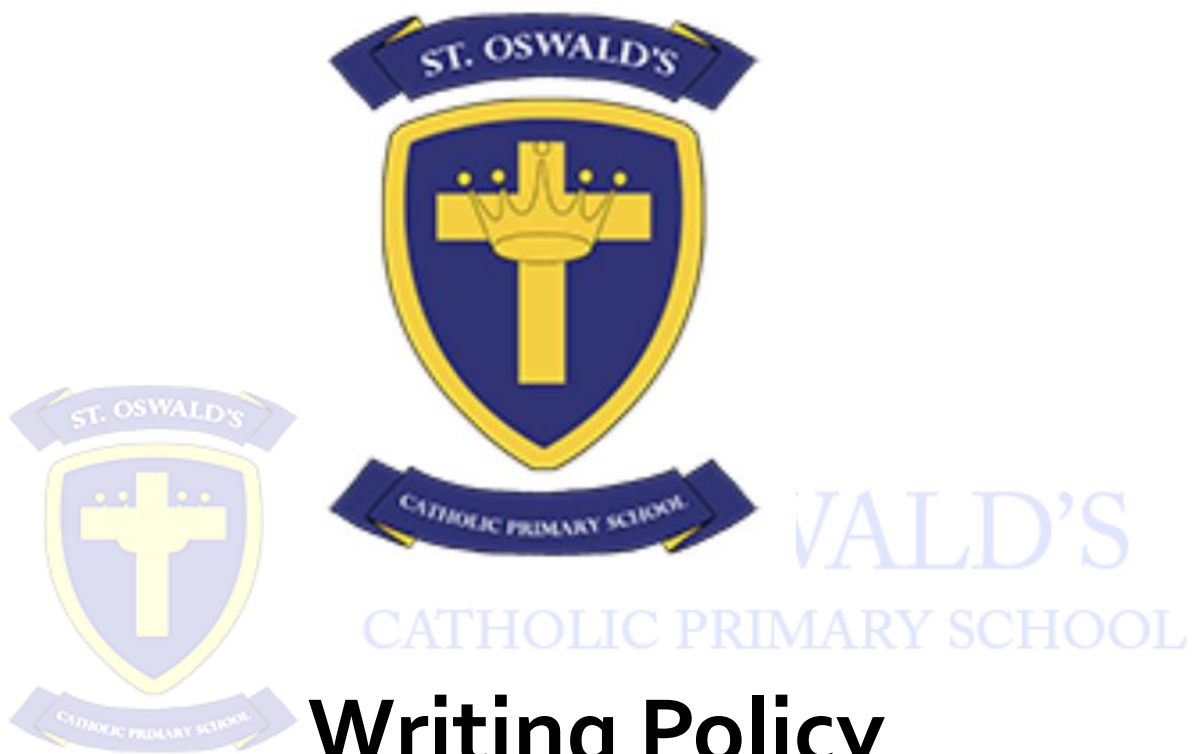


St Oswald's Catholic Primary School



2026-2027

Love Jesus

Love Learning

Love Each Other

"We are a learning community promoting the Gospel values of mutual trust, care and respect"

