Bordesley Green Primary School

Being Great Produces Stars

Writing Statement

Writing

Our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. We follow the award-winning Ready Steady Write from Literacy Counts to develop confident, independent and successful writers with high aspirations. Our writing curriculum is research-informed and impact-proven, carefully designed to support all children to master the foundational skills and write for a clear audience and purpose. Through the use of high-quality, vocabulary-rich texts, we provide exciting and meaningful reasons to write. Children are immersed in literature and taught to craft their writing with precision, using a range of pedagogical approaches, including sentence accuracy, modelled writing and shared writing, as well as regular opportunities for editing.

We value spoken language as a foundation for writing. Through structured talk, drama and vocabulary exploration, children learn how to organise and express their ideas clearly before writing them down. Our aim is for every child – regardless of need – to write fluently and take pride in their work. We want our pupils to leave primary school as enthusiastic writers, ready for the next stage of their education.

Handwriting

At our school, we believe handwriting is a vital, foundational life skill that directly influences the quality, presentation, and expression of work across the entire curriculum. By adopting the **Letter-join whole school handwriting scheme**, our intention is to:

- Ensure all pupils develop a **fluent, legible, and speedy joined handwriting style** by the end of Key Stage 2.
- Make the mechanical process of writing **automatic**, freeing up working memory so that children can focus entirely on creative thought, spelling, and composition.
- Instil a sense of **pride, care, and ownership** in how pupils present their work.
- Provide a highly structured, progressive path that accommodates physical development (fine and gross motor skills) right through to Year 6.

Spellings

From Year 2 onwards, children progress from daily phonics lessons to the Unlocking Letters and Sounds' dedicated spelling programme, which explicitly teaches etymology, morphology and spelling patterns and rules to children in 3 weekly sessions. Children use whiteboards or their spelling books to record key spelling patterns and practice before applying these patterns to a short, low-stakes spelling test at the end of each lesson.

Each lesson follows the Revisit, Teach, Practice and Apply format which is also used by the ULS Phonics scheme. More information on this lesson structure can be found in the Phonics Policy.

The expectation is that children will incorporate these spelling rules into their wider writing and the regular revisiting and practice offered by this scheme of work provides children with the time and depth they need to correct old spelling habits and embed more accurate ones. It also helps to teach how words are formed and relate to other words. Spelling materials can be sent home if additional practice and support at home may be required.