



Writing

Subject Leader Report 2024-2025



Subject Leader: Gemma Walton

Summer Term

During the Summer Term, writing across the school has continued to develop through sustained implementation of revised teaching procedures and curriculum progression. The subject lead has monitored extended writing books and gathered pupil voice to assess engagement, progress, and consistency. CPD support and planning guidance have remained central in maintaining high expectations.

EYFS (Reception and Nursery):

In Early Years, pupils are increasingly confident in using phonics to support their independent writing. Reception children have been writing simple sentences with growing fluency and have experimented with writing for different purposes—such as letters, signs, and stories during role-play. There is strong evidence of children applying finger spaces, full stops, and capital letters with greater consistency, supported by a print-rich environment and teacher modelling.

Key Stage 1 (Year 1 and 2):

KS1 pupils have refined their sentence structure and handwriting. Year 1 have been writing recounts based on real and fictional experiences, such as their trip to the beach and traditional tales, demonstrating their understanding of sequencing and punctuation. Year 2 completed a series of instructional texts and poetry writing, applying expanded noun phrases and a wider vocabulary. There is a clear increase in the length and accuracy of written work, supported by targeted interventions and writing scaffolds.

Lower Key Stage 2 (Year 3 and 4):

In LKS2, writing outcomes have been enriched through the application of grammar skills and structured planning. Year 3 children wrote fables and explanation texts, focusing on paragraphing and sentence variety. Year 4 explored character development and setting description through their narrative work, using figurative language to enhance imagery. The impact of modelled writing and shared editing is evident in the improved structure and vocabulary choices seen in books.

Upper Key Stage 2 (Year 5 and 6):

UKS2 pupils have tackled increasingly complex writing tasks. Year 5 explored discussion texts and biography writing, integrating formal language, parenthesis, and varied sentence openers. Year 6 completed extended narrative and non-fiction writing, including balanced arguments and farewell speeches. Their writing reflects control over tone, structure, and grammar, with several pupils working at greater depth. Pupils have shown strong engagement and maturity in editing and improving their own work.

Next Steps:

Next year's focus will be to continue refining assessment procedures, particularly in identifying greater depth writing. We aim to strengthen cross-phase consistency, build a portfolio of exemplars, and ensure all staff are confident in scaffolding and extending pupils' writing. Further CPD will target grammar progression and effective feedback strategies.



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