Writing Policy 2026

St John Vianney Primary School

Writing Policy

Being SJV

Sincere † Joyful † Virtuous

Vision

At St John Vianney, we believe that every child is a writer. Through a rich, language-focused curriculum, we inspire children to write with confidence, creativity and purpose. Writing is taught explicitly and systematically, ensuring that all children develop the skills, knowledge and vocabulary needed to communicate effectively across a range of genres and audiences.

We are committed to nurturing a love of writing by immersing children in high-quality texts, meaningful experiences and purposeful opportunities to write. Through high expectations, effective modelling, regular practice and responsive feedback, children develop the stamina, accuracy and independence needed to become successful writers.

Our vision is that every child leaves our school able to articulate ideas clearly, write with fluency and pride, and use writing as a powerful tool for learning, self-expression and future success. We strive to ensure that all children, regardless of starting point, make excellent progress and see themselves as capable, confident and motivated writers.

Intent

Our writing curriculum is designed to develop confident, articulate and independent writers who can communicate effectively for a range of purposes and audiences. Through exposure to high-quality texts, rich vocabulary and meaningful experiences, children learn how authors craft language and apply these techniques within their own writing.

Oracy lies at the heart of our approach, enabling children to rehearse, discuss and refine their ideas before writing. We explicitly teach the knowledge and skills of transcription, grammar, composition and editing, ensuring progression from Nursery to Year 6. Through carefully chosen texts, effective modelling and purposeful writing opportunities, children develop stamina, accuracy and pride in their work.

We have high expectations for all children and believe that every child can succeed as a writer. Our curriculum is designed to provide the support, challenge and ambition needed for all learners to make strong progress. By the time children leave St John Vianney, they will be able to write fluently, accurately and with confidence, drawing upon a rich vocabulary and secure understanding of language to express themselves effectively in school and beyond.

Curriculum Aims

By the end of primary education, children at St John Vianney will be confident, fluent and purposeful writers who can communicate effectively for a range of audiences and purposes. Through a carefully sequenced curriculum, they will develop a secure understanding of transcription, grammar, composition and authorial craft, enabling them to write accurately, coherently and creatively. High-quality texts, rich vocabulary instruction and meaningful writing opportunities provide the foundation for children to acquire and apply language knowledge independently within their own writing.

Oracy underpins our writing curriculum, enabling children to rehearse ideas, explore vocabulary and develop language structures before writing. Through explicit teaching, high-quality modelling, shared and guided writing, children learn to plan, draft, revise and edit effectively. We aim for all children to develop stamina, resilience and pride in their work, producing writing of increasing accuracy,

sophistication and independence. By the time they leave St John Vianney, children will possess the knowledge, skills and confidence to write successfully across the curriculum and in preparation for the next stage of their education and beyond.

Implementation

Curriculum Structure

Writing is taught through a carefully sequenced curriculum that builds knowledge, skills and understanding progressively from Nursery to Year 6. Learning is centred around high-quality texts, meaningful experiences and purposeful outcomes that inspire children to write for a range of audiences and purposes.

Each writing sequence begins with immersion in a high-quality stimulus, where children explore vocabulary, language structures, authorial choices and text features through reading, discussion and purposeful talk. Oracy is an integral part of the writing process, enabling children to rehearse ideas, develop vocabulary and articulate their thinking before writing.

Writing is taught through a gradual release model that develops transcription, sentence construction and composition. Children are explicitly taught the knowledge and skills required for successful writing before applying them with increasing independence. Teachers provide explicit instruction, model the thinking of expert writers and gradually release responsibility through shared writing, guided practice and independent application. Frequent opportunities for retrieval, rehearsal and application ensure that learning is embedded and transferred into independent writing over time.

Grammar, punctuation, spelling and handwriting are taught both discretely and within the context of writing so that children understand how these elements contribute to effective communication. Children are taught to plan, draft, revise and edit their writing, developing increasing independence as they move through the school.

Working walls, model texts, vocabulary resources, sentence stems and writing scaffolds provide appropriate support, while challenge is carefully woven throughout lessons to ensure all children make strong progress. Opportunities to write across the wider curriculum enable children to apply and deepen their learning in meaningful contexts. Through regular practice, effective feedback and purposeful writing opportunities, children develop the confidence, stamina and skills required to become successful writers.

Early Years Foundation Stage

Writing in EYFS is developed through daily opportunities for talk, storytelling, mark-making and early writing. Through high-quality phonics teaching, language-rich interactions and adult modelling, children learn the foundations of transcription, composition and letter formation. Carefully planned provision and purposeful writing opportunities support children to develop confidence, independence and a love of writing.

