

St Joseph the Worker Catholic Primary School

A loving Christian family striving to achieve excellence.



Writing Policy

(Embedding the DfE Writing Framework 2025)

Rationale

At St Joseph the Worker, we believe that writing is a powerful means of communication and creativity. Through writing, our pupils explore ideas, express emotions, and make sense of the world around them.

Rooted in our Christian ethos, we aim to nurture every child's God-given potential so they can become confident, thoughtful, and purposeful writers.

The DfE Writing Framework (2025) underpins our approach. It emphasises the development of secure transcriptional and compositional skills through explicit teaching, oral rehearsal, and well-sequenced instruction. Combined with our chosen scheme, Literacy Tree, this ensures that our writing curriculum is ambitious, inclusive, and coherent from the Early Years through to Year 6.

Our Vision for Writing

We aim to develop confident, creative, and purposeful writers who:

- Write with clarity, fluency, and enjoyment across a range of forms and purposes.
- Understand that writing is a process involving planning, drafting, revising, editing, and publishing.
- Have secure transcriptional skills (handwriting, spelling, punctuation) that enable them to focus on composition.
- Value writing as a means of self-expression and a way to make a positive contribution to the world.
- See themselves as writers with unique voices, ideas, and audiences.

Aims

By the end of Key Stage 2, all pupils at St Joseph the Worker will:

1. Have mastered fluent and legible handwriting.
2. Accurately spell words, applying phonics knowledge and spelling rules independently.
3. Compose well-structured sentences, using grammar and vocabulary purposefully.
4. Write effectively for a wide range of purposes and audiences.
5. Reflect, edit, and improve their writing with increasing independence.
6. Experience joy and pride in their writing achievements.

Curriculum Implementation

a) Curriculum Design

- Writing is taught through Literacy Tree, which provides high-quality, literature-based units carefully aligned to the National Curriculum and the *Writing Framework (2025)*.

- Each unit builds vocabulary, grammar, and composition skills in context, through rich and diverse texts that inspire purposeful writing.
- The curriculum ensures a clear progression of knowledge and skills across year groups, revisiting and deepening prior learning.

b) Teaching Approach

Our teaching of writing reflects the principles of the DfE Writing Framework (2025)

Focus Area	Practice at St Joseph the Worker
Transcription	Early and explicit teaching of handwriting and spelling, ensuring these become fluent and automatic.
Oral Composition	Pupils orally rehearse sentences, discuss ideas, and use talk to clarify and improve their writing.
Sentence Construction	Grammar and punctuation taught through modelled, shared, and guided writing—not in isolation
Dictation	Used regularly to reinforce accurate spelling, punctuation, and sentence structure.
Modelling	Teachers model writing, including thought processes, structure, and language choices.
Revision and Editing	Pupils taught to reflect on and refine their writing, with scaffolds appropriate to their age and ability.
Writing Across the Curriculum	Writing opportunities embedded in all subjects, ensuring pupils write for a variety of audiences and purposes.

Handwriting

At St Joseph the Worker, we believe that fluent, legible handwriting is an essential foundation for confident writing. It enables pupils to focus on composition, vocabulary, and ideas rather than transcription.

Handwriting is explicitly taught across the school using a consistent approach aligned with the Literacy Tree framework and the DfE Writing Framework (2025). In the Early Years and Key Stage 1, children are taught correct letter formation, pencil grip, posture, and spacing through regular, direct instruction and guided practice. As pupils progress through Key Stage 2, they are encouraged to develop a fluent, joined handwriting style that promotes both speed and legibility.

High expectations for handwriting and presentation are maintained across all subjects. Teachers model neat, joined handwriting in shared writing, displays, and marking. Additional fine-motor and handwriting interventions are provided for pupils who require extra support.

Inclusion and Equal Opportunities

- All children, regardless of ability or background, are entitled to a high-quality writing education.
- Lessons are differentiated and scaffolded, ensuring that every child can access the learning and experience success.
- Additional support is provided for pupils with SEND and those requiring catch-up interventions.
- Teachers adapt tasks and provide targeted feedback to meet individual needs.

Assessment and Feedback

- Writing is assessed regularly through independent pieces within Literacy Tree units and cross-curricular writing.
- Teachers use formative assessment to identify strengths and next steps, and summative assessments to track progress each term.
- Feedback focuses on helping pupils understand *how to improve*—through editing, revising, and reflecting.
- Writing is moderated within school to ensure consistency and high expectations.

Learning Environment and Writing Culture

- Classrooms display high-quality examples of pupil writing and vocabulary to promote pride and aspiration.
- Pupils are encouraged to publish and share their writing through displays and assemblies.
- A love of writing is fostered through enrichment opportunities such as writing competitions, and themed writing days.

Roles and Responsibilities

Role	Responsibilities
Governors	Approve and monitor the effectiveness of the policy.
Headteacher	Ensure writing is a whole-school priority and provide resources and CPD.
English / Writing Lead	Lead writing across the school; monitor planning, teaching, and outcomes; provide staff training
Teachers	Deliver high-quality teaching of writing following the Literacy Tree framework and school expectations.

Support Staff	Provide targeted support, interventions, and encouragement for developing writers.
Pupils	Take pride in their writing, apply feedback, and strive for personal improvement.
Parents and Carers	Support children's writing at home by encouraging reading, discussion, and practice

Monitoring and Evaluation

- Writing will be monitored regularly through lesson observations, book looks, pupil voice, and data analysis.
- Findings will inform staff training, resource allocation, and curriculum refinement.
- Governors will receive updates on pupil attainment and progress in writing.
- This policy will be reviewed each year, or sooner if national guidance changes.

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