



Trinity St. Peter's

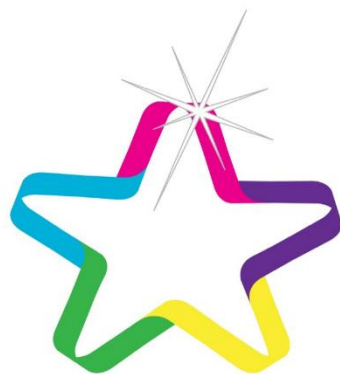
Church of England Primary School

where children shine

English - Writing Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

Writing Vision Statement:

At Trinity St Peter's, we believe that writing gives every child a voice. Through writing, pupils communicate ideas, share experiences, express creativity and make sense of the world around them. Writing is a fundamental life skill that enables children to succeed academically, flourish personally and contribute positively to their communities.

Our writing curriculum develops pupils into confident, articulate and purposeful writers who can write with accuracy, fluency and imagination. Through a language-rich approach and high-quality literature, pupils acquire the knowledge, vocabulary and skills needed to communicate effectively for a range of audiences and purposes.

Using **Literacy Counts Ready Steady Write**, pupils are immersed in ambitious, vocabulary-rich texts that inspire curiosity, develop empathy and provide meaningful reasons to write. Carefully sequenced learning enables pupils to understand how authors craft language, organise ideas and engage readers, whilst developing their own unique writer's voice.

Writing at Trinity St Peter's is closely connected to reading, vocabulary development and oracy. Through explicit teaching, structured discussion and purposeful opportunities to apply learning, pupils develop confidence in choosing precise vocabulary, constructing effective sentences and communicating their ideas with clarity.

We nurture a culture where writing is valued, celebrated and enjoyed. Pupils are encouraged to take pride in their work, reflect upon their writing and see themselves as successful authors. Our aim is for every child to leave Trinity St Peter's as a confident communicator who writes with accuracy, creativity and purpose, equipped for the next stage of education and beyond.

Intent

The purpose of our writing curriculum is to equip every pupil with the knowledge, skills and confidence to communicate effectively through the written word. We recognise that writing is central to learning and provides children with the tools they need to express ideas, demonstrate understanding and engage successfully with the wider world.

Our writing curriculum is designed to provide a broad, balanced and ambitious education for all learners. Through carefully sequenced teaching and meaningful writing opportunities, pupils develop the ability to write fluently, accurately and purposefully across a range of genres, subjects and real-life contexts.

We implement a **research-informed approach through Literacy Counts Ready Steady Write**, ensuring that pupils experience high-quality teaching rooted in rich, vocabulary-filled literature. Through immersion in carefully selected texts, pupils learn how language choices, structure and authorial techniques can be used to communicate effectively and engage an audience.

We recognise that spoken language underpins successful writing. The quality of the language pupils hear, understand and use is fundamental to their development as writers. Through discussion, drama, oral rehearsal and purposeful talk, pupils develop vocabulary, organise their thinking and gain confidence in expressing ideas before transferring them to the page.

Our curriculum is designed to ensure that all pupils:

- Develop fluency, stamina and independence as writers.
- Build and apply an ambitious vocabulary across the curriculum.
- Understand how to write effectively for different audiences and purposes.
- Develop secure knowledge of grammar, punctuation and spelling.
- Learn to plan, draft, edit and improve their writing.
- Communicate ideas clearly, accurately and creatively.
- Take pride in the presentation and quality of their work.
- Become reflective writers who can evaluate and improve their own compositions.

We are committed to ensuring that every child, regardless of background, starting point or additional need, can achieve success in writing. Through adaptive teaching, purposeful scaffolding and appropriate challenge, all pupils are supported to make strong progress and develop confidence as writers.

By the time pupils leave Trinity St Peter's, they will be articulate, resilient and enthusiastic writers who can communicate effectively, think critically and write with purpose across a range of contexts. They will possess the language, knowledge and confidence required for the next stage of their education and future life beyond school.