Teaching and Learning

Teachers use a range of teaching approaches to ensure all pupils can succeed, including:

- Direct instruction and modelling.
- Collaborative learning and discussion.
- Practical, hands-on activities.
- Problem-solving opportunities.
- Independent exploration and enquiry.
- Retrieval practice and regular revisiting of key knowledge.
- Opportunities for reflection and evaluation.

Resources

Children have access to a rich writing environment that supports them to become confident and successful writers. High-quality texts are used to inspire writing and develop vocabulary, while iPads provide opportunities for research, drafting, editing and publishing work. Children also benefit from a range of writing supports, including working walls, model texts, vocabulary displays, sentence stems and writing scaffolds. These resources, alongside high-quality teacher modelling and discussion, help all children to access the curriculum and achieve success in writing.

Inclusion

SEND

At St John Vianney Primary School, we believe that every child can succeed as a writer, regardless of their starting point. Progress, effort and achievement are recognised and celebrated for all pupils, with high expectations maintained for every learner. Teachers identify and address barriers to learning within the English curriculum, adapting teaching, resources and support to ensure full access and participation. Through inclusive, responsive practice, including appropriate scaffolding, challenge and targeted intervention, pupils with SEND and other additional needs are supported to achieve ambitious outcomes, develop confidence and make strong progress from their individual starting points.

Disadvantaged Pupils

We are committed to ensuring that children in receipt of Pupil Premium funding have equal access to high-quality writing provision and the support needed to achieve their full potential. We maintain high ambitions and expectations for disadvantaged children, recognising that socio-economic disadvantage should never be a barrier to success. Through high-quality first teaching, targeted interventions and carefully planned scaffolds, we identify and address barriers to learning. Disadvantaged children are provided with rich vocabulary experiences, access to high-quality texts, purposeful talk opportunities

and appropriate writing supports to enable them to succeed. We strive to ensure that all disadvantaged children make strong progress from their starting points, develop confidence as writers and produce work that reflects their knowledge, skills and potential.

Higher Attaining Pupils

Opportunities for challenge are built into lessons through ambitious vocabulary, high-quality texts, open-ended writing tasks and opportunities for children to write for a range of audiences and purposes. More able writers are encouraged to demonstrate greater independence, authorial choice and sophistication in their writing, applying grammar, punctuation and vocabulary with increasing precision and effect. Through effective questioning, targeted feedback and opportunities for deeper thinking, pupils are supported to refine their ideas, develop their own writing style and achieve excellence in writing.

Enrichment

We enrich children's writing experiences by providing opportunities to write for authentic audiences and purposes beyond the classroom. Children are encouraged to participate in writing competitions, creative writing projects and cross-curricular writing opportunities that promote independence, creativity and enjoyment. Writing is celebrated through weekly awards. Through exposure to texts, author visits and other enrichment activities, we aim to inspire children to see themselves as writers and develop a lifelong love of writing.

Impact

By the end of their primary education, children at St John Vianney are confident, fluent and purposeful writers who communicate effectively for a range of audiences and purposes. They use a rich vocabulary, secure grammatical knowledge and an understanding of authorial craft to produce accurate, coherent and engaging writing.

Through a carefully sequenced curriculum and explicit teaching of the writing process, children develop the skills to plan, draft, revise and edit with increasing independence. They apply these skills across the curriculum, demonstrating that learning is secure and transferable.

The impact of our writing curriculum is evident through children's work, pupil voice, assessment outcomes and the progress made from individual starting points. Most importantly, we strive for children leave St John Vianney as enthusiastic, capable and ambitious writers, well prepared for the next stage of their education.

Assessment and Monitoring

The quality of writing is monitored through regular learning walks, book scrutinies, pupil voice and pupil conferencing, enabling leaders and teachers to evaluate the impact of teaching and identify next steps for improvement. Half-termly pupil progress meetings provide opportunities for teachers and leaders to discuss attainment, progress and any barriers to learning, ensuring timely support and intervention where needed. Writing standards are moderated regularly within school and across the Trust to ensure consistency and accuracy of assessment. Teachers use a range of formative and summative assessment strategies, including Olex AI, to support assessment, identify gaps in learning and inform future teaching. This robust approach ensures that all children are supported to make strong progress and achieve their potential as writers.

Conclusion

At St John Vianney, we believe that every child has the potential to become a successful writer. Through a carefully sequenced curriculum, explicit teaching and meaningful opportunities to write, we aim to foster a genuine love of writing alongside the knowledge and skills children need to succeed. We are committed to nurturing confident, ambitious and independent writers who take pride in their work, understand the power of written communication and are equipped to express themselves effectively in school and beyond.