



St Anne's C of E (A) Primary School Writing Policy

'Let all that you do be done in Love' 1 Corinthians 16:14

St Anne's strives to *'develop the whole child, spiritually, mentally and physically* by helping pupils to:

**Love God
Love learning and
Love themselves and others**

in a caring, Christian environment through close links to the Church and community.

Writing Policy

Reviewed September 2026

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Policy Aims

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching English at St Anne's C of E (voluntary aided) Primary School and that these are currently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of English, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; reading and writing.
- To promote the ability to communicate effectively in a variety of forms.
- To promote the skills of communication through speaking and listening in a range of contexts.
- To provide opportunities for the development of skills in writing across the whole curriculum.

Governors

1. To appoint a designated link governor who will meet with the curriculum subject leader at least once a term to find out about;
- The school's systems for planning work, supporting staff and monitoring progress;
 - allocation, use and adequacy of resources;
 - How the standards of achievement are changing over time;
 - Visit School and talk to pupils about their experiences of the curriculum area.
 - Promote and support the positive involvement of parents in the curriculum area.
 - Attend training and other events relating to the particular curriculum area.

Report jointly with the subject leader for:

- The School Prospectus;
 - To the governing body with recommendations, if appropriate, once a year.
2. To be understanding and supportive of our aims in learning and teaching English and review the English Policy regularly.

Priorities:

- To provide our children with the strong foundations required for confidence in mark making, progressing to letter formation and recording their thoughts and ideas fluently.
- To provide children with a wide range of rich stimuli to inspire creativity and a love of writing.
- To teach and model the accurate use of grammar and language and provide children with the tools needed to become independent writers, for a range of purposes and audiences with a clear, coherent structure.

Intent:

At St Anne's C of E (A) Primary School, we endeavour to create a love for literacy. All children from Reception to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our book and topic-led curriculum, we foster pupils' interest in writing and offer a reason and context for writing. This enables children to write purposefully and with an audience in mind.

We want every child to leave St Anne's with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;

- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelt correctly and neat;
- Re-reads, edits and redrafts to improve their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at St Anne's Primary, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the writing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. It is our intention to broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the curriculum.

Implementation

We believe that writing is strengthened by instilling a love of reading within our pupils. We value the importance of reading to supplement writing, which is why our reading long-term plan links closely to many of our writing units. Our children are exposed to a wide range of genres enabling them to learn to write for different purposes (to entertain, inform, persuade and discuss) We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes

FS2:

In Reception, the children, through guided writing, are taught to write their own names; labels or captions for pictures and drawings; write sentences to match pictures and experiment with writing. They use experience of stories, poems and simple recounts as a basis for independent writing, by re-telling stories through Pie Corbett's "Talk 4 Writing" approach.

Children are encouraged to try spelling words independently, using words displayed around the classroom and knowledge of phonic structures. Children write in the printed form. At St Anne's our children are encouraged to think about the spelling of Common Exception Words (CEW's) and High Frequency words (HFW's) related to their stage in the Monster Phonics scheme. Words are displayed in their learning environment and staff will verbally feedback to children as is appropriate to their ability. We follow the Early Years Foundation Stage Curriculum. English is taught as a discrete lesson and within the whole

early years curriculum to give children opportunities to use their English skills in real life situations.

Strong Foundations (Foundation Stage and Year 1)

In the Foundation Stage, we recognise that successful writing begins with the development of strong foundations. Our approach reflects the principles outlined in the government's *Strong Foundations in the First Years of School* report, which emphasises the importance of securing foundational knowledge and skills before children are expected to undertake more complex writing. From the outset, children are explicitly taught the physical, language and compositional skills they need to become confident and fluent writers. This includes developing fine and gross motor control, establishing a secure tripod pencil grip, teaching children how to sit in a **'Ready to Write' position**, and explicitly modelling correct letter formation. Alongside these physical foundations, we place a strong emphasis on **oracy**, recognising that children need to be able to articulate and compose their ideas orally before they can effectively record them in writing. Children are taught the basic components of a sentence, including speaking in complete sentences, sequencing ideas, using appropriate vocabulary and developing an understanding of sentence structure. Through high-quality adult interaction, purposeful talk, storytelling, vocabulary development, phonics and carefully sequenced opportunities for mark-making and writing, children build the knowledge, confidence and fluency required for the next stage of their writing journey. We prioritise teaching and practising these essential foundations so that all children, including those who require additional support, develop the skills necessary to become successful writers.

Key Stage 1:

Children continue to write in the printed form in Year 1 and where appropriate are introduced to cursive writing in the Summer Term ready for Year 2. In Year 1 children continue to use Pie Corbett's "Talk 4 Writing" approach as we understand the importance of developing spoken language. Spoken language underpins the development of both reading and writing. In year 2, there remains an emphasis on discussion and rehearsal of sentences before children begin to write. Throughout their time in Year 2, children are introduced to a variety of genres which progress as our Strong Foundations become more evident. Using the National Curriculum for our lesson objectives, we follow a similar format of;

- exploration of the genre;

- modelled and shared writing (where the KS1 Spelling, vocabulary, grammar and punctuation curriculum is taught). We use the 'Grammarsaurus' Place Value of Punctuation and Grammar (PVPG) from Year 1 to help the children gain knowledge of grammar, ensuring that as they progress through school they are increasingly able to make grammatically appropriate choices (See Grammar in Context).
- independent writing within the same genre (with support in Year 1 and after discussions with the teacher in Year 2)
- we begin to teach the children how to plan and use their plan for writing

In Year 1, children are given verbal feedback during the writing process and encouraged to edit their work in line with their ability. In Year 2, we teach half-termly editing lessons whilst continuing to use 'in the moment' verbal feedback during the writing process.

