

GUARDIAN ANGELS' RCPS WRITING POLICY

Policy approved by: Governors	Date: February 2026
Last reviewed: February 2024	
Next review: February 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God.

Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of The Federation of Guardian Angels' and Our Lady of Lourdes RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

At Guardian Angels' RCPS, we recognise that writing is a key life skill which enables children to express themselves, communicate with others and access other areas of the curriculum. It is a complex process which requires motor skills to manipulate pencils and pens, a command of sentence and text structure, grammar and punctuation, an ability to edit and evaluate both their own and others writing, a knowledge of how spoken language translates to the written word, an awareness of purpose and audience across different genres and involves a competency in spelling and handwriting.

Aims and outcomes

By the end of Year 6, children should:

- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; noting and developing initial ideas, drawing on reading and research where

necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précising longer passages; using a wide range of devices to build cohesion within and across paragraphs; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by: assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proofread for spelling and punctuation errors

Teaching and learning of Writing

Children are taught in an English rich environment where the all-encompassing nature of English will be reflected in the cross-curricular links for writing. The English curriculum draws on a variety of teaching/learning approaches and we strive for a balance between those that concern the child's individual developing use of language and those that concern the knowledge about language and literature. Teachers follow the English long term plan which consists of a genre mapping of the texts children will be exposed to each half term and the desired writing outcomes. The long term progression of skills in writing details the features children should be taught to include in year group for each genre of writing. The mode of working in English is a balance between whole class teaching, teacher directed group work and independent working.

Writing is developed through:

- A wide range of contexts for writing e.g. role play, book character point of view, and real world writing opportunities, such as writing letters to pen-pals, authors and in thanks following school trips etc.
- Punctuation, grammar and spelling which are taught discretely
- Providing opportunities for collaborative writing
- Independent writing sessions.

Spelling is developed through:

- The marking of work and feedback to pupils
- The teaching of spelling patterns (Spelling Shed Y1-Y6)
- Regular learning of spelling lists allocated according to year groups
- Encouragement of dictionary use
- Streamed daily phonics sessions in Reception and KS1

Handwriting is developed through:

- Daily teaching and practice sessions in from Year 1-6
- Pre-Phonics sessions in Nursery (daily)
- Phonics sessions in Reception and KS1 (daily)

Writing Curriculum Overview

	Learning Journey 1	Learning Journey 2	Learning Journey 3
Nursery	Talk about the marks they make & create 'lift the flap' books which contain shared writing, emergent writing and illustrations	Create a story map & create fact files which contain shared writing, emergent writing and illustrations	Write for a purpose Create a list, an innovated version of a story, a set of instructions and shared stories which contain shared writing, emergent writing and illustrations
Reception	Write captions using some identifiable letters to communicate meaning and representing some sounds correctly and in sequence	Write messages, captions and signs using phonological knowledge Create information texts and narrative episodes through shared writing, bookmaking and illustration using phonological knowledge Use vocabulary influenced by books	Write cards, notes, messages, diagrams and fact sheets using phonological knowledge. Write for meaning and purpose in a variety of non-narrative forms using phonological knowledge.

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Fantasy Narrative Man on the Moon	Familiar Setting Narrative Owl Babies	Unfamiliar Setting Narrative Lost and Found	Traditional Tale The Gingerbread Man	Familiar Setting Narrative Billy and the Beast	Fantasy Narrative Ossiri and the Bala Mengro
Non Fiction	Instructions <i>How to get to Space</i>	Recount I Spy Autumn <i>Autumn Walk</i>	Non Chronological Report Big Cat Arctic Life by Sean Callery <i>Write about the Arctic</i>	Instructions <i>How to make a Gingerbread Man</i>	Non-Chronological Report Young Explorer World of Plants – What is a Plant? and Where do Plants Grow? <i>Write about plants</i>	Recount <i>What makes Bury special?</i> <i>Local Area Walk</i>
Poetry	Alliterative Lists Alphabet Poem By Michael Rosen	Simple riddles National Geographic Animal Riddle Book	Alliterative Lists Pineapple by Vyanne Samuels	Lent	Innovate a Well-Known Rhyme (Written) There was a Crooked Man by James Orchard Halliwell	Performance Poetry There was an Old Lady Who Swallowed a Fly by Alan Mills

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Familiar Setting Narrative The Disgusting Sandwich	Unfamiliar Setting Narrative Be More Bernard	Historical Narrative Vlad and the Great Fire of London	Geographical Narrative Meerkat Mail	Traditional Tale Jack and the Beanstalk	Classic Fiction Paddington, The Original Story of the Bear from Peru
Non Fiction	Instructions <i>Recipe for a sandwich</i>	Non Chronological Report Big Book of the Blue <i>Sea Animals</i>	Recount Who Was Samuel Pepys? <i>Diary entry</i>	Instructions A Kid's Guide to Kenya <i>How to get to Kenya</i>	Recount <i>School Trip</i>	Non-Chronological Report Look What I Found at the Seaside – National Trust

						<i>Blackpool</i>
Poetry	Acrostics Autumn	Quatrain – AABB/ABAB/ ABCB Rumble in the Jungle and Commotion in the Ocean	Shape Poems Word Whirls by John Foster	Lent	Acrostics Name Acrostics – (Roald Dahl Teacher's Pet)	Performance Poetry Solo with Chorus by Rose Fyleman

