

St Joseph's Catholic Primary School Voluntary Academy Writing Policy



“With Jesus at the centre of all we do and say”

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Intent

At St Joseph's Catholic Primary School, we believe that writing is a fundamental life skill and an essential part of the curriculum. Our aim is to develop enthusiastic, confident and skilled writers who can communicate effectively for a range of purposes and audiences.

We recognise that successful writing is built upon a secure foundation of spoken language, reading, vocabulary, spelling, grammar and punctuation. Through rich discussion, high-quality literature and carefully planned learning experiences, children acquire the knowledge and skills needed to become fluent and successful writers.

Our writing curriculum is designed to ensure that all pupils, regardless of their starting points, abilities or backgrounds:

- Develop secure transcription skills, including spelling, grammar, punctuation and handwriting.
- Acquire a rich and ambitious vocabulary.
- Understand how effective writers use language and structure to create impact.
- Write confidently and independently for a range of purposes and audiences.
- Edit and improve their writing thoughtfully and effectively.
- Take pride in the presentation and quality of their work.
- Make strong progress from their individual starting points and achieve the expectations of the Early Years Foundation Stage Framework and National Curriculum.

Through high-quality teaching and a carefully sequenced curriculum, we aim to foster a lifelong love of writing and ensure that every child leaves St Joseph's equipped with the literacy skills needed for the next stage of their education and beyond.

Implementation

Curriculum

Writing is taught through **Ready Steady Write** by Literacy Counts, a high-quality, literature-based approach that places carefully selected texts at the heart of learning.

Each unit is built around a rich, engaging text which provides meaningful contexts for learning and inspires pupils to write with purpose. Units are sequenced to ensure clear progression in knowledge, skills and vocabulary across the school.

Through Ready Steady Write, pupils are taught to:

- Explore and respond to high-quality literature.
- Develop and apply ambitious vocabulary.
- Understand the structure and features of different text types.
- Analyse how authors use language and organisation to engage readers.
- Plan, draft, edit and publish their own writing.
- Write for a range of audiences and purposes.
- Apply writing skills across the wider curriculum.

Learning is carefully sequenced to enable pupils to build knowledge over time and produce increasingly sophisticated written outcomes.

Teaching Approaches

Effective writing is developed through explicit instruction, modelling and regular opportunities for practice and application.

Teachers use a range of evidence-informed approaches, including:

- Modelled writing.
- Shared writing.
- Explicit vocabulary instruction.
- Structured discussion and partner talk.
- Questioning and retrieval practice.
- Sentence-level teaching.
- Editing and redrafting.
- Independent application of taught skills.

Teachers explicitly model the writing process, demonstrating how successful writers generate ideas, plan, compose, revise and improve their work.

Working walls evolve throughout each unit and provide pupils with access to vocabulary, sentence structures, modelled examples and key learning that supports independence and successful writing outcomes.

Grammar and Punctuation

Grammar and punctuation are taught both discretely and within meaningful writing contexts.

Alongside the contextualised grammar teaching embedded within Ready Steady Write units, pupils receive daily discrete grammar lessons using the Easy Education Grammar and Punctuation Scheme.

Planning is informed by:

- National Curriculum year-group expectations.
- Progression documents.
- Ongoing teacher assessment.
- Grammar, Spelling and Punctuation (GSP) analysis.
- Identified gaps and misconceptions.

Daily grammar teaching enables pupils to:

- Develop sentence accuracy and fluency.
- Understand and apply grammatical terminology.
- Use punctuation accurately and effectively.
- Explore a range of sentence structures.
- Understand how grammatical choices can influence meaning and impact.
- Transfer grammar knowledge into independent writing.

Teachers make explicit connections between grammar lessons and writing lessons so that pupils can apply newly acquired knowledge successfully across the curriculum.

Spelling

Spelling is taught systematically through Spelling Shed from Year 1 to Year 6.

Regular spelling lessons focus on:

- National Curriculum spelling patterns and rules.
- Common exception words.
- Statutory spelling lists.
- Morphology and etymology where appropriate.
- Strategies for learning, remembering and applying spellings.

Pupils regularly revisit previously taught spelling patterns to support long-term retention and are encouraged to apply their spelling knowledge across all writing opportunities.

Assessment is ongoing and informs future teaching. Where misconceptions are identified, additional support, intervention and retrieval opportunities are provided.

Inclusion

At St Joseph's, we believe that every child can succeed as a writer.

High-quality adaptive teaching is the first response to meeting pupils' needs. Teachers carefully adjust teaching, support and challenge to enable all children to access the curriculum and make progress.

Pupils with English as an Additional Language (EAL)

Teachers support pupils through:

- Teacher and peer modelling.
- Visual prompts and resources.
- Vocabulary development and pre-teaching.
- Structured speaking and listening opportunities.
- Collaborative learning experiences.
- Scaffolded language support.

Pupils with Special Educational Needs and Disabilities (SEND)

Provision may include:

- Writing scaffolds and sentence stems.
- Adapted resources and vocabulary support.
- Technology to support recording and composition.
- Additional modelling and explicit instruction.
- Flexible grouping arrangements.
- Targeted interventions and personalised support.

Teachers work closely with the SENDCo to ensure all pupils are fully included and can achieve success within the writing curriculum.

Assessment

Assessment plays a central role in ensuring effective teaching and strong pupil progress.

Teachers use a range of assessment strategies, including:

- Classroom observation.
- Discussion and verbal responses.
- Daily sentence-level work.
- Independent writing outcomes.
- Spelling and grammar assessments.
- Book scrutiny and ongoing teacher assessment.

Assessment information is used to identify strengths, address misconceptions and inform future planning.

Daily feedback supports pupils in understanding how to improve their writing and enables teachers to adapt teaching responsively.

Grammar, spelling and punctuation knowledge is monitored through ongoing assessment and GSP analysis. This information is used to identify trends, target support and inform whole-school priorities.

Writing standards are moderated regularly within school and across the Trust to ensure consistency and accuracy of teacher judgement.

Subject leaders and senior leaders monitor writing through:

- Work scrutiny.
- Lesson visits.
- Pupil voice activities.
- Assessment analysis.
- Pupil progress meetings.

This ensures that all pupils are supported to achieve their full potential.

Impact

The impact of our writing curriculum is reflected in the quality of pupils' work, the progress they make over time and their positive attitudes towards writing.

As a result of our writing provision, pupils:

- Write confidently and fluently for a range of purposes and audiences.
- Demonstrate increasing accuracy in spelling, grammar and punctuation.
- Use ambitious vocabulary effectively.
- Communicate ideas clearly and coherently.
- Edit and improve their own work independently.
- Apply writing skills across the wider curriculum.
- Take pride in the presentation and quality of their work.

Pupils leave St Joseph's as confident, resilient and enthusiastic writers who understand the power of language and are equipped with the knowledge, skills and attitudes needed to succeed in the next stage of their education and as active members of society.

Policy Monitoring and Review

This policy will be reviewed annually by Senior Leadership Team to ensure continued compliance with statutory requirements and alignment with school improvement priorities.