

Riverside Primary School

Where everyone matters and every day counts



Writing Policy

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Date updated: September 2026
Policy lead: English Subject Leader
Next review: September 2029

1. Vision and Intent

At Riverside Primary School, where **everyone matters and every day counts**, we believe that every child should learn to communicate confidently, accurately and effectively through writing.

Writing enables pupils to communicate ideas, express themselves creatively, organise their thinking and demonstrate their knowledge and understanding. We aim to develop pupils who see themselves as writers and who have the knowledge, skills, confidence and independence to write successfully for a range of purposes and audiences.

Our STAR values underpin how we live, learn and work together:

- **Strive** – Work hard and believe in yourself
- **Tolerance** – Respect others and celebrate diversity
- **Achieve** – Be proud of your progress and success
- **Resilience** – Keep going when things feel difficult

Our Curriculum Drivers identify what we deliberately develop through our curriculum:

- **Knowledge of the World** – Know more. Understand more.
- **Communication** – Speak. Read. Write with confidence.
- **Global Citizens** – Respect others. Change the world.
- **Health and Wellbeing** – Healthy minds. Healthy bodies.
- **Ambition** – Dream big. Aim high.

Writing has a particularly strong relationship with our **Communication** driver, while also enabling pupils to develop knowledge, confidence, creativity, ambition and an understanding of the wider world. Through our writing curriculum, we aim for pupils to become increasingly accurate, fluent, thoughtful and independent writers who:

- have something meaningful to say and know how to communicate it effectively;
- understand that writing changes according to purpose and audience;
- draw upon increasingly secure knowledge of vocabulary, sentence construction, grammar and punctuation;
- spell with increasing accuracy and automaticity;
- develop fluent, legible handwriting;
- plan, draft, revise, edit and proofread appropriately;
- take pride in their writing;
- apply their writing knowledge across the wider curriculum.

This policy focuses specifically on **writing**. Reading, phonics and handwriting are supported through separate Riverside policies and guidance. These areas are referred to within this policy where they directly contribute to the development of successful writers.

2. Principles of Effective Writing Teaching

Writing is a complex process. Successful writers coordinate a range of knowledge and skills, including oral language, vocabulary, transcription, sentence construction, grammar, punctuation, composition and an understanding of purpose and audience.

At Riverside, effective writing teaching:

- is explicit, carefully sequenced and appropriately challenging;
- builds cumulatively on previous learning;
- provides pupils with high-quality models of writing;
- includes opportunities for oral rehearsal and discussion;
- makes the purpose and audience for writing clear;
- explicitly teaches vocabulary, sentence construction, grammar and punctuation;
- includes high-quality teacher modelling and shared writing;
- provides guided practice before independent application;
- gives pupils regular opportunities to retrieve, practise and apply previously taught knowledge;
- explicitly teaches pupils how writers plan, draft, revise, edit and proofread;
- develops increasingly automatic transcription skills;
- identifies barriers promptly and responds through appropriate teaching, adaptation or intervention;
- maintains high expectations for all pupils while recognising that pupils may require different routes and levels of support to achieve them.

Quality is prioritised over quantity. Pupils should not be expected to produce extended writing before the foundational knowledge and skills required to do so successfully are sufficiently secure. Teachers use professional judgement to respond to pupils' needs. Effective writing teaching does not mean that every class, unit or lesson must look identical.

3. Curriculum, Progression, Purpose and Audience

The Riverside writing curriculum is underpinned by the requirements of the **National Curriculum for English** and organised through the school's writing long-term plans and progression documents.

Long-term planning ensures that statutory knowledge and skills are taught, revisited and applied progressively and that pupils experience a broad range of purposes, audiences and writing outcomes.

Writing is taught with a clear **purpose and audience**. Pupils learn that successful writers make choices according to what they are trying to achieve and who will read their writing.

Teachers therefore teach the organisational, grammatical and stylistic knowledge appropriate to a particular purpose rather than encouraging pupils simply to reproduce a fixed list of text-type features.

Knowledge and skills are deliberately revisited. Teachers make links to prior learning so that pupils increasingly draw upon previously taught knowledge independently and fluently. Where meaningful links can be made with literature or the wider curriculum, these may provide knowledge, vocabulary,

inspiration and authentic reasons for writing. However, progression within English remains the starting point for writing curriculum planning.