Key Stage 2:

With the structure of the KS2 progression of writing documents, lessons follow a similar sequence. Books and topics are used to:

- Create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills
- Develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum
- Explore the writing structure and features of different genres, identify the purpose and audience
- Plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.
- Pupils are taught the grammar from the National Curriculum, which is taught to correspond to the genres being written as part of the writing process.
- Children are then supported in how to apply the grammatical content taught in identifying features of a high-quality modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience

Writing is taught at least four times a week, for one hour. Sessions are structured, so that genres are explored in depth, a build up of techniques and ideas are taught and guided to enable pupils to write. High quality modelling and WAGOLLs will also be used to encourage children to write for a range of audiences and purposes.

In KS2 we use 'Super Hero Spelling' to support our teaching, which is a scheme, that covers all the curriculum, including statutory words. This scheme has been created by the team that created Monster Phonics (used by KS1), ensuring we have a consistent approach to the spelling aspect of the curriculum.

To support the teaching of handwriting across the school, we use Letter-join and incorporate our handwriting teaching with spelling.

Speaking and Listening

- The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such, children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum.
- There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English-related sessions and across the full curriculum. These include:
 - focusing children's responses using speaking frames;
 - ensuring that each adult and other children provide good role models;
 - teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
 - ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups; and
 - teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School.

Grammar in Context

Grammar is taught explicitly across the school using **Grammarsaurus** to ensure that pupils are taught the grammatical rules, terminology and concepts appropriate to their year group in a clear and carefully sequenced way. However, grammar is not taught as an isolated skill. Once the grammatical concept has been explicitly introduced and understood, it is deliberately woven into the genre/purpose of writing being taught within each unit of learning. This enables pupils to see grammar as a tool for effective communication rather than simply a set of rules to memorise. In this way, pupils develop both the knowledge of **what** a grammatical feature is and, importantly, an understanding of **when, why and how** it can be used effectively. This approach supports pupils in making increasingly conscious grammatical choices in their writing and developing control over language for different purposes and audiences.

Impact:

We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Reception. We intend that the impact of our English curriculum will enable our pupils to be academically prepared for life beyond primary school and throughout their educational journey. We strive to ensure that pupils work hard so that they will be able to produce written work in all areas of the curriculum.

Assessment

- FSU - Ongoing 'assessment for learning' measure against the criteria of the 'Early Learning Goals'.
- Key Stage One - We assess in the form of a 'big write' within the same genre (with support in Year 1 and after discussions with the teacher in Year 2). These assessments are measured against the National Curriculum Objectives for each year group at least termly.

- Key Stage Two - Once a term, an independent writing piece is marked against the year groups' criteria and a formal assessment is given using statements from the National Curriculum.

Monitoring and Evaluating

The monitoring and evaluation of English is the responsibility of the English Coordinator, who is responsible to the Head Teacher and the Governors for the development of English throughout the school.

This is achieved in a variety of ways:

- Discussions with staff concerning progress of groups and individuals
 - Involvement in long-term planning
 - Classroom observations and feedback
 - Monitoring of books and plans
 - Moderation of levels
 - Monitoring the learning environment
 - Data analysis (SATS)
 - Resource/book audits
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- The English Coordinator will observe lessons, regularly and in line with the School Improvement Plan, and monitoring timetable.
 - The Governor responsible for English will be invited to observe lessons to ensure that the policy is being followed and to feed back a report to the Governing Body on English provision throughout the School.
 - Regular work scrutinies will be undertaken by the Head Teacher and English Coordinator in consultation with staff in line with the School Improvement Plan, and monitoring timetable.

The Head Teacher and Deputy Head will use the information on FFT to monitor attainment in English, in order to compare our progress with national levels and the prior attainment of individual pupils based on contextual value-added information. From these activities, areas of strength will be highlighted as well as areas for improvement.

Special Educational Needs

- All children have access to English. Additional support that is required takes place either during the English lesson or in short allocated periods at other times during the day.
- Differentiated activities are given to support less-able and extend more-able pupils.
- Children with learning difficulties are diagnosed and have provision made for their particular needs.
- There are additional English support sessions for small groups of children.
- Identified children will be taught reading through individual reading programs.
- Where necessary, outside agencies are involved such as the Inclusion Service, Occupational Therapist, Sensory Service, Speech Therapist and the Education Psychologist.
- Teaching Assistants & volunteer helpers are used in school to support groups/individual children.
- Parents are kept informed and encouraged to assist in helping all children.

REVIEW

Evaluation & review of the English policy will be in accordance with the School Improvement Plan. The English Coordinator changes or adapts the policy. These changes are then discussed & agreed by the whole staff before the policy document is formally amended & taken to governors for ratification.

Throughout the year, all staff are encouraged to provide feedback, information and ideas to the English Coordinator. This may include observations on work the children are undertaking, comments on the availability & suitability of resources & any other relevant information about the overall structure of how English is taught & pupils' progress.