St Oswald's Primary School Writing Policy

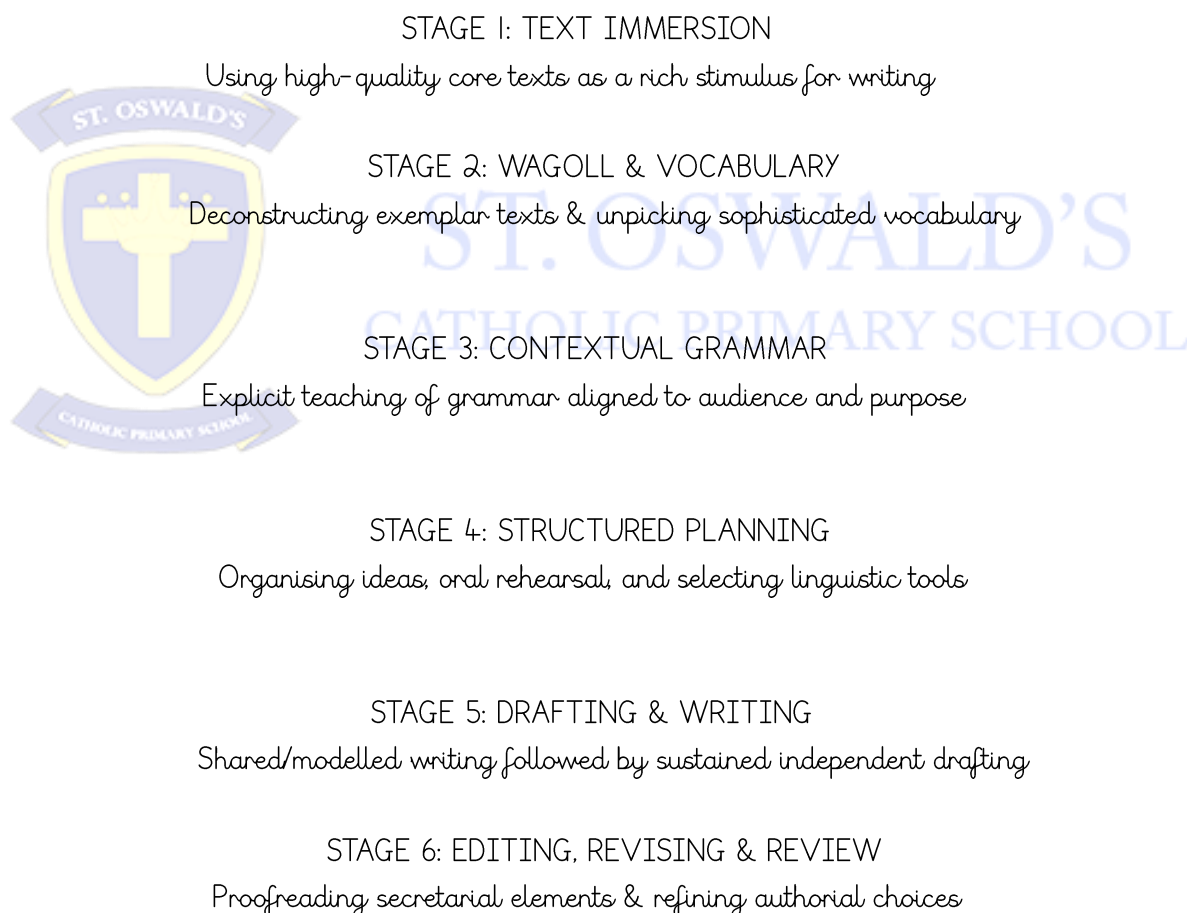
1. Policy Intent and Curriculum Philosophy

At St Oswald's, we believe that every child can become a confident, articulate, and creative writer. Writing is a primary vehicle for communication, self-expression, and critical thinking. Our overarching aim is to foster a lifelong love for language and literature while equipping pupils with the technical mastery required to write fluently and effectively for a wide range of audiences and purposes.

We deliver our writing curriculum through a structured, progressive framework known as the **Writing Journey**. This pedagogical approach ensures that writing instruction is contextualized, purposeful, and cumulative. Rather than teaching writing skills in isolation, the Writing Journey leads pupils through an immersive sequence that explicitly connects reading, vocabulary acquisition, contextual grammar, drafting, and critical editing.

2. The Writing Journey Flowchart

The diagram below outlines the sequential stages every pupil undertakes during a writing unit:



3. Detailed Stages of the Writing Journey

Every unit of extended writing across Key Stage 1 and Key Stage 2 systematically follows these six core stages:

Stage 1: High-Quality Texts as the Stimulus

Every Writing Journey begins with immersion in a rich, high-quality core text. We select texts that challenge, inspire, and broaden pupils' cultural and linguistic horizons.

- Texts serve as the thematic anchor and context for all writing within a unit.
- Teachers use reading comprehension strategies to ensure pupils thoroughly understand the text's narrative, characters, themes, or non-fiction concepts before writing.
- Immersion activities—such as drama, role-play, debate, and hot-seating—are utilized to build deep background knowledge and empathy.

Stage 2: Exploring Vocabulary-Rich WAGOLLS

Before pupils begin constructing their own texts, they analyze a bespoke exemplar text—a WAGOLL (What A Good One Looks Like).

