support the children to create, inform and influence through their writing. We are developing ambitious writers, ones who will use their writing in a creative, informative and influential way.









Our approach to writing is embedded in our school moto.

Kindness: Children are supported in a nurturing yet challenging environment. They are encouraged to give their best selves. Teachers at Juniper provide writing opportunities to explore and promote kindness and respect through a diverse curriculum.

Enjoyment: Children enjoy writing for a large range of different genres, audience and purpose. They use diverse, high quality texts as stimulus to ignite their own writing style. Children find enjoyment in their success.

Achievement: Children are encouraged to give the best of themselves. As our writing approach ensures every child’s targets are attainable; children are given small steps to achieve and progress.

Aims

-  For children to verbalise their success criteria and to have the ability to discuss the progress they have made.
-  To provide children with the tools to evaluate their own writing.
-  To develop a love of independent writing.
-  To provide meaningful writing experiences, using the context inspired by high quality texts and themes within the foundation subjects.
-  To ensure progression of skills and knowledge in writing across the school.
-  To develop skills that will enable the children to express and explain their ideas, feelings, and experiences in a logical, creative, and imaginative way.
-  To develop knowledge of the way language varies according to the context, purpose, audience, and content.
-  To develop skills in handwriting, spelling, and grammar.

Implementation

English is taught daily. During these lessons, all children are encouraged to ‘be like a writer’. An active and collaboratively completed working wall assists children in their work. A SPAG focus is put into practice within every writing lesson and concentrates on the objective being taught within the genre. A WAGOLL is used to



support the children in their writing and clear success criteria is shared, so children are accountable for their work. Carefully planned lessons are underpinned by Kagan structures and Rosenshine's Principles of Instruction.

Spelling activities are taught using the RWI approach, as a continuation of their KS1 phonics program.





Teaching and Learning of Writing

Our children are provided with a variety of opportunities to develop, extend and deepen their writing skills in and across each phase of education. The National Curriculum: English Programmes of Study describes what must be taught in Key Stages 1 and 2. The school has a comprehensive set of key skills and genres that show progression across the school.





EYFS

-  In Reception, the teaching of writing follows the Early Years Foundation Stage Framework and I'm a Clever Writer Approach.
-  Children are given opportunities to extend their understanding of language through play and investigation, developing the characteristics of learning.

Key Stages 1 and 2

-  Lessons engage children in the development of grammatical understanding, punctuation, phonics and spelling strategies based on high-quality texts. The elements of the writing process are also taught during this time.
-  Meaningful contexts and high-quality texts are provided as inspiration for their writing.
-  Quality speaking, listening and a structured guided approach to writing enable the development of independent writing skills and good outcomes.
-  A clear model demonstrating how to achieve the learning objective is shared within the lesson through a WAGOLL (What a Good One Looks Like). It provides a clear, high-quality example that supports learning and sets expectations.

Explicit Teaching

-  Explicit teaching takes place during each lesson, where grammar, sentence structure, punctuation, spelling and vocabulary choice are discussed. Writing skills are clear and structured.
-  Teachers model how to write sentences or paragraphs. They think aloud to explain their choices, demonstrating how a writer thinks and edits.
-  Teachers work with the class to build sentences together, to edit together and to improve writing collaboratively. This helps to support pupils before they write independently.
-  Teachers introduce ambitious vocabulary, encourage varied word choice. This helps to expand pupils' language and creativity.

Spelling

Spelling is taught during additional sessions using the RWI scheme of work, from Year 2-6.

Speaking and Listening

Speaking and listening are vital for developing vocabulary and grammar and underpin reading and writing. They are taught and modelled by adults across the school. Staff have high expectations of how children speak and listen carefully to the spoken word; they support children in developing their competence and confidence in the spoken language. The use of high-quality Standard English is expected in the classroom environment. Opportunities are created for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play, hot seating, debate etc. With the use of Kagan structures, children participate equally and interact simultaneously.

Planning

Planning is reactive: teachers plan according to their ongoing assessments of children's work and necessary next steps to be taken to ensure progress. Learning objectives are taken from the National Curriculum and are broken down appropriately. In addition, teachers utilise the school's assessment grids and progression documents to support the development of writing skills. Planning primarily focuses on what children need to learn and how they can demonstrate their learning successfully.

Success Criteria is also created using the school's assessment grids to ensure children are on track to meet the required standard. These are differentiated to meet the need of individual children, particularly those who have SEND or those who are disadvantaged.

