



## Writing Development Checklist for Teachers

This checklist is designed to help teachers reflect on and enhance their teaching of writing. Each section begins with reflective questions followed by practical prompts and space for notes.

### Environment & Culture

#### *Reflective Questions:*

---

- How do I create a classroom culture where writing is joyful and expressive?
- Do children see writing as purposeful and valued across subjects?
- What do I do to encourage children to take creative risks in their writing?

My classroom promotes writing as joyful, expressive, and purposeful.

Notes:

Children have daily opportunities to write for real audiences and purposes.

Notes:

I celebrate creativity and ideas.

Notes:

Writing is visible and valued across the curriculum.

Notes:



## Oracy & Composition

### *Reflective Questions:*

---

- How do I use talk to support writing development?
- Do I model my thinking aloud during writing tasks?
- How do I encourage sentence-level composition from early years?

I regularly use oral rehearsal before writing tasks.

Notes:

I model the writing process aloud (thinking, choosing words, structuring).

Notes:

Children are encouraged to compose sentences from Reception onwards.

Notes:

I use drawing and mark-making to support early composition.

Notes:



## Transcription: Fine Motor & Phonics

### *Reflective Questions:*

---

- How do I support fine motor development in daily routines?
- Is phonics consistently linked to writing tasks?
- Do I use dictation to reinforce spelling and sentence structure?

I provide daily opportunities to develop fine motor skills (e.g. threading, playdough).

Notes:

Children practice handwriting and letter formation consistently.

Notes:

Phonics is taught daily and linked to writing tasks.

Notes:

I use dictation to reinforce spelling and sentence structure.

Notes:



## Framework Alignment

### *Reflective Questions:*

---

- Does my planning reflect current curriculum expectations?
- How do I teach grammar in meaningful contexts?
- Do I understand progression from EYFS to KS2 in writing?

My planning reflects the EYFS Early Learning Goals for writing.

Notes:

I use the New Writing Framework (2025) to guide sentence-level teaching.

Notes:

Grammar is taught in context, not isolation.

Notes:

I understand how writing expectations progress from EYFS to KS2.

Notes:



## Inclusion & Engagement

### *Reflective Questions:*

---

- How do I monitor and support writing engagement across different groups?
- Do I offer choice and diverse texts to inspire all learners?
- How do I scaffold writing for disadvantaged and SEND pupils?

I monitor writing enjoyment and engagement across genders.

Notes:

I offer choice in writing topics, formats, and styles.

Notes:

I use texts and role models that reflect diverse voices and interests.

Notes:

I support disadvantaged pupils with oracy-rich and scaffolded writing experiences.

Notes: