

Bryn St. Peter's C.E. Primary School



Writing Policy

Reviewed by: S. Harrison

Date:

Review again:

Our School Vision

Together with God Building our Future

Guided by Christian values, with Jesus as our cornerstone, we set firm foundations for a life of flourishing, offering opportunities for all to develop in body, mind and spirit.

And in him you too are being built together to become a dwelling in which God lives by his Spirit.

Ephesians 2:22

We are committed to educating the whole person for life in all its fullness guided by Christian values.

We deeply value creativity and joy in learning that allows everyone to achieve and flourish.

We want everyone to feel included, accepted, loved and positively understand their value and potential in our community.

1. Introduction

Bryn St Peter's C.E. Primary School recognises that high-quality English skills are essential for pupils' success across the curriculum and in later life. All teachers share responsibility for developing pupils' competency in reading, writing, speaking and listening so that they can fully access learning.

A fluent, legible and coherent writing style significantly enhances pupils' progress. Our writing curriculum is broad, balanced and purposeful, incorporating handwriting, phonics, spelling, vocabulary development and writing for a range of audiences and purposes.

This policy sets out the school's approach to teaching and developing writing.

2. Aims and Objectives

We aim for all pupils to:

- Develop a love of writing and confidence in expressing ideas creatively.
- Write clearly, coherently and for a range of purposes and audiences.
- Acquire secure knowledge of grammar, punctuation and spelling and apply these effectively.
- Take pride in presentation and develop a fluent, cursive handwriting style.
- Edit, redraft and improve their own writing.
- Build the language and literacy skills needed to participate fully in the wider curriculum.

3. Curriculum Intent

Our writing curriculum is designed to:

- Provide a coherent sequence of learning from EYFS to Year 6.
- Ensure pupils build secure phonics, spelling and transcriptional skills.
- Develop composition skills through structured, progressive teaching.
- Promote vocabulary development through high-quality texts and spoken language.
- Offer meaningful opportunities to write in real and cross-curricular contexts.
- Support all learners, including those with SEND, to achieve well.

4. Implementation

Teaching follows the National Curriculum, the school's English policies and an evidence-informed approach.

Lesson Planning

- Teachers plan units using long-, medium- and short-term sequences.
- Lessons include clear objectives and success criteria.
- Planning caters for visual, auditory and kinaesthetic learning styles.
- Staff are trained in consistent planning and pedagogy.

Teaching Approaches

- Daily phonics in EYFS/KS1; regular spelling sessions in KS2.
- Daily English lessons based on the National Curriculum requirements.
- Explicit teaching of transcription (handwriting, spelling), composition, vocabulary, grammar and punctuation.
- Use of high-quality texts and modelling.
- Opportunities for rehearsal, discussion and oral storytelling.
- Scaffolds and adaptations to meet diverse needs.
- Real writing opportunities through cross-curricular links.
- Use of TAs to support individuals and groups.

EYFS Provision

- Writing skills are developed across the seven EYFS areas.
- Children learn letter formation, GPCs, mark-making and early sentence skills.
- Pupils are supported to meet Early Learning Goals for writing.

Handwriting

- Whole-school approach using the Martin Harvey programme.
- Progressive teaching from letter formation (EYFS) to fluent cursive handwriting (KS2).
- Daily or regular handwriting sessions depending on phase.
- Handwriting expectations apply across all subjects.

Key Stage Expectations

A full progression is taught from Year 1 to Year 6, including:

- Year 1-2: Core phonics skills, simple sentences, common exception words, pre-cursive writing and early joins.
- Year 3-4: Development of joined handwriting, expanding vocabulary, paragraphing, direct speech, and wider grammar use.
- Year 5-6: Increased independence, cohesive devices, advanced punctuation, formal/informal register, complex sentences and writing for a wide range of forms.

5. Impact

The impact of our writing curriculum is seen in pupils who:

- Write with increasing accuracy, fluency and creativity.
- Apply spelling and grammar knowledge effectively.
- Build stamina and confidence across a range of genres.
- Take pride in presentation and handwriting.
- Make good progress from their starting points, including SEND pupils.
- Are well-prepared for secondary writing expectations.

6. Planning and Progression

- Planning follows the National Curriculum progression.
- Skills are sequenced so pupils build on prior learning.
- Medium-term plans outline genre coverage and teaching sequences.
- Short-term plans detail modelling, guided practice and independent tasks.
- Handwriting, spelling and grammar progression maps ensure consistency.

7. Assessment and Monitoring

- Ongoing formative assessment informs planning and next steps.
- Summative assessments track progress across each year group.
- Writing is assessed during statutory assessments (EYFS Profile, KS1/KS2

tests where applicable).

- Feedback helps pupils improve content, accuracy and presentation.
- SEND pupils are monitored closely in collaboration with the SENCO.
- Parents receive written annual reports and termly updates at meetings.

8. Role of the Subject Leader

The literacy lead will:

- Champion high-quality writing provision across the school.
- Support staff to improve subject knowledge and pedagogy.
- Audit, manage and deploy resources.
- Provide CPD and lead staff meetings.
- Monitor planning, teaching, books and assessments.
- Ensure consistency in expectations and standards.
- Analyse data to inform priorities for improvement.
- Lead on curriculum design and policy development.

9. Resources

- Classrooms are equipped with accessible writing resources.
- Displays support vocabulary development and writing processes.
- The library provides a range of texts to support writing.
- Resources are audited annually by the subject leader.
- Additional resources are purchased as needed through the SBM.

10. Inclusion and Equal Opportunities

- All pupils have equal access to the writing curriculum.
- Activities and resources are adapted to meet individual needs.
- Teaching follows the school's Equality, Equity, Diversity and Inclusion Policy.
- SEND pupils receive targeted support, guided by the SENCO.

11. Health and Safety

- Writing activities are supervised to ensure safe use of equipment such as scissors, sharpeners and handwriting tools.
- Ergonomic guidance is followed regarding posture, seating and pencil grip.

12. Parental and Community Links

- Parents receive regular information about their child's writing progress.
- Homework and reading/writing tasks encourage partnership learning.

- Community events such as book fairs, writing competitions or celebration assemblies promote a love of literacy.
- Links with local libraries and community groups enhance writing opportunities.

13. Review and Evaluation

- The policy is reviewed annually by the literacy lead and headteacher.
- Evaluation draws on monitoring, data and staff feedback.
- Revisions are shared with staff and stakeholders.

14. Linked Policies and Documents

This policy should be read alongside:

- Primary Curriculum Policy
- Primary Spelling Policy
- Primary Teaching and Learning Policy
- Primary Feedback Policy
- Early Years Teaching and Learning Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- National Curriculum in England: English Programmes of Study
- EYFS Statutory Framework

