

# Writing One Page Policy (Primary Phase)



William Hulme's Grammar School  
The best in everyone™  
Part of United Learning

Through our Writing Curriculum, we aim to give children the confidence and skills they need to be effective communicators who can successfully engage with their next steps in life. We use the National Curriculum as a starting point, ensuring we are promoting a high standard of language and literacy by equipping pupils with a strong command of the spoken and written word and developing a love of literature through widespread reading for enjoyment. This is then exceeded through our 6 core principles; entitlement, coherence, mastery, adaptability, representation and education with character.

Learners are exposed to and analyse what '**Excellence**' looks like through high quality model and supportive texts.

Learning will encompass the three-stage Talk For Writing pedagogy: imitation, innovation, and invention. This is used as a scaffold and reduced from Year 3.

Learners will co-construct 'writer's toolkits'. The purpose and impact of the tools are explored so pupils understand the effect they have as authors.

We ensure texts used are demographic to our community that we serve.

Every term pupils write two fiction and non-fiction texts and one poem.

Writing objectives are carefully sequenced so that powerful knowledge builds term by term and year by year. We provide a cumulative teaching approach, where units are revisited, and skills are built upon.

Teacher's **model** their thought process and writer's choices. All pupils are exposed to high quality writing outcomes.



The explicit teaching of oracy skills are embedded into lessons across the writing curriculum. These are progressively mapped to build year on year.

Learners will be exposed to relevant and meaningful grammar activities, integrated into the unit. This is taught descriptively to help pupils understand the impact of the grammar not just the definition.

Contextual tier 2 and 3 vocabulary is taught and explored throughout writing units. Vocabulary books in Year 3-6 are used to bank additional vocabulary.

Learners up until Year 3 will learn texts orally, internalising a narrative pattern with built in structure and age-appropriate language features. Story maps are used to support this.

Teachers will provide temporary scaffolds to assist learning. Scaffolds are planned for and gradually removed.

**Outcome:**  
Budding authors who can write for a particular purpose and intended audience.