Assessment

Self- and peer-assessment are integral parts of the writing process, and provision is made accordingly. Teachers assess when marking through the school's marking and feedback policy, and provide verbal feedback during lessons. These assessments inform future planning and support. Teachers are asked to formally assess writing at the end of each term. This assessment is based on pupils' independent writing during dedicated Star Write writing sessions.

Assessment for Learning

We are continually assessing our pupils and recording their progress. Information for assessment is gathered by talking to the children and observing their work.

The attainment and progress of children is assessed and recorded when they have completed each Star Write. Independent writing is assessed using Star Write labels in Years 1-5. Objectives are highlighted on the label when a child has used that skill in that specific piece of writing. In Year 6, child-friendly TAFs are stuck into the children's books and their independent writing is assessed against those. In Year 6, the children are given 'next steps' and are expected to work towards these in their next piece of independent writing.

Feedback

Children are provided with constructive and timely feedback in line with our assessment policy. Verbal feedback is given during lessons through 'live marking'. Teachers provide parents with feedback on their child's progress and achievement at parents' evenings, interim data and through the end of year report. Children use their success criteria as feedback of what they have included successfully in their work, and what they need to include in their next piece of work.

Equal Opportunities, inclusion and SEND

All children have equal opportunities to reach their full potential when writing, regardless of their ethnic origin, gender, cultural background, and ability, or of any physical or sensory disability.

In accordance with the school's policies on SEND and Equality, all children have the right to access spelling at an appropriate level for their age and development. Activities are differentiated both for the less able and more able. Children who are not achieving the expected standards, or not making expected progress, are supported within lessons and with a programme of interventions. Children who are achieving beyond the expected standard are encouraged to work more deeply within the curriculum of their year group to demonstrate and help them attain greater depth within the expected standard.

SEND Pupils with difficulties in learning to write, or with Special Educational Needs, have their needs identified promptly and interventions provided that will maintain or accelerate their progress. Progress is measured and tracked continuously. In Key Stage 1 for example, additional teaching and support is provided through 1:1 with an adult, extra guided writing sessions in small groups and regular "Catch up" intervention sessions. In Key Stage 2, additional teaching is provided through regular 1:1 with an adult, pre-teaching of key vocabulary to support children's understanding and rehearsal of required skills.

British Values

Democracy:

Children are given the opportunity to work together and have their voices heard in their groups. Kagan structures help with this as all children in the team are individually accountable for working and participating with one another.

The Importance of Laws:

The children follow their success criteria. Texts are also chosen where the values between right-and-wrong are explored, and consequences are appropriate for those who step outside the law.

Individual Liberty:

In our writing, children are actively encouraged to make their own choices and decisions. Within school, children are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Staff at our school are immensely supportive and will guide the children to feel confident in their choices. For example, during lesson input, our

working wall is built. When children are working independently, they are encouraged to make use of the working walls by independently choosing the vocabulary they feel is most appropriate for their sentences.

Mutual Respect:

Part of our school values, Respect is of vital importance at Juniper. In their writing, children show mutual respect to one another by listening carefully when we share our work and filling one another with confidence and self-belief.

Tolerance of those of different faiths and beliefs:

At Juniper, we value the diverse ethnic backgrounds of all our children and families. When possible, children who are members of different faiths or religions are encouraged to share their knowledge to enhance learning within their classes and the whole school. Texts that our writing is based on, are chosen to ensure a diverse range of beliefs are covered during writing lessons.

Monitoring of Writing

Writing will be monitored regularly through learning walks, book scrutiny and TBO (Trust Based Observation) lesson observations. Pupil voice will also be used to monitor learning and attitudes to writing. Subject Lead and Leadership Team will monitor standards across the whole school and assist in identifying progress within the cohort and vulnerable groups, and those groups in need of support or intervention.








Impact

Children at Juniper will be creative and confident writers who appreciate that their writing can inform and influence others. They will be able to discuss a range of writing genres and styles and will begin to develop their own voice through their writing. Our children's time at Juniper has empowered them to use writing as a tool that informs, influences and leaves a lasting impact on others.

Monitoring of the Policy

We are aware of the need to monitor and update the school's writing policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years.

This Policy should be read in conjunction with the following school Policies:

-  Assessment Policy
-  Handwriting Policy
-  Phonics Policy
-  Reading Policy
-  SEND Policy
-  AR Policy
-  Guided Reading Policy