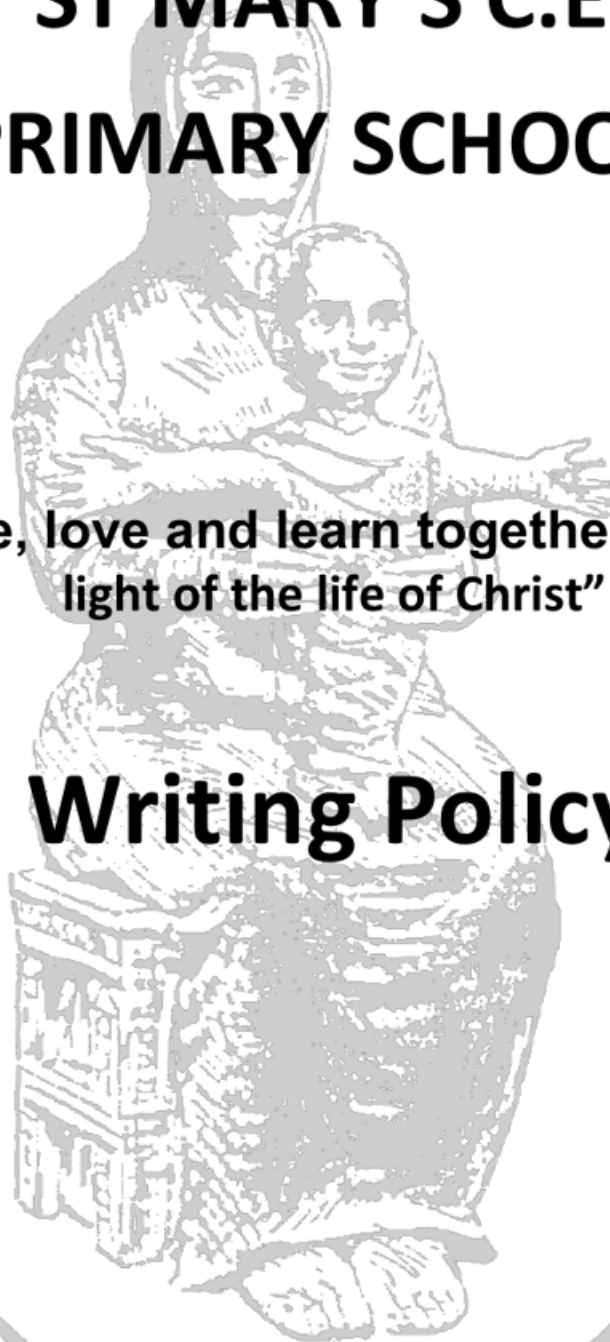


ST MARY'S C.E. PRIMARY SCHOOL

**“Live, love and learn together in the
light of the life of Christ”**

Writing Policy



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ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL

WRITING POLICY

Policy date agreed: 9th December 2021

Policy updated: 2nd September 2026

Writing Vision

Intent

At St Mary's CE Primary School, it is our intent to provide pupils with a high-quality education in English that will teach pupils to be competent writers with the ability to speak, read and write fluently so that they can develop their own authentic writing voices and communicate their ideas and emotions to others effectively.

Writing skills underpin most elements of the school curriculum and is a crucial life-skill. Considering the fundamental importance of writing in everyday life, we are determined to develop each learner's writing ability by creating a stimulating environment. We are proud to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential.

We strive to provide clear progression in writing through a text-rich curriculum using the Read Write Inc: Literacy and Language programme. Pupils will be exposed to and immersed in a wide range of genres and will discuss texts with maturity with a focus on purpose and audience. They will also have cross-curricular opportunities to develop writing in different areas of the curriculum.

St Mary's pupils will be taught the explicit skills needed across key stages to become accomplished writers, by acquiring a wide vocabulary, a range of punctuation, grammar and spelling skills so they can make their mark in the world as established writers.

Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum through a love of language and literature.

We want our pupils to;

- be creative and enjoy the process of writing.
- read enriching and fulfilling texts and use the knowledge and ideas gained from their reading to transfer to their own writing.
- identify good writing, and understand what makes it good.
- be aware of the key features of different genres and text types.
- to focus on grammatical structures to become skilled writers.
- experiment with language and vocabulary in oral and written form.
- write for an audience or for a purpose.
- be inspired to write in response to quality core texts, exciting topics, visitors and events.
- know how to plan and prepare for writing.
- have an excellent knowledge of spelling, punctuation and grammar and apply it in their writing.
- understand how to reflect upon, refine and improve their own writing.
- respond to the constructive criticism of others.
- evaluate and edit writing, assessing the effectiveness of his/her own and others' writing with reasoning.
- to develop writing across a range of meaningful contexts.
- value writing as an essential life skill.