4. The Riverside Approach to Writing

Our approach to writing is informed by the principles of **Talk for Writing** and adapted to meet the needs of Riverside pupils. Writing units will commonly move through three broad phases.

Imitation

Pupils become familiar with the purpose, structure, language and organisation of effective writing.

This may involve:

- exploring high-quality model texts;
- oral rehearsal and retelling;
- discussion of purpose and audience;
- identifying what makes the writing effective;
- developing vocabulary;
- constructing a writer's toolkit;
- explicitly teaching the knowledge and skills required for the outcome.

Innovation

Pupils begin to apply and manipulate what they have learned.

This may involve:

- changing or adapting elements of a model;
- generating and orally rehearsing ideas;
- planning;
- teacher modelling;
- shared and guided writing;
- practising sentence structures and other writing skills;
- constructing sections of a text before moving towards greater independence.

Teachers model the thinking and decision-making involved in writing and gradually reduce support as pupils become more secure.

Independent Application

Pupils apply the knowledge and skills they have developed to an appropriate independent writing outcome. Independent writing should allow pupils to make meaningful choices as writers rather than simply reproduce a model. The length and precise structure of a unit will vary according to the writing outcome, pupils' prior learning and the complexity of the knowledge being taught.

Riverside Lesson Structure

Within lessons, teachers commonly use the Riverside teaching sequence:

Retrieval → I Do → We Do → You Do → Reflect

This supports pupils to activate prior knowledge, see new learning explicitly modelled, practise with support, apply learning independently and reflect upon their success.

5. Sentence Construction, Grammar and Punctuation

Secure sentence construction is fundamental to successful writing and is a whole-school priority at Riverside.

Grammar and punctuation are taught explicitly and progressively, predominantly **within meaningful writing contexts**, so that pupils understand not only grammatical terminology and rules but how grammatical choices affect meaning.

Teachers:

- identify the sentence, grammar and punctuation knowledge required within a writing unit;
- explicitly model new learning;
- provide focused opportunities for practice;
- revisit previously taught knowledge;
- identify and address misconceptions promptly;
- expect pupils to apply previously taught knowledge within independent writing.

New knowledge is introduced at an appropriate point within the curriculum and subsequently revisited so that pupils move from supported practice towards confident and independent application.

Flashback Four

Flashback Four provides regular, short retrieval and practice opportunities within English.

The agreed structure is:

1. **Build It** – sentence construction and control
2. **Fix It** – identifying, correcting and improving errors
3. **Spell It** – spelling and transcription
4. **Use It** – applying grammar, vocabulary or previously taught writing knowledge

The purpose of Flashback Four is to:

- strengthen retrieval of previously taught knowledge;
- address common misconceptions;
- provide frequent sentence-level practice;
- improve transcription and accuracy;
- revisit learning identified through assessment and feedback;
- build fluency and automaticity;
- help pupils transfer taught knowledge into their independent writing.

Activities should be brief, purposeful and responsive to pupils' needs. They should support, rather than displace, the main writing curriculum.

6. Spelling and Handwriting

Spelling

Spelling is an important component of successful writing and is taught explicitly and systematically.

Riverside uses **Spelling Shed** to support the teaching and progression of spelling, alongside the statutory requirements of the National Curriculum.

Teaching builds upon pupils' secure phonic knowledge and develops understanding of spelling patterns and conventions, morphology, word families and etymology where appropriate.

Pupils are taught to:

- apply phonics when spelling unfamiliar words;
- identify and apply spelling patterns and conventions;
- understand prefixes, suffixes and word families;
- develop knowledge of morphology and etymology where appropriate;
- learn statutory and commonly used words appropriate to their stage;
- notice and correct spelling errors;
- use appropriate resources increasingly independently.

Previously taught spelling knowledge is regularly retrieved through English teaching, including Flashback Four, and pupils are increasingly expected to apply this knowledge within independent writing. Practice may include retrieval, rehearsal, **dictation**, application within sentences and authentic writing. Teachers use pupils' authentic writing, alongside information from spelling teaching and assessment, to identify gaps and misconceptions.

Where pupils experience persistent difficulty with spelling, teachers should seek to identify the underlying barrier. This may include insecure phonics knowledge, difficulty retaining spelling patterns, transcription difficulties or wider SEND needs. Appropriate additional teaching, adaptation or intervention should then be provided.

The teaching of systematic synthetic phonics is set out within Riverside's separate **Phonics Policy**.

