



Writing Policy

‘Rise above the ordinary’

2025 onwards



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SHEFFIELD
ACADEMIES
TRUST

Writing Policy

School Vision and Values

Our Vision

We will work as a whole school community to support and deliver a high quality, nurturing and respectful learning environment that inspires all of our children to rise above the ordinary. Our school is committed to being an environment that is open to the spirituality of children.

We will encourage all children to understand and adapt positively as active citizens and courageous advocates – to participate and make a difference in the diverse world in which we live.

Through our high standards of teaching and personalised learning, within a broad and balanced ambitious curriculum, we prepare our learners to make a positive contribution towards society and enjoy future success.

Our Mission “Rise above the Ordinary”

At St. Mary’s we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners.

We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in God, and together, we aim for each child to become the best version of themselves in mind, body and spirit. Our Theological Rationale further encapsulates what we believe in.



St Mary's Vision for Writing

At St Mary's, writing is understood as a powerful God-given means of communication, creativity and expression. Language enables us to share ideas, shape understanding and build relationships, reflecting God as the Word and Creator (John 1:1). Every child is a unique individual, made in the image of God (Genesis 1:27), and therefore has a voice of infinite worth. Through writing, we seek to enable all pupils to flourish, develop confidence, and express themselves clearly, creatively and purposefully (Psalm 96:3).

Guided by our RISE values – Respect, Inspire, Support and Exceed – our writing curriculum is ambitious, inclusive and carefully sequenced so that all pupils, including the most vulnerable, can make strong progress from their starting points. Writing is taught as a craft, rooted in rich language, high-quality texts and meaningful purposes, enabling pupils to communicate effectively across the curriculum and in the wider world.

Our vision for our children:

Respect writing as a vital tool for communication, reflection and influence, developing enjoyment, curiosity and a sense of purpose as they share ideas about the world God has created (Psalm 19:1–4).

Be inspired to write with imagination, clarity and confidence, drawing on rich vocabulary, strong models and their own experiences, recognising that God equips them with gifts to express themselves and grow as learners (Philippians 2:13).

Be supported to develop resilience and perseverance in writing, understanding that drafting, editing and improving are valuable parts of the process, and learning within a safe and nurturing environment where all voices are valued (Proverbs 16:3).

Be challenged to exceed expectations by writing with increasing sophistication, accuracy and independence, adapting their writing for different audiences and purposes, and making meaningful links across the wider curriculum and real life (Colossians 1:17).

Develop transcriptional fluency in spelling, handwriting and grammar so that they can focus on composition and communicate their ideas effectively and confidently.

As a Christian community, we place high value on relationships and communication, respecting the dignity of every learner and

encouraging one another through positive feedback and collaboration (Ephesians 4:29). Teaching and assessment are used purposefully to identify strengths and areas for development, ensuring all pupils are supported to succeed and exceed their own expectations.

Our vision is that every child will leave St Mary's as a confident, capable and articulate writer who uses their God-given voice responsibly and creatively (1 Peter 4:10), equipped with the knowledge, skills and attitudes needed to contribute positively to society and live as salt and light in the world (Matthew 5:13–16).

Aims

Through the teaching of writing, we aim to ensure that all pupils:

Develop a positive attitude towards writing, building confidence, enjoyment and resilience so that they write with purpose and pride.

Write clearly, accurately and coherently for a range of audiences and purposes.

Develop a rich vocabulary and strong understanding of grammar and sentence structure, enabling them to communicate meaning effectively.

Plan, draft, edit and improve their writing, understanding writing as a process.

Spell accurately and write fluently using legible, joined handwriting.

Make meaningful connections between reading and writing, drawing on high-quality texts as models.

Apply writing skills across the wider curriculum, recognising writing as a key tool for learning.

Progress from their individual starting points, with high expectations for all pupils, including those with additional needs and those working at greater depth.

Work collaboratively and respectfully, valuing feedback and developing strong communication skills.

Teaching is underpinned by a text-led approach to writing, ensuring learning is carefully structured, inclusive and

ambitious. Assessment is used effectively to identify misconceptions, inform planning, and provide timely support or challenge so that all pupils can succeed and exceed expectations.

Through writing, we seek to inspire pupils to use their God-given talents wisely, developing the skills they need to communicate with clarity, creativity and integrity.

Why is Writing Important?

Writing is essential because it enables children to communicate ideas, explore thinking, express creativity and engage fully with learning and the wider world. At St Mary's, writing is valued not only as a core subject, but as a fundamental life skill.

Writing is important because it:

Develops communication skills

Writing enables pupils to organise and express ideas clearly, supporting effective communication in education, work and everyday life.

