



St Mary and St Benedict Catholic Primary School ENGLISH: Writing Policy 2026

1. School Vision

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes. At St Mary and St Benedict Catholic Primary School, our goal is to inspire a love of English language and literature. We aspire to be a school where all pupils become enthusiastic and critical readers and are able to express their ideas, thoughts and feelings with confidence- both orally and in writing. We strive to create an environment where all pupils become successful masters of the English language.

2. National Curriculum and school Aims

English is a core subject within the National Curriculum and is the cornerstone of all learning, both in school and in the wider society. Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English Programmes of Study- Key Stages 1 and 2 and in the 'Communication and Language' and 'Literacy' sections of the Statutory Framework for the Early Years Foundation Stage. At St Mary and St Benedict Catholic Primary School, we follow these programmes of study. Children are supported to gain an understanding of how language works by looking at its patterns, structures and origins, for example through grammar and spelling. Children are taught to use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations and across the curriculum.

The aims of teaching English are:

- To enable children to speak with confidence and to take account of their listeners
- To encourage children to listen with concentration, to engage with and respond to what they have heard
- To show children how to adapt their speech in different circumstances for different audiences
- To help children become confident, independent and life-long readers
- To develop enthusiastic and reflective readers who are able to engage with challenging and substantial texts
- To promote enjoyment of reading and writing
- To encourage a sense of audience and purpose in writing
- To develop a secure understanding of spelling, grammar and punctuation
- To enable children to plan, draft and edit their written work
- To support children to produce effective, accurate and well-presented written work.

3. Spoken Language

The importance of Spoken language in pupils' development across the whole school curriculum is paramount. Spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills are woven in across all subjects and throughout the school day. Activities might include: group and class discussions; presentations; oral rehearsal; use of talk partners; class assemblies and performances.

Children who require extra support in speaking and listening will receive Speech and Language support. Prior to this our staff are trained in using 'The Nuffield Early Language Intervention.'

See Spoken Language section of the English National Curriculum for further information.

See also the school's English as an Additional Language policy which sets out the school's provision for supporting children who are new to English, as well as those who are developing fluency in spoken English.

4. Reading

Please see our school's separate policy on phonics and the teaching of reading.

5. Writing

We aim to develop the children's ability to produce well-structured, appropriately detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Using a genre lead approach, our children are taught how to write a range of fiction and non-fiction texts and communicate clearly.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to develop their writing across the curriculum, including:

- Considering a range of different audiences and purposes
- Responding to stimuli such as written and visual texts across a range of media
- Building upon visits or events
- Using drama, role play, hot seating etc
- Producing writing on their own or as part of a group
- Incorporating opportunities to use ICT.

5.1 Pedagogy:

A combination of approaches to developing writing will be employed and include modelled, shared, guided/group and independent sessions.

- i. Whole-class teaching
Teachers model the use of composition and transcription strategies in whole class sessions.
At times, teachers might scribe for children as part of a shared composition.
Read write inc. strategies will be used such as 'Hold a Sentence' and 'Build a Sentence'
- ii. Guided/group writing
Guided or group writing sessions are used to target specific needs of both groups and individuals. Children needing extra support in certain aspects of writing may receive additional intervention sessions in small groups or as individuals e.g. Fresh Start is used as a tool for this in Y5 and 6. Where possible, children will be supported in class to access the same learning as their peers.
- iii. Independent writing
Independent writing opportunities are planned to enable children to use and apply skills that have been modelled and guided by the adult. Children are given time to edit their work and opportunities to create final 'published' pieces. **Please see Appendix 7 for further information.**

5.2 EYFS: Timetabling, organisation, delivery, resourcing and approaches.

- The school uses Early Years Outcomes and the Statutory Framework for the Early Years Foundation Stage to inform planning and structure learning objectives. This provides guidance for practitioners in understanding how their children typically progress in the Early Years.
- Teachers assess pupils against the EY outcomes to determine writing starting points for each child in their class.
- Read, Write Inc assessments are used in line with the guidance from the scheme. Once set 1 sounds are taught, children are grouped based on reading ability. Initially, we assess the children's ability to decode sounds. Using this data, children will begin to write sounds, words and eventually sentences using 'Fred Fingers', 'Hold a sentence' and 'Build a sentence' strategies.
- Teachers regularly assess progress against EY outcomes, and summatively at the end of EYFS to assess whether children have reached or exceeded standards in writing.
- Independent adult-initiated activities may include: phonic games; practising letter formation and developing fine motor skills ready for writing; and creating labels, lists and captions for the environment. Letter formation and spelling (Fred fingers) are also taught daily in a discrete RWI lesson.
- Writing opportunities are provided outdoors as well as indoors and across a range of contexts. Active learning and gross motor skills are valued as a pre-requisite to writing. The children work with malleable materials and also on a larger scale.

5.3 KSI & 2: Timetabling, organisation, delivery, resourcing and approaches.

In Key Stages 1 and 2, the school approach to teaching writing covers the 'transcription' and 'composition' requirements of the English National Curriculum.

Each phase follows a long-term plan (RWI, Language and Literacy, Key Author Study and text based units) which is broken down into a series of clear text types and genres. **Please see appendix 2.** These are a vehicle for delivering the skills laid out in the curriculum, and ensuring that children receive a balanced writing diet that builds upon each previous year.

KSI: Timetabling and organisation

Daily English lessons (Read, Write Inc/Language and Literacy for 1 hour each morning) plus application of writing skills across other curriculum areas. Handwriting sessions are timetabled in addition to this as necessary, although age-related letter formation is expected to be addressed throughout these sessions.

KS2: Timetabling and organisation

Daily English lessons (minimum of 1 hour each morning) plus application of writing skills across other curricular areas. Discrete handwriting sessions are timetabled in addition to this in Year 3 and 4 and for any children requiring this as an intervention in Year 5 and 6.

5.4 Phonics and Spelling

Please also see separate Phonics and Reading policy.

The school follows the programme of study for spelling as outlined in the spelling appendix of the English National Curriculum. **Please see appendix 4.**

In EYFS and KSI, phonics is taught discretely in class during English lessons following RWI. As children progress in Year 1 and into Year 2, phonics and spelling is taught as outlined in the English National Curriculum using 'Get Spelling'.

In KS2, spelling is taught in discrete sessions. This is 4 x 15 minutes per week totalling 1 hour per week in Years 3 and 4. Spelling in Years 5 and 6 follows a weekly set of spellings in line with the statutory spelling list and develops across the year to include spelling patterns and word families. Children participating the Fresh Start have 4 weekly sessions on phonics and personalised related spellings from the study text.

This is also embedded into English lessons across the curriculum.

Children at risk of under-achieving will receive additional spelling support, both in the context of their writing and as discrete sessions. Interventions are used to supplement age-related teaching, not replace it.

From Year 1, children are taught to proofread their own work and identify spelling errors (RWI). Teachers are expected to identify spellings for editing in marking/feedback using our school's marking policy (x3 dot system) in order to encourage accuracy and help children to develop a strong grasp of spelling. We identify no more than 3-4 spellings suitable for the individual.

See English National Curriculum spelling appendices for more detail and statutory information.

5.5 Grammar

The school follows the Programme of Study for grammar as outlined in the main body of the National Curriculum as well as the grammar appendix (including terminology for pupils) and the glossary of English National Curriculum. This is taught in an embedded way so as to provide meaningful contexts for the children to apply their learning in their writing. However, sometimes an aspect of grammar may be taught or revised in a discrete session. Children learn to understand and use grammar to help them gain more conscious control over their writing and understand how to compose accurate sentences. Teachers are expected to have a sound understanding of the grammar expectations for the primary phase in order to:

- Effectively model writing that includes grammar in context
- Support children to understand how writers communicate their ideas
- Model Standard English to children in their oral communications.

5.6 Handwriting

The English National Curriculum sets out expectations for handwriting. For children working pre-National Curriculum, refer to RWI programme regarding expectations around letter formation. The school follows the Nelson Handwriting scheme. See [appendix 6](#) for a comprehensive guide to letter formation and school expectations.

6. Resources

The school has a wide variety of resources available to support the teaching of English including:

- Dictionaries, thesauri and word mats
- High-quality texts including works of fiction, non-fiction, poetry and plays
- Phonics and spelling resources (Read, Write Inc, Get Spelling and Fresh Start)
- Grammar resources such as Headstart Grammar and CGP study books.
- Handwriting resources such as Nelson.
- ICT resources such as Purple Mash and Oxford Owl.

7. Cross-curricular opportunities

English influences all other areas of the curriculum and enables children to access a variety of forms of reading and writing. Wherever possible, teachers will seek to take advantage of opportunities to make cross-curricular links and support children to develop the application of the skills they learn in English lessons, in different contexts and subjects through a variety of extended writing tasks, whilst maintaining integrity to the subject knowledge and skills essential within other subjects. The same standard of writing seen in a child's English book is expected in their cross-curricular writing. The same expectations of reading seen in English lessons are made of their reading in other subjects; children are given plenty of opportunity to develop their reading stamina and fluency through constant application, whilst ensuring that the knowledge and skills that need to be acquired in other subjects are attended to.

8. Behaviour and Attitudes and Personal Development

- Inclusion: We provide for all pupils so that they achieve their full potential in English. We identify which groups of pupils are under-achieving and take steps to improve their attainment.
- Equal opportunities: Our school has universal ambitions for every child, whatever their background or circumstances. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts which represent the diversity and backgrounds of all our children.
- British Values: Opportunities will be sought to promote British Values in English lessons as well as through spoken language, and reading and writing opportunities in other subjects.
- Safeguarding: Children learn and thrive when they are healthy, safe and engaged. See our Safeguarding Policy for further information.

9. Role of Governors

The Performance and Standards Committee of the Governing Body has responsibility for oversight of English. They carry out regular visits and liaise with the subject leader and /or other members of staff to understand teaching of this subject across the curriculum. Termly reports are presented to the governors on the progress of English and the impact of English provision and leadership on outcomes for all pupils. This policy is recommended for review every two years and will be ratified by the Performance and Standards Committee.

10. Role of subject leader

This is outlined in the SL job description and includes:

- Monitoring and evaluating the provision of English across the school
- Developing action plan and policy
- Monitoring pupil progress and working with staff to support them in ensuring their pupils make strong or better progress.
- Arranging CPD
- Resources: purchasing, organising and auditing school resources; evaluating new materials
- Championing the subject, e.g. enrichment opportunities; the quality of the learning environment; keeping up to date with recent developments and disseminating information to colleagues.
- Working with parents and carers: enabling parents and carers to understand current developments in how their children are being taught English; arranging workshops; celebrating their children's successes in English with them.

11. Assessment

Outcomes in English will be assessed in line with the Assessment Policy. Please see **appendix 1** for additional resources used.

12. Appendices

1. Writing assessment resources
2. Range of genre overview
3. Feedback and marking codes
4. POS for spelling
5. Grammar into writing support document for staff
6. Nelson Handwriting guide
7. Other useful documents; Quick glance progression in punctuation and progression in word class.

This policy will be reviewed according to the emerging needs of our school.

Miss Emily Marlow Signed.....Date.....(Subject Leader)
Mrs Pauline Macdonald Signed.....Date.....(Head teacher)
Mrs Elizabeth Hancock Signed.....Date.....(Chair of Governors)