Implementation

At Trinity St Peter's, writing is taught through a carefully sequenced, ambitious and inclusive curriculum that enables all pupils to become confident, accurate and purposeful writers. Our writing curriculum is delivered through **Literacy Counts Ready Steady Write**, a research-informed approach which uses high-quality, vocabulary-rich texts to engage, inspire and develop pupils as writers.

We believe that pupils learn to write best when they are immersed in quality literature, explicitly taught the skills and knowledge required for successful writing, and provided with regular opportunities to apply and refine these independently. Writing is closely connected to reading, vocabulary and oracy, ensuring that pupils develop the communication skills needed to succeed across the curriculum and beyond.

Foundations for Writing

In the Early Years and Key Stage 1, pupils develop the foundational skills required for writing through high-quality phonics teaching, reading and spelling instruction. Pupils learn to apply their phonic knowledge to spell words accurately, form letters correctly and construct simple sentences with increasing confidence. As pupils progress through the school, spelling development continues through **Read Write Inc. Spelling**, alongside explicit teaching of grammar, punctuation and composition.

Ready Steady Write

Our writing curriculum is centred around carefully selected, high-quality vehicle texts which expose pupils to a rich range of authors, genres, themes and experiences.

Each Ready Steady Write unit provides:

- High-quality literature as a stimulus for writing.
- Clearly sequenced episodes of learning.
- Explicit teaching of vocabulary, grammar, punctuation and spelling.
- Opportunities for reading as a writer.
- Purposeful writing outcomes linked to audience and purpose.
- Regular opportunities for editing, improving and publishing writing.

Through these carefully structured units, pupils learn to understand how texts are crafted and develop the knowledge and skills required to write effectively for a range of purposes and audiences.

The Ready Steady Write Process

All writing units are taught through the Ready Steady Write pedagogical sequence. This consistent approach supports pupils in developing the knowledge, vocabulary and skills required to become effective writers whilst ensuring progression and high expectations across the school.

The sequence of lessons typically follows these key phases:

 Immerse	In this initial phase, pupils are introduced to a high-quality Vehicle Text that forms the foundation of the unit. Teachers guide pupils in making predictions, asking questions and engaging in rich discussion about themes, characters and settings. Visualisation techniques, drama activities (such as hot seating or role play) and oral storytelling are used to deepen understanding of the text. This stage helps build vocabulary and stimulate curiosity, making the writing outcome purposeful and relevant. Pupils are encouraged to make connections to personal experiences, other texts and wider world knowledge, fostering deeper comprehension and empathy.
 Analyse	Here, the focus shifts to deconstructing the Vehicle Text, examining the author's craft, structure and use of language. Pupils explore the features of specific genres, sentence structures and how authors manipulate grammar and punctuation for effect. Model texts (WAGOLLS – What A Good One Looks Like) are often used for guided analysis. Teachers facilitate shared reading and annotation, modelling the reading-as-a-writer process. Through structured questioning and scaffolded discussion, pupils begin to identify key features and consider how to apply them in their own writing.
 Plan	Pupils begin to map out their own ideas, building on what they've learned during the Immerse and Analyse stages. Teachers provide support structures such as planning frames, story maps, boxed-up plans or writing scaffolds to guide composition. Emphasis is placed on the writing purpose and audience, allowing children to tailor their content, tone and vocabulary appropriately. Vocabulary development continues, often through word banks, thesauruses and talk-partner activities, encouraging pupils to be adventurous in word choice. Pupils rehearse ideas orally, sometimes through partner talk or verbal storytelling, to refine structure before committing to paper.
 Write	This is the composition phase, where pupils produce a draft of their independent writing based on their plans. Teachers model writing explicitly through shared writing and guided group work, demonstrating how to build cohesion, vary sentence structures and apply grammar purposefully. Children are encouraged to write with fluency, purpose and independence, using the modelled strategies and their planning tools. There are built-in opportunities to edit, revise and improve writing, using checklists, peer feedback and discussions with the teacher. Pupils re-draft with a focus on improving clarity, vocabulary, grammar and structure — supporting the development of reflective, resilient writers.