Handwriting

Handwriting is an important transcription skill. Fluent and legible handwriting reduces the cognitive demands of writing and enables pupils to record their ideas efficiently. Pupils are expected to develop increasingly fluent, legible and appropriately joined handwriting and to take pride in the presentation of their work. Teachers identify pupils for whom handwriting presents a barrier and provide additional teaching, practice, adaptation or intervention where needed.

Detailed progression and teaching expectations are contained within Riverside's separate **Handwriting Policy**.

7. Planning, Drafting, Revising, Editing and Proofreading

Pupils are explicitly taught that successful writing develops through a process.

Across the school, pupils progressively learn to:

- generate and orally rehearse ideas;
- consider purpose and audience;
- organise and plan writing appropriately;
- compose and draft;
- reread writing for meaning;
- evaluate the effectiveness of their choices;

- revise writing to improve meaning and impact;
- edit for accuracy;
- proofread for spelling and punctuation;
- present completed writing appropriately.

At Riverside, we distinguish between:

- **Revising** – improving the meaning and effectiveness of writing. This may involve ideas, vocabulary, sentence construction, organisation, cohesion, detail or impact on the reader.
- **Editing and proofreading** – checking and correcting accuracy, including spelling, punctuation and grammar.

These processes are explicitly modelled and taught. Pupils should not simply be told to 'edit your work' without first being shown how effective writers identify and improve particular aspects of their writing. Teachers should avoid overwhelming pupils by asking them to attend to every aspect of writing simultaneously. The extent and nature of planning will vary according to the task and the stage of development of the writer. Planning should support composition rather than become an additional barrier. Pupils should take increasing responsibility for checking and improving their own work as they move through the school.

In Reception and Year 1, checking and correction are predominantly adult-modelled and supported. From Year 2, pupils are progressively introduced to editing and correction using purple pen. In Key Stage 2, pupils should increasingly revise, edit and proofread their writing independently.

8. Feedback and Pupil Response

Feedback is an integral part of teaching writing and may take place throughout the writing process rather than only after a completed piece. Feedback should help pupils understand:

What was successful? What needs improving? What should happen next?

It may be provided through:

- live feedback;
- verbal feedback;
- questioning;
- modelling;
- shared or guided editing;
- whole-class feedback;
- success criteria;
- marking codes;
- written feedback where this is useful and accessible;
- responsive teaching or subsequent retrieval.

Riverside's agreed whole-school feedback systems are applied within writing.

These include:

- **pink highlighting** to identify success, achievement or a correct response;
- **green highlighting** to identify something requiring correction, improvement or further attention;
- appropriate use of **success-criteria grids**, including pupil and teacher assessment;
- Riverside marking codes;

- **purple pen**, introduced during Year 2 and then increasingly used by pupils to edit, correct and respond;
- selective spelling correction and practice where appropriate.

Teachers use professional judgement when identifying spellings for correction. Correcting every misspelling is neither necessary nor desirable. Particular attention should be paid to errors involving previously taught knowledge, common or statutory words, recurring errors and words which pupils have been explicitly provided with. Selected words may be corrected and practised, including **x3 practice where appropriate**.

Feedback should remain focused, purposeful and manageable. A common misconception affecting several pupils will often be better addressed through teaching, modelling, retrieval or whole-class feedback than by repeatedly writing the same individual comment.

Pupils should be given meaningful opportunities to act upon feedback.

Published pieces/hot writes are not routinely marked with extensive written feedback. Published writing represents the culmination of the writing process and may be celebrated and evaluated against its intended purpose. Hot writing is used primarily to establish what pupils can demonstrate independently. Pupils are expected to review, edit and improve their hot writing as part of the writing process; however, these pieces will not usually be heavily annotated by the teacher. Instead, hot writes form an important part of the evidence used to assess pupils' independent writing. Teachers use the school's writing assessment grids, alongside a wider range of writing, to make informed judgements about what pupils can do independently and to identify appropriate next steps for teaching and learning. This approach reflects Riverside's agreed whole-school principles for marking and feedback.

Detailed whole-school expectations are contained within Riverside's **Marking and Feedback Policy**.

9. Assessment and Hot Writing

Assessment in writing is an ongoing process which informs teaching. Teachers gather evidence from pupils' writing over time to develop an accurate picture of the knowledge and skills pupils can apply **independently and consistently**.

