

Writing

At Lee Mount Academy, we believe that developing strong foundational skills in English, with regular practise of encoding skills, is essential for progressing across the early curriculum, enabling children to write effectively for a range of audiences and purposes when writing in KS2.



Intent: We have designed our writing curriculum so that our learners:

EYFS



Become enthusiastic writers who can communicate their ideas, thoughts and feelings effectively. We provide a rich language-based environment where mark-making, drawing and early writing are valued and encouraged. Through high-quality texts, purposeful play, and meaningful real-life experiences, children develop the fine motor skills, vocabulary and confidence needed for writing. We support children to foster a love of storytelling, through oracy skills, whilst ensuring children make progress from emergent mark-making to writing recognisable letters, words and simple sentences.

KS1



Become confident writers who can communicate ideas clearly and purposefully. Writing is built on strong foundations in oracy, vocabulary and sentence structure, enabling pupils to articulate ideas verbally before transferring them into written form. Through high-quality texts, explicit modelling and shared writing, pupils develop transcription skills. Spelling and handwriting are taught alongside composition to support fluent and accurate writing. High expectations are maintained for all pupils, with appropriate scaffolds in place to ensure every child can achieve success and develop a positive attitude towards writing.

KS2



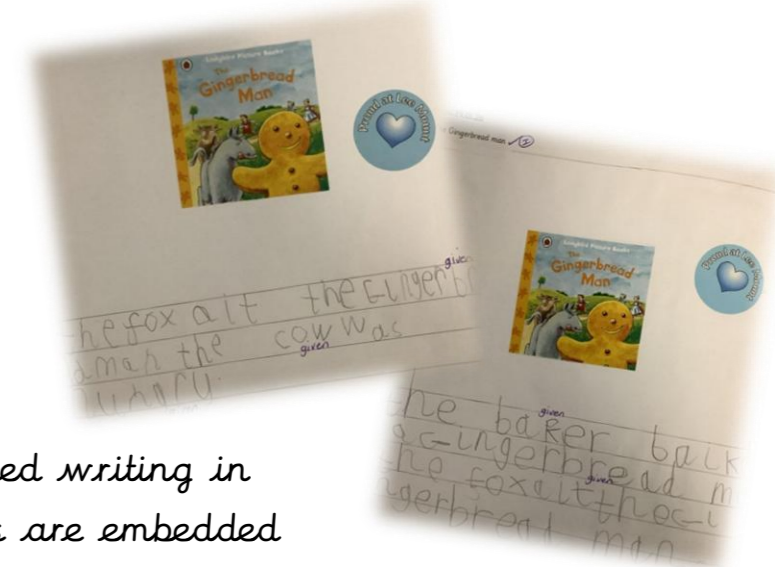
Become articulate, confident and purposeful writers who can communicate ideas effectively across a range of contexts and audiences. Writing continues to be underpinned by oracy, with pupils encouraged to rehearse, refine and extend their ideas during the writing process. Building on the foundations established in Key Stage 1, pupils develop increasing control over grammar, punctuation and spelling, while learning to organise, edit and improve their writing with growing independence. They will follow a clearly sequenced approach to writing, enabling them to plan, draft, edit and improve their work. Pupils will make deliberate choices about vocabulary, structure and authorial tone to ensure writing is accurate, coherent and appropriate for the intended audience and purpose.



Implementation: How do we achieve our aims?

EYFS

Writing is taught through a balance of adult-led and child-initiated activities, ensuring children develop skills at their own pace. To develop young writers, first we must develop their motor skills. Children in EYFS concentrate on developing aspects of motor skills: core strength, gross motor and fine motor skills. High-quality texts, songs and rhymes are used to develop vocabulary and sentence structure, while phonics teaching supports children in applying sounds to their writing. Practitioners model writing daily through shared writing in Literacy, Phonics and transcription, demonstrating how marks and letters carry meaning. Writing opportunities are embedded across all areas of provision, indoors and outdoors, allowing children to write for a variety of meaningful purposes.