- Teachers construct or curate WAGOLLS that exemplify the target genre, tone, and structure.
- **Vocabulary Acquisition:** Lessons explicitly focus on unpicking sophisticated, tier-2 and tier-3 vocabulary within the WAGOLL. Pupils explore word origins, synonyms, shades of meaning, and contextual usage.
- **Structural Deconstruction:** Pupils annotate the text to identify key features, layout conventions, and how paragraphs or sections are connected.

Stage 3: Explicit Teaching of Contextualized Grammar Skills

Grammar, punctuation, and spelling (GPS) are taught explicitly within the context of the writing unit, ensuring pupils understand *why* a grammatical device is used rather than merely *how* to identify it.

- **Audience and Purpose Alignment:** Grammatical devices are selected based strictly on their suitability for the target audience and purpose (e.g., teaching relative clauses to add precise detail in a formal report, or modal verbs to manipulate tone in a persuasive letter).
- **Skill Building:** Instruction moves from sentence-level mechanics (discrete skill practice) to sentence combining and variation.
- **Short-Burst Writing:** Pupils apply newly taught grammatical structures in low-stakes, short-burst writing opportunities prior to the main extended draft.

Stage 4: Planning the Piece of Writing

Effective planning is essential to coherent writing. Pupils are taught how to organize their thoughts, structure their ideas, and select appropriate vocabulary before drafting.

- Teachers model how to use age-appropriate planning frameworks (e.g., story maps, boxed-up grids, mind maps, or paragraph outlines).
- Planning lessons focus heavily on rehearsal: pupils orally rehearse their sentences and ideas with peers before committing them to paper.
- Pupils actively pull forward vocabulary, sentence stems, and grammatical tools practiced in Stages 2 and 3 into their planning documents.

Stage 5: Drafting and Writing

During the drafting phase, pupils synthesize their reading, vocabulary, grammar skills, and plans into extended pieces of writing.

- **Shared and Modelled Writing:** Teachers explicitly model the thought process of a writer under a document camera/visualiser, demonstrating how to make deliberate word choices, vary sentence openings, and apply target grammar skills in real time.

- **Guided Writing:** Teachers lead targeted focus groups during independent writing time to support, scaffold, or stretch specific pupils.
- **Independent Application:** Pupils write their drafts over sustained periods, maintaining a focus on stamina, legibility, and technical accuracy.

Stage 6: Editing, Proofreading, and Reviewing

Editing is treated as a vital, sophisticated phase of the writing process, shifting pupils' mindsets from "fixing mistakes" to "refining craft."

- **Proofreading (Secretarial):** Pupils systematically check their work for spelling, punctuation, and grammatical accuracy against age-appropriate expectations.
- **Editing (Authorial):** Pupils evaluate their word choices, sentence structures, and overall impact on the reader. They add, delete, replace, and rearrange text to improve clarity and tone.
- **Peer and Self-Review:** Structured peer feedback and teacher-guided editing sessions ensure pupils critically reflect on their work against agreed success criteria.
- **Publication/Presentation:** Where appropriate, finished pieces are published, shared with an authentic audience, or presented in display books.

4. Inclusion, Scaffolding, and Stretch

Our Writing Journey is designed to be inclusive of all learners, including pupils with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and disadvantaged pupils:

- **Scaffolding:** Accessible WAGOLs, word banks, sentence starters, visual organizers, and assistive technologies are used to ensure all children meet high expectations.
- **Targeted Support:** Small-group guided writing sessions provide immediate feedback and scaffolded instruction.
- **Greater Depth:** High-attaining writers are challenged through nuanced tasks, such as manipulating audience response, adapting formality, and exercising stylistic control.

5. Assessment and Monitoring

- **Formative Assessment:** Teachers continuously assess pupils during oral rehearsal, short-burst writing, and drafting to adapt daily instruction and address misconceptions immediately.
- **Summative Assessment:** Extended independent writing pieces produced at the conclusion of a Writing Journey are assessed against national curriculum descriptor grids and school moderation frameworks.
- **Moderation:** Regular internal and cross-school moderation ensures consistency and accuracy in teacher assessment judgments.
- **Policy Review:** This policy is reviewed annually by the English Subject Leader and Senior Leadership Team.