Builds confidence and identity

Through writing, pupils find their voice, reflect on experiences and develop confidence in expressing opinions and beliefs.

Supports learning across the curriculum

Writing underpins learning in all subjects, enabling pupils to explain understanding, reason, evaluate and reflect.

Promotes equality and opportunity

Strong writing skills open doors to future education and employment, supporting social mobility and lifelong learning.

Encourages creativity and imagination

Writing allows pupils to explore ideas, stories and viewpoints, fostering creativity and emotional expression.

Helps pupils engage with the world

From persuasive writing to reflective journaling, writing enables pupils to engage thoughtfully and responsibly with society.

Reflects God's gift of language

Within a Christian vision, writing reflects the power of words to create, heal and inspire, mirroring God's use of language throughout scripture.

At St Mary's, writing is taught as an ambitious, inclusive and

purposeful subject that enables all pupils to flourish academically, socially and spiritually.

How Writing is Taught at St Mary's

Writing at St Mary's is taught through a carefully sequenced and coherent curriculum from EYFS to Year 6, aligned with the National Curriculum. High-quality texts form the foundation of writing units, providing rich language models and meaningful contexts for writing.

Writing lessons are taught regularly and frequently, with time allocated for:

Sentence-level development

Planning and composition

Drafting, editing and redrafting

Grammar, punctuation and spelling

Handwriting and transcription

Links are made across the curriculum so that pupils can apply writing skills in meaningful contexts, supporting deeper learning and retention.

Planning

Teachers plan writing using a clear and structured approach:

Immersion – pupils engage with high-quality texts, language features and vocabulary.

Skill building – sentence construction, grammar and text features are taught explicitly.

Composition – pupils plan, draft, edit and publish extended pieces of writing.

Planning is informed by ongoing assessment and takes account of pupils' prior learning, strengths and next steps. Lessons include clear learning objectives, opportunities for modelling and shared writing, and appropriate challenge to ensure high expectations for all.

Teaching and Learning

Writing teaching at St Mary's promotes high levels of engagement, discussion and reflection. Teachers model the writing process explicitly, thinking aloud to demonstrate how writers make choices, revise ideas and improve clarity.

Learning is inclusive and ambitious. All pupils access the same core learning, with appropriate support and challenge, including:

Sentence stems, word banks and scaffolds

Targeted modelling and guided writing

Pre-teaching of vocabulary

Additional challenge for pupils working at greater depth

Pupils with SEND are supported through reasonable adjustments and targeted strategies, ensuring equal access to writing opportunities.

Resources

A wide range of resources support writing, including:

High-quality core texts and class novels

Vocabulary displays and working walls

Sentence models and writing frames

Grammar and spelling resources

ICT tools to support drafting, editing and publishing

Resources are used consistently to support progression, independence and confidence.

How We Check Progress in Writing at St Mary's Assessment Methods

Assessment in writing is ongoing and purposeful, including:

Formative assessment through observation, questioning and analysis of work

Feedback that identifies strengths and next steps

Pupil voice and self-assessment

Low-stakes spelling and grammar checks

Moderated writing assessments to support teacher judgement

Assessment information informs planning, intervention and challenge, ensuring strong progress for all pupils.

Monitoring

Writing is monitored regularly through:

Book scrutiny

Lesson visits and learning walks

Pupil discussions

Data analysis and pupil progress meetings

Monitoring is led by the English Subject Leader and senior leaders, informing professional development and subject improvement.

Reporting

Progress in writing is communicated through:

Ongoing verbal and written feedback

Termly and annual written reports

Parent consultations

Reporting celebrates achievement while maintaining high expectations.

How We Review Writing at St Mary's

The impact of the writing curriculum is measured by pupils' ability to:

Write clearly, accurately and creatively

Apply skills independently across the curriculum

Retain and apply key knowledge

Show confidence and enjoyment in writing

Make strong progress from starting points

Be well prepared for the next stage of education

Evaluation

The Writing Policy is reviewed regularly, considering:

Assessment outcomes and progress data

Monitoring evidence

Pupil and staff feedback

Changes to national guidance

Findings inform subject development priorities and policy updates.

Roles and Responsibilities

English Subject Leader

Providing strategic leadership for writing

Ensuring curriculum coverage and progression

Monitoring teaching, learning and assessment

Supporting staff development

Class Teachers

Planning and delivering high-quality writing lessons

Assessing progress and adapting teaching

Providing timely feedback

Maintaining high expectations

Senior Leaders

Monitoring standards and outcomes

Ensuring statutory requirements are met

Supporting subject leadership and professional development

