



St Martin's CE
Primary School

Writing

January 2026

Let your light shine



Let your light shine

St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage children, staff, and our wider community to '*let their light shine*' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our children with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

Our Christian Values

Respect, Resilience and Compassion



We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage children to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

Intent



Curriculum Intent

At St Martin's School we understand the importance of developing in our pupils the ability to communicate and express themselves through writing and be able to use a fluent and legible style of handwriting. We recognise the importance of both the transcriptional and compositional elements involved in the writing process and work to ensure that there is a balance of these across the school. Writing at St Martin's School enables pupils to make links and build on prior skills to develop and master new learning. Pupil's ability to do this clearly and with confidence is the key to success in all areas of the curriculum, as well as their future life.

Every pupil will write every day providing them with rich opportunities to develop an extensive vocabulary, the ability to organise and structure their writing for effect and an understanding of the use of standard English. Most importantly, they will also develop a vivid imagination and an enjoyment of writing.



Curriculum Aims

The school's policy for writing is based on the expectations and aims of the National Curriculum for English, the Early Years 'Development Matters' document and the Early Years Statutory Framework (2025) along with the guidance provided in the Writing Framework (2025).

We want pupils to be able to:

- Write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- Develop an interest in writing and an understanding of its purpose
- Extend their knowledge of words and their meanings by developing an increasingly wide vocabulary in spoken and written forms
- Write age appropriately with technical skills to structure their written work
- Meet the spelling requirements of the National Curriculum
- Understand a range of text types and genres, therefore enabling pupils to write in a variety of styles and forms appropriate to the situation
- Develop imagination, inventiveness and critical awareness

Implementation



Curriculum Implementation

Our teaching of writing is planned using a school English curriculum document devised and created using the National Curriculum's 'End of Year Expectations' objectives. Our English curriculum has a spiral approach to teaching, which means that pupils are taught, but then revisit, key skills. This allows pupils to apply skills already under their control along with practising new skills which they have recently been taught. They continually revisit and build on previous skills throughout each unit of work and apply their new learning. The 'End of Year Expectations' are used as our main focus for planning to ensure coverage of all the key objectives. However, it is adapted and supplemented according to the needs of the pupils in individual classes.

Spelling rules and word lists are explicitly taught through the Read, Write Inc phonics and spelling programmes to ensure that these are embedded. Pupils also have access to the Spelling Shed website at home and in school to practise their taught spellings in a fun and engaging way.

The application of handwriting and spelling skills are promoted across the wider curriculum and pupils are expected to consider the presentation of their work at all times.



Lesson structure

We want writing to be an enjoyable experience. We believe that pupils learn best when there is a clear structure and purpose for the learning.

Early Years Foundation Stage and Key Stage One

Our curriculum in the Early Years Foundation Stage:

- Provides opportunities and materials for writing throughout the day
- Provides reasons for writing to communicate
- Provides opportunities for writing to be modelled through planned guided writing opportunities
- Celebrates emergent writing in all its forms
- Promotes accurate letter formation

In our Nursery, pupils have the opportunity to take part in daily fine and gross motor activities to practise making movements and mark make. Across EYFS, children practise writing their names every day until they are able to write them fluently and easily. We also provide opportunities for patterning and build up fine motor skills through activities such as threading and handwriting patterns in Nursery. From the Spring term in Nursery, children write every day as part of RWI by practising their letter formation. Further information about the detail of our handwriting progression and opportunities can be found in our separate handwriting policy. In Reception, pupils take part in daily gross motor activities and daily writing sessions in RWI and a weekly extended writing session related to topic in afternoons. Emergent writing is encouraged across the Early Years and opportunities for writing are planned into both adult led and continuous provision for our children.

Synthetic Phonics

The Read, Write, Inc (RWI) phonic based literacy scheme is used to introduce and extend writing skills for those pupils in Reception onwards who are on the programme. The pupils:

- Learn to write the letters and digraphs which represent the 44 sounds that make up the English language system
- Learn to write phonically decodable words ('Green words' in the programme) by segmenting the sounds in "Fred Talk" in dictated sentences
- Learn to write some common exception words ('Red words' in the programme)
- Write simple sentences independently
- Compose stories based on picture strips
- Write compositions based on writing frames

Pupils continue to build on their developing writing skills in the RWI scheme as they move into Key Stage One. Along with the 'hold a sentence' activity, children are also asked to retell the story they have been reading in RWI using a picture strip to guide the structure and a more open-ended writing activity where pupils are encouraged to compose a piece of writing linked to the text and apply their encoding and wider transcription skills.

Additional daily 10-minute handwriting sessions also support correct letter formation and then appropriate sizing in Year 2 (refer to Handwriting policy for more detail).

As pupils complete the RWI scheme, they take part in a daily English lesson which focuses on a key text or genre as in Key Stage Two (see below). Pupils in Year 2 learn more about the difference between writing to entertain (fiction) and writing to inform (non-fiction) and begin to develop their writing to follow the structure, grammar and vocabulary linked to these two main purposes for writing.

Key Stage Two

When pupils have successfully completed the RWI programme they continue to follow a holistic approach to reading and writing through a more in-depth study of focus texts. Pupils are taught a wider range of text types through studying fiction, non-fiction, classics, poetry and plays.

In Years 3 and 4, children learn about writing to persuade as well as writing to entertain and inform and in Years 5 and 6, this is further extended to include writing to discuss. The children build on the work begun in Key Stage One, organising their ideas appropriately to match the purpose of their writing, extending their writing through the use of paragraphs and adding detail using grammatical and compositional aspects of writing.

