



Writing Policy

St Mary's C.E. (A) Primary School

2025-26

It is our belief that there is something ***extraordinary*** and ***wondrous*** in everybody as ***unique creations of God***. We ***value*** all our children as ***children of God*** and ***celebrate difference*** and ***diversity*** within a ***safe, encouraging*** Christian school environment in which all ***flourish***.

Therefore, all will aspire with God's strength to reach for the stars.

"I can do all things through him who ***strengthens*** me." Philippians 4:13

Writing Policy

This policy has been written in line with the New Curriculum 2014 which is now Statutory from Sept 2014.

Intent

Through their writing, pupils have the opportunity to develop culturally, emotionally, intellectually, socially and spiritually. At St. Mary's we pride ourselves in offering high-quality education that enable pupils to acquire knowledge and to build on what they already know.

Through the English curriculum children will

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- See themselves as real writers

Objectives

Writing is closely linked with reading and understanding throughout the curriculum - the activities reinforce each other.

- to provide a range of stimulating and creative opportunities which create a framework for success and enjoyment
- to ensure progress is based on the security of pupils' understanding and their readiness to progress to the next stage
- to ensure pupils who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on
- to develop pupils' abilities to apply their writing knowledge from a specific genre, to other subjects
- to ensure pupils develop secure writing skills

Principles of Teaching and Learning

Substantive and Disciplinary Knowledge

In writing, substantive knowledge is the ability to effectively plan, draft and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of spellings and handwriting.

Disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of audiences and purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to hear what audiences would and to make choices based on effectiveness and coherence. This teaches children to think critically and creatively and to apply substantive knowledge skills.

Equal Opportunities and Differentiation

All pupils will have an equality of access to a broad and balanced English curriculum irrespective of gender, ethnicity or special educational needs.

Pupils will move through the programmes of study at broadly the same pace.

However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage.

Pupils who grasp the key features of a writing genre rapidly, should be challenged through being offered more challenging writing tasks before any acceleration through new content.

Strategies to Ensure progress and Continuity:

- Long term, medium term and short term planning shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of writing genres.
- Children's writing development will be evaluated on an ongoing basis by the teacher / teaching assistant and / or child, which ultimately informs the planning of future writing tasks.
- There are focused writing intervention sessions throughout the key stages, for specific groups of children in order for every child to reach their potential.

Breadth and balance

We will ensure that in any key stage the national curriculum for Writing reflects the importance of spoken language in pupils' development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their written vocabulary. Pupils are assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to develop their thinking and understanding of a range of written texts.

The programmes of study for Writing are set out year-by-year for Key Stages One and Two and through age ranges for Early Years Foundation Stage.

Cross-curricular skills and links

Writing is a part of everything a child does in school. Our whole school curriculum depends on pupils being able to write. Teachers ensure children have every opportunity to achieve this goal.

Children will use Computing when necessary as an integral part of developing their writing. A variety of writing programmes are used when available and appropriate to pupils' needs. As pupils develop, their knowledge and understanding of written activities may demand word processing, accessing information from a data base on the Internet.

Assessment, reporting and recording

Opportunities for assessment will be identified when planning and all children have set targets to achieve. Children will have regular teacher assessment. Pupils will be encouraged to reflect upon their written work as individuals, through peer and self-assessment, as appropriate. Teachers will record key aspects of pupils' progress throughout the year.

Teachers will make summative assessments of the attainment and progress made by pupils towards the key skills, a level of beginning, working at and secure will then be recorded at 3 different assessment points across the academic year. This will then inform the assessment shown on each child's end of year report. In Reception, Year 2 and Year 6, the children will be assessed by the Frameworks set out by the DFE and will be graded according to their criteria.

Monitoring

The Writing subject co-ordinator is responsible for ensuring that high quality writing activities are carefully planned in all year groups to ensure there is adequate breadth across the different areas of English and that skills are developed over the key stage to ensure children meet the end of key stage expectations. Curriculum coverage will be monitored via the medium term plans for the subject.

The co-ordinator, alongside the SLT, will also take on a monitoring role in lessons, to ensure quality of teaching and learning within writing.

A regular audit of writing related equipment and materials is overseen by the English co-ordinator. New materials and equipment is then purchased in light of the findings and through any specific requests/ needs from staff.

The co-ordinator is also responsible for completing a writing subject leader portfolio by collecting examples of planning, children's work and displays as well as through discussions and questionnaires with staff and pupils. The coordinator will also work with SLT to meet the training needs of the staff that have been

identified.

Resourcing

Funding for Writing is dependent on the budget. Each classroom will be provided with a stock of basic texts/ materials with more specialist materials and equipment held in the central store in the staffroom and library areas.

Signed date

Next Review Date: September 2026