



Leechpool Primary School Writing SOAP

Updated November 2025

Subject Leader(s): Emily Vowels and David Dodd



Who?

Led by Emily Vowels and David Dodd, with strong teacher understanding of the writing sequence.
Taught by all class teachers using whole-unit planning and consistent modelling
Phase leaders support planning, feedback and assessment across teams.
Monitoring includes lesson visits, termly book scrutiny and pupil/staff voice.
Work with Forest and locality schools supports cross-phase consistency.

What?

Curriculum develops grammar, composition, spelling, handwriting and editing.
Writing units focus on purpose, audience, and genre, using high-quality texts.
Recent developments include Letterjoin handwriting and Spelling Shed.
No More Marking used to support assessment consistency across cohorts.
Class writing walls show writing process and published work across KS1 and KS2.

When?

Writing taught daily through flexible whole-unit planning, not weekly cycles.
Grammar taught both explicitly and embedded within writing sequences.
Assessment takes place throughout the unit and during Assessment Fortnight.
Moderation held each term in PDMs and phase meetings.
Targets and 'I can' statements reviewed and shared with pupils and parents.

Where?

Writing is embedded across the curriculum and evident in topic books.
Displays and working walls show vocabulary, editing steps and outcomes.
Seesaw and Google Classroom used to share, review and celebrate work.
Library and book corners support vocabulary and genre exposure.
Children publish work for audience and display across the school.

Why?

To develop articulate, purposeful and creative writers with real audience awareness.
Writing enables children to express identity, creativity and real-world understanding.
Focus on purpose supports children's confidence in independent genre choices.
Grammar and editing are seen as transferable, lifelong skills.
Writing prepares pupils for secondary writing demands and real-world communication.

How?

Planning follows a TT-inspired model: Experience It, Play With It, Use It, Develop It, Connect It.
Children engage with model texts, shared writing and editing before independent application.
'I can' statements and RAP tasks support self-assessment and next steps.
Phonics, spelling and handwriting explicitly taught and revisited as needed.
Curriculum monitored through planning reviews, scrutiny, pupil voice and staff CPD.