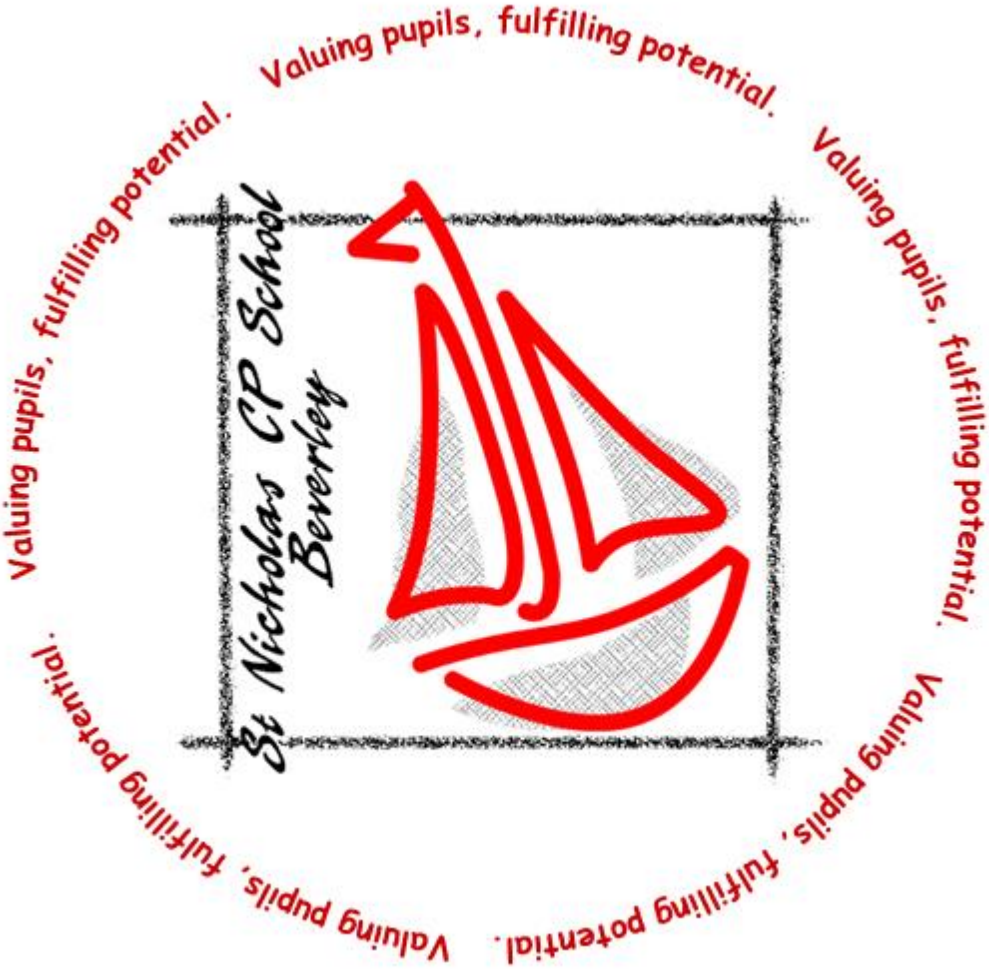
Writing Policy

Beverley St Nicholas Primary School



Reviewed December 2025

Writing Policy

Intent

At Beverley St Nicholas School we believe that English skills are vital to the development of pupils so that they are prepared for their future life. Our aim is to deliver a broad and balanced English programme using objectives from the National Curriculum 2014 and the statutory EYFS Educational Programmes, which determines the skills that each year group and key stage must cover.

The aims of teaching writing in our school are to develop pupils who:
- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing
- apply their phonological and spelling knowledge in their writing
- apply high standards of writing in all areas of the curriculum.

At Beverley St. Nicholas we intend our children to develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to confidently use the essential skills of grammar, punctuation and spelling.

Implementation

From FS1 through to Year 6 we are using the Talk for Writing teaching framework designed by Pie Corbett and Julia Strong. A handbook for staff guidance can be found in our Staff Shared, English area. Lessons are taught daily and this approach enables children to read and write independently for a variety of audiences and purposes within different subjects. Through the Talk for Writing approach children internalise the language structures needed to be able to write. Throughout this process children move from dependence towards independence through shared and guided teaching that allows children to develop and write creatively and powerfully. The structure of the framework follows this process:

1. A baseline where children complete a 'have a go task'. This is then used by teachers to structure their planning and target the needs of the children in their class for the unit of work.
2. An imitation phase in which the children internalise the text by using story maps and actions.
3. The innovation stage where children begin to change the original text both as a class and as individuals. Throughout this process teachers model how to edit and improve writing.

4. Independent application and invention to show ‘what you know’.
5. A final assessment that builds on progression.

The texts for Talk for Writing have been carefully chosen for each year group to provide stretch and challenge and include a range of fiction, non-fiction and poetry.

Talk for Writing forms only one part of the English curriculum and it is taught alongside specific spelling, punctuation, grammar and handwriting sessions using the National Curriculum Framework for each Key Stage and year group. Please also see our Handwriting Policy.

At Beverley St. Nicholas we provide opportunities for pupils to write in a range of context across the curriculum. Planning these writing opportunities help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts. This provides our pupils with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage pupils and to illustrate how their writing skills can be applied to real life contexts.

Editing work is an essential skill when writing. Pupils will be taught how to edit and improve their work as an integral part of the writing process.

When writing pupils are expected to incorporate all the features set out in our agreed ‘non-negotiables’. Pupils are expected to do this when writing in English lessons and all writing across the curriculum. (ref English Non-Negotiables)

Foundation Stage

The Early Years Foundation Stage Statutory Educational Programmes in Writing are followed to ensure continuity and progression from entering Nursery, moving through the Foundation Stage and then through to the National Curriculum in KS1 and KS2. The staff in EY FS also use a carefully planned and designed curriculum to meet the needs of our children.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication and Language' is made up of the following aspects: listening, attention and understanding and speaking. ‘English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading and writing. Children in the FS learn through play, speaking and listening activities, teacher modelling, group work and self-initiated learning. Children are given mark-making and writing opportunities in all areas of learning. We also value the importance that the prime area of Physical Development has on the transcriptional skill of handwriting. At Beverley St. Nicholas we provide several daily opportunities to contribute to the development of the necessary gross motor

skills that impact upon vestibular development and proprioception. Examples of this include, our daily Squiggle Whilst You Wiggle movement and mark -making sessions, as well as a carefully planned outdoor provision. The children have a daily handwriting session which focuses on posture and pencil grip as well as formation. We also recognise the need to develop children's fine motor skills to develop precision hand-eye coordination linked to early literacy. Opportunities to develop these skills, both taught and in provision, include daily funky fingers and access to a range of tools to develop control and confidence.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers
All pupils will have quality first teaching. Any pupils with identified SEND or identified as needing additional support will have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Assessment

Assessment for learning strategies are used on a daily basis. These show the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. Following the teaching of a unit of work pupils frequently complete an independent/show what you know writing piece, which is assessed against our writing targets. Analysis of the data is incorporated teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Data is analysed to ensure that all pupils are making at least expected progress. These results are monitored by subject leaders and SLT and reported to Governors. Pupils who are not on track are identified for intervention/target teaching.

At the end KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.

Impact

As we believe that English skills are vital to the development of pupils so they are prepared for their future life. The impact of our English curriculum goes beyond the result of statutory assessments.

Children will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our children 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

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