



Together in God's love, we learn, inspire and grow



Writing Policy

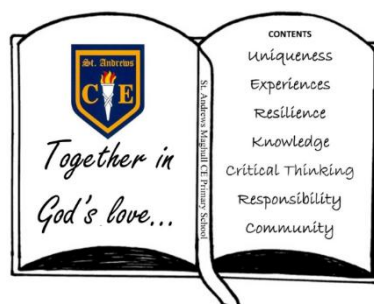
This policy has been adopted by the governing body of St Andrews' C of E Primary School.

It will be reviewed annually or as required.

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Signed: P.Dwan Deputy Head



Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and learning **experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** - the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

How does the teaching and learning of Writing at St Andrew's, match our Curriculum Intent?



Understanding - The teaching and learning of Writing at St. Andrew's recognises that children develop as writers at different rates and builds upon their existing knowledge, experiences and individual needs. Through carefully sequenced lessons, high-quality model texts and purposeful opportunities for discussion, planning and writing, pupils are supported to make meaningful connections between reading and writing. The scheme promotes progression while allowing teachers to adapt learning to ensure all children can access the curriculum, achieve success and develop confidence as independent writers.

Nurturing - The teaching and learning of Writing at St. Andrew's supports the nurturing of every child by creating a positive, engaging and inclusive writing environment where all pupils feel valued as writers. Through high-quality texts, collaborative learning opportunities and carefully scaffolded activities, children are encouraged to develop confidence, resilience and a love of writing. The scheme promotes pupil voice, celebrates individual achievements and supports emotional wellbeing by ensuring that writing is purposeful, meaningful and accessible to all learners.

Individual - The teaching and learning of Writing at St. Andrew's values the individuality of every child by recognising and celebrating their unique strengths, interests, experiences and learning needs. Carefully planned opportunities for choice, creativity and self-expression enable pupils to develop their own writer's voice while building essential writing skills. Through differentiated support and high aspirations for all, the scheme ensures that every child can access learning, experience success and grow in confidence as an independent and reflective writer.

Quality - The teaching and learning of Writing at St. Andrew's is founded on high-quality teaching and learning principles, providing a carefully structured and ambitious writing curriculum. Built around rich, vocabulary-rich texts and evidence-informed practice, it develops pupils' knowledge, skills and understanding progressively across each year group. Consistent teaching approaches, clear learning outcomes and opportunities for drafting,

editing and publishing ensure that all children are supported to produce high-quality writing and achieve their full potential as writers.

Unlimited aspirations - The teaching and learning of Writing at St. Andrew's is underpinned by the belief that every child can succeed as a writer and therefore promotes high aspirations for all pupils. Through ambitious learning objectives, rich and challenging texts, and carefully structured support, children are encouraged to achieve their personal best regardless of their starting points. The scheme nurtures confidence, resilience and a growth mindset, inspiring pupils to see themselves as capable writers with limitless potential and a lifelong love of literacy.

Equality - The teaching and learning of Writing at St. Andrew's is committed to providing equality of opportunity for all pupils, ensuring that every child can access, engage with and succeed in writing regardless of their background, starting point or individual needs. Through inclusive teaching approaches, carefully scaffolded learning and appropriate challenge, the scheme removes barriers to learning while maintaining high expectations for all. By celebrating diversity and valuing every pupil's contribution, Ready Steady Write enables all children to develop confidence, achieve success and flourish as writers.

The writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils - irrespective of their needs, abilities or background - to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding Writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of Writing and communicating through vocabulary rich and high quality literature, using **Ready Steady Write** by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their Writing; can write clearly and accurately and adapt their language and style for a range of contexts.

IMPLEMENTATION

Nursery

Before beginning the *Ready Steady Write* programme in Reception, writing development in Nursery places a strong emphasis on oracy. Children are immersed in rich language experiences

through storytelling, role play, imaginative play, songs, rhymes and meaningful conversations. They are encouraged to develop their vocabulary, listening and speaking skills, express their ideas and retell experiences with growing confidence. This strong foundation in spoken language enables children to generate and organise ideas, understand narrative structures and communicate effectively, preparing them for successful writing as they move into Reception.

Reception

In Reception we follow an oracy based approach to Ready Steady Write. Please see attached policy for further information.

<https://www.standrewsmaghull.com/attachments/download.asp?file=22&type=pdf>

Organisation and Curriculum Coverage

Ready Steady Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:

- Clear sequential Episodes of Learning
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Example Texts linked to writing outcomes
- A wealth of supporting resource

Our English curriculum is developed around a sequence of high quality age-appropriate texts, using Literacy Count's **Ready Steady Write** units of learning. We use each book to create opportunities to:

- develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions;
- explore the Writing structure and features of different genres, identifying the purpose and audience;
- plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group Discussion - Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk - Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.

- Questioning - Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled Writing - Teachers model Writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- Shared Writing - Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece.
- Editing - All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls - Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

Resources

Each class has a shelf with their **Ready Steady Write** vehicle texts and supplementary texts which support the themes and genre being taught for that half term. The lesson plans, resources and leadership support is found on the membership homepage online.

Working Walls and Table Resources

Each class is expected to develop an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing. Spellings, handwriting and supporting phonics materials should also be displayed within the classroom to aid children's writing. Sentence accuracy checkers are available to all children, both in their books and in the environment. Staff will model the expectations throughout the curriculum.

Planning

The entire writing curriculum is mapped out on coverage and progression documents. Then, the **Ready Steady Write** units include all of the resources needed for each teacher to plan and deliver lessons. There are a range of scaffolds and supporting resources and teachers tweak and shape the units to meet the specific needs of their children.

Inclusion

Children with English as an additional language:

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children are provided with consistent opportunities for this

verbal interaction. All teachers include a range of strategies to support children with EAL which includes:

- Teacher and peer modelling and consistent use of visual support
- Repetition and recasting of language features
- Word banks and scaffolded speaking and listening activities
- Resources that include images to secure language understanding
- Use of technology (if necessary) to support interpretation of Example Texts

Children with Special Educational Needs:

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- scaffolds and supports to develop writing ideas and language acquisition
- technology to support the generation of ideas, develop words banks and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing - with opportunities for the children to practice modelled techniques
- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and appropriate level of challenge

Confident and competent writers:

Children are given opportunities to deepen their knowledge in writing and to effectively draw upon their reading when constructing texts. Lesson plans for **Ready Steady Write** include appropriate challenge and these are considered when delivering lessons. Children are provided with further choice if the teacher feels that this would be appropriate for the child. This may take on the form of writing from a different view-point, character or outcome for example. This is planned for collaboratively with class teachers and pupils, often in Upper Key Stage 2, where some children are ready and capable of more 'choice'. Adapting the scheme at the teachers discretion to meet the needs of all learners nurtures confidence, resilience and a growth mindset, inspiring pupils to see themselves as capable writers with limitless potential and a lifelong love of literacy.

IMPACT

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes.

Children have opportunities to share their learning with each other, their parents and carers. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning. As a result, we have a community of enthusiastic writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their writing, and love to discuss and share their ideas.

Assessment

Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support. Formative assessment of Writing is completed through teachers' daily feedback to inform future planning. Teachers use the children's everyday writing and adapt models and input to meet their current needs. Teachers also assess writing outcomes after each half termly unit, to identify next steps and the subsequent units are amended to include these focuses. Assessment is against the Teachers Assessment Frameworks and Early Learning Goals. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately. Termly Trust moderation meetings allow for whole school moderation of writing to deepen understanding of standards.

School Leaders analyse termly data and address areas for curriculum development. Children's attainment, progress and barriers to learning will be discussed in termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.