Implementation

Teaching and learning

At St Mary's, we are committed to raising the standards of children's writing to ensure that all children are progressing and achieving in line with national expectations. Our English curriculum is designed to provide pupils the opportunity to explore a variety of text genres; cultural and social contexts beyond those they are familiar with to broaden their horizons. Pupils will share their ideas, thoughts, emotions, cultural identity and express who they are to prepare pupils for their own independent extended writing.

Our approach to teaching writing follows the Read Write Inc: Literacy and Language programme where pupils are immersed in a world of stories, poetry and play scripts. Through a combination of fiction and non-fiction units, children are able to develop as writers throughout their learning journey. Literacy and Language is a complete literacy programme for children in Years 2- 6 and is designed to stimulate and challenge children's thinking and create enthusiastic, lifelong readers and writers. The core purpose of study is to develop pupils' reading comprehension and writing composition, teaching grammar, vocabulary development, critical thinking and spoken language to ensure that children reach the National Curriculum aims.

Early Years Foundation Stage

In Early Years, the learning of writing follows the Early Years Foundation Stages Framework. Pupils start mark making from an early age and are given a huge range of opportunities for purposeful mark making in provision; they begin to ascribe meaning to their marks to develop the gross and fine motor skills needed for pen control through fine motor skills. Pupils also learn to read and write quickly using the Read Write Inc: Phonics programme and start forming words and short sentences.

In Reception, children have daily opportunities to write either through whole class activities, small group work or independently at a writing station. Children are given a clear purpose for writing with a focus on writing cards, letters, messages, lists and recipes. Throughout the school day, children are encouraged to extend their understanding of language through play and investigation.

From the moment pupils join us, we want them to see themselves as writers and enjoy writing, developing vocabulary and oral literacy.

Key stage one and two

Teachers allow a one-hour lesson to engage children in the development of grammatical understanding, punctuation, phonics and spelling strategies based on high-quality texts. Daily writing lessons are at the heart of our English curriculum and opportunities are taken every day to create shorter pieces of writing in preparation for a longer end of unit piece of writing (Big Write). This allows children to focus on very specific skills: to encourage expression and higher order thinking, to build their confidence and stamina for writing, and to develop their understanding of audience and purpose. The school has a set of key objectives in writing that provide detailed guidance for the implementation of the National Curriculum requirements:

- High-quality texts are provided as the hook or as the inspiration for writing.
- Quality speaking, listening and drama activities precede writing to enable the development of quality writing skills and outcomes.
- Teacher modelling of the thought processes are clear and regular.

- Teachers exploit cross-curricular links wherever possible and further develop writing skills within a variety of contexts.
- Writing is linked to learning-focussed objectives, with related success criteria.
- The teaching of grammar is mostly contextualised within the teaching of writing composition and exemplified during Shared and Guided Writing.
- The thought processes involved in writing is modelled to the children through shared and guided writing.

The Teaching of basic skills

Grammar

We value the importance of enabling children to become confident, literate individuals, who can actively select and use a wide range of grammatical forms. Teachers explain grammar concepts and grammatical terms to pupils using a range of activities. Once taught, teachers consistently model the writing process with the grammar concept included so that pupils can see how to use it in their own writing. Pupils consolidate their knowledge of grammar concepts in their main end of unit writing task (as listed in their evaluation criteria), through activities in home-learning and grammar tests. This is to provide practice in the type of questions they will meet in the SPaG tests at the end of each term. Additionally, to ensure consistent reinforcement of grammar skills, every lesson will begin with a SPaG starter activity, allowing pupils to revisit and strengthen their understanding in a structured and engaging manner.

Spelling

At St Mary's, we use the Read Write inc: Spelling programme to cover the National Curriculum spelling requirements alongside Literacy and Language. Read Write Inc. Spelling is a robust, fast-paced, systematic spelling programme for children in years 2 – 6. Explicit systematic teaching is continually practised and reinforced, until spelling knowledge is committed to pupil's long-term memory. Teachers follow the guidance detailed below to ensure pupils meet the aims of the National Curriculum:

- Spellings are given to children from year 1 to year 6.
- Children are taught to follow the LSCWC (Look, Say, Cover, Write and Check) procedure, when learning new spellings.
- Spellings are sent home for children to practise over the course of the school week.
- Spellings are assessed once a week.
- Spellings are assessed by the writing of individual words and / or by dictated sentences depending on the ability of individual children.

Handwriting

Accurate letter formation is an essential early skill that forms the basis of a fluent handwriting style. From Nursery, pupils are taught the correct way to sit in preparation for a relaxed and comfortable writing experience. Teachers model a posture check and ask pupils to check their feet are firmly flat on the floor, backs touching the chair and model the correct pencil grip on their choice of marker. Pupils practise independently with teacher model, then from memory.

