St Mary's Catholic Primary School

Writing Policy

We grow and learn in the footsteps of Jesus

Approved by	
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Introduction

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (National Curriculum 2014)

At St Mary's Primary School, we encourage our children to aim high and think creatively when writing. We encourage them to be adventurous in their language and to write with clear purpose and for pleasure. In order for these aims to be developed, it is essential that our children learn to spell accurately. Children who are confident with their spelling skills can write for pleasure. We strive to provide our children with the necessary strategies for learning new spelling patterns and provide them with the opportunity to apply these skills.

Intention

We intend to:

- Provide daily writing opportunities to our children
- Provide a stimulating learning environment through high quality language rich displays.
- Choose a variety of texts to engage and inspire young writers.
- Provide a progressive scheme of work to deepen understanding throughout the school.
- Develop confident, independent and reflective writers.
- Broaden our understanding of vocabulary.
- Encourage the use of ambitious vocabulary choices.
- Ensure all staff and children experience tier 1,2 and 3 words and implement them across the curriculum.
- Teach our children the age appropriate spelling patterns/phonemes.
- Revisit spelling patterns in order to 'over learn' them.
- Develop confident spellers.

Implementation

At St Mary's, it is expected that the above aims are embedded across our curriculum. We deliver a challenging and inspiring English curriculum which provides many purposeful opportunities. Learning takes place using a variety of strategies, which include:

- Shared sessions
- Modelling
- Guided group work

• Independent activities

• Peer and group tasks

• Basic skills sessions

• Drafting and Editing Writing

At St. Mary's C.P School, we believe that writing should be a creative and developmental process at both at a functional and imaginative level. All attempts at writing are valued and we know that all children have the potential to be successful writers. Immersion in reading, talk and preparation for writing is essential to the writing development process.

The main part of the session is spent by the child writing with the adult intervening or supporting as appropriate. In Foundation Stage the child receives individualised support from the teacher at the point of writing or mark making. During this guided session, the teacher supporting the group will share targets achieved and for improvement. Work will be marked according to the whole school marking policy where the children will be given verbal and/or written feedback on their writing.1. Shared writing that is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught within Foundation subjects.

2. Modelled writing where the teacher models their writing to the children. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher, as the expert writer leads the cumulative writing process.

3. Guided writing that targets children at their point of writing. Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. Teachers use a wide range of strategies which includes using marking ladders to focus children on their 'Killer question' and what the teacher will be 'tickling pink in their work' For example if the focus is the use of conjunctions for coordination or subordination this is the focus that will be highlighted through marking. The writing ladders also help to ensure that the children can work on the composition and effect of their writing. The children are given writing targets and next steps to work on in their writing. (Where writing is independent and being used for assessment purposes children will not be given this scaffold.)

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4. Opportunities for developmental writing. In Foundation Stage children should experience writing in a range of settings. Opportunities for developmental writing should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing

should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. 5. Independent writing. Throughout the school children need opportunities to develop their confidence and practise their writing skills. All writing activities should have a purpose and quality should be promoted through book making, publication or presentation to another audience. Writing is modelled and supported from immersion to quality writing. Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards- unless the writing is to be used for an assessment piece then the only form of support give will be through discussion with the class teacher/ support staff and possibly if the children are drawing on their reading skills. The children write each month in their 'purple book'. This is independent work and is used to inform assessments. The book follows the child through the school from Reception – Year 6 and is then passed on to secondary school to enable smooth transition with their writing.

6. Editing and Proof Reading

Children are taught from KS1 that revising and editing are two important parts of the writing process. At St. Mary's we prepare a child for editing and revising something they have written by going over the differences between the two: Revising involves making changes like adding or deleting words, reorganising sentences or ideas, and sometimes responding to comments from other readers.

Editing involves reviewing spelling, punctuation, capitalization, sentence structure, and grammar, and correcting any mistakes. Once a child begins to understand that revising and editing are different but equally important–and that they don't have to happen at the same time–he or she is ready to go back over a piece of writing and, with guidance, make it better.

In KS1, children tend to add/ delete words and phrases and look at spelling punctuation and grammar. In KS2 children write in the left-hand side of their book and any changes are made on the right-hand page.

7. Writing environment. The school environment celebrates quality writing through displays of work in both handwritten and typed form as well as signs and labels. All classrooms should have attractive and well-equipped resources for writing that children can access. Opportunities for writing are planned for and accessible throughout the learning environment and school day. Functional and creative writing are demonstrated and promoted by staff and visitors.

Foundation Stage

The practice in Foundation Stage follows Early Years Foundation Stage (EYFS) Framework 2021. In our early years setting the children learn that you can communicate through writing, and that marks have meaning, by watching adults write. We believe that young children learn best when teaching closely addresses their interests. To become a confident and happy writer, being able to form letters and spell words is not enough; children need to have a desire to write, writing for a purpose - they must want, and be encouraged, to write for their own reasons. It is this that creates the drive to master the mechanical and compositional skills.

At St. Mary's, we value every mark made by the children. This mark making, gradually evolves to include letters, then words, which then moves into short labels, phrases and captions and eventually developing the ability to write sentences that can be read by themselves and others. By valuing their

emergent writing we develop confident 'writers'. The children very quickly begin to apply their understanding of phonics when they are writing and celebrate the fast progress they make.

Aims:

At St. Mary's we want

• To provide a literate rich environment for children to learn in,

• To foster children's writing development based on their individual interests,

• To make children aware of the different forms and purposes of writing,

• To provide cross curricular opportunities for children to write,

• To provide positive role models, both male and female,

• All practitioners to be aware of the 'writing journey' from early mark making to confident writing,

• To develop children's speaking and listening skills in order to allow them to become confident writers,

• To provide concrete experiences for children to write about,

• Children to develop a 'love for writing'.

• To give the children a wealth of opportunities to develop and experience speaking and listening; stimulate their early interest in literacy by exploiting play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.

• To provide experiences that develop gross and fine motor skills through play and handwriting activities; sharing and enjoying a range of rhymes, songs, film clips, stories and books; immersion in a print rich environment with opportunities for oral language and written communication e.g. differentiated phonic activities;

• focussed group activities that teach children early communication language and literacy skills, using daily phonics and guided reading/writing sessions

• big book activities with shared reading and writing focuses.

• Computing activities to enable access to texts and language activities

- Children to be able to write short sentences which include a capital, finger spaces and a full stop, with words spelled using the phonics sounds they have learned and know. These sentences should also have some common irregular words spelled correctly in them too and they should be able to be read back by themselves and others. This is the aim for the children by the end of the Reception year so they are ready to move on to the Year 1 curriculum.

<u>Putting the aims into practice:</u>

In our EYFS department:

- Writing is taught by making use of planned and spontaneous opportunities for writing,

- Writing takes place in all areas of the curriculum, indoors and outdoors,

- Opportunities for writing are planned, these include:

    1. talking for writing (verbally learning stories, vocabulary, phrases and innovating their own ideas)

    2. emergent writing (where children work independently to produce of piece of writing, which may be drawings, symbols or letters),

    3. modelled writing (where an adult models how to write, thinking out loud);

    4. shared writing (where children and adult work together to produce a piece of writing);

    5. guided writing (where an adult works with a small group, children are given support and guidance to produce their own piece of writing); and

It is also a priority that we ensure the children are physically ready to write. To support transcription, we give children opportunities to develop both gross and fine motor strength, stamina and dexterity. Activities include regular 'finger time/ gym' sessions including 'dough disco and carefully planned provision across all indoor and outdoor classroom areas that focus on developing, instilling and applying the gross and fine motor skills that children need to be able to physically write.

In the early stages of transcription we understand that children need lots of fun, play activities to develop both gross and fine motor skills.

At gross motor level, we give them opportunities to develop core strength and muscle isolation and control, a crucial first step towards writing. Activities like reaching across the body to put on socks and shoes help children to use their right, or left, body side without the other side moving at the same time. We also plan for and encourage activities like climbing, throwing and catching, digging, raking, lifting and carrying, balancing, building etc…

Examples of opportunities to develop wrist, hand and finger strength in preparation for writing, include ensuring that there are both panned and incidental activities like manipulating dough, completing puzzles or threading blocks onto a rope. We help children develop fine motor skills to grasp, hold, and strengthen fingers and thumbs by scrunching paper, pegging clothes in the home corner, using pick-up tools like big tweezers and pipettes, peeling stickers etc…

All of these activities are adapted over the course of the year to meet the current developmental needs of the children.

