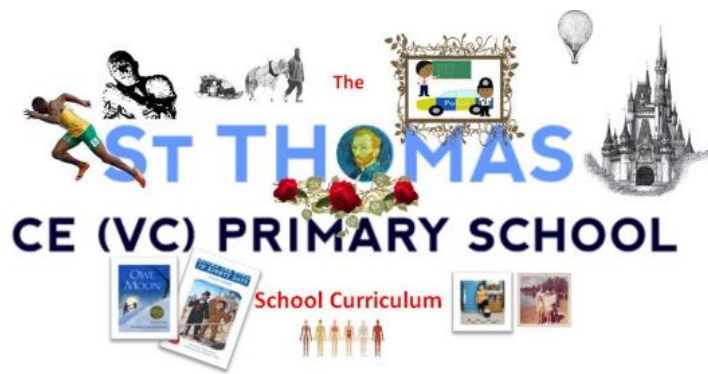


St Thomas CE (VC) Primary School



Writing Subject Policy

Policy Reviewed on:	April 2020
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Policy to be reviewed on:	April 2022



Writing

Subject Policy

"You can make anything by writing."

--C.S. Lewis

Writing at St Thomas Primary School

Intent:

At St Thomas Primary School our aim is that every child will learn to write, and love to write, by being given real and exciting materials to inspire them; and by providing them with opportunities to write for different reasons and in different genres and contexts. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing and by using their writing skills as a means of demonstrating this. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at St Thomas. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in their writing and also within the presentation of their writing; in part by developing a good, joined handwriting style as well as by providing them with a clear reason and purpose for their writing. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through parents meetings, homework and linking speaking and listening, reading and writing closely together.

The aims of teaching writing in our school are to develop pupils who:

- Have a positive and enthusiastic attitude towards writing;
- Listen to and learn from high quality texts, using models and shared/ collaborative writing to demonstrate good practice
- Have an interest in words and their meanings
- Are confident, independent writers and spellers
- Can re-read, edit and improve their own writing
- Have a legible, joined and fluent handwriting style
- Who can write for a range of purposes and audiences
- Speak clearly and confidently and articulate their views and opinions.
- Can participate effectively in group discussions.
- Can edit and refine their work in order to improve it based on verbal and written feedback.
- Can build on key learning all areas from phonics, through to grammar and spelling
- Are prepared for the next stages of their education.

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching. Any child with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. Class teachers, Learning Mentors and TAs will work together to provide any additional support or guidance needed to pupils identified in, as well as, ensuring children have access to any additional interventions such as Nessy, Fizzy Hands and Talk Boost as well as supporting gross and fine motor skills. As well as this, individual class teachers will devise intervention programmes based on the needs of the pupils in their care. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.

Implementation:

Lesson sequence:

Each teacher/ year group uses the objectives mapped out in the National Curriculum and the EYFS Framework as their foundation point and plans writing against the school's Progression Document which provides a yearly overview of the writing genres, both narrative and non-fiction, that they need to teach within. This has been devised to ensure correct coverage of the key genres as well as build on skills from year to year. St Thomas uses a teaching sequence, based on our own version of T4W. This

sequence might start off with a 'hook lesson' or a real life experience to get the children's attention and to provide a clear reason for the writing that follows it. In addition, the teaching sequence will be enhanced by a suitable high quality text (e.g. a novel, a picture book, a WAGOLL ((What A Good One Looks Like)) example, a newspaper, an image, a piece of music or topic linked text -some of these may be given/ some teacher choice). Each text is carefully chosen in order to include the features and the word and sentence level features that children will be expected to include in their own writing outcome as it helps support pupils to identify and mimic the identified features in their own writing in the imitation stage. At these stages AfL is used daily and will skill to support and move learning forward. At the end of the teaching sequence we do an 'Independent Write' where the children are given time to write their own version of the genre covered. Within this the children are asked to apply the skills taught within the unit and complete a piece of writing with little teacher support.