EYFS

In the Early Years setting, lessons are fun, varied and multi-sensory. Pupils are encouraged to write letters in the air, on backs or on hands; to orally describe letter shapes and letters in their name. We use a variety of writing materials including books, whiteboards, chalk, felt pens, crayons, plasticine and playdough to support the building of fine motor skills. The daily phonics session provides opportunities to build the

foundations of letter formation and staff are aware that it is appropriate to correct handwriting errors, pencil grip, letter formation and letter joins at this time.

Key Stage 1

When children can form letters correctly, they begin to learn to join. This begins in Reception where Read Write Inc: phonics teaching makes strong links with handwriting and continues into Key Stage one. Handwriting is taught with opportunities for teacher modelling and pupils guided practice. Letters are taught systematically, with plenty of planned opportunities to revisit and practice prior learning with 15 minutes dedicated handwriting sessions every day.

Key Stage 2

Handwriting is modelled at all times during teacher input and feedback. Any pupils with weak handwriting or using the flexible approach is identified and supported accordingly with intervention.

Planning

Planning for fictional writing is taken from the Read Write inc: Literacy and Language programme. The programme's multi-layered and integrated approach to teaching fiction and grammar is spread across six units for each year group. Teachers prepare to teach by gaining a thorough overview of each unit, texts and how each activity builds onto the next.

Non-fiction planning is taken from detailed curriculum plans from the Opening Worlds Humanities programme. Pupils are exposed to a diverse, culturally rich, wide-scoping and rigorous/coherent curriculum underpinned by the teaching of basic skills, knowledge, concepts and values.

Impact

The impact of the writing curriculum will be:

- Pupils understand the importance of the written word and the impact it can have on our feelings, imagination and knowledge.
- Pupils develop their voice or perspective, and communicate this perspective to others.
- They have high expectations of themselves and take pride in the effect their writing has on the reader.
- Pupils become independent in editing and improving their writing.
- They have a love of the English language, valuing the range and effect of carefully chosen vocabulary and phrases and are able to explain and discuss the impact of these.

How will we measure the impact?

Assessment for learning

At St Mary's, a constant cycle of assessing, monitoring, target setting and pupil feedback are instrumental in supporting children's writing development.

- Assessment of writing is on-going, carried out by teachers both formally, using end of unit Big Writes on a half-termly basis, and informally during daily writing lessons.

- Results of such assessments have a direct impact on planning, teaching materials and strategies immediately following the assessment.
- Teacher-pupil conferencing is a key strategy used in daily lessons to assess pupils' understanding and ensure all pupils receive valuable instant feedback from teachers on successes and next steps.
- Marking of pupils' work is an on-going assessment and all writing is marked in line with the school marking policy. This helps children to see what they have done well, note errors and know the 'next steps' in their learning.
- SPaG are assessed regularly using the Read Write inc: Spelling and Grammar tests and NFER tests on a termly basis.
- Those pupils following the RWI programme are assessed using the RWI staged assessments. Assessments are then recorded on the RWI School Portal. These are monitored half termly by the Phonics and Literacy Lead and feedback to Senior Leadership Team. Pupils are grouped for learning accordingly. Pupils will receive strategic 1:1 intervention if a need is identified.
- Teachers record writing outcomes half-termly using Target Tracker, based on evidence from independent writing. Formative assessment is ongoing.
- Children who are identified as falling behind, and those identified as high-attaining children in writing, are quickly identified and appropriate measures are put in place, through quality first teaching and additional support.
- Teachers use Target Tracker/Sonar to record and measure children's progress and attainment in Writing. The school Literacy Lead and Senior Leadership Team monitor progress and attainment throughout the school by sampling and moderating children's work, and analysing data.
- Written reports to parents are termly, sharing each child's attainment and progress in writing. Pupils' progress in writing is also discussed with parents twice a year at Parents' Evening.

Moderation

Moderation of teacher assessment is undertaken regularly by the Literacy lead and other members of the Senior Leadership Team for quality assurance and ongoing staff development. St. Mary's staff moderate Writing exemplification materials on the Target Tracker system. In addition, pupils writing is also moderated by other teaching professionals in local clusters of schools and by Local Authority moderators.

SEND (inclusion)

The vast majority of pupils are able to write legibly and fluently however, some pupils need additional support and provision and will need an Individual support plan. Teachers of children whose handwriting is limited by difficulties with fine motor skills should liaise with the SEND team to develop an intervention designed for the individual child. Where appropriate outside agencies will be contacted to provide a range of resources to support a child's need, such as; grips, pencil shapes, posture cushions, fiddle tools and other strengthening equipment.

Left handed pupils

Teachers should take into consideration the specific needs of left-handed pupils and make appropriate provision. Teachers should also be aware of their left-handed pupils who may experience difficulties following handwriting movements when a right-handed teacher models them.