



# St. Matthew's Writing on a Page

2025-2026

Writing is taught daily across the school following the Ready Steady Write programme and application is seen through a range of other subjects. The school is aware of the two main elements of the writing national curriculum: transcription and composition. Transcription (handwriting and spelling) is primarily taught through the school's phonics and spelling programmes (Read, Write, Inc. Phonics and Ready Steady Spell) and through the handwriting resource: Letter Join. The compositional element of the English National Curriculum (including punctuation and grammar) and the application of transcriptional skills and knowledge is taught using the Ready Steady Write Programme.

Ready Steady Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Several of these carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum.

## **Immerse**

During this first stage of the sequence the children are immersed into the key vehicle text that has been chosen carefully for each year group. The first immerse lesson is NOT to be in books but used as a discussion and evidenced on working walls.

## **Analyse**

In the analyse stage of the unit, the children will be taught and familiarise with text structures. This allows the children to develop their knowledge of structures and features of the genres they are studying using the example texts to support them.

## **Plan**

During the planning stage of the sequence, the children will gather ideas and plan their own writing. Again, there will be opportunities to collaborate and discuss as this is vital before children compose their own work. The class teacher will model how to plan at this stage pulling together all the elements of the teaching sequence. The children will then complete their own individual plans ready for the writing stage.

## **Write**

At the start of the writing stage the teacher will explicitly share the writing purpose with the children this will provide children with a clear understanding of expectations and the intended audience. The teacher will then use the completed class plan to model and guide writing. Throughout the teacher will use a think aloud 'writerly voice' to model composition, editing and evaluating of the writing on each of the shared writes throughout the week. Teachers will also refer to the information on the working walls/washing lines to ensure all elements taught over the sequence are included in the writing. After these, pupils will carry out independent writing. During their independent writing the children will draft, revise and edit their work.

## **Edit**

Children to use purple pen to edit work. This skill needs to be explicitly taught and modelled continuously by class teacher. Children should not cross out/rub out mistakes but be identified with a purple pen. This shows the thought process and learning that has taken place for the individual.

**Explicit teaching of writing takes various forms at St Matthews, appropriate to children's background knowledge and prior learning.**

## **Modelling Writing**

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used. Teachers may model writing skills such as punctuation, rehearsal, proof reading, editing, word selection, sentence construction and paragraphing.

## **Shared Writing**

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

## **Guided Writing**

The teacher or other adult works with a group on a carefully selected task appropriate to that group's needs and targets. This will focus on a particular aspect of the writing process rather than writing a complete piece.

## **Independent Writing**

Children are given opportunities to apply their understanding of the text type in their own writing. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learnt throughout the unit of work on that particular genre.

## **Dictated Writing**

Similar to Shared and Guided Writing approaches, pupils are given the opportunity to develop their compositional knowledge without demands on their working memory. Pupils' ideas are recorded by an adult or their peers and then dictated back to pupils, giving them an opportunity to focus solely on transcription. This means they are not thinking about spelling, handwriting and their ideas all at once.

## **Grammar and Punctuation (Sentence Accuracy)**

Punctuation and Grammar is taught throughout the Ready Steady Write sequence of lessons and then embedded throughout the curriculum. Pupils are given opportunities to revisit their punctuation and grammar knowledge daily through 'Sentence Accuracy' activities at the start of each writing lesson. At the start of each lesson SA is identified in the margin followed by children completing the daily sentence accuracy work (10minutes). From year 3 onwards, the focus of the SA should be underlined in orange and all punctuation should be circled in blue. Editing will continue to be in purple pen. Sentence Accuracy should ALWAYS be modelled by the teacher using the structure of modelled writing and a writer's voice. During, SA, a Complete sentence should NEVER be shown to the children before being modelled.

## **Handwriting- See Handwriting Policy**

Neat cursive writing is promoted throughout the school. Teachers and Learning Support Assistants set high standards for handwriting and presentation at all times. The journey to neat cursive handwriting begins when children can form letter correctly (usually at the end of Year 1 or the beginning of Year 2). This is then practised and developed through every year group. At St. Matthew's we use the letter-join programme to develop a consistent approach to explicitly teaching handwriting across the school.