KS1

At the beginning of Year 1, the assessments and teacher discussions from Foundation Stage enable the planned work to follow a smooth transition.

KS2 At the beginning of Year 3, the teacher assessments and the statutory tests in Year 2 enable the planned work to follow a smooth transition.

KS1 and KS2 Teachers plan out which genres they are going to cover on a half termly basis. This is in the form of medium and short term planning. They choose a book/ reading material which shows good examples of the types of writing that they will be teaching or which will act as a stimulus for all genres and, where possible, teachers plan cross- curricular links for writing.

At St. Mary's we understand that writing is a process. We believe that good writers plan what they will write, come up with ideas, draft, revise and edit. Teachers explicitly teach how to plan a piece of writing demonstrating to the children that writing involves thinking, jotting down ideas, refining these ideas, thinking about the structure and linking ideas.

In KS1 teachers use marking ladders or word banks to support and scaffold the children with their writing whilst in KS2 the use of knowledge organisers are used. They have one main objective and then the children have a focus within their KQ that they will focus on. From this they compose a 'smart' killer question that states the purpose, genre and text structure and organisation/ sentence structure of the writing (as recommended by Joan Stark).

At St. Mary's C.P. School we develop the children's writing over the year. We don't expect them to write a perfect diary the first time but build up like a jigsaw effect built up one piece at a time, repeat the objective including a progression element each time so that over the year the full picture is built. At St. Mary's C.P School pupils write every day, however a piece of writing may take a few days to complete this is decided by the class teacher.

Handwriting

Handwriting and letter formation is explicitly taught throughout the school. In Reception and Year 1 we follow the Little Wandle Letters and Sounds Revised approach. We teach letter formation using Little Wandle formation phrases, which make a link between the mnemonic and the letter. As per the Department for Education guidance we do not teach cursive.

We teach handwriting outside the phonics lesson. We use Little Wandle's Phase 2 grapheme information sheets to remind the children of the letter formation phrase and pronunciation phrase for each grapheme.

We follow the Twinkl Handwriting scheme (see separate policy)

In Year 2 the children that are developmentally ready begin to learn a cursive script. From Year 3 – 6 we teach the correct way of forming letters with joining flicks and this is modelled by the teacher (from Year 3 and Greater depth children in Year 2) and patterns of letters are taught where appropriate. Children practice their handwriting in the back of their literacy books. Teachers demonstrate and practising handwriting with the children. Children need to have adult interventions/ support when handwriting to ensure incorrect formation is not practised. Good presentation is emphasised at all times and through all forms of writing. Children are taught to write in a neat, legible style, from their earliest days in school, and using a cursive script from Year Two onwards.

Handwriting sessions are timetabled, with the focus on correct pencil grip; forming all letters correctly by knowing the size and orientation of each letter; using the correct handwriting joins; clear and neat presentation and increasing fluency and speed of writing.

SPaG

All pupils will leave our school being able to speak, read and write clearly and with confidence and credibility and these skills will stay with the children for life and positively impact on life achievements and opportunities.

Aims

· To ensure all pupils have the knowledge to spell words efficiently and accurately whilst drawing on knowledge of phonics and spelling patterns.

· To ensure that all pupils are able to react to punctuation when reading, be aware of all parts of punctuation and where/where not to apply them and to be able to write using these devices accurately.

· To ensure that all children are aware of correct English grammar in terms of subjects, tenses and plans whilst having a secure grasp of these linguistic skills both orally and in any form of written work.

· To develop accurate oracy for all children in the form of being effective and confident public speakers and story tellers who practise precise grammar and diction. Teaching Expectations Spelling in Years 1-6 will be taught discreetly and through daily writing. There should be a daily element of spelling in class.

In Year 1 the emphasis will be on phonics ensuring that the spelling objectives from the National Curriculum is also followed, whilst in Year 2 and Key Stage 2 the National Curriculum is used for spelling.

Pupils in Foundation Stage will be prepared for Key Stage 1 by being taught phonics daily through the validated programme Little Wandle: Letters and Sounds Revised.

