Priority 2: To improve the quality, stamina and independence of pupils' writing by developing secure sentence construction, vocabulary, transcription and composition skills. Through a consistent, evidence-informed approach to writing, including the use of The Writing Revolution strategies, pupils will develop greater control, fluency and confidence as writers and achieve increasingly well across the school.	
SLT lead: ZW/CM	**Cross Reference:** Priority 1 Reading and Priority 3 Inclusion

Impact

This objective will have been achieved when:

- Pupils produce writing of increasing **quality, fluency and precision**.
- Pupils demonstrate secure sentence construction and increasingly deliberate control of sentence structure.
- Pupils use increasingly ambitious and precise vocabulary.
- Pupils develop greater writing stamina while maintaining quality and control.
- Pupils increasingly plan, compose, revise and edit their writing independently.
- Pupils apply taught sentence, grammar, spelling and punctuation strategies independently.
- Transcription skills become increasingly automatic, freeing pupils' working memory for composition.
- Pupils can orally rehearse and articulate ideas before committing them to writing.
- Pupils demonstrate increasing confidence and independence as writers.
- Writing outcomes improve on the previous year and move towards national outcomes.
- Pupils identified as borderline or at risk of not meeting ARE make sufficient progress.
- Disadvantaged pupils and pupils with SEND make appropriate progress from their starting points.
- There is greater consistency in the teaching of writing across the school.
- Moderation demonstrates increasingly consistent expectations and assessment of writing.
- Pupils can explain how they improve and develop their writing.

Key Milestones

Early Years

- Children develop strong foundations in oral language, mark-making, handwriting and early sentence construction.
- Children orally rehearse ideas and begin to compose simple sentences.
- Early writing skills develop alongside phonics and spelling.

End of KS1

- Pupils write coherent sentences with increasing accuracy and independence.
- Pupils apply taught spelling, punctuation and grammar knowledge in their writing.
- Pupils develop increasing stamina for purposeful writing.

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Objectives/ Tasks [What we need to do to achieve the priority]	**Who is responsible?**		**Resources**	**Completion date**	**Monitoring Process How? By Whom? When? How Often?**	**Status**
	Staff	**Gov.**				**A** / **S** / **Su**

- Pupils can orally rehearse and develop ideas before writing.

End of KS2

- Pupils write fluently and with increasing control, independence and stamina.
- Pupils consciously control sentence structure and vocabulary to achieve an intended effect.
- Pupils revise and edit their writing with increasing independence.
- Pupils demonstrate secure foundations in spelling, handwriting, grammar and sentence construction.
- Writing outcomes improve on the previous year and move towards national outcomes.

Whole School

- There is a consistent, well-sequenced approach to teaching writing.
- Sentence-level instruction is embedded across the school.
- The Writing Revolution is used purposefully to strengthen sentence construction and composition.
- Oral rehearsal, modelling and explicit instruction are integral to writing lessons.
- Quality is prioritised over length, with stamina developed progressively.
- Teachers use assessment effectively to identify and address gaps.
- Targeted support closes gaps in foundational writing skills.
- Pupils increasingly write independently and confidently across the curriculum.
- The school can demonstrate a clear progression from **oral language** → **sentence construction** → **composition** → **extended writing** → **independent writing**.
- Writing outcomes demonstrate sustained improvement.

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Develop a consistent approach to sentence-level writing • Establish a consistent whole-school approach to explicit sentence instruction. • Use **The Writing Revolution** strategies to strengthen pupils' understanding and control of sentences. • Develop pupils' ability to orally rehearse, construct, expand and combine sentences. • Use sentence-level activities regularly within meaningful curriculum content rather than teaching grammar in isolation. • Develop pupils' ability to consciously control sentence structure and punctuation. • Ensure sentence instruction builds progressively from EYFS through KS2.	ZW CM		DfE Writing Framework The Writing Revolution sentence-level resources, grammar and punctuation resources.	Autumn 2026, ongoing.	Writing Leader SLT to monitor through lesson visits observations Book looks Pupil voice Professional dialogue Review consistency of sentence-level teaching across year groups.			
Improve the quality and precision of pupils' writing • Develop pupils' ability to select precise and ambitious vocabulary. • Strengthen oral language and vocabulary as foundations for writing.	CM Class Teachers		DfE Writing Framework The Writing Revolution, high-quality texts, vocabulary resources and modelled writing.	Ongoing throughout 2026–27	Book looks lesson observations Pupil voice Monitor vocabulary, sentence construction and pupils' ability to improve their writing independently.			

