



Writing

Subject Leader Report 2024-2025



Subject Leader: Gemma Walton

Spring Term

This term, significant progress has been made in the development and improvement of Writing across the school. The Writing lead undertaken a range of monitoring and developmental activities, including multiple learning walks, book monitoring, and pupil voice discussions. The revised Writing curriculum has been implemented and further CPD has been undertaken to further enhance the quality of writing. This has also been the focus of an external SIP review, with particular attention given to the planning and delivery of Writing across school. These have provided valuable insights into current practice and pupil outcomes, enabling us to identify strengths and areas for development.

EYFS (Reception and Nursery)

In the Early Years Foundation Stage, there has been a strong focus on early mark-making, letter formation, and word building. Children are developing a secure and comfortable pincer grip, which is foundational for effective writing. They are beginning to form letters with increasing accuracy and are able to write simple CVC words and short sentences. The high-quality provision and well-planned continuous learning environment in both Nursery and Reception have played a crucial role in enabling children to engage in writing as a natural part of their play. Writing opportunities are embedded in all areas of provision, fostering a love of writing from an early stage.

Key Stage 1 (Year 1 and 2)

In Key Stage 1, children have made noticeable progress in handwriting and sentence construction. There has been a particular focus on ensuring children form letters and numbers correctly and can distinguish between uppercase and lowercase letters. Children are confidently applying their phonics knowledge to write words and are using key sentence features such as capital letters, finger spaces, and full stops with increasing independence. Year 1 have particularly enjoyed writing their own imaginative versions of *We're Going on a Bear Hunt*, incorporating exclamatory sentences to express excitement. Impressively, they collaborated with Year 5 pupils to type up their stories and create their own books, fostering cross-phase collaboration and a sense of pride in their work. Year 2 have been applying their historical knowledge in writing newspaper reports about *The Great Fire of London*, focusing on the use of past tense and factual accuracy. This cross-curricular approach has enriched their writing and allowed them to make meaningful connections between subjects.

Lower Key Stage 2 (Year 3 and 4)

In Lower Key Stage 2, pupils have been extending their use of sentence types, particularly compound and complex sentences, to enhance the quality and engagement of their writing. Year 3 have worked on incorporating direct speech into their narrative writing as they retold parts of *The Fantastic Flying Books of Mr. Morris Lessmore*. This has improved both their punctuation accuracy and dialogue structure. Year 4 have demonstrated growing sophistication in their writing through the use of expanded noun phrases, incorporating both adjectives and prepositional phrases. These grammatical structures have enabled them to retell *The Lost Thing* with vivid detail and imagination, showing strong progress in descriptive writing.

Upper Key Stage 2 (Year 5 and 6)

In Upper Key Stage 2, pupils have been exploring and applying a range of stylistic devices, including figurative language, to add depth and flair to their writing. Year 5 have focused on relative clauses within complex sentences to write persuasive letters inspired by their class text,



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How To Live Forever. Their writing shows an increasing ability to write with purpose and audience in mind. Year 6 pupils have worked on constructing multi-clausal sentences to add precision and detail to their writing. This has been particularly evident in their dual narratives, which explore the perspectives of both a hunter and its prey. The work demonstrates a high level of maturity, creativity, and control over narrative voice and structure.

Next Steps

Looking ahead, our focus in the next term will be to continue developing staff knowledge and expertise in the changes made to the planning and delivery of writing across the school. This will be supported by additional Continuing Professional Development (CPD) opportunities and further subject leader support. We aim to ensure that all staff are confident in applying these changes and that the quality of writing continues to improve across all year groups.