· Writing will take place daily in every classroom which will also encourage pupils to practise correct grammar in a range of genres constructing sentences based on useful phrases and vocabulary taken from the stimulus materials. This in turn will impact on children's ability to write using correct punctuation and grammar and is intended to develop the 'writing voice' of all children throughout school.

· Punctuation will be taught as part of literacy lessons in all classes. This will cover correct and incorrect usage as well as offering pupils the opportunity to use this learning across the curriculum. Pupils will also link this knowledge to reading aloud and will adapt their pace or intonation accordingly when they encounter punctuation devices in a text.

· Grammar will be monitored weekly in accordance with 'Spelling Shed' resources and 'Grammar Hammer'- assertive mentoring resources that in turns impacts planning for future lessons. · Grammar will be a key focus in conversational English, with teachers picking up on errors and politely correcting pupils when needed. There will be opportunities for public speaking in each class in a variety of contexts e.g. Assemblies and concerts.

Impact

By the end of Key Stage 2, we want all our pupils to be successful enough to:

• Write with confidence, fluency and understanding;

• Understand the sound and spelling system and use this to spell accurately;

• Have fluent and legible handwriting;

• Have an interest in words and their meaning and a growing vocabulary;

• Know, understand and be able to write in a range of genres in fiction, non-fiction and poetry.

• Understand, use and be able to write a range of non-fiction texts;

• Plan, draft, revise and edit their own writing;

• Have a suitable technical vocabulary through which to understand and discuss their writing;

• Through writing, develop their powers of imagination, inventiveness and critical awareness.

Learning Outcomes

The aim of SPAG provision in regards to final outcomes is for every child to be able to speak and write clearly in terms of speaking with correct grammar consistently. · All children will be able to use spelling patterns taught to them to make accurate attempts at spelling any word given to them having used and applied their knowledge of spelling patterns as opposed to merely learning lists of words. · Pupils will all be able to write clearly, using correct spelling, punctuation and grammar consistently in any piece of written work they produce, irrespective of the subject they are covering at the time. · Teachers will assess their pupils informally and will make any necessary corrections to spoken or written SPAG knowledge. ·

Year 6 will undertake the Spelling, Punctuation and Grammar tests as part of their SAT assessments. · In KS1 & KS2 spelling tests are routinely carried out. ·

Assessment At St. Mary's C.P. School, in Foundation Stage, assessment scale points from the Foundation Stage Profile are reviewed ½ termly .

We use 'Key Learning Indicators for progression' to assess and ensure progression in writing throughout the school. Marking of children's writing is also completed by the teacher/ support staff providing a positive comment that is specifically linked to the killer question, and a target, where necessary in order to move children on in their writing, or by a peer within their target group related to their killer question. This is in accordance with the agreed marking policy of the school.

Assessment for learning is assessed on a daily basis and children are given immediate verbal feedback in the lesson. Children's writing is assessed summatively at the end of each term. This data is recorded on the School Tracker system Insight. This in turn informs planning and to share the evaluation of learning and teaching. Through the targets the children are banded into below expected, just below expected, on track and greater depth.

During pupil progress meetings the subject leader discusses the children's progress and attainment with the class teacher and decides on the next step to move the children on in their learning based on their day to day writing and their assessment books (purple books). Staff hold regular meetings with parents to update them with their children's progress.

Teacher assessment outcomes and any non-statutory and statutory SATs results are passed on to the receiving teacher along with a file of any formal assessments.

The Subject Leaders

There is a Writing Leader who works closely with Spelling, Punctuation and Grammar subject Leader and a Phonics Leader in school.

The role of a subject leader involves:

* modelling good practice;

* being responsible for the upgrading and ordering of resources and arranging for their storage;

* keeping informed about developments and new initiatives to support the teaching of language and literacy and ensure staff are informed;

* auditing needs and organise staff training;

* training staff in teaching and learning of literacy; and attending training.

* monitoring planning on a termly basis with the head teacher; scrutiny of books and lesson observations with constructive feedback;

* supporting teachers in planning and using resources;

* updating the school policy when necessary. * work in collaboration with the SENCo and other staff to suggest and implement intervention where necessary

* work alongside colleagues in shared planning sessions, suggesting ideas for cross- curricular planning of writing.

*analysing data and using this as a basis for pupil progress meetings.

*reporting to governors.