Hot Writing

Within writing units, pupils complete **hot writing** which provides an important opportunity to apply their learning independently. Hot writing should provide sufficiently independent evidence for teachers to establish what a pupil genuinely knows and can do.

Where writing contributes to statutory teacher assessment, teachers must ensure that the evidence meets the current requirements for independent writing. Teachers distinguish between support provided during teaching and the independence of the final outcome, taking account of modelling, scaffolding, success criteria, adult-directed corrections and digital tools. A piece may provide independent evidence for some assessment statements but not others, depending on the support provided. AI-generated or AI-edited writing must not be used as independent assessment evidence.

Riverside writing assessment grids are used as an **evidence-gathering tool**. Following a hot write, teachers consider the piece as a whole before identifying the statements for which it provides useful evidence.

Not every writing objective will naturally appear within every piece of writing. Teachers therefore gather evidence across a body of work rather than expecting every statement to be demonstrated within each hot write.

There is **no required number of examples** for a skill. Teachers use professional judgement to consider whether the evidence is representative of what the pupil can do independently. Riverside's staff guidance expressly frames the grids as a way of building a picture of independent writing over time rather than collecting a prescribed number of ticks.

At the end of Key Stage 2, teachers must nevertheless ensure that sufficient independent evidence is available to substantiate judgements against the relevant statutory teacher assessment framework.

Where assessment criteria use the qualifiers **some, many and most**, these are professional judgements rather than fixed percentages.

Assessment judgements are cumulative. Pupils working securely within a higher standard should also demonstrate the underlying requirements of the standards below it.

Where a pupil is working substantially below the expectations for their year group, teachers identify an appropriate assessment starting point so that strengths, gaps and progress can be understood accurately.

Assessment evidence may include:

- independent hot writing;
- other independent writing, including across the curriculum where appropriate;
- spelling evidence;
- relevant classroom assessment.

Assessment information is used to:

- identify strengths and gaps;
- inform subsequent teaching;
- plan retrieval and practice;
- identify pupils requiring additional support;
- evaluate progress;
- support accurate summative judgements.

Writing is moderated within school to support shared expectations and consistency in teacher assessment. External moderation opportunities are used where appropriate.

Current statutory assessment requirements are followed in relevant year groups.

10. Adaptive Teaching, SEND, Disadvantage and Pupils at Risk of Falling Behind

Riverside is committed to ensuring that all pupils can participate meaningfully in the writing curriculum. We maintain **high expectations for all pupils**, while recognising that some pupils require carefully considered adaptations, additional teaching or targeted intervention in order to succeed.

Teachers use an **Assess → Plan → Do → Review** approach to identify barriers and determine appropriate provision.

Adaptation should respond to an identified need. It should enable pupils to access ambitious learning rather than routinely reduce the complexity of the curriculum.

Ordinarily Available Provision

Strong, inclusive classroom teaching is the starting point for all pupils. Ordinarily available adaptations are provided according to identified need and **do not depend upon a pupil having a diagnosis, One Plan or Education, Health and Care Plan.**

Depending on identified need, ordinarily available approaches may include:

- clear and concise instructions;
- information broken into manageable steps;
- additional processing time;
- visual prompts;
- worked examples;
- high-quality model texts;
- oral rehearsal before writing;
- explicit vocabulary teaching;
- sentence stems or sentence starters;
- vocabulary, spelling and word banks;
- phonics or sound mats where appropriate;
- planning scaffolds;
- reduced unnecessary copying demands;
- teacher modelling;
- shared and guided writing;
- additional rehearsal and retrieval;
- opportunities for overlearning;
- appropriate physical or sensory adaptations;
- suitable writing equipment;
- appropriate use of technology where this removes an identified barrier;
- additional adult prompting, questioning or guided practice.

Scaffolds should support pupils' thinking rather than complete the thinking for them. Where appropriate, scaffolding should be gradually reduced as pupils become more secure and independent.

Adaptations should be reviewed for their impact. Teachers consider whether support is enabling the pupil to learn, participate and become increasingly independent and adapt or remove it where it is no longer beneficial.

Identifying the Barrier

Teachers should consider carefully **where the barrier to writing lies**. A pupil may, for example, have strong ideas and oral language but experience significant difficulty recording them because of spelling, handwriting or working-memory demands. Another pupil may transcribe fluently but require additional support with sentence construction, vocabulary, organisation or composition. Understanding the underlying barrier enables teaching and intervention to be appropriately targeted. Where transcription creates a significant barrier to composition, appropriate alternative means of recording or assistive technology may be used to enable a pupil to develop and demonstrate composition. This should not replace explicit teaching and practice of the underlying transcription skills the pupil still needs to develop.