In Key Stage 2, pupils learn how to use dictionaries and thesauruses effectively to check spellings and word meanings, as well as extending their vocabulary.

Grammar, Punctuation and Spelling

Grammar is taught in a structured way as part of the holistic approach to English. Through units of work around a book focus, grammar is interwoven so that children have the opportunity to experience the specific grammar focus in reading, learn about it through explicit teaching and apply it to their own writing. The English overviews ensure that each year group covers the appropriate aspects of grammar and builds on the learning from the prior year by cross referencing the units with the National Curriculum requirements. Punctuation is also built on in each year group until the children can use a range of punctuation to suit the purpose of their writing.

Spelling in Reception and Key Stage One is taught mainly through the RWI phonics programme, which concentrates on teaching the letters/letter groups that represent the 44 sounds that have been introduced. Alongside this, pupils learn to spell “red words”, which are common exception words that do not have a regular spelling pattern, or one that has not yet been introduced.

Once the children complete their RWI phonics programme, they move onto a daily spelling session using the RWI spelling programme to ensure that children are introduced to spelling rules in a systematic way. This enables the children to learn, practise and master the spellings and rules for their year group. The separate policy for the teaching of spelling provides more specific detail about how the skills are developed through the school.

We also subscribe to the Spelling Shed web games across the school to engage pupils in learning their spellings in a fun and active way. This can be accessed at home as well and is set as weekly homework to support learning out of school.

Handwriting

At St Martin’s School, pupils are taught right from the start the importance of correct letter formation and teachers build on this throughout the school to encourage the development of a fluent, legible handwriting style. The separate policy for the teaching of handwriting provides more specific detail about how the skills are developed through the school.

Writing across the curriculum

The wider curriculum offers opportunities for developing children’s transcription skills. Teachers ensure ‘Ready to Write’ routines are applied to enable pupils to apply their developing handwriting and spelling skills in foundation subjects.



Planning and Resources

We use RWI, high quality texts and Literacy Shed to teach writing. Through this approach we ensure children cover all strands of the National Curriculum.

The English subject leader ensures that each class is equipped with the focus texts to use within the English lessons. At Early Years and Key Stage One, this is usually a single copy of the text for the teacher to read to the children; at Key Stage Two, there is a copy of the text to share between two pupils so that they can follow the text more closely and use it to support their own writing.

There are sufficient dictionaries and thesauruses in Key Stage Two for pupils to share one between two in order for them to develop the skills needed. Pupils always have access to the statutory spelling lists for their year group/phase within the classroom.



Inclusion

We teach Writing to all pupils, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs.

At St Martin's CE, we believe that all pupils have a right to full and equal access to all areas of the curriculum. Quality first teaching is used to ensure all pupils, including those with SEND, are provided with high expectations throughout the curriculum.

By understanding the learning needs and support required for all pupils, including those with SEND, in each cohort, teachers ensure that scaffolds, interventions and learning tools are provided to meet the needs of the individuals across all subjects.

Due to the unique nature of our setting, whereby we have a Resource Base, teachers will work closely with Kingfisher staff to offer appropriate and inclusive provision that meets the needs of pupils who follow a hybrid timetable.

Impact



Assessment

Assessment is an integral part of teaching and learning and is evident in every lesson to identify pupils who have achieved or not achieved the learning intentions. Teachers make assessments based upon the work recorded in books and observations of pupils in lessons (including practical tasks and oral contributions). Teachers adapt planning to reflect the information they gather from individuals and/or groups, ensuring that the next steps are appropriate in promoting progress.

Pupils are made aware of the learning intentions for the week, and these are referred to during lessons. Constructive marking and verbal comments show them what they have achieved and how they can make further improvements. Where appropriate, gap tasks are set to allow pupils to make corrections and incorrect letter formation and/or spelling is identified and written out three times to reinforce it. Ongoing assessment of writing takes place to support the identification of skills achieved and which need further practice.

At St Martin's, we have developed our own writing assessment grids based on the National Curriculum. The grids cover all aspects of writing from composition, transcription and grammatical elements. Pupils undertake an independent piece of writing for the purpose of more formal assessment each half term. In Key Stage Two, pupils can demonstrate their ability to plan, draft, edit and publish their writing. These pieces of work support the teacher to check the skills that the pupils are able to apply in their own writing against the writing grids and identify any gaps. Teacher assessed judgements from these pieces are added to the Reading, Writing and Maths trackers after each Full Assessment Week. These assessments are used to measure progress and are moderated by the SLT or through whole staff moderation sessions, MAT moderation sessions and subject leader reports. This data is analysed during Pupil Progress Meetings and relevant support and interventions are planned to promote accelerated progress and address gaps in learning.

At the end of Key Stage Two, the teacher-assessed independent writing assessments are moderated within school and in MAT moderation sessions and are submitted for statutory assessment purposes. Grammar, punctuation and spelling are also assessed through a statutory test at the end of Key Stage Two.

Early Years assessment is captured through observation using the online learning journey – Tapestry.

Optional Statutory Assessments (SATs) are carried out at the end of Year 2 and Statutory Assessments (SATs) in Grammar, Punctuation and Spelling are carried out at the end of Year 6, as well as teacher assessments in Writing.

To prepare pupils for more formal testing, NFER Spelling and Grammar assessments are taken three times a year in years 3, 4, and 5. Teachers continue to assess pupils in Writing throughout the year.

All the information from informal and formal assessments allows teachers, alongside the subject leader, to assess progress towards any targets set during pupil progress meetings.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for writing are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency
- Ensure regular and appropriate assessment of reading takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school