

**St Mary's Church of England Primary
School
WRITING POLICY
Member of staff responsible:
Mrs T. Brady**



CURRICULUM INTENT

At St Mary's, it is our aim to have a full, broad and balanced curriculum. The writing curriculum follows the statutory requirements as set out in the National Curriculum for English document with the intention of building progression of knowledge and skills in transcription, composition, spelling, vocabulary and grammar and handwriting. In the Foundation Stage, children should be given the opportunity to:

- speak, listen and represent ideas in their activities
- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication.

In order to have a cohesive curriculum, writing sits closely alongside reading, and through the use of high quality texts and models, is the starting point of the writing curriculum. Writing knowledge and skills are also embedded across all other subjects where high-quality writing