Targeted Intervention

Where ordinarily available classroom provision is not sufficient, pupils may receive targeted additional support. Intervention may address:

- phonics where insecure phonic knowledge affects spelling and writing;
- spelling and transcription;
- handwriting and writing fluency;
- sentence construction;
- vocabulary and spoken language;
- composition and organisation.

Intervention should be **matched precisely to identified need**, have a clear starting point and intended outcome, be delivered with appropriate fidelity and be reviewed regularly to determine its impact and next steps. Where possible, additional intervention should supplement rather than replace access to high-quality classroom teaching and the writing curriculum. Pupils with One Plans or Education, Health and Care Plans receive provision in accordance with their identified needs and agreed outcomes.

Disadvantaged Pupils

Disadvantage does not, in itself, indicate low attainment, a special educational need or a need for reduced challenge. The school maintains high expectations for disadvantaged pupils and carefully monitors their progress and attainment in writing, both individually and as a group, so that any gaps between disadvantaged pupils and their peers can be identified and addressed promptly.

Teachers use assessment and their knowledge of individual pupils to identify the specific barriers that may affect a pupil's development as a writer. Support is matched to identified need rather than assumptions based on disadvantage status. This includes ensuring that higher-attaining disadvantaged pupils are appropriately challenged and continue to make strong progress.

Where barriers or gaps are identified, teachers adapt teaching and provision appropriately and review the impact over time. The progress and attainment of disadvantaged pupils, pupils with SEND and other pupils at risk of falling behind are considered carefully as part of ongoing assessment and subject monitoring.

11. Writing Across the Curriculum

Writing is taught explicitly within English and pupils are also given meaningful opportunities to apply their writing knowledge across the wider curriculum.

Writing in other subjects may enable pupils to:

- communicate subject knowledge;
- use subject-specific vocabulary;
- apply previously taught sentence and transcription knowledge;
- write for authentic curriculum purposes.

Appropriate standards of spelling, handwriting, punctuation, grammar, sentence construction, vocabulary and presentation are reinforced across the curriculum. However, the main purpose of work in another subject should remain the learning within that discipline. For example, feedback on a history task should principally address historical knowledge and thinking rather than becoming an English marking exercise. Teachers should therefore use professional judgement about which writing errors require attention. Particular attention should be given to errors which:

- relate to previously taught knowledge;
- recur and risk becoming embedded;
- affect meaning or clarity;
- relate to a school or individual priority;
- involve important subject-specific vocabulary.

The English curriculum retains its own clearly defined knowledge and progression and is not simply used as a vehicle for recording learning from other subjects.

12. Early Writing

Early Writing: EYFS and the Foundations of Writing

The foundations of successful writing begin before pupils are expected to produce extended written outcomes. In EYFS and the early stages of Key Stage 1, the priority is to secure the language, transcription and sentence-level knowledge pupils need in order to become increasingly fluent and independent writers.

Particular attention is given to:

- rich spoken language, vocabulary and high-quality adult–pupil interaction;
- stories, rhymes, poems, role play and storytelling as important foundations for language and composition;
- oral composition and rehearsal, including saying sentences aloud before writing;
- phonological and phonemic awareness;
- systematic synthetic phonics and the application of taught grapheme–phoneme correspondences to spelling and encoding;
- explicit teaching and practice of handwriting and letter formation from Reception onwards;
- the physical foundations for handwriting, including gross and fine motor control, comfortable pencil hold, posture and paper position;
- constructing, orally rehearsing and writing simple sentences;
- opportunities to practise transcription through words, phrases and dictated sentences;
- re-reading simple writing to check that it communicates the intended meaning;
- meaningful opportunities to use mark-making and writing for different purposes within the wider EYFS curriculum and provision;
- developing confidence, motivation and enjoyment as writers.

Adults model the process of turning spoken ideas into written language and explicitly demonstrate the physical and cognitive processes involved in writing.

Pupils may be able to compose ideas orally which are more sophisticated than they can independently transcribe. Teaching should therefore develop **composition and transcription alongside one another**, without allowing difficulty in one unnecessarily to restrict development in the other. Oral composition enables pupils to develop language, vocabulary and ideas while transcription is becoming increasingly secure.