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• Provide regular opportunities for pupils to rehearse ideas orally before writing. • Teach pupils how to develop, expand and refine ideas within sentences and paragraphs. • Ensure pupils understand how writing choices affect meaning and impact on the reader. • Develop pupils' ability to revise and improve their own writing.								
Develop writing stamina and fluency • Build pupils' writing stamina progressively, ensuring that **quality is prioritised over length**. • Secure handwriting, spelling and sentence construction so that transcription becomes increasingly automatic. • Provide regular opportunities for sustained writing once pupils have the necessary foundations. • Develop pupils' ability to maintain ideas, vocabulary, sentence control and organisation across longer pieces of writing. • Ensure pupils experience a range of purposeful writing opportunities across the curriculum.	Class Teachers CM		DfE Writing Framework RWI handwriting and spelling programmes Writing curriculum Model texts	Ongoing	Review writing across the year to monitor increasing fluency, independence and stamina. Use book looks Moderation Pupil voice			

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Develop pupils' independence as writers • Teach pupils to plan, compose, revise and edit their writing with increasing independence. • Develop pupils' ability to identify and correct errors in spelling, punctuation and sentence construction. • Reduce reliance on adult prompting and scaffolding as pupils become more secure. • Teach pupils to use taught strategies independently when composing. • Develop pupils' confidence to make deliberate choices about vocabulary, sentence structure and organisation.	Class Teachers CM		The Writing Revolution, Writing checklists, editing strategies, model texts and classroom resources.	Ongoing throughout 2026–27	Pupil voice Lesson observations Book looks Monitor the level of adult support required			
Strengthen transcription skills and address gaps early • Ensure handwriting, spelling and sentence construction are taught explicitly and systematically. • Identify pupils who have gaps in foundational writing skills as early as possible. • Provide additional practice and targeted support where required. • Ensure pupils have sufficient opportunities to practise and secure key skills.	CM Class Teachers JK		DfE Writing Framework, spelling and handwriting programmes, assessment information, targeted intervention resources.	Ongoing.	Assessment Book looks Pupil progress meetings. Monitor identified pupils and review whether additional support is closing gaps.			

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• Use assessment information to identify pupils requiring additional support.								
Strengthen the teaching sequence from sentence to extended composition • Ensure writing is carefully sequenced so that pupils build from oral rehearsal and sentence construction towards paragraph and whole-text composition. • Ensure teachers model the writing process clearly. • Use high-quality texts and examples to develop pupils' understanding of effective writing. • Ensure pupils understand the purpose, audience and features of different forms of writing. • Develop increasing control over structure, cohesion, vocabulary and sentence choices.	CM Class Teachers		Writing curriculum DfE Writing Framework Model texts The Writing Revolution Subject-specific vocabulary.	Ongoing throughout 2026–27	Writing Leader to review planning, lessons and pupils' books. Moderation to check progression and consistency across year groups.			
Improve outcomes for pupils who are not yet meeting ARE • Use assessment and QLA to identify pupils who are close to or at risk of not meeting ARE.	ZW CM Class Teachers JK		Writing assessment information, tick sheets Intervention resources,	Termly ongoing.	Termly pupil progress meetings Analysis of writing assessment data and work samples. Monitor the impact of interventions and adapt provision where necessary.			

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• Identify specific gaps in transcription, sentence construction, vocabulary or composition. • Provide targeted teaching and intervention matched to identified need. • Monitor the progress of disadvantaged pupils, pupils with SEND and other pupils facing barriers to learning. • Adapt provision where pupils are not making sufficient progress.			Learning plans TWR strategies.					