Immerse

Pupils are introduced to a high-quality vehicle text which forms the foundation of the unit. Through reading, discussion, drama, role play and vocabulary exploration, pupils develop a deep understanding of the text and its themes. Opportunities for oracy allow pupils to make connections between the text, their own experiences and prior learning whilst building the vocabulary required for successful writing.

Analyse

Pupils explore how authors craft texts by examining language choices, sentence structures, grammatical features and text organisation. Through shared reading, model texts and teacher modelling, pupils develop an understanding of the features and techniques needed to write effectively for different audiences and purposes.

Plan

Pupils generate, organise and rehearse their ideas before writing. Planning activities support pupils in considering audience, purpose, structure and vocabulary choices. Oral rehearsal, discussion and collaborative learning opportunities enable pupils to refine their ideas and develop confidence before beginning the writing process.

Write

Pupils apply their learning to create independent written outcomes. Teachers support pupils through explicit modelling, shared writing and guided practice, enabling them to write with increasing accuracy, fluency and independence. Opportunities to edit, revise and improve are embedded throughout the process, encouraging pupils to become reflective and resilient writers who take pride in their work.

Sentence Accuracy

Daily Sentence Accuracy activities support pupils in developing secure knowledge of grammar, punctuation and spelling. These short, focused sessions provide opportunities for pupils to:

- Construct accurate sentences.
- Apply grammatical knowledge in context.
- Improve spelling accuracy.
- Edit and proofread effectively.
- Develop fluency and independence as writers.

Through regular practice, pupils develop the transcriptional and compositional skills necessary for successful writing.

Adaptive Teaching and Inclusion

We are committed to ensuring that all pupils can access and succeed within the writing curriculum. Learning is adapted to meet the needs of all learners whilst maintaining high expectations for every child.

Teachers provide support through:

- Explicit teacher modelling.
- Shared and guided writing.
- Visual prompts and scaffolds.
- Vocabulary banks and sentence stems.
- Oral rehearsal opportunities.
- Flexible grouping.
- Appropriate use of technology where required.

This ensures that all pupils, including those with SEND and pupils with English as an Additional Language, can participate fully and make progress from their individual starting points.

Writing Environment

Classrooms provide a language-rich environment that promotes writing across the curriculum. Pupils have access to high-quality texts, vocabulary resources, modelled examples and age-appropriate support materials that encourage independence and application of learning.

Writing is celebrated across the school through published outcomes, part of their Author books in KS2, performances, competitions and opportunities to share learning with peers, parents and the wider community. This helps pupils develop pride in their work and see themselves as authors with an important voice.

SHINE

Serve – Hope – Imagine – Nurture - Enjoy

Serve

With Christ at the centre, writing is a powerful tool for communication, expression and service. Pupils are encouraged to use their writing to share ideas, inform others, tell stories and contribute positively to their communities. Through writing, pupils develop the ability to communicate clearly and respectfully, understanding that their words can have a meaningful impact on others.

Hope

Our writing curriculum promotes resilience, aspiration and self-belief. Pupils are encouraged to take risks as writers, experiment with language and view mistakes as valuable opportunities for learning. Through drafting, editing and refining their work, pupils develop confidence in their abilities and recognise that improvement comes through perseverance and practice.

Imagine

We foster creativity and curiosity through high-quality texts, rich vocabulary and engaging writing opportunities. Pupils are inspired to explore ideas, create imaginative worlds and experiment with language for different audiences and purposes. Writing enables pupils to express themselves creatively and develop their own unique writer's voice.

Nurture

We provide an inclusive and supportive environment where all pupils feel valued as writers. Through modelling, collaboration, discussion and constructive feedback, pupils develop confidence, independence and a sense of pride in their work. We celebrate progress and achievement, ensuring that every child is supported to reach their full potential.

Enjoy

We aim for pupils to develop a genuine love of writing. Through engaging texts, purposeful outcomes and opportunities to share their work, pupils experience the enjoyment and satisfaction that comes from communicating ideas effectively. We encourage pupils to see themselves as successful writers and to take pride in their growing skills and achievements.

