



<b>All Saints' C of E Primary School</b>		
<b>Title: Writing Policy</b>		
Owner: Chair		
Full Governing Body Ratification	Date: October 2025	
File Name: Writing Policy	Review Date: October 2026	

**Equality and Diversity Statement**

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

## 1. AIMS

We aim to develop pupils' writing abilities within an integrated framework of Speaking & Listening, Reading and Writing. The teaching of writing is directly linked to the teaching of reading and this policy should be read in conjunction with our reading policy. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. Our English teaching is, wherever possible, embedded into our Shine Curriculum.

By the age of 11 we aim for children to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor & correct.
- have an interest in books and read for enjoyment.
- have an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses.

## 2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum for English Document (Sept 2014).

In the Early Years Foundation Stage children should be given opportunities to:

- speak and listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication.

The programmes of study for writing at key stages 1 and 2 are constructed as follows:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription; spelling quickly and accurately through knowing the relationship between sounds and letters (phonics), understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Writing also depends on fluent, legible and, eventually, speedy handwriting.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **3. THE GOVERNING BODY**

Regular reports are made to the governing body on the progress of writing provision, and meetings are also held with governors with responsibility for Writing.

### **4. SUBJECT ORGANISATION**

- Cross curricular topic work linked to the Shine Curriculum
- Direct teaching
- Providing pupils with real experiences
- Teacher prepared materials
- Practical tasks for pupils
- Educational visits
- Visiting experts - authors, performers, etc.
- School performances and assemblies

### **5. APPROACHES TO WRITING**

- Phonics
- Spelling
- Emergent writing
- Modelled writing
- Shared Writing
- Independent Writing
- Extended writing
- Handwriting (See separate Handwriting policy)
- Teaching of grammar
- Visual Literacy
- Drama & speaking and listening

#### **Phonics**

Phonics is taught systematically using the Phonics Shed scheme in EYFS and KS1. Phonics is taught daily as a discrete teaching session for 30 minutes throughout EYFS and KS1 and the children are streamed according to ability.

#### **Spelling**

From Y2 onwards (or when they have a secure grasp of the phonic phases), our children follow the Ed Shed spelling scheme. The children will work on a new set of spellings each week. They will be taught the rules, meanings, etymology & spellings in school, during spelling lessons, and they will also be set these words via Ed Shed so that they can practise the words at home too.

## **6. THE LEARNING ENVIRONMENT**

At All Saints' we promote a literacy rich environment:

- Key words banks and spellings are used to promote independent learners
- Resources are labelled and easily accessed
- Children's work is displayed on walls showing appropriate age expectations and successful progress made by individual children
- Dictionaries and thesauruses are available in KS2
- Writing opportunities are embedded in all EYFS areas
- Writing opportunities are linked to role play and drama throughout school

## **7. CROSS CURRICULAR LEARNING**

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Cross curricular writing links are incorporated into our Shine Curriculum.

## **8 THE USE OF ICT**

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

## **9 ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment Policy. In addition to this, the children's progress will be tracked using Sonar. Writing assessment will be ongoing and assessed against the objectives in the National Curriculum.

## **10. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We monitor all our pupils closely & support if necessary via adaptive teaching, small group support and/or focussed interventions. Able children will be identified & tracked, and suitable learning challenges within the year group objectives will be provided.

## **11. EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **12. WRITING SUBJECT LEADER**

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating writing through observations and work scrutinies
- Pupil progress
- The quality of the learning environment;
- Purchasing and organising resources

- Keeping up to date with recent English developments
- Taking the lead in policy development
- Supporting colleagues in their roles.