



St. Patrick's Catholic Primary School

Writing Policy

| Written by | Updated |
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| Senior leadership team and Curriculum leader for English | April 2025 |

**The National Curriculum states that:**

"English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised."

The key areas for learning English are:

- Reading- decoding and comprehension
- Writing - composition and handwriting
- Spelling, Punctuation and Grammar
- Spoken Language

INTENT

Our aims are:

- To foster a positive attitude to writing as an interesting and exciting part of the curriculum
- To ensure pupils have the opportunity to engage with a range of relevant and purposeful opportunities to write in a range of genres.
- To apply their knowledge and understanding of phonics, spelling patterns and rules, grammar and punctuation to writing across the curriculum
- To ensure pupils have an understanding of the writing process: plan, draft, write, edit and then publish writing
- To ensure that all pupils have the opportunity to achieve in writing
- To work in partnership with parents and carers so that all pupils are able to reach their full potential.

Implementation

Nursery

English is taught in the Foundation stage using the book of the week (for which a combination of fiction and non-fiction titles are used). Teaching focuses on features of



a text, how to read a text and oral retelling. Teachers model both oral sentence structure and written sentences.

During continuous provision, children are encouraged to write their name and trace; they have access to writing implements especially in the craft and mark making area. Children can choose to take implements, including mini-whiteboards, to other areas.

As soon as children are ready, they will complete name writing daily.

Throughout Nursery, adults teach the correct pencil grip by modelling and correcting where appropriate.

Foundation Stage 2

Writing is taught through phonics and English lessons daily. Each week there is a focus book of the week which combines fiction and non-fiction throughout the year. Teaching focuses to start with on oral retelling and holding a sentence to then using phonics knowledge to write a sentence. Throughout the week there is one guided writing session which is adult led and one independent writing activity for pupils to complete. In addition to this, pupils are given many opportunities to write across a range of activities during continuous provision. Each morning on entry into class children practice writing their name until they have mastered it. Grammar and punctuation are incorporated into the writing sessions.

Year 1

Writing is taught through a focus book of the week lesson daily in addition to the daily phonics lessons. The book of the week links to the current topic theme and combines fiction and non-fiction books. Pupil consolidate their oral sentence speaking and writing throughout the year to build cumulatively to write paragraphs of text. Grammar and punctuation are incorporated into the writing sessions.

Year 2 to Year 6

Writing is taught from Year 2 to Year 6 through a focus book which links to the current topic theme. A range of genres are planned throughout the year and across year groups to ensure pupils are given a wide range of opportunities. Each unit of writing should last approximately 3 weeks. Pupils are taught to write in clusters using structure strips as a guide for writing. Each writing cluster is a repeated cycle of input, writing and review which also incorporates grammar and punctuation teaching. This method provides an input on content, vocab, and grammar that will be used in their writing. In addition, this method provides an opportunity for modelling, shared and guided writing. At the end of a full unit of writing, pupils write a polished piece of work following editing.



IMPACT

Formative assessment

Formative assessment is completed by the class teacher during and after lessons. The formative assessments inform future lesson planning and support that may be needed for individual pupils. Teachers will mark work and provide feedback following the marking and feedback policy.

Summative assessments

Summative assessments are made at the end of the Advent term and Pentecost term and recorded on O'track. Teachers will attend pupil progress meetings and discuss the progress that pupils are making based on their starting points. Teachers will make assessments using year group guidance and moderation will take place across year groups and schools within the Our Lady of Lourdes trust. Following writing moderation a bank of work is collected to be used for future assessments.

Statutory assessments

At the end of Foundation stage 2, a summative assessment on writing will be made and will be submitted to the local authority this assessment is made again the Early Learning Goals.

At the end of Year 6 a writing assessment will be made and submitted via the primary assessment gateway. The assessment will be made against the end of Key Stage 2 statutory assessment guidance. This assessment will be made and moderated in school and if chosen may also be moderated externally by the local authority.

Role of the Subject leader

The writing leader is responsible for:

- Ensuring this policy is successfully implemented
- Regularly conducting book looks, learning walks and pupil interviews to monitor writing across school
- Provide feedback to staff following monitoring
- Provide updates to link governors
- Identify developments with the subject area