We support children in becoming happy, healthy individuals who feel safe, included and confident to communicate, create and succeed.

4C Thinking Model

We embed our school's **4C Thinking Model** throughout the writing curriculum. The 4C Thinking Model (**Comprehend, Connect, Creative and Critical**) supports pupils in developing a deep understanding of texts, generating and refining ideas, and applying writing skills effectively across a range of contexts and purposes.

Through the 4Cs, pupils learn to become thoughtful, reflective and independent writers who can draw upon prior learning, make meaningful connections and communicate their ideas with increasing confidence and precision.

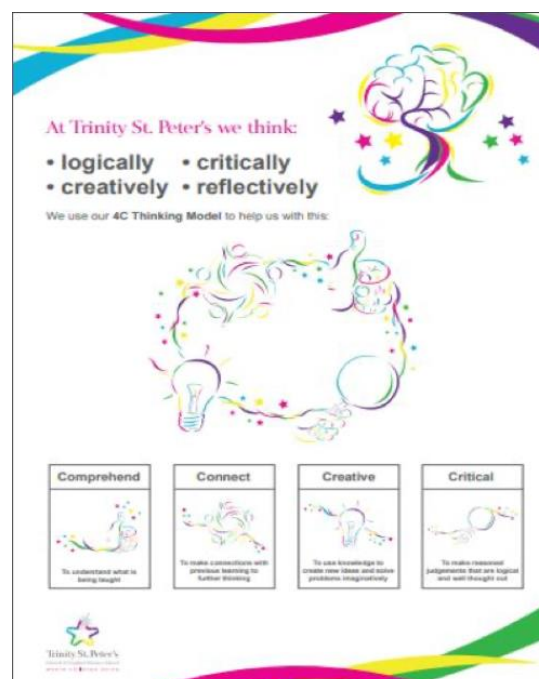
Comprehend – Pupils develop a secure understanding of the texts, vocabulary, grammar and writing techniques being taught. Through reading, discussion and explicit teaching, pupils explore how authors create meaning and consider the knowledge and skills required for successful writing.

Connect – Pupils make connections between texts, previous learning and their own experiences. They draw upon prior knowledge, vocabulary and writing techniques to strengthen their understanding and apply learning in new contexts. Pupils are encouraged to recognise patterns, links and relationships within and across the curriculum.

Creative – Pupils are encouraged to experiment with language, ideas and writing styles. Through imagination, exploration and purposeful opportunities to write, pupils develop their own writer's voice and learn to communicate effectively for a range of audiences and purposes.

Critical – Pupils reflect upon, evaluate and improve their writing. They review the effectiveness of vocabulary choices, grammatical structures and organisational features, considering how their writing can be adapted to achieve a desired impact on the reader. Through editing and redrafting, pupils develop resilience and a commitment to producing high-quality outcomes.

Teachers plan opportunities for pupils to engage with each stage of the 4C Thinking Model throughout the writing process. This ensures that writing is not only taught and practised, but also understood, applied and refined over time. Thinking Maps may be used, where appropriate, to support pupils in organising ideas, making connections and developing their thinking as writers.



Vocabulary is VITAL

Valued	We value vocabulary within writing because it enables pupils to communicate ideas clearly, engage readers and write effectively for a range of purposes and audiences. A rich vocabulary supports pupils in expressing themselves with precision, creativity and confidence.
Identified	Key vocabulary is carefully identified through our Ready Steady Write units, high-quality vehicle texts and writing outcomes. Teachers select and plan ambitious Tier 2 vocabulary alongside genre-specific and subject-specific Tier 3 vocabulary to support pupils' reading and writing development.
Taught	Vocabulary is explicitly taught in every lesson. Knowledge organisers are used to support the teaching of key vocabulary and curriculum plans identify the language pupils need to learn and understand. New vocabulary is introduced, explained, modelled and explored through a range of contexts to deepen understanding.
Applied	Pupils are encouraged to apply newly acquired vocabulary through speaking, reading and writing. They use ambitious vocabulary within discussions, sentence construction and independent writing, selecting words carefully for audience, purpose and effect.
Learned	Vocabulary is revisited, retrieved and reinforced regularly to support long-term retention. Through repeated exposure across texts, lessons and writing opportunities, pupils develop confidence in understanding and applying increasingly sophisticated vocabulary within their own writing.

