



St Barnabas CE Primary School

"Preparing for a positive future, achieved through faith."

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

"Let your light shine."

Matthew 5:16

Writing Policy

Policy Updated:	September 2026
Date reviewed and agreed by Governors:	December 2026
Date of next review:	September 2027
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

Our Vision

English is critical to a child's education and promotes an appreciation for lifelong learning and a love of writing. We believe in a balanced, creative and inspirational approach to teaching English, understanding that the skills of writing are often the 'keystone' to many other areas of learning. Writing is taught through timetabled explicit sessions and then integrated across all subject areas.

We use Pathways to Write, which is a mastery approach to writing. The units are centred around high quality texts. These give the opportunity for skills to be built up and repeated in a spiral nature. In addition, the children widen and broaden their vocabulary knowledge in each unit. Our pedagogy is also based on the principles

recommended by the EEF, where clear models are used, children actively participate through oral rehearsal and then collaboratively compose their own sentences. Working in this way, enables our pupils to practise high quality sentence structures before using in their independent writing. It also promotes constant opportunities for proof reading, editing and refining work. We aim to motivate children's learning, challenge them and inspire them to achieve their best, through quality texts and different genres. We strive for our children to be attentive, open-minded and enquiring learners.

We understand the varied needs of our pupils and we aim to meet the range of needs of our pupils and differentiate learning effectively to help all pupils to make the greatest possible progress.

Aims

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Writing at St Barnabas and that these are currently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of writing, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; reading and writing.
- To promote the ability to communicate effectively in a variety of forms.
- To promote the skills of communication through speaking and listening in a range of contexts.
- To promote the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.
- To provide opportunities for the development of skills in writing across the whole curriculum.
- To provide opportunities for our children to develop the powers of imagination, inventiveness and critical awareness.

Children

- To develop an enjoyment of learning through practical activity, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, reading and writing.
- To develop an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- To develop the fluency in transcription skills to aid fluent handwriting.
- To develop an understanding of the foundations of sentence structure to aid their writing of longer more sustained pieces.
- To develop the ability to communicate effectively in a variety of forms.
- To develop a love of language and a broad bank of interesting vocabulary to use in discussion, reading and writing.
- To develop the skills of communication through speaking and listening in a range of contexts.
- To develop the range of skills required in reading in order for children to read for meaning, understanding and enjoyment, showing an interest in fiction, non-fiction and poetry.
- To develop a range of skills in writing and spelling across the whole curriculum.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching writing.
- To praise their children for the hard work they put into their English work.
- To communicate and work with the school whenever further support is needed to develop their children's writing skills and understanding.

Governors

The designated Writing Governor will:

- meet with the curriculum Subject Leader at least once a year to find out about;
- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and adequacy of resources;
- how the standards of achievement are changing over time.
- Visit School and talk to pupils about their experiences of writing.
- Promote and support the positive involvement of parents in the curriculum area.
- Attend training and other events relating to the particular curriculum area.
- To be understanding and supportive of our aims in learning and teaching writing and review the Writing Policy regularly.

1. EYFS

- Children follow the Early Years Foundation Stage Curriculum. The children have the opportunity to talk and communicate in an increasing range of situations and to practise and extend their range of

vocabulary and writing skills.

- Writing is planned using EY2P Literacy plans, also based around high quality texts and is assessed using the criteria from the Early Learning Goals.
- English is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their English skills in real life situations.

2. The Writing Curriculum

- School staff use the objectives from Pathways to Write alongside the National Curriculum.
- Teachers use quality texts suggested by Pathways to Write and can be supplemented with film to explore and plan for narrative, non-fiction and poetry writing.

3. Speaking and Listening

The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum and the wider curriculum.

There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in writing related sessions and across the full curriculum, relating closely to our PHSE policy. These include:

- Ensuring that each adult and other children provide good role models;
- Teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
- Ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups;
- Teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School.

Providing children with a broad variety of language and modelling its appropriate use.

Writing

Writing is a vital life skill. It is often the way judgements are made about an individual e.g. their academic achievements, a job application and when they communicate through letter. Even though there are ever increasing mediums for written communication e.g. text, email etc... It is still necessary for children to be able to communicate using a good standard of written English. We hope that by teaching the children at St. Barnabas to write at, at least age appropriate levels they will have the skills to be able:

- To understand the importance and purpose of formal and informal written language;
- To communicate in standard written form;
- To express themselves creatively and encourage reflection about the content of their work;
- To organise their thoughts and ideas logically that are appropriate for their intended audience.

There are many and varied opportunities for the teaching of Writing skills across the St. Barnabas curriculum. These include:

- Uniting each of the elements of English; speaking and listening, reading and writing, and making explicit links between these.
- The teaching of spelling in line with the National Curriculum including the learning of phonics through the Little Wandle phonics scheme in EYFS and KS1. In KS2, there is a progressive phonics programme that builds on the children's phonic knowledge and supports learning spelling rules and patterns.
- Understanding how to and being able to use a dictionary; the highlighting and use of subject specific language; and use of children's individual spelling journals.
- The teaching of grammar in line with the National Curriculum.
- The teaching of punctuation in line with the National Curriculum ensuring that the use of appropriate punctuation is insisted upon across the whole curriculum when a written response is required from the children.
- Using a set of 'mastery keys' that are age appropriate and linked to the National Curriculum.
- The daily modelling of handwriting and regular teaching of it in English related sessions and across the full curriculum.
- Shared Writing and Guided Writing within writing sessions and other curriculum areas as appropriate.
- To begin each block of writing with a 'gateway write', and end it with an 'independent write.' From this children can see what they can do well and what they need to improve upon.
- Allowing children to plan their writing, in various ways.
- Teaching the children the difference between standard and non-standard forms of written English and when each of these can be appropriately used.

4. Planning Formats

The School uses Pathways to Write alongside the National Curriculum for long term planning, to support staff in planning, delivering and assessing the learning and teaching of English. Teaching staff use the age-appropriate objectives to implement and deliver a high quality writing curriculum.

5. Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
 - b) Learning and teaching.
 - c) Leading and managing staff.
 - d) Efficient and effective deployment of staff and resources.
- Have regular discussions with the Head teacher and other senior leaders about learning and teaching in English and provides annual action plans and termly reports to Governors about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- Take the lead in policy development, delivering staff meetings and training, auditing and ordering resources, keeping up to date with Writing curriculum developments.
- Regularly monitor various aspects of the English curriculum being taught within the school, including planning, lesson observations, assessment and pupil interviews.

6. Writing across the Curriculum

Within other lessons across the curriculum it is also necessary to incorporate the good practice seen within English lessons as follows;

- Insisting on, and having high expectations of, children's handwriting and spelling;
- Modelling good speaking to encourage the children to respond appropriately in full sentences;

7. Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in Writing should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

8. Monitoring and Review

- The Head teacher and Writing Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and English Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.