



St. Gregory's Catholic Primary School



Writing Policy 2025

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Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Review date: September 2027

1.1 Rationale

At St. Gregory's, we believe writing is a fundamental life skill. It enables pupils to communicate ideas, express themselves creatively, think critically, and engage academically across the curriculum. Our approach to writing is rooted in the principle that all children can become confident, capable writers when they experience high-quality teaching, rich vocabulary, strong foundational knowledge, and purposeful writing experiences.

This policy draws on:

- The National Curriculum (2014)
- The Writing Framework (DfE, 2023–2024)
- Development Matters (DfE, 2021)
- Strong Foundations in the Early Years (DfE, 2024)
- EEF guidance on effective literacy teaching
- DfE Reading Framework links to transcription and composition

2. Aims

At St. Gregory's, we aim for every pupil to:

Writing Attitudes and Purpose

- Enjoy writing and see themselves as authors.
- Understand the purpose, audience, and impact of writing.
- Write confidently across a wide range of genres.

Composition

- Generate ideas through reading, discussion, drama, talk, and modelling.
- Plan, draft, revise, edit, and publish writing with increasing independence.
- Use rich vocabulary effectively, applying knowledge from reading across the curriculum.

Transcription

- Develop fluent, legible handwriting following Letter-Join.
- Spell accurately using taught rules, morphology and etymology, supported by:
 - No Nonsense Spelling (Years 2–6)
 - Spelling Frame (Years 1–6)
- Use punctuation and grammar accurately and for effect.

Foundational Knowledge

- Develop strong oral language skills that support written expression.

- Use high-quality texts as models for sentence structure, vocabulary, and authorial craft.

Equity and Inclusion

- Develop confidence and resilience as writers, regardless of starting point.
- Receive targeted support where needed.

3. Curriculum Overview

3.1 Early Years Foundation Stage (EYFS)

Writing in EYFS follows Development Matters and Strong Foundations, ensuring children:

- Develop strong early language and communication skills.
- Engage in mark-making daily, progressing from early scribbles to letter formation, using Scribble it and Drawing Club.
- Begin forming letters using correct grip and posture through Letter-Join readiness activities.
- Learn GPCs through systematic phonics programme, Floppy's Phonics, enabling early spelling and writing.
- Hear stories, poems and rhymes daily, building vocabulary and ideas for writing.
- Write for meaningful purposes through play-based contexts.

3.2 Key Stage 1

Pupils build on early writing foundations through:

- Daily structured writing lessons. Year 1 continues Drawing Club in Autumn 1 to aid transition, evolving into The Curious Quests in Autumn 2. Year 2 writing is linked to quality texts.
- Explicit teaching of sentence structure, sequencing, vocabulary, and basic punctuation.
- Systematic development of spelling using Spelling Frame and No Nonsense Spelling (from Y2).
- Handwriting taught regularly using Letter-Join, ensuring correct joins and letter formation.
- Regular opportunities for purposeful writing across the curriculum.
- Use of talk, drama, story mapping and oral rehearsal to support composition.

3.3 Key Stage 2

In KS2, pupils deepen their skills through:

- Daily lessons that embed reading and writing together using high-quality core texts.
- Explicit modelling of writing using teacher demonstration, shared writing, and guided writing.
- Systematic teaching of grammar and punctuation within meaningful contexts.
- A progressive approach to genre knowledge, text structure, and writing for a range of audiences.
- Development of independence in planning, revising and editing.
- Spelling taught through No Nonsense Spelling, alongside ongoing access to Spelling Frame.
- Continued consolidation of handwriting fluency and consistency using Letter-Join.
- Opportunities to write across subjects using subject-specific vocabulary.

4. Teaching Approaches

Our approach is based on effective practice recommended by the EEF:

4.1 Explicit Instruction

Teachers model:

- Sentence construction
- Vocabulary choices
- Paragraph organisation
- Editing and redrafting

4.2 High-Quality Texts

Core texts shape writing units, providing:

- Rich vocabulary
- Examples of varied sentence structures
- Genre models
- Cultural breadth and representation

4.3 Talk for Writing Principles

Across the school:

- Pupils orally rehearse their ideas.
- Teachers explore story structure, character, setting and theme orally.
- Drama and role-play deepen understanding.