Quality is prioritised over quantity. Pupils in Reception, and pupils in Key Stage 1 who are still securing the foundations of writing, are not rushed into lengthy or overly complex written outcomes before they have the necessary transcription and sentence-level knowledge. Whole-school approaches to writing, including Talk for Writing, are adapted appropriately to pupils' stage of development: oral rehearsal, storytelling, vocabulary, sentence construction, handwriting and spelling may take precedence over producing an extended written text.

As transcription becomes increasingly accurate, fluent and automatic, pupils are able to devote greater attention to composition. Teachers monitor pupils' acquisition of these foundational skills carefully and provide additional teaching and practice promptly where gaps are identified.

Transition from Reception into Year 1 includes the sharing of **specific information about pupils' knowledge and any remaining gaps**, including language, phonics and spelling, letter formation and sentence construction, so that teaching builds directly from pupils' starting points.

Systematic synthetic phonics is taught in accordance with Riverside's separate Phonics Policy. Early spelling and encoding are closely aligned with pupils' taught phonic knowledge.

13. Leadership, Monitoring and Professional Development

Riverside's English provision is led collaboratively through an **English Team**, comprising the **Writing Lead, Reading Lead and Phonics Lead**. The team works together to support a coherent approach to English across the school, while each lead has particular responsibility for their area of the curriculum.

The **Writing Lead** has responsibility for supporting the development, implementation and evaluation of the writing curriculum across the school. This includes supporting curriculum planning and progression, assessment and moderation, professional development and the ongoing evaluation of writing provision and outcomes.

The English Team works alongside senior leaders and phase leaders to ensure that developments in writing, reading and phonics are aligned appropriately and that pupils experience a coherent English curriculum as they move through the school.

The Writing Lead, senior leaders and phase leaders evaluate writing provision through a proportionate programme of monitoring which may include:

- book looks;
- pupil voice;
- professional dialogue with staff;
- planning reviews;
- assessment information;
- moderation;
- lesson visits or learning walks.

Monitoring considers both **curriculum implementation and impact**: whether the intended writing curriculum is being taught effectively and whether pupils are learning, retaining and increasingly applying the knowledge and skills they have been taught.

Particular attention is given to the experiences, progress and outcomes of **pupils with SEND, disadvantaged pupils and pupils at risk of falling behind**, so that barriers, gaps and areas requiring additional support can be identified and responded to appropriately.

Monitoring is used to:

- identify strengths and effective practice;
- evaluate the impact of curriculum and teaching approaches;
- identify areas requiring further development;
- inform professional development and staff support;
- refine curriculum content, sequencing and resources;

- contribute to wider school improvement priorities.

Monitoring should be **developmental and supportive**, helping the school to build consistency in agreed principles and expectations while recognising appropriate differences between phases, year groups and individual pupils.

Staff receive appropriate professional development to support strong subject knowledge and consistent implementation of Riverside's approach to writing. This may include whole-staff training, phase or year-group support, moderation, collaborative planning, coaching, resource sharing and optional drop-in support.

14. Equality and Inclusion

Riverside Primary School is committed to providing an inclusive writing curriculum which enables all pupils to participate, achieve and experience success. In accordance with the **Equality Act 2010**, teachers consider pupils' individual needs and make reasonable adjustments where required. Texts, stimuli and writing opportunities should reflect the diversity of pupils' lives and the wider world and enable pupils to encounter a broad range of voices, experiences and perspectives. Expectations remain ambitious. Adaptation should seek to remove barriers to participation and success rather than unnecessarily limit pupils' curriculum entitlement.

15. Related Riverside Policies and Documents

This policy should be read alongside:

- Riverside Teaching and Learning Policy;
- Riverside Marking and Feedback Policy;
- Riverside Assessment Policy;
- Riverside Phonics Policy;
- Riverside Handwriting Policy;
- Riverside SEND/Inclusion Policy and Ordinarily Available Provision;
- Riverside Writing Long-Term Plans;
- Riverside Writing Assessment Grids and Staff Assessment Guidance;
- Spelling Shed curriculum resources;
- relevant National Curriculum and current statutory assessment guidance.

16. Review

This policy will be reviewed in accordance with Riverside Primary School's policy review cycle and earlier where significant changes to statutory guidance, national evidence or school practice make this necessary.

Date updated: September 2026

Next review: September 2029