See additional sheet 'Writing Progression Document' and 'Writing Aspect' policy

Classroom:

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the EYFS Framework and National Curriculum. Within lessons, teachers and teaching assistants plan support using AfL for those who need it, to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as Writers Toolkits, Word Banks or a greater level of modelling. AfL also ensures rapid graspers are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Speaking and Listening:

At St Thomas Primary School we recognise the importance of Speaking and Listening, especially Oracy, in its ability to support of the writing curriculum. We ensure from our youngest children that language development is a key part of our curriculum and we screen children who we believe may need additional support. Within the EYFS we plan activities for children to practice and advance their language and communication skills. Throughout school we recognise that Oral language plays an important role in helping students understand curriculum content, as it is a vital link to writing. Teachers assist students to bridge from talk to writing, and from writing to talk. T4W provides opportunities to practice oracy within all our writing teaching sequences and to support their thinking and organisation of writing.

Spellings:

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum and within the EYFS framework. The knowledge of phonemes and graphemes underpins the

teaching of spelling across all year groups. The focus for our younger children is to be able to recognise letters, looking for these letters in day to day words e.g. in their name, alongside introducing the graphemes **(see phonics policy)**. We aim to ensure by the end of Reception most children can spell 'simple regular words'. The kinds of words will vary from child to child, but we will aim to have children writing CVC, CCVC and CVCC words and beginning to use other phonetically plausible attempts to spell words when they begin to write. In Year 1, most children will continue to build on what they have learnt in Reception, again linking spellings with phonetical knowledge, this phonic work will consist of looking at how different sounds are spelled in different words. Most children will begin to learn about some simple spelling patterns, some common exception words and how split diagraphs work. In Year 2, we continue to teach spellings alongside their stage in phonics, including spelling patterns and more common exception words. Teachers in Years 2-6 use the No Nonsense Spelling Scheme to support their teaching of the other spelling rules in the Statutory Guidance and provide activities that link to these patterns. Year groups 3-6 Statutory Word Lists from this appendix have been split into half-termly groups where teachers will teach these words and test them at the end of the term.

When marking work, teachers may identify a small number of words that children have spelt incorrectly from within that child's known ability and they are then encouraged to identify these incorrect spellings in their own writing and correct them.

Grammar and Punctuation:

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons; if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills. SPaG mats may also be used to support children in learning, identifying and applying the terms relating to this area.

Handwriting:

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. We aim for children to write with ease, speed and legibility. Most children will be encouraged to use cursive handwriting when the teacher thinks they are ready and we aim to teach pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically alongside the teaching of phonics and spelling. In the EYFS, children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. In Years 1 and 2, children will continue to develop fine and gross motor-skills with a

range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 most children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style (this is supported by the lined books we use within these years).

During KS2 the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Marking and Feedback:

Marking and feedback is given in line with the school's Marking and Feedback policy where writing is marked slightly differently to the other subjects.

Assessment:

The formative assessment of writing is done on a daily basis using AfL and teacher knowledge, with Summative assessment done at the end of a teaching sequence in and Independent Write. Teacher assessment of each objective is to be entered into O Track when regularly and Summative judgements at the end of each half-term. Teacher's will refer to the writing exemplification in Reception as well as the TAFS in Y2 and Y6 and other teachers may use the exemplification folders that have been developed for other year groups as a support for making judgements and to inform planning.

Impact:

In addition, we measure the impact of our curriculum through the following methods:

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded and by being given opportunities to apply their writing in many different ways across the curriculum.
- Pupils will gain a wide vocabulary that they can use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Pupils will have made progression from their last point of assessment

- That there will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Leadership and Management

The subject leader's role is to empower colleagues to teach Writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.
- Having a good overall knowledge of the quality of the writing provision across the school and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The school SLT regularly discusses writing across the school and supports the writing lead in areas linked to the School Development Plan. The school development plan identifies actions intended to raise standards and the writing leader updates and develops this throughout the year with data, monitoring, actions and evaluations. A named member of the governing body is briefed to oversee the teaching and learning of writing and liaises with the subject leader.

Partnerships with Parents

At St Thomas Primary School, we value the importance of parental partnerships in order to provide the best education for their child. Parents are encouraged to support their child through dialogue, home/school learning and by providing them with ideas to encourage writing at home. During our Parents' Evenings targets are shared and a written report is completed annually in the Summer Term. Homework for the whole school is provided on a 2 weekly cycle basis where there is always a reading task to complete.