**St Mary of the Angels Catholic Primary School** 

**Policy for Teaching Writing**

**OVERVIEW**

Our aim is that all children leave our school as not only literate and confident writers, but as pupils who have developed a love for writing. They can use writing to express themselves, and see that writing is a creative process, due to the exciting and engaging ways in which our lessons are delivered. Children will be taught to write for a range of purposes, knowing how to adapt their style and language use. Writing is edited and improved by the children to create final products that they are proud of.

Writing is about making the choices that enable us to convey meaning to specific audiences and for particular purposes. We try to help our children to become fluently competent writers who understand the different ways writing works in the world.

We teach them that when writing for a public audience we need to recognise the importance of presentation and accuracy. When writing for ourselves we need to recognise how writing contributes to our thinking and learning and can express feeling. We believe in providing children with writing opportunities which relate to real experiences where possible. We also believe that investigative approaches enable children to apply their skills of hypothesising, predicting, testing, clarifying and summarising.

**AIMS**

- To develop students’ writing skills across various genres and purposes.

- To foster a love for writing and encourage creativity.

- To provide differentiated support to meet the diverse needs of all learners.

- To promote the use of proper grammar, punctuation, and spelling in writing.

**Key Strategies**

Pathways to Write provides a foundation for planning around quality texts, enriched by other resources such as Literacy Shed and Twinkl we inspire maximum engagement and a love for writing. We introduce our children to the full range of genres of writing required by the National Curriculum. This involves helping them to recognise that each form has its typical text structure and linguistic characteristics.

The major text types we cover are:

* Narrative
* Recount
* Report
* Explanation
* Procedural/instructional writing
* Persuasion
* Argument

Within these genres we teach a progression of skills, found within our Writing Skills Progression Document, pertinent to each year group. These skills focus on building on prior learning and providing opportunities for development within writing. Spelling is introduced in EYFS/KS1 through Twinkl Phonics and continued in KS2 through Spelling Shed.

**Assessment and Feedback**

**Formative Assessment:** Ongoing assessments will be conducted to monitor student progress and inform instruction.

**Summative Assessment:** Writing will be assessed at the end of each half-term using clear criteria aligned with end points.

**Feedback:** Constructive feedback will be provided to guide students in improving their writing, emphasizing strengths and areas for growth.

**Review and Evaluation**

This policy will be reviewed annually to assess its effectiveness and make necessary adjustments based on feedback from staff, students, and parents.