

st simon's



'Whatever you do, do it for the glory of God.'

English: Writing Policy

It is the aim of St Simon's Catholic primary School to provide a writing curriculum that is broad, engaging and enables our pupils to become secure, confident writers; we hope to give our children the opportunity to become enthusiastic, proficient and expressive writers who find reward, pleasure and purpose from a wide variety of writing styles.

The curriculum we offer is based on the National Curriculum 2014 and focuses on working towards, achieving - and where possible, exceeding - end of year expectations within each year group. From an early age, pupils will be encouraged to use writing as a meaningful form of communication, beginning with mark-making in the EYFS.

Text Focus

Teachers use central texts over a 10 week block, and extract genre-based writing opportunities from these selected texts. Where appropriate, teachers draw links across the curriculum from a range of subjects to their central text(s).

Texts may be a novel, picture book or poem. In some cases it may also be a video / video clip to stimulate visual literacy.

Lessons

Pupils are taught how to write in Writing lessons each week, supplemented by additional grammar, punctuation and spelling lessons. In accordance with the National Curriculum expectations, all pupils are taught within their own year group.

Writing is taught at St Simon's using Tales Toolkit and The Writing Cycle (see below).

The needs and interests of **all** pupils must be taken into account when planning writing activities, particularly with a view to raising the attainment of high-achieving pupils. Teachers are responsible for planning their writing lessons so that **all** pupils have the opportunity to achieve. This may mean that some pupils have additional support in small groups; writing frames; word banks; etc. Adaptive teaching is the responsibility of the class teacher.

The pupils will write for a variety of purposes and different audiences. Pieces of well-written, lively or thoughtful work will be celebrated by being shared with others or being displayed imaginatively.

Tales Toolkit

Pupils will begin to learn how to tell and write stories in EYFS through the use of Tales Toolkit. Beginning in Nursery, children will be develop their Communication and Language skills through story telling using the Tales Toolkit structure of 'Character, Setting, Problem and Solution'.



Pupils have the opportunity to tell stories verbally. This will begin firstly as a group and then continue individually where pupils will have opportunities to record their ideas using pictures or early mark making.

Story telling using Tales Toolkit develops further in Reception where pupils will continue to tell stories as a class and will have many opportunities to write their own stories using a variety of Tales Toolkit story writing frames.

Tales Toolkit is continued in the Autumn term of Year 1 to aid transition and support pupils in beginning their journey to develop a more structured way of writing independently.



Some pupils with SEN and additional needs may still use the Tales Toolkit structure in Years 1-6, based on the individual child.

Approved by the Teaching and Learning Committee on 8/11/2023.
To be reviewed in the Autumn term 2026.

The Writing Cycle

Each year group from Y1-6 follows the same cycle of teaching writing, to ensure consistency throughout the school.

Immersion

- Begin with a 'hook' from the text. This may be whole-class reading; performing drama in role; receiving a letter from a character; theme days; etc.

Deconstruction

- Introduce the focus genre and deconstruct an example text to identify the features, including, in KS2, their purpose. The example text may be from a real book, have been written by the teacher, or be a pupil's work from previous years.
- The skills identified during the deconstruction then form the success criteria the children will work towards.

Skills lessons

- Teach the pupils how to use the necessary writing skills from the success criteria.
- GPS lessons will be used also, relevant to the text type.

Planning

- Model how to plan a piece of writing, with focus on the key skills and features which are necessary (referring back to deconstruction).
- Pupils plan their own work. One group may be with a teacher/TA for guided planning. Some groups may need scaffolded plans.

Writing

- Model or shared write a text using the plan. Check that all the features are there. Is it interesting?
- Independent writing of a first draft by the pupils. One group may be with a teacher/TA for guided writing.

Revising/editing

- Deconstruct your example text to identify the features and skills, checked against the success criteria.
- Look for opportunities to up-level and improve. Model editing and proof-reading using pink and green biros.
- Independent editing and proof-reading by the pupils. Some pupils may need input from a teacher/TA at this point. At KS1 this is based around capital letters, full stops and 'does this make sense?'
- **KS2 ONLY:** Redrafting the first piece of writing.

Cross-curricular writing

Opportunities to rehearse the writing genres which have been taught are planned for across the curriculum so that pupils use the skills that they have learned in new and varying contexts, without the need for the full writing cycle. In foundation subjects, teachers may work towards producing a final written piece to display their learning from a topic, such as a non-chronological report.

These final pieces are still expected to meet the literacy standards for the year group.

Handwriting, Grammar, Punctuation and Spelling: see relevant policies.

Assessment: see response and feedback policy.