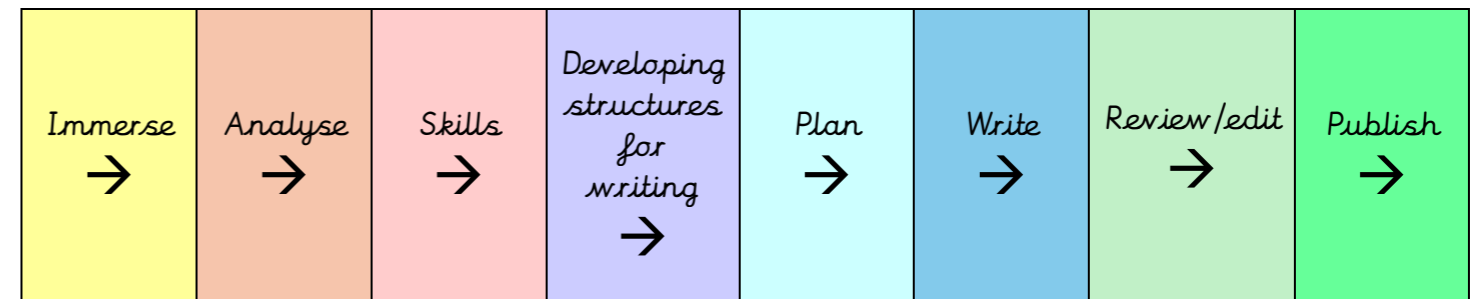


KS1

Writing is taught through a structured, progressive approach that builds on pupils' language and phonics knowledge.	Lessons develop spelling, handwriting and composition through carefully sequenced teaching.	High-quality texts are used to model vocabulary, sentence structure and text organisation.	Pupils take part in shared, guided and independent writing.	Phonics, spelling and handwriting are explicitly taught and applied in writing.	Writing is embedded across the curriculum, with regular feedback to improve outcomes.
---	---	--	---	---	---

KS2

Writing is taught through a clear, progressive sequence in which oracy and collaborative learning are prioritised to develop ideas. Pupils are immersed in high-quality texts, analyse genre features, practise relevant grammar and punctuation in context, and develop effective structures for writing. They then plan, write, review and edit their work, with publishing undertaken only when it serves a clear purpose and audience.



Assessment

In EYFS, writing is assessed using Development Matters statements until Summer 1 where children are assessed against the early learning goals. Assessments are moderated across the trust termly.

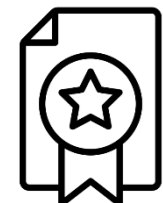
From KS1, teachers assess writing half termly using the Impact writing assessment framework statements to track and monitor. This is then used to plan consequent lessons to ensure coverage and understanding.

The screenshot shows a table titled 'Year 4 Writing Assessment Framework'. It has columns for 'Class', 'Autumn', 'Spring', and 'Summer'. The rows list various writing skills and standards, such as 'Use appropriate punctuation to separate sentences', 'Use capital letters and digits of the same size in handwriting', and 'Use appropriate punctuation to separate paragraphs'. The table is used to track pupil progress across these skills over time.



Data:

2024	End of EYFS	End of KS1	End of KS2
	32%	29%	38%
2025	End of EYFS	End of KS1	End of KS2
	54%	37%	72%



Impact: How will we know we have achieved our aims?

Through a carefully sequenced, text-based writing curriculum implemented consistently from Key Stage 1 to Key Stage 2, pupils develop the knowledge, skills and confidence needed to write effectively for a range of purposes and audiences. Strong emphasis on oracy enables pupils to rehearse and refine ideas before writing, supporting clarity, structure and vocabulary choices. Pupils demonstrate clear progression in composition, grammar, punctuation and spelling, alongside increased fluency, stamina and independence as they move through the school. Consistent modelling, shared writing and timely feedback ensure misconceptions are addressed quickly, enabling all pupils, including those with SEND and disadvantaged pupils, to make strong progress. As a result, pupils take pride in their writing and approach writing with confidence and positive attitudes across the curriculum.