STAR Vocabulary

We follow the **STAR** approach (**Study, Teach, Apply, Refine**) to develop confident, independent and successful writers through **Literacy Counts Ready Steady Write**.

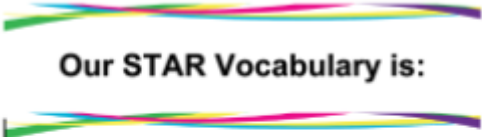
Study – immerse pupils in high-quality, vocabulary-rich literature. Children explore the text, understand the context, analyse the author's craft and identify the features of effective writing.

Teach – explicitly teach the knowledge and skills required for successful writing, including vocabulary, grammar, punctuation, sentence construction and authorial techniques. Teachers model the writing process through shared and modelled writing.

Apply – provide meaningful opportunities for pupils to plan, draft and compose their own writing for a range of audiences and purposes. Children draw upon their reading, vocabulary knowledge and prior learning to communicate effectively.

Refine – encourage pupils to review, edit and improve their writing. Through feedback, reflection and redrafting, pupils learn how to strengthen their vocabulary choices, sentence structures and overall composition, developing resilience and pride in their work.

Pupils develop the knowledge, skills and confidence to write accurately, creatively and purposefully across the curriculum, becoming articulate communicators who are well prepared for the next stage of their education.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

Oracy in Writing

Oracy is at the heart of writing at Trinity St Peter's. We recognise that pupils must be able to hear, discuss, rehearse and articulate their ideas before they can communicate them effectively through writing. Structured opportunities for talk are embedded throughout our writing curriculum, enabling pupils to develop confidence, fluency and precision in their spoken language before applying these skills independently in their written work.

Through **Literacy Counts Ready Steady Write**, pupils are encouraged to explore texts, discuss ideas and orally rehearse vocabulary, sentences and larger compositions before writing. Teachers explicitly model language and provide opportunities for pupils to articulate their thinking through partner talk, group discussion, drama activities, questioning and whole-class dialogue. This enables pupils to organise their ideas, refine their language choices and develop confidence as writers.

Sentence stems and talk structures are used to scaffold discussion and support pupils in thinking like writers. Examples include:

- "The author chose this word because..."
- "This creates the effect of..."
- "I would choose this vocabulary because..."
- "My sentence is effective because..."
- "I can improve this by..."
- "The reader will think/feel... because..."
- "A more precise word or phrase would be..."
- "This links to the purpose of the writing because..."

Through our school values of **Service, Hope, Imagine, Nurture and Enjoy**, pupils are encouraged to speak respectfully, listen actively and communicate their ideas with confidence. Oracy provides a foundation for pupils to develop their vocabulary, explore their creativity and strengthen their understanding of how effective writing is crafted.

By regularly discussing, rehearsing, evaluating and refining ideas through talk, pupils deepen their understanding of the writing process and become increasingly confident communicators. They learn to articulate their thinking clearly, make purposeful language choices and write with greater accuracy, independence and confidence across the curriculum.

