Saint Augustine's Catholic Primary School

Writing Policy
2026-2027

'Writing is the best way to be heard when one cannot speak, to be understood when one is not present, and to be remembered long after one is gone.'
St Francis De Sales

INTENT

At St Augustine's we use high-quality picture books, texts, film and real experiences, linked by an overarching theme, to inspire our children's writing.

There is a clear progression across both fiction and non-fiction genres as the children move up through the school which will allow them to revisit each genre yearly, building on previous knowledge and establishing children's identities as strong writers.

Grammar and punctuation is introduced and then rehearsed through each genre as appropriate; thus ensuring that all new GPS is covered over the course of a school year in the most meaningful way and gives an immediate purpose to the skills being taught.

IMPLEMENTATION

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is linked to our class themes. Writing opportunities are linked to our themes, with the intent to excite, enthuse and engage children in writing that is purposeful and meaningful. This provides our children with regular opportunities to write for a range of purposes and audiences.

Spelling is taught daily in Key Stage 1 through Phonics lessons, and weekly in Key Stage 2. Children who need additional support with phonics or spelling receive a variety of interventions that are tailored to address their gaps. We monitor judgements in the assessment of writing through termly in-school moderations as well as collaboration moderations throughout the year with partner schools.

Teachers across the school follow the same process in the teaching of writing – breaking it down into 6 stages:

- Immersion – familiarisation with the text type using high quality model texts, lots of oracy activities and shared building of success criteria for a text type
- Planning – supporting children in using a range of planning tools, frames and formats to generate and organise their ideas
- Drafting – utilising strategies such as shared and guided writing to model the process of being a writer
- Sharing & evaluating – supporting meta-cognition by helping children work both independently and with their peers to see the extent to which they have met the success criteria
- Revising & editing – supporting children in making changes to the content of writing in light of feedback and self-evaluation and also making changes to ensure the text is accurate and coherent
- Publishing – celebrating hard work and effort by selecting pieces (either in part, or whole) to publish

These steps support children's understanding that writing is not a linear process - it is flexible. Writers should learn to move easily back and forth between components of the writing process, often altering their plans and revising their text along the way.

IMPACT

Pupils will make good or better progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately. In addition, they will be able to independently manipulate their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Oracy

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should
therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English – key stages 1 and 2 4 misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Years 1 to 6 Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Writing

The programmes of study for writing at Key Stages 1 and 2 consist of two dimensions:

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

It is essential that teaching develops pupils' competence in these two dimensions. 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: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, 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.