



ST ANNE'S RC PRIMARY SCHOOL

Whole School Writing Policy & Progression Ladder



Vision and Intent

At St Anne's RC Primary School, inspired by the teachings of Jesus Christ and rooted in our Catholic faith, we strive to nurture confident, articulate and reflective writers who use language as a gift from God to communicate, create and serve others.

We believe every child can become a successful writer. Through high-quality teaching, rich language experiences and a love of literature, we aim to develop pupils who write with purpose, accuracy, creativity and pride.

We aim to ensure that all pupils:

- Foster a love of writing and enjoyment in communicating ideas.
- Enable pupils to write fluently, accurately and effectively for a range of purposes and audiences.
- Develop confident writers who can plan, draft, edit and improve their work independently.
- Teach children to use grammar, punctuation and spelling accurately.
- Provide meaningful opportunities for writing across the curriculum.
- Develop stamina and resilience in writing.
- Encourage pride in presentation and handwriting.
- Ensure all children make progress regardless of starting point.
- Promote Gospel values through thoughtful, purposeful and respectful communication.

Statutory Requirements

This policy reflects the requirements of:

- The National Curriculum for England (2014)
- Early Years Foundation Stage Framework
- Teacher Standards
- SEND Code of Practice
- Ofsted Education Inspection Framework

Principles of Effective Writing Teaching

- At St Anne's, we believe effective writing teaching includes:
- High-quality Texts
- Children are immersed in rich, engaging and diverse literature that models excellent writing.
- Purposeful Writing Opportunities

Pupils write for real purposes and audiences, including:

- Stories
- Poetry
- Recounts
- Reports
- Persuasive writing

- Explanation texts
- Religious reflections and prayers
- Cross-curricular writing

The Writing Process

Children are taught to:

- Immerse – explore quality texts and language.
- Plan – generate and organise ideas.
- Draft – compose writing.
- Revise – improve content and structure.
- Edit – correct grammar, punctuation and spelling.
- Publish – present finished pieces with pride.

Teaching and Learning Principles

Writing is taught through a progressive curriculum from EYFS to Year 6.

Early Years Foundation Stage

Children develop early writing through:

- Mark making

- Oral storytelling
- Phonics
- Shared and guided writing
- Fine motor development
- Purposeful writing opportunities in continuous provision

Key Stage 1 and Key Stage 2

Children are taught:

- Composition
- Vocabulary development
- Grammar and punctuation
- Spelling patterns and rules
- Handwriting
- Editing and proofreading

Lessons include:

- Modelled writing
- Shared writing
- Guided practice
- Independent application
- Carefully sequenced to build on prior learning

Teaching at St Anne's follows key principles:

a) Small Steps and Sequencing

Learning is broken into manageable steps, ensuring pupils fully understand each concept before moving on.

b) Retrieval Practice

Regular opportunities are provided to recall prior knowledge through:

- Flashback with Friends for grammar objectives
- AFL Questioning

c) Explicit Instruction

Teachers:

- Model authorial thinking
- Use clear explanations
- Introduce vocabulary explicitly

d) Practical Application

Every unit includes opportunities for pupils to:

- Investigate
- Explore

- Apply knowledge practically

e) Questioning

Teachers use:

- Open-ended questions
- Probing questions
- Challenge questions for greater depth

Assessment

Formative Assessment

- Ongoing questioning
- Teacher observation
- Feedback during lessons
- Pupil discussions

Use of Assessment

Assessment informs:

- Planning
- Intervention
- Adaptation of teaching
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Inclusion and Adaptive Teaching

At St Anne's Primary School:

- All pupils access the same ambitious curriculum
- Tasks are adapted, not reduced
- Support includes:
 - Scaffolds (word banks, sentence stems)
 - Visual aids such as widgeits
 - Adult support
 - Chunked instructions

Greater depth pupils are challenged through:

- Open-ended investigations
- Application tasks

Monitoring and Evaluation

The English Leader will:

- Monitor planning and books
- Conduct lesson observations
- Analyse data
- Gather pupil voice
- Attend relevant training provided by Emmaus CAT and other relevant agencies
- Provide CPD for staff

Appendix A – KS1 Writing Cycle

Year Two - Writing Cycle
<u>Week One:</u>

Day 1: Hook: Introduce new story with exciting hook (props/ letter etc) and shared reading. Chn respond to new text in books (VIPERS)

Day 2: Discuss key vocabulary from the text – make shared word bank to display of synonyms / define key words.

Day 3: Story mapping/retelling the story in own words. (summarise)

Day 4: Oral rehearsal and practise of story (Highers can retell story in books with own success criteria).

Day 5: Oral rehearsal and perform (Highers to share extracts from their writing).

Week Two:

Narrative -

Day 1-3: Children writing the story map the have rehearsed (2/ 3 days if in three parts) with a grammar focus each day. Referring to spelling expectations, modelling handwriting and grammar.

Day 4: Innovate and create own version (edit story map with own ideas in purple pencil and bullet points).

Day 5: Begin writing own story (Opening). Lesson to start with teacher modelling.

Writing for different purposes –

Day 1-3: Children to explore different grammar/punctuation focus with opportunities to practice skills.

Day 4: explore examples of WAGOLL's for chosen text type.

Day 5: Shared success criteria for own writing. Plan against success criteria.

<u>Week Three:</u>	
<p>Day 1: Writing own story/Independent writing: Lesson to start with teacher modelling.</p> <p>Day 2: Writing own story (end)/Independent writing: Lesson to start with teacher modelling.</p> <p>Day 3: Edit using purple pen/teacher feedback. Lesson to start with teacher modelling, demonstrating how to edit successfully/complete any edits.</p> <p>Day 4: Publish (where appropriate publish part and focus on presentation with teacher modelling)</p> <p>Day 5: Share with others and celebrate (reflect on successful writing techniques and our learning throughout the unit). Can children complete success criteria to show evaluation of their learning throughout the unit?</p>	

Appendix B – KS2 Writing Cycle

Appendix A

English Cycle (flexible depending on unit)

<p><u>Day 1-</u></p> <p>Immersion in the text type, identifying features:</p> <p>Engage and motivate</p> <p>WAGOLL provides a good scaffold and guide (may need to adapt depending on task)</p>	<p>Format</p> <ul style="list-style-type: none"> • What format should it take? Book, leaflet, essay, video, headings, sub-headings, diagrams, bullets, fact-files, photos; • Unit outcomes should look different as the children move through the school; • Looking at inspirational examples; • More sophisticated structures should begin to appear. <p>Does the format enhance the text?</p> <p>Language</p> <ul style="list-style-type: none"> • The language should be appropriate for the text -type - formal, informal; • The vocabulary becomes increasingly precise or technical; • Connectives reflect the text-type; • Sentence structure is varied and manipulated for effect; • Children are taught to 'say the sentence' from the earliest age <p><i>If you can't say it, you can't write it!</i></p> <p><i>What sort of words will we need for this?</i></p> <p><i>What sort of sentences will we need?</i></p> <p><i>Is the language appropriate for the purpose and audience?</i></p> <p>Audience</p> <ul style="list-style-type: none"> • Who is it for? • How can they be engaged/attracted to the text? • How is the text adapted for the audience? • Does the text suit the audience? <p>Purpose</p> <ul style="list-style-type: none"> • What is the purpose of this text? To inform, persuade, argue, discuss, entertain, stimulate, instruct, challenge.
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	<ul style="list-style-type: none"> Does the text reflect its purpose?
<u>Day 2:</u> Analysing language features and creating own examples (SPaG):	Highlighting the language types and identifying language which adds to the text type (for example powerful adjectives, verbs and adverbs in stories). Children then create a language grid of examples they can 'magpie' from the model text and extend to come up with their own versions.
<u>Day 3/4:</u> <u>Planning their own ideas for writing</u>	<p><u>Planning/ discussion opportunities:</u></p> <p>Planning techniques need to be modelled by teachers. Plans are not too detailed, overview of the children's ideas. This is the day they should be excited about their plans, a room full of discussion and chatter.</p> <p>Techniques: paired partners; whiteboard work to generate ideas; spidergrams; bullet points; paragraph labels; pictures; diagrams; mind-maps; story maps.</p>
<u>Day 5/6/7/8/9:</u> <u>Introduce success criteria</u> <u>5 days of teaching grammar</u>	<p>This day must have specific learning objectives which explain the skill children are focusing on, for example:</p> <p>L.O I can use <u>because</u> to explain</p> <p>L.O I can use co-ordinating conjunctions to extend sentences</p> <p>L.O I can use commas for relative clauses</p> <p>L.O I can include parenthesis for extra information</p>

