Twynham Primary School
Writing: Intent, Implementation and Impact
AY 2026-27

At TPS, writing is taught through **Ready Steady Write** by Literacy Counts. We use their units as the backbone of our curriculum and shape them to meet the needs of the children in our school.

Intent

At Twynham Primary School, we want every child to become a fluent, confident and independent writer who enjoys writing and is proud of what they produce. Writing sits at the heart of our school vision – nurturing today's readers and inspiring tomorrow's leaders – because being able to communicate clearly is what allows children to share their ideas, take part fully in society and make a positive contribution to their community.

Our intent is for all pupils, whatever their needs, abilities or background, to develop their own writer's voice. We aim to meet, and where possible exceed, the expectations of the Early Learning Goals and the National Curriculum, with children building secure knowledge step by step as they move through the school.

We know that spoken language underpins writing. The quality of language children hear and use every day shapes their vocabulary, their grammar and their understanding of how writing works, so talk is built into every stage of our teaching.

We use **Ready Steady Write** to immerse children in high-quality, vocabulary-rich literature. By sharing great books and giving children meaningful, exciting reasons to write, we develop a habit of writing widely and often. We want children to write clearly and accurately, adapt their language and style for different audiences and purposes, and take real pride in their work.

Our expectation: every child leaves TPS able to plan, write, edit and improve their own writing with confidence – and enjoys doing it.

Implementation

Curriculum and organisation

Our writing curriculum is mapped out across the school in coverage and progression documents and is taught through a sequence of high-quality, age-appropriate texts using **Ready Steady Write** units. Each unit provides:

- clear, sequential Episodes of Learning;
- vocabulary teaching alongside spelling, grammar and punctuation taught in context;

- wider reading that links to the wider curriculum;
- example texts linked to each writing outcome; and
- a wealth of supporting resources.

Through each book, children:

- develop their grammar and punctuation through daily sentence accuracy sessions, then apply it across the curriculum;
- explore the structure and features of different genres, identifying purpose and audience; and
- plan and write their own piece with a clear context and purpose, then evaluate, edit and redraft it.

How we teach writing

- **Talk:** children discuss ideas in pairs, small groups and as a class, listening to and building on each other's thinking before they write.
- **Questioning:** teachers use a range of questions to check understanding and move learning on.
- **Modelled writing:** teachers 'think aloud' as they write and edit, making the writing process explicit and showing children rich, ambitious vocabulary. This happens daily through sentence accuracy.
- **Shared writing:** teachers and children write together using the children's ideas, so children see the process in action and feel ownership of the finished piece.
- **Editing:** children have regular opportunities to review and improve their own writing and the writing of others.
- **Working walls:** every class has an English working wall that changes daily with teaching, showing modelled examples and the scaffolds children need. Spelling, handwriting and phonics support is displayed in every classroom, and sentence accuracy checkers are available in books and around the room.

Resources and planning

Each class has a **Ready Steady Write** resource box containing the vehicle texts, reveal objects and supplementary books for that half term's theme and genre, and teachers have access to lesson plans and resources through the **Ready Steady Write** membership. In EYFS, unit enhancements are brought to life in our indoor and outdoor learning areas. Teachers adapt each unit to meet the needs of their class, drawing on the scaffolds and assessment materials provided.

Writing for every child

Children with English as an additional language hear English modelled accurately by all staff and have regular opportunities to talk and work with their peers. Teachers use visual support, repetition, word banks, scaffolded speaking and listening activities and technology to support understanding. Children who are new to English are assessed and supported so that they make rapid progress.

Children with special educational needs are supported by class teachers working closely with our SENDCo. Support may include scaffolds for generating ideas and language, technology to help with planning and writing, explicit modelling of sentences, paragraphs, planning and editing, a focus on metacognitive strategies, and flexible groupings for peer support and challenge.

Confident and competent writers are given opportunities to deepen their knowledge and to draw on their reading when constructing their own texts. **Ready Steady Write** lessons include planned challenge, which teachers use to stretch children further.

Impact

Our approach gives children a strong foundation in writing, with needs met through high-quality teaching in class and targeted, proven interventions where needed. Visits, visitors and events give children real purposes to write, and children share their writing with each other, with families and with the wider community.

As a result, we are building a community of enthusiastic writers who enjoy showing what they can do. Our children are confident to take risks in their writing, love to discuss and share their ideas, and are proud of the writers they are becoming.

Assessment

Teachers assess writing every day through observation and feedback, adapting models and teaching to meet children's current needs. Daily sentence accuracy work is closely monitored to make sure children are writing coherently and accurately. At the end of each half-termly unit, teachers complete a *Reflecting on Unit Outcomes* review to identify next steps, which are built into the following units.

Termly staff moderation deepens our shared understanding of standards. Subject leaders analyse termly data to shape curriculum development, and children's attainment, progress and any barriers to learning are discussed in half-termly Pupil Progress Meetings, with clear actions agreed to close gaps.