

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



## Writing Policy

**Reviewed by:** S. Harrison

**Date:** September 2025

## 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

At Bryn St Peter's CE Primary School, writing is a central pillar of our English curriculum and a vital life skill. The ability to write fluently, coherently and with purpose enables pupils to communicate ideas, access the wider curriculum and succeed in later life.

In line with the DfE Writing Framework (2025), we recognise writing as a complex process requiring the integration of transcription (spelling and handwriting) and composition (articulating and structuring ideas). Writing is taught explicitly, systematically and with increasing independence across all year groups.

This policy aims to guide high-quality teaching and learning in writing, ensuring consistency, progression and inclusion for all pupils.

## 2. Aims and Objectives

### Aims

We aim for all pupils to:

- Develop a love of writing and confidence in expressing ideas creatively, seeing themselves as writers.
- Communicate clearly, creatively and effectively.
- Write with accuracy, fluency and increasing independence.
- Use writing as a tool for thinking and learning.

## **Objectives**

Pupils will:

- Develop secure transcriptional skills (spelling and handwriting), taking pride in presentation and developing a fluent, cursive handwriting style.
- Write clearly, coherently and for a range of purposes and audiences.
- Build and apply a rich and varied vocabulary.
- Use grammar and punctuation accurately and effectively.
- Edit, redraft and improve their writing.
- Develop stamina and resilience in writing.

## **3. Curriculum Intent**

At Bryn St Peter's, English is at the heart of our curriculum. Our writing curriculum reflects our vision of educating the whole child—body, mind and spirit—through creativity, inclusion and high expectations.

Our writing curriculum is designed to:

- Support children to develop a love of writing and build confidence in expressing their ideas clearly and creatively.
- Develop composition skills through structured, progressive teaching.
- Ensure writing is purposeful and meaningful, often linked to high-quality texts and real contexts.
- Develop strong transcriptional foundations through systematic phonics and spelling teaching.
- Promote vocabulary development through high-quality texts and spoken language opportunities.
- 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.

### **Teaching Across Year Groups**

Writing is taught daily through structured English lessons and reinforced across the wider curriculum. Teaching follows a clear progression from EYFS to Year 6.

## **Teaching and Learning Approaches**

In line with the DfE framework:

- Writing is taught through a clear sequence: modelled → shared → guided → independent writing.
- Teachers provide explicit instruction in grammar, punctuation, spelling and composition.
- Pupils engage in oral rehearsal before writing.
- High-quality texts are used to model language, structure and authorial intent.
- Writing is broken into manageable components and practised regularly.

## **Transcription**

- Systematic phonics teaching (Read Write Inc.) supports early writing.
- Spelling is taught progressively across KS2 using the Place Value of Spelling (Grammarsaurus).
- Handwriting is explicitly taught using a consistent cursive approach (Whole-school approach using the Martin Harvey programme. Progressive teaching from letter formation (EYFS) to fluent cursive handwriting (KS2)).

## **Composition**

- Pupils write for a range of purposes and audiences.
- Lessons focus on planning, drafting, editing and publishing (planning based upon The Literacy Tree writing scheme and teacher's tailor this to their class needs).
- Vocabulary development is prioritised through reading and discussion.

## **Cross-Curricular Links**

- Writing is embedded across all subjects to provide purposeful contexts.
- Opportunities are planned for extended writing in foundation subjects.

## **Use of Resources and Technology**

- Working walls, vocabulary displays and model texts support learning.
- Assistive technologies are used where appropriate to support access.

## **Inclusion and Adaptation**

- Teaching is adapted through scaffolding, modelling and targeted support.
- Pupils with SEND receive personalised support and intervention.

- Greater depth writers are challenged through increased independence and challenge.
- Adaptations are made in line with school's SEND policy.

## **5. Impact**

The impact of our writing curriculum is demonstrated through pupils who:

- Write fluently, accurately and with increasing confidence.
- Apply phonics and spelling knowledge effectively.
- Produce writing for a range of purposes and audiences.
- Edit and improve their work independently.
- Take pride in presentation and handwriting.
- Use writing effectively across the curriculum.

Outcomes reflect our school vision, with pupils leaving Year 6 as confident communicators, prepared for the next stage of education.

Success is celebrated through:

- Displays and published work.
- Celebration assemblies, certificates are awarded for the 'Writer of the Week'.
- Sharing work with peers, parents and the wider community.

## **6. Planning and Progression**

- Long-term plans ensure full National Curriculum coverage.
- Medium-term plans sequence learning around genres and key skills.
- Short-term planning includes modelling, scaffolding and assessment opportunities.

Progression is carefully mapped to ensure:

- Development from early mark-making to extended writing.
- Increasing control of grammar, vocabulary and structure.
- Secure foundations leading to independence by Year 6.

## **7. Assessment and Monitoring**

### **Assessment**

- Ongoing formative assessment informs teaching.
- Writing is assessed against year group expectations (termly).
- Statutory assessments are used where applicable.

- Testbase termly assessments and an overall end of year assessment are completed (spelling, punctuation and grammar are tested within these assessments).

### **Feedback**

- Feedback is timely and focused on improvement (live marking in lessons).
- Pupils are encouraged to respond and edit their work.
- All feedback is in line with school's marking and feedback policy.

### **Monitoring**

- Book scrutiny, lesson observations and pupil voice.
- Data analysis to track progress and attainment as part of pupil progress meetings that involve the school's SENDCO, Headteacher and the class teacher.
- SEND pupils are monitored closely in collaboration with the SENCO.

### **Use of Assessment**

- Identifies gaps and informs planning.
- Supports targeted intervention.
- Parents receive written annual reports and termly updates at meetings.

## **8. Role of the Subject Leader**

The English subject leader will:

- Lead and develop writing across the school.
- Ensure alignment with the DfE Writing Framework (2025).
- Monitor teaching, learning and outcomes.
- Provide CPD and coaching for staff to improve subject knowledge and pedagogy.
- Analyse data and identify priorities for improvement.
- Ensure consistency and high expectations.

## **9. Resources**

- High-quality texts and writing stimuli (The Literacy Tree scheme).
- Classroom working walls and vocabulary aids.
- Phonics (Read Write Inc scheme) and spelling (Place Value of Spelling Grammarsaurus) resources.
- Martin Harvey Handwriting scheme.
- Access to a well-stocked library.

Resources are:

- Regularly audited and updated.
- Accessible to all pupils.

## **10. Inclusion and Equal Opportunities**

We are committed to ensuring all pupils can succeed in writing:

- Teaching is inclusive and adapted to meet diverse needs.
- SEND, EAL and disadvantaged pupils are fully supported.
- Diversity is reflected in texts and writing opportunities.
- All pupils are encouraged to see themselves as writers.

## **11. Health and Safety**

- Pupils are taught correct posture and pencil grip.
- Equipment is used safely (e.g. scissors, sharpeners).
- Classrooms promote a safe and supportive writing environment.

## **12. Parental and Community Links**

- Parents are supported through workshops and guidance.
- Parents receive regular information about their child's writing progress.
- Writing is celebrated through events and assemblies.
- Links with libraries and the community promote literacy (events such as book fairs, writing competitions, writing workshops in collaboration with published authors).

## **13. Review and Evaluation**

- This policy is reviewed annually.
- Led by the English subject leader and headteacher.
- Informed by monitoring, data and stakeholder feedback.

## **14. Linked Policies and Documents**

This policy should be read alongside:

- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- Marking and Feedback Policy
- SEND and inclusion policy
- EYFS Statutory Framework
- National Curriculum in England: English Programmes of Study