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Unfamiliar Setting Narrative The Tin Forest	Traditional Tale The Wolf's Story (Twisted Fairy Tales)	Familiar Setting Narrative Zoo	Geographical Narrative A Pebble in my Pocket	Familiar Setting Narrative The Boy Who Grew Dragons	Fantasy Setting Narrative Classic Fiction The Iron Man
Non Fiction	Instructions <i>How to create a beautiful forest</i>	Non Chronological Report Live Like a Hunter Gatherer: Discovering the Secrets of the Stone Age <i>Stone Age animal</i>	Recount One, Zoo, Three (CBBC) <i>A day in the life of a Zookeeper</i>	Explanation DKfindout! Volcanoes <i>How do volcanoes erupt?</i>	Non-Chronological Report Everything: Ancient Egypt (National Geographic Kids) <i>Egypt</i>	Explanation DKfindout! Robots <i>How to make a robot</i>
Poetry	Narrative with Rhyme	Question and Answer Poems What is Pink? By Christina Rossetti	Haiku Six Weather Haiku by George Hunter	Lent	Tanka A Tanka Poem by Iain Mackay	Performance Poetry The Sound Collector by Roger McGough

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Familiar Setting Narrative Leon and the Place Between	Historical Narrative How to Train Your Dragon	Myths and Legends Theseus and the Minotaur (Greek Myths)	Playscripts James and the Giant Peach	Fantasy Setting Narrative Cosmic	Classic Fiction The Chronicles of Narnia – The Lion, the Witch and the Wardrobe
Non Fiction	Instructions <i>How to perform a magic trick</i>	Recount Exploring Great Rivers <i>Burrs Trip (River Irwell)</i>	Non Chronological Report See Through The Ages – Ancient Greece <i>Ancient Greece</i>	Explanation Discovering the United Kingdom – All About England <i>Why do people travel the world?</i>	Persuasion Eyewitness – Space Exploration and Space Explorer – Working in Space <i>Should everyone get a chance to go to space?</i>	Non-Chronological Report What A Waste: Rubbish, Recycling, and Protecting our Planet (Protect the Planet) <i>How to look after our environment</i>
Poetry	Limericks There was an old lady who lived in a hut	Monologue The Margog	Metaphor Poems Don't Be Scared by Carol Ann Duffy	Lent	Monologue Unhappy Here by Shel Silverstein	Performance Poetry Macavity: The Mystery Cat by T.S. Eliot

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Setting Description There's a Boy in the Girls Bathroom	Unfamiliar Setting Narrative Clockwork	Myths and Legends Beowulf	Classic Fiction The Demon Headmaster	Playscripts The Cursed Child	Familiar Setting Narrative Wonder
Non Fiction	Instructions <i>Friendship Potion</i>	Newspaper Report Ghosts – Horrible Histories <i>Newspaper Report on ghost sighting</i>	Explanation Step Into...The Viking World <i>Viking Longboat</i>	Persuasion <i>We shouldn't have to wear school uniform.</i> <i>Would longer playtimes increase productivity?</i>	Non-Chronological Report Slavery (Civil Rights Stories) <i>The Slave Trade</i>	Discussion <i>Is a person's identity based on how they look or is it based on how they live?</i>
Poetry	Cinquain	Simile and Metaphor The Night Will Never Stay by Eleanor Fargeon	Personification Snow and Snow by Ted Hughes	Lent	Cinquain Summer by Edwin Tanguma	Performance Poetry Rum Tum Tugger by T.S. Eliot

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fiction	Setting Description How to Live Forever	Historical Narrative Letters from the Lighthouse	Geographical Narrative Journey to the River Sea	Unfamiliar Setting Narrative The Tale of the Three Brothers	Fantasy Setting Narrative The Girl of Ink and Stars	Classic Fiction Romeo and Juliet
Non Fiction	Instructions <i>Immortality Potion</i>	Non-Chronological Report You Wouldn't Want to be a Second World War Evacuee <i>Life as an evacuee</i>	Explanation InterFact - Rainforests <i>How does the rainforest survive?</i>	Persuasion <i>Poverty and Inequality</i>	Explanation <i>How has transport in Bury changed?</i>	Discussion <i>Were Romeo and Juliet actually in love?</i>
Poetry	Iambic Pentameter If Music Be the Food of Love...	Sonnets Shall I compare thee to a summer's day? Shakespeare	Narrative Poetry The Jabberwocky by Lewis Carroll	Lent	Classical Poetry The Tyger by William Blake	Performance Poetry The Lion and Albert by Marriott Edgar

Cross-curricular links

Writing shares links with the following subjects:

- Maths: written responses and explanations for reasoning questions
- RE: written responses to scripture
- Computing: emails and word processing
- Geography: written responses; fact files; reports
- History: written responses; fact files; reports
- Science: written responses; fact files; investigations and explanations
- Art and Design: written responses; evaluations
- Design and Technology: written responses; evaluations
- Music: written responses to appraised music
- P.S.H.E.: written responses

Assessment

At Guardian Angels', assessment enables staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative writing assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In writing, pupils will record their learning in the following ways:

- Nursery Individual Learning Journey Books
- Reception and Year 1 – English Books; Speed Sound Books;
- Years 2-6 - English Skills Books for Handwriting. Grammar and Spelling activities; English Books; Speed Sound Books (Year 2 if applicable)
- SEND Pupils in Years 1-6 and all of EYFS - Seesaw
- School Website

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class Teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Inclusion

Teachers set high expectations for all children in Writing. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can access the teaching of writing, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in writing activities.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.