Appendix A: Non-Negotiables

Non-Negotiables					
Classroom Environment	• Enticing reading areas which include: a range of fiction, non-fiction, poetry & rhyming books are grouped and organised. • English resources displayed and on tabletops in classroom include: <table border="1"> <thead> <tr> <th>Tabletop</th><th>Display</th></tr> </thead> <tbody> <tr> <td> •GPC Phonic Phase Mats •Common Exception Words / Word List Words •Sentence Accuracy Checkers </td><td> •GPC Phonic Phase Posters •Sentence Accuracy Checkers •Daily Sentence Accuracy work that is modelled daily is displayed •Common Exception Words / Word List Words appropriate to the unit •Gathered Vocabulary •Handwriting upper-case and lower-case letters displayed •Shared and Modelled Writing (could be on a washing line) </td></tr> </tbody> </table> • Letter formation as part of the phonics programme / handwriting policy is used daily to support accurate letter formation. • Examples of handwriting joins and formation for year group expectations are displayed to reinforce national standards. • All teachers' writing around the classroom (e.g., flip chart) reflects the handwriting policy.	Tabletop	Display	•GPC Phonic Phase Mats •Common Exception Words / Word List Words •Sentence Accuracy Checkers	•GPC Phonic Phase Posters •Sentence Accuracy Checkers •Daily Sentence Accuracy work that is modelled daily is displayed •Common Exception Words / Word List Words appropriate to the unit •Gathered Vocabulary •Handwriting upper-case and lower-case letters displayed •Shared and Modelled Writing (could be on a washing line)
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Pupil Written Work	• In EYFS and KS1 children write with a sharp pencil using a correct pencil grip and posture. • Children place a neat line through words for mistakes using a pencil. • A purple pen / pencil is used for edits from proof-reading, additions, and corrections from Y1 onwards are completed in pencil. • Rubbers are not used to erase evidence of the learning process and progress. • Writing is legible and in-line with the year group standard and handwriting policy. • Sentence Accuracy is completed daily, placed at the top of the page and indicated by the children (from Y1 onwards) by S/A in the margin.				
Marking	• The marking policy is adhered to. • A maximum 3 spellings are indicated for correction within any one piece of work – Spelling corrections will reflect the children's growing skill and knowledge from their phonics / spelling programme – Spelling corrections are in line with growing Common Exception Word / Word List knowledge • 'Writer's Knowledge' (Wise Owl) element is used to feedback on the composition of writing. • Sentence punctuation is corrected at point of learning which is acted upon by children. • Letter formations are corrected in line with school handwriting policy.				

Please see the whole school Vocabulary and Marking Policy for more information.

Impact

Our well-planned and consistently delivered writing curriculum enables pupils to become confident, articulate and purposeful writers. Through high-quality texts, explicit teaching, purposeful practice and meaningful writing opportunities, pupils develop the knowledge, skills and vocabulary required to communicate effectively across the curriculum and beyond.

We strive to ensure that all pupils, regardless of their starting point, develop the confidence, creativity and technical accuracy needed to succeed as writers. Through the carefully sequenced teaching of composition, grammar, punctuation, spelling and vocabulary, pupils learn how to write effectively for a range of audiences and purposes.

As pupils move through Trinity St Peter's, they encounter, revisit and apply writing skills across an increasingly ambitious range of contexts. This ensures that learning is transferred to long-term memory and embedded within pupils' independent writing. Pupils are increasingly able to:

- write fluently, accurately and with increasing stamina;
- communicate ideas clearly for a range of audiences and purposes;
- apply grammar, punctuation and spelling knowledge effectively;
- select ambitious and precise vocabulary to enhance meaning;
- edit and improve their work independently;
- demonstrate creativity, resilience and pride in their writing.

The quality of pupils' writing demonstrates the impact of our curriculum. Pupils are able to discuss their learning confidently, explain the choices they have made as writers and apply previously taught knowledge, skills and vocabulary across the curriculum. Learning is cumulative, and each stage of the writing curriculum prepares pupils for the next.

The impact of our writing curriculum is measured through:

- Ongoing formative assessment within lessons.
- Daily review of Sentence Accuracy activities.
- Assessment of independent writing outcomes.
- Half-termly Ready Steady Write unit reflections.
- Monitoring of spelling, grammar and punctuation application.
- Pupil voice.
- Book looks and curriculum monitoring.
- Moderation activities within school and across the trust.
- Subject leader monitoring and evaluation.
- Progress evident in pupils' writing across the curriculum.
- End of unit and end of year assessment outcomes where appropriate.
- Half-termly pupil progress meetings.

Ultimately, pupils leave Trinity St Peter's as confident, creative and effective writers who can communicate with accuracy, purpose and confidence. They are equipped with the knowledge, skills and vocabulary required to access secondary education successfully and use the written word effectively in the wider world.