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Improved writing outcomes without sacrificing creativity because the focus remains on what makes writing meaningful and effective, not merely measurable.

**Impact**

Teachers value clarity, control and authorial intention over word count; writers who think carefully about how and why they are writing.

A common language for discussing writing across the school, from early composition to mastery of the writing process that includes narrative, non-fiction, poetry and playscripts, via the **WRITING RAINBOW**.

**Framework message: Knowledge of grammar helps pupils to control sentences and convey meaning, but it does not support their writing fluency when taught in isolation.** Teachers demonstrate grammar, vocabulary and authorial decision-making in context, avoiding the pitfall of isolated grammar drills. Instead, pupils see grammar as a tool for meaning-making, linked to a specific intention or audience effect. The layering of ideas (**FANTASTICS**), grammar (**GRAMMARISTICS**), and literary techniques (**BOOMTASTICS**) ensures pupils gain a deep and integrated understanding of how sentences function.

**Implementation**

The clarity of structure means that adaptation is built-in. Pupils struggling with spelling or transcription still gain experience of sentence-level composition orally or through scribing, while high attainers are pushed to refine tone and precision. The whole class nature of the system ensures no pupil is left without a writing model.

**Intent**

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

**Framework message: Pupils should compose orally...even when they can transcribe fluently.** Oral rehearsal is embedded throughout lessons. Pupils are encouraged to **CHOT** before writing. Teachers model thought processes aloud, using oral composition. Pupils hear, share & refine sentences before committing to paper. **KIND CALLING OUT** & collaborative phrasing help children internalise sentence rhythms & vocabulary. Speech is used to test out vocabulary, build cohesion & practise fluency.

**Framework message: Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands.** Cognitive load reduced through a **3 CHUNKS** approach, with each part of a text modelled and practised in isolation; allowing pupils to focus on one layer of writing at a time. **THINKING SIDE** and **WRITING SIDE** used daily to maintain clarity. Opportunities to **DEEPEN THE MOMENT** within each learning chunk helps pupils stretch their thinking within manageable constraints.



The combination of oral discussion, storytelling, transcription practice and early sentence-building embeds literate behaviours in Reception ensuring children enter Year 1 ready for structured composition and sentence writing with confidence and clarity. **Framework message: The Reception year builds the foundations that support pupils' writing throughout primary school and underpin their future success.**

Emphasis placed on rich vocabulary development, real reasons to write and pupils' understanding of the intent of their writing.