4.4 Grammar and Punctuation

Grammar and punctuation are taught:

- Explicitly
- In context
- Systematically and progressively
- With opportunities for application in independent writing

4.5 Vocabulary Development

We teach vocabulary through:

- Knowledge organisers
- Working walls
- Pre-teaching words
- Focus on root words, morphology and etymology
- Reading aloud and discussion

4.6 Handwriting

We follow Letter-Join from EYFS to Year 6.

This ensures:

- Correct letter formation
- Consistent joins
- Fluent, legible handwriting
- High presentation standards

Lesson structures include direct modelling, guided practice, and independent practice.

4.7 Spelling

- Spelling Frame supports practice in Years 1–6.
- No Nonsense Spelling provides structured teaching in Years 2–6.
- Pupils learn statutory word lists and spelling patterns systematically.
- Teachers model spelling strategies: segmenting, mnemonics, syllables, morphology.

4.8 Writing for Purpose

Pupils write for:

- Entertainment
- Information
- Persuasion
- Discussion/argument

They understand the importance of:

- Audience
- Purpose
- Form
- Register

5. Writing for Pleasure and Wider Opportunities

We foster a positive writing culture through:

- Whole-school writing days
- Author visits
- Poetry performances
- Publishing writing around school
- Class writing anthologies
- Cross-curricular writing opportunities
- Competitions and celebrations

6. Inclusion and Additional Support

We ensure all pupils succeed by:

- Using the graduated approach to remove barriers
- Providing high-quality targeted interventions, e.g.:
 - Sentence-level support
 - Handwriting groups
 - Precision spelling
 - Vocabulary and language groups
- Using scaffolds:
 - Word banks
 - Sentence stems
 - Writing frames
 - Structured planning templates
- Ensuring high challenge with appropriate support
- Adapting tasks for pupils with SEND, EAL or speech and language needs

7. Assessment of Writing

7.1 Formative Assessment

Teachers assess through:

- Daily marking and feedback

- Conferencing with pupils
- Live marking
- Analysis of independent writing
- Book looks and writing moderation

7.2 Summative Assessment

- Writing is assessed termly against school progression documents based on:
 - National Curriculum expectations
 - The Writing Framework
- Moderation takes place internally and externally.
- EYFS outcomes are assessed using the EYFS Profile.

7.3 What We Look For

- Composition (ideas, cohesion, structure)
- Vocabulary and authorial craft
- Grammar and punctuation accuracy
- Spelling proficiency
- Handwriting fluency
- Independence and resilience

Data informs planning, intervention, and curriculum development.

8. Leadership of Writing

The English Lead is responsible for:

- Overseeing writing, handwriting and spelling provision
- Ensuring consistency in teaching approaches
- Monitoring quality of writing across school
- Leading moderation
- Providing training and support
- Ensuring resources and texts reflect diversity and quality
- Reporting to SLT and governors

9. Roles and Responsibilities

Teachers

- Teach writing daily through the agreed school approaches.
- Model high-quality writing.
- Give feedback that moves learning forward.
- Maintain high expectations of all pupils.

Teaching Assistants

- Support targeted groups and individuals.
- Reinforce correct handwriting, spelling and grammar.

Parents and Carers

- Support spelling practice at home.
- Encourage children to write regularly and creatively.
- Celebrate their child's efforts and progress.

Pupils

- Take pride in writing and presentation.
- Practise spelling and handwriting.
- Actively edit and improve their work.
- Read regularly to support writing.

10. Monitoring and Review

Monitoring includes:

- Lesson visits
- Book scrutinies
- Pupil voice
- Spelling and handwriting audits
- Moderation
- Data analysis

This policy will be reviewed annually by:

- English Lead
- SLT
- Curriculum Governors

11. Implementation Date

September 2025

Review Date: September 2027