



Cooper Perry Primary School

Writing Statement of Practice

Vision

At Cooper Perry Primary School, we believe that writing is a powerful tool for communication, creativity, and self-expression. Our vision is for every child to become a confident, capable, and imaginative writer who can communicate their ideas with clarity, purpose, and pride. We aim to nurture a love of writing by immersing pupils in rich language experiences, high-quality texts, and meaningful opportunities to write for real audiences.

Through a supportive and stimulating curriculum, we empower children to develop the skills, stamina, and independence needed to craft written work across a wide range of genres. We celebrate each pupil's unique voice, encouraging them to explore different perspectives, experiment with vocabulary, and express their individuality.

Our commitment is to ensure that all children—regardless of starting point—leave our school as thoughtful, articulate writers who are equipped with the knowledge, confidence, and passion to use writing to shape their future and contribute positively to the world around them.

Intent

At Cooper Perry Primary School, we view writing as a fundamental life skill that extends beyond the classroom. It is an integral part of our curriculum and is embedded across all subjects. Our aim is to equip pupils with a strong foundation of transferable writing skills that develop progressively throughout their education and prepare them for future learning and life experiences.

We are committed to teaching children to write for a variety of purposes and audiences in a way that is meaningful and inspiring. Through engaging, stimulating experiences, we spark pupils' creativity and imagination.

Our writing curriculum is designed to foster independence, build stamina, and promote enjoyment in writing. Key knowledge, skills, and literary devices—including grammar, punctuation, and spelling—are explicitly taught and modelled. This structured and creative approach enables pupils to apply their learning confidently and independently.

Through each stage of the writing process, we support pupils in developing a wide vocabulary and a strong grasp of the technical aspects of writing. Ultimately, our goal is to empower children to become confident, fluent, and imaginative writers who see themselves as authors of their own stories.

Implementation

Early writing begins with simple mark-making. As children start phonics in Reception, they learn correct letter formation through our Little Wandle phonics sessions and the Little Wandle handwriting scheme. They progress from writing individual letters to CVC words, high-frequency words, and eventually short dictated sentences using the sounds they have been taught. Throughout continuous provision, children are encouraged to write independently.

From Year 1 to 6 we use a complete book-based approach to deliver daily writing and spelling through the 'Literacy Tree' programme. The Literacy Tree's 'teach through a text' is designed to inspire children to write for a variety of audiences and purposes, using high-quality, diverse literature by acclaimed authors. By immersing pupils in rich literary worlds and themes, the programme fosters engagement and curiosity through techniques such as process drama, discussion, and debate. This approach not only deepens understanding but also allows children to see themselves represented in texts, while exploring different perspectives and experiences.

Literacy Tree is a complete book-based approach with resources for Primary English including Writing, Reading and Spelling. Literacy Tree provide stories that matter. Every resource is based around carefully selected award-winning books that spark imagination and deepen understanding. Each carefully planned sequence of lessons provides opportunities for pupils to explore and embed key writing conventions, which are then applied in purposeful writing tasks for real-life audiences.

Writing outcomes are thoughtfully selected based on their relevance to specific moments within the text, rather than being driven solely by genre. This ensures that children understand the purpose behind the skills they are learning and how to use them effectively. Key skills and writing outcomes are revisited throughout the curriculum to reinforce and consolidate learning over time.

Writing units are closely linked to the overarching topic for each term, with carefully selected texts chosen from the Literacy Tree's whole school overview, to deepen pupils' immersion in their learning. This integrated approach enables children to form meaningful cross-curricular connections, develop a deeper understanding of content, and experiment with subject-specific vocabulary.

Our Long-Term Curriculum Plans are structured to ensure that all year groups engage with a broad range of fiction, non-fiction, and poetry. Pupils explore a variety of text types and genres, receiving explicit instruction on the features and techniques of each before applying these skills independently in their own writing.

Through this approach, all children are exposed to diverse forms of writing, enabling them to explore personal preferences and develop their unique voice as writers.

Spellings

At Cooper Perry we use 'Spelling Seeds' which is a component of the Literacy Tree program. It's focus is to teach spelling in a meaningful context. Spelling Seeds offers weekly sequence of sessions that include open ended investigations and opportunities for students to practice and apply spelling skills with relevant contexts. Each session aligns with the Literacy Tree texts.

Handwriting

In Early Years, handwriting is taught through the Little Wandle scheme, which provides a structured, phonics-aligned approach to developing correct letter formation from the outset. As pupils move into subsequent year groups, handwriting continues to be developed using the school's Bubble Handwriting sheets, ensuring consistent expectations for letter size, formation, and fluency. Handwriting is explicitly taught three times a week across the school, reinforcing key skills and enabling pupils to apply clear, legible handwriting in all books and across all areas of the curriculum.

Assessment of Learning

Assessment for learning is embedded throughout our writing curriculum to ensure pupils make sustained progress and develop independence as writers. Teachers use a range of approaches to provide timely, meaningful feedback that helps children understand their strengths and next steps. Live marking allows teachers to give immediate, targeted guidance during lessons so misconceptions can be addressed quickly and improvements made in real time. Verbal feedback also plays a central role, with purposeful discussions—both individual and small group—used to clarify expectations, model strategies, and support the development of specific writing skills. To encourage independence, margin marking is used to indicate where improvements are needed without correcting errors for pupils. Symbols or brief notes direct children to aspects of their writing that require attention, enabling them to edit and refine their work themselves. Together, these strategies ensure that feedback is ongoing, responsive, and effective, helping pupils become reflective writers who can evaluate, edit, and improve their writing with increasing confidence.

Inclusion

We are committed to ensuring that all pupils, regardless of ability or need, can access the writing curriculum and make meaningful progress. Our approach is rooted in equity, high expectations, and the belief that every child can succeed with the right support. Teaching is adapted as needed, which may involve breaking tasks into smaller steps, adjusting the pace of learning, or providing additional modelling and guided practice.

A wide range of scaffolds—such as sentence starters, writing frames, oral rehearsal, vocabulary prompts, and shared writing—supports pupils as they build confidence and independence. These scaffolds are gradually removed as skills secure. Targeted small-group work offers focused teaching, personalised feedback, and opportunities either to support children who need additional help or to extend those ready for further challenge.

Dictated sentences are used to give structured practice in phonics, sentence construction, grammar, and punctuation, helping pupils to build accuracy before moving on to more

independent writing. Word mats, vocabulary banks, and visual aids ensure that language-related barriers do not prevent children from expressing their ideas.

We also recognise that children may need alternative ways to record their thinking. Where appropriate, pupils may use typing, voice recording, drawing, assistive technology, or adult scribing to demonstrate their understanding.

Through these inclusive practices, we provide a supportive, accessible writing environment in which every child can develop their skills, confidence, and unique voice as a writer.

Impact

Our carefully structured approach to the teaching of writing ensures that pupils develop into confident, capable, and expressive writers. In the early years, children establish strong foundations through purposeful mark-making and the systematic teaching of phonics and handwriting using the Little Wandle programme. As a result, pupils quickly gain the confidence to form letters accurately, write simple words and sentences, and begin to work with increasing independence across the continuous provision.

From Year 1 onward, the Literacy Tree's book-based approach has a transformative impact on pupils' engagement, motivation, and attainment in writing. Pupils learn to write for meaningful audiences and purposes, applying skills that are taught explicitly and practised in context. This leads to writing that is more thoughtful, authentic, and purposeful.

Because writing outcomes are rooted in the texts and themes that children explore, pupils develop a deep understanding of why certain techniques are used and how these can shape their own writing. Regular revisiting of key skills across year groups ensures that learning is embedded and progressively strengthened over time.

Through exposure to a wide range of genres—including fiction, non-fiction, and poetry—all pupils encounter diverse literary forms and perspectives. This breadth enables children to discover their personal preferences as writers and nurtures the development of their individual voice. By the end of their primary journey, pupils are well-equipped with the knowledge, skills, and confidence needed to communicate effectively, think critically, and express themselves creatively in a range of contexts.