<p>Rehearsal of sentence level work</p>	<p>Grammar features must be specific to the genre for example- To learn how to use : and ; in a list when report writing. Again, the learning objective must be specific to the skill being taught and tailored to the needs of your class.</p> <p>It is essential that teacher modelling occurs: Together, in pairs, on your own, go! This lesson structure ensures lots of chances to rehearse together (on whiteboards during the input) before being expected to write independently.</p>
<p><u>Day 8/9- Drafting</u></p> <p>At this stage, you can break up large pieces of writing - such as story writing- so the task is not too overwhelming. Focus on a section a day:</p> <p>Opening: Monday Build-up: Tuesday Problem: Wednesday Resolution: Thursday</p>	<p><u>Drafting:</u></p> <p>Writing follows teacher modelling and shared composition (Together, in pairs, on your own...go!)</p> <p>The shared text can be displayed each day to support independent writing.</p> <p>Support their writing with prompts and models to help them achieve the success criteria.</p> <p>Display the relevant organisational and structural devices such as sentence types, conjunctions, sentence starters, punctuation and vocabulary (word mats etc).</p> <p>Identify which prompts on the working wall will support the children's task.</p>
<p><u>Day 10/11:</u></p> <p><u>Editing & Self and peer assessment</u></p>	<p><u>Editing and Revising:</u></p> <p>The best editing and revising occurs at the point of writing (editing in chunks).</p>

	<p>Children can see that writing can be changed, rearranged and 'messed about with' as you write. This is easier if all sentences are orally rehearsed before writing. Demonstrate the processes of editing, improving and revising during shared writing sessions. Discuss the 'whole' finished outcome and ways to improve or make more coherent.</p>																									
	<div><div><p><i>Handwritten note:</i> "Remember to check if all sentences are orally rehearsed before writing"</p><table><tr><th colspan="2">My Marking Form - Success Criteria - Story writing</th><th>Teacher</th><th>EXAMPLES</th></tr><tr><td>I can vary my sentence length for effect</td><td></td><td></td><td>Who Whizz. As usual! Before after</td></tr><tr><td>I can write a story using, introduction, build-up, problem and resolution</td><td></td><td></td><td>Opposing build-up, problem, resolution</td></tr><tr><td>I can use linking words and VARY them</td><td></td><td></td><td>from the corner of his eye</td></tr><tr><td>I can describe using <u>HEAR, SEE, FEEL, TOUCH</u></td><td></td><td></td><td>Heard He felt the teacher was on</td></tr><tr><td>I can use the correct PUNCT</td><td></td><td></td><td>fell on his feet heard</td></tr><tr><td>I can use <u>and</u> <u>but</u> <u>because</u> <u>so</u> <u>when</u> <u>if</u> <u>until</u> <u>after</u> <u>before</u> <u>while</u> <u>as</u> <u>once</u> <u>afterwards</u> <u>meanwhile</u> <u>at the same time</u> <u>at last</u> <u>in the end</u> <u>finally</u> <u>eventually</u> <u>at the end of</u> <u>at the beginning of</u> <u>in the middle of</u> <u>at the top of</u> <u>at the bottom of</u> <u>at the side of</u> <u>at the back of</u> <u>at the front of</u> <u>at the end of</u> 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As usual! Before after	I can write a story using, introduction, build-up, problem and resolution			Opposing build-up, problem, resolution	I can use linking words and VARY them			from the corner of his eye	I can describe using <u>HEAR, SEE, FEEL, TOUCH</u>			Heard He felt the teacher was on	I can use the correct PUNCT			fell on his feet heard	I can use <u>and</u> <u>but</u> <u>because</u> <u>so</u> <u>when</u> <u>if</u> <u>until</u> <u>after</u> <u>before</u> <u>while</u> <u>as</u> <u>once</u> <u>afterwards</u> <u>meanwhile</u> <u>at the same time</u> <u>at last</u> <u>in the end</u> <u>finally</u> <u>eventually</u> <u>at the end of</u> <u>at the beginning of</u> <u>in the middle of</u> <u>at the top of</u> <u>at the bottom of</u> <u>at the side of</u> <u>at the back of</u> <u>at the front of</u> <u>at the end of</u> <u>at the beginning of</u> <u>in the middle of</u> <u>at the top of</u> <u>at the bottom of</u> <u>at the side of</u> <u>at the back of</u> <u>at the front of</u> <u>at the end 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	Story map	Poem	Trip Advisor Review	Story map	Summarising	
	Advert for the setting	Letter	Short play script/conversation / dialogue/gossip	Thought bubbles and speech bubbles	Character profiles	

Policy

Created: 29th April 2026

Next Review Date: July 2027