



Saint Michael Catholic Primary School

Writing Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

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Contents

1. Aims.....	
2. Legislation and guidance	
3. Roles and responsibilities	
4. Inclusion.....	
5. Monitoring arrangements	
6. Links with other policies	

1. Aims

Intent - What are we trying to achieve?

At Saint Michael's, we aim for our pupils to write for a purpose, write for pleasure and enjoy the process of becoming an author. All of the children in KS2, have the opportunity to publish their written work in a variety of ways. We want our children to understand the process of writing and be able to write for a variety of purposes and audiences with independence and confidence. Writing is an essential form of communication which will allow them to access the full curriculum and participate as a member of society. We recognise that writing allows pupils to develop culturally, emotionally, intellectually, socially and spiritually.

Implementation – How is the curriculum being delivered?

We have developed a bespoke curriculum which fully meets the national curriculum programmes of study for writing. This is divided into the strands of: transcription: spelling, transcription: handwriting, composition and vocabulary, grammar and punctuation. Each year group has curriculum objectives to teach in English lessons and this is reinforced throughout the whole school curriculum.

We have organised the curriculum into a Curriculum Map which allows children to 'Write for a Purpose'. Children working in EYFS and KS1 will focus on the strands writing to entertain and inform using the 'Talk for Writing' approach. In KS2, we have created a bespoke curriculum where the children will write for a variety of different purposes and publish their work. Writing projects in KS2 include: Narrative, sensory poetry, poetry that hides in things, campaigns, discussion texts, explanation texts, fables, memoirs, graphic Novels, flash-Fiction and historical reports.

Each half-term in KS2, pupils will be taught an authentic writing unit around a theme which they will complete in their English books. Alongside their English books, the children will have a 'Personal Writing Project' which they write in independently. Lessons are structured around building a community of passionate writers, reading like writers, establishing product goals that link to GPS, tailored mini-grammar lessons, proof reading their work, editing and then publishing their written piece.

Teachers will use a range of resources to support their planning including: Genre booklets from Writing Rocks, Teacher booklets from Writing Rocks, Literacy Shed, Jump Star Grammar, Talk for Writing and using the bespoke modelled texts given to support planning.

We use the Twinkl Spelling scheme and children are tested weekly.

A 'How to' guide is written by the subject leader and shared with all teachers. Teachers will use a variety of pedagogical techniques to inspire and embed high-quality writing. These include: shared writing, guided writing, drama, role-play, use of The Imaginarium.

The curriculum for each year group is planned by the teachers to meet their specific year group objectives and a curriculum map is available on the school website for parents to access so they can support learning.

Each week, children receive a Spelling assignment in their spelling folder and every fortnight, they will receive a Grammar, Punctuation or Spelling home learning task from a year group specific CGP workbook. This allows parents to support their child's learning at home.

Writing is taught in the hour-long English lesson each day and each piece of work is assessed by the teacher in accordance with our Assessment and Feedback policy. Teachers will mark using VF in KS2, and the children will action this feedback in green pen. Vocabulary, Grammar, Punctuation and Spelling is taught within English lessons and reinforced throughout the curriculum. Writing is also taught throughout the whole curriculum and the same high standards are expected and teaching points are reinforced by all teachers and teaching assistants in other subjects.

Writing is also assessed each term with an extended piece of independent writing. The extended piece of independent writing will allow teachers to make a formative assessment of writing. Published pieces will be evidenced with performances, written up, typed, QR codes or saved on the server. Each term the children will also complete a Grammar, Punctuation and Spelling (GAPS) test, which will provide a standardised score and give the teacher a summative assessment of writing. These assessments, combined with the teacher's everyday assessments will help the teacher form an overall 'point in time' assessment each term.

We promote and teach printed handwriting in Reception and Year 1 and begin to teach cursive handwriting in Year 2 through to Year 6 as we recognise this method to improve fluency, speed and accurate spelling.

We teach neat and legible handwriting throughout the school and, in Years 5 and 6, pupils will be given the opportunity to use a handwriting pen at the teacher's discretion.

Phonics

Phonics is a huge part of learning to spell and is emphasised in the early teaching of writing. Pupils are taught oral segmenting, and once they have developed this skill they are able to segment words to spell them. We use the 'Little Wandle' programme of study to structure our phonics curriculum. We also use the Phonics Tracker programme. Phonics is taught each day in Reception, 4 times a week in Year 1 and weekly in Year 2 for the first term. Those that do not achieve the expected standard in the Year 1 Phonics check are given additional support to do so in Year 2.

Impact - What difference is the curriculum making?

Pupils value writing and are able to write for different purposes and audience throughout the curriculum. Our pupils have a sound understanding of grammar, punctuation and spelling as shown consistently in statutory assessments. They are able to draw on a wide range of ambitious vocabulary to enhance their composition.

English writing will promote the pupil's spiritual, moral, social and cultural development by encouraging the children to experiment with different genres when writing. The children will have experience of different texts that promote a spiritual, moral, social, and cultural thought process. The children will have opportunities to write their own stories from other cultures, stories with dilemmas, non-fiction arguments, persuasive letters, prayers, poems, newspaper articles and historical recounts.

English writing will promote British Values by exploring the importance of tolerating others beliefs and ideas through collaborative work in groups and learning about historical literary figures who may have had different beliefs to the children. Using stories from other cultures will also promote mutual respect – encouraging children to share tasks and listen to others' ideas.

English writing will help pupils develop a Growth Mindset by focusing on feedback either through marking or verbal feedback. Staff will promote high expectations encouraging children to take pride in their written work. Pupils will be encouraged to challenge their own learning through a range of differentiated challenges, writing based on their own ideas using their 'Personal Writing Project' will create a path to writing mastery. Pupils will be encouraged to embrace these challenges and celebrate each other's success by sharing and assessing each other's outcomes.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

At least 10% of the curriculum is dedicated to Religious Education

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy
- Marking
- Writing