



St Michael's
C.E. Primary School

Writing Policy

Last reviewed: September 2026
Next review due: September 2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



*"Be strong and courageous... the Lord your God will be with you
wherever you go." (Joshua 1:9)*

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things
through him who
strengthens me."

HOPE



John 1:5

"The light shines in
the darkness, and the
darkness has not
overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind...
it does not rejoice at
wrongdoing but rejoices
with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins,
he is faithful and just
and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your
heart and lean not on your own
understanding; in all your ways
submit to him, and he will make
your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for
one another, to help
one another to show
love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all
circumstances, for
this is God's will for you"

Our Aim

Our curriculum intent at St Michael's is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating, and ensuring all children develop a love of learning, in order to achieve their full potential.

Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.

The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.

At St Michael's we teach writing by following Ready Steady Write by Literacy Counts.

Intent

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 of 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 members of society.

We cultivate a love of writing and communicating through vocabulary-rich, 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 can adapt their language and style for a range of contexts.

Implementation

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 resources

Our English curriculum is developed around a sequence of high-quality, age-appropriate texts, using Literacy Counts' **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 the 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 available to all pupils as the sequence of lessons develops.

Resources

The lesson plans, resources and leadership support are found on the membership homepage online. The enhancements for the units can be seen in our indoor and outdoor areas in EYFS.

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.

Sentence Accuracy

Daily Sentence Accuracy is a vital element of Ready Steady Write and encompasses word, sentence and punctuation from the statutory National Curriculum programme of study for writing and Appendix 2: Vocabulary, Grammar and Punctuation. Children must demonstrate the use of these skills across a range of writing to achieve end-of-year standards. This daily practice also helps build fluency and stamina for writing. Example sentences are provided for teachers to model explicitly. Teachers of younger children may choose to dictate some of the sentences provided.

Using the Sentence Accuracy Checker

It is important that children check their work for errors, and the Sentence Accuracy Checker enables children to do this. Children benefit from regular daily modelling of its use by the teacher. It is important to demonstrate how to make additions, revisions and proofread work. Teachers will use them for extended writing too. Differentiated sentence checkers are available for EYFS, KS1 and KS2; however, teachers will use their professional judgement when providing these resources to support the progress of all children.

Sentence checker for EYFS

					
capital letters	finger spaces	neat letters	sound out words	full stops	read it out

Sentence checker for KS1

				
Finger spaces	Correct letter size and shape	Punctuation	Word choices	Read to an adult or partner

Sentence checker for KS2

				
Word choice and effect	Spelling	Handwriting	Appropriate punctuation for effect	Read to an adult or partner

Planning

The entire writing curriculum is mapped out on coverage and progression documents. 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. There are also assessment proformas, which are completed half-termly and identify next steps for children.

Nursery

In Nursery, planning is informed by Little Wandle and supports children's early development as communicators and emerging writers. Writing opportunities are based on high-quality texts that have been carefully selected to engage children, develop vocabulary and inspire early mark-making. Children take part in singing nursery rhymes and songs which support their language development, listening skills and confidence with rhythm. Through these experiences, children begin to explore giving meaning to marks, understanding that the marks they make can represent their ideas, experiences and the songs they learn. This early language, communication and mark-making provision forms an important foundation for children's later writing development and supports a smooth transition into Reception, where children continue to build on these skills through phonics, talk, storytelling, drawing, shared writing and purposeful writing opportunities. More information can be found in the EYFS Curriculum Policy. The English Team works closely with the EYFS Lead to ensure that the curriculum is bespoke and carefully planned for our children. The EYFS Team takes part in moderation and networks across the trust to review and monitor the quality of provision.

Strong Foundations

Strong foundations in writing begin in the earliest stages of school life. Children are supported to develop the communication, language, physical development and early literacy skills they need to become confident writers. Adults provide a language-rich environment where children are encouraged to listen, talk, sing, retell stories, develop vocabulary, strengthen fine motor control and make marks for a range of purposes. These experiences help children understand that writing carries meaning and that their ideas can be communicated in different ways. Our approach ensures that children's learning in Nursery connects coherently with Reception and continues into Key Stage 1, so that early skills are revisited, strengthened and built upon over

time. Further detail about how these foundations are developed across the early years can be found in the school's Strong Foundations document.

Oracy

At St Michael's, we recognise that oracy is central to children's development as confident writers and effective communicators. Spoken language underpins pupils' ability to rehearse ideas, develop vocabulary, explain their thinking and listen respectfully to others. Within writing lessons, pupils are given regular opportunities to use partner talk, group discussion, questioning, storytelling, drama, sentence rehearsal and shared composition to organise their thoughts before writing and refine the language they use. This supports children to write with greater clarity, confidence and purpose. Further detail about how oracy is taught, modelled and developed across the curriculum can be found in the school's Oracy Policy.

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 should be 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 to support interpretation of Example Texts

Teachers work with the SEND Team and English Team to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place to help them make rapid progress.

Children with Special Educational Needs:

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SEND Team or SLT 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 word banks, and plan and write
- explicit instruction, including the modelling of sentences, paragraphs, planning and editing, with opportunities for the children to practise modelled techniques
- a focus on cognitive and metacognitive strategies to help children articulate their learning
- flexible groupings to ensure peer support and an appropriate level of challenge

Additional scaffolds for writing

Widgit symbols and Colourful Semantics are used as scaffolding tools to support pupils in developing sentence structure, vocabulary, and independence in writing across the curriculum.

Confident and competent writers:

Children are given opportunities to deepen their knowledge in writing and to draw effectively upon their reading when constructing texts. Writing groups and differentiation are used to support and challenge pupils appropriately. Lesson plans for **Ready Steady Write** include appropriate challenge, and these are considered when delivering lessons.

Impact

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and outdoors. 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 have a very positive impact on children's outcomes. High-quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose. Children have opportunities to share their learning with each other, their parents and carers, and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. 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 complete a Reflecting on Unit Outcomes document after each half-termly unit to identify next steps, and the subsequent units are amended to include these focuses. Daily sentence accuracy work is carefully monitored to ensure children are constructing sentences both coherently and accurately.

Children's attainment, progress and barriers to learning will be discussed in half-termly moderation meetings with the SLT, and clear actions will be planned together to support pupils and staff in closing gaps. The subject leads and SLT are then able to analyse termly data and address areas for curriculum development.

Formative assessment

- First and foremost, live marking takes place throughout lessons to move children's learning on.
- At the end of a piece of extended writing, the teacher marks each child's work according to the learning objective.
- Children are regularly assessed against the BDMAT writing TAFs.

Summative assessment

- Writing at the end of KS1 and KS2 is teacher assessed. There is no external assessment of composition. Children's literacy books help to form a profile for final teacher assessments at the end of Years 2 and 6.
- Half-termly writing moderation takes place with the SLT/English Lead.

- NFER SPAG tests are carried out across KS2. Children are tested termly.
- Spelling is taught in discrete lessons and assessed weekly and half-termly. Spelling in writing is assessed using the BDMAT TAFs to assess the spelling rules children are applying independently.

Spelling

Spelling is taught through ***Ready Steady Spell*** and ***Little Wandle***. Details can be found in the appropriate policy.

Handwriting

Handwriting is taught through ***Little Wandle Handwriting*** for Reception and Year 1, and ***Letter-Join*** for Years 2–6. Details can be found in the Handwriting Policy.

Roles and Responsibilities

Subject leads – Tonderai Immanuel, Carly Bird and Leanne King