



# Dream, Believe, Achieve

*"All things are possible." Mark 9:23*

## Writing Policy

<b>School Address</b>	Bank Road Pilning South Gloucestershire BS35 4JG
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### 1. English in the National Curriculum

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised

### 2. Aims of the National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- 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

### **3. Writing Opportunities at St Peter's**

We use the learning objectives from the 2014 Primary Curriculum as the basis for implementing the English curriculum across a range of genres, appropriate to each age group. Text composition is taught as a writing process, allowing the children to use the skills of planning, writing, editing and redrafting their work in many contexts. This takes place in the English lesson as well as through other curriculum areas. Children are supported in the application of their skills through the use of modelled, guided and shared writing. Age-appropriate grammar objectives are also included within these sessions to teach the specific skills relevant to different text types. Where possible, our class texts are linked to our topic and mapped out in our curious curriculum document. This supports children's knowledge of a subject and allows them to immerse themselves in a topic.

This also allows teachers to plan purposeful cross-curricular writing opportunities. All plans are kept centrally, and the English subject leaders are responsible for reviewing these plans regularly.

Weekly plans will include the following:

- Learning outcome for the week placed clearly in the context of their learning journey.
- A daily learning focus (LF) and success criteria (STS)
- Key questions
  - Spelling and grammar opportunities
- Main teaching activities and focus, including evidence of speaking and listening, shared reading and writing
- Carefully differentiated activities which challenge the children
- Guided writing activities with a specific learning focus linked to assessment
- Plenaries and mini-plenaries referring to the key questions
- Ongoing evaluation and next steps (Assessment For Learning)

### **4. Drawing Club and Early Writing**

We relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a wide range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. Child initiated activities are at the core of this stage of development alongside a range of teacher-directed activities with a special focus on the learning of phonics and key early writing skills. Drawing club has been introduced to engage and encourage our young writers through inspiring stories.

### **5. Feedback and Marking**

We recognise that the strongest feedback is given quickly and if possible, during the lesson. However, when this is not appropriate or available, we use our school's marking code. This allows children to improve their work using a purple perfecting pen. EDITING

## **6. Resources to aid writing**

As learners, it is important to use a range of resources to aid writing, especially using VAK (visual, auditory, kinaesthetic). In keeping with this, the children may be provided with dictionaries, thesauruses, word banks, film clips, readings of books/poetry, to engage and inspire.

## **7. Grammar, Fluency, Handwriting and Spelling**

In Reception and Year 1 we are using the 'Essential Letters and Sounds' scheme of work alongside the 2014 Primary Curriculum.

In EYFS and Year 1, all pupils receive discrete phonics/spelling lessons lasting approximately 20 minutes, everyday.

For Year 3 upwards, we use the Essential Spellings Documents.

All children receive 3 discrete spelling lessons, which follows a similar pattern to our phonic sessions: review, teach, practise and apply (which may be in the form of dictation for fluency).

Our reading scheme contains phonically decodable books that match to the 'Phase' the pupils are working in.

For our grammar objectives, we use a grammar progression that sets out the objectives for each year group from the National Curriculum.

Children begin to learn cursive handwriting when learning the phase 5 digraphs in phonic lessons. Handwriting is also modelled and practised in spelling lessons.

## **8. Oracy in English**

We continue to improve our oracy outcomes for our children through a range of strategies in class. It is essential that children leave St Peter's able to express themselves clearly. We have introduced a conversation contract and Give me 5. These aid children in being physically ready to learn and use correct explicit language in their speech.

We discuss new vocabulary, which begins in EYFS with drawing club. Introducing children to new words, how to express it in a sentence and when it would be best to use it. We work on stem sentences for understanding and use talk for writing strategies in our writing.

## **9. Universal Offer**

This is the core support and resources available to all students, regardless of their individual learning needs. Please see appendix A.

## **Policy Agreed:**

At a meeting of the Quality of Education committee held on 19 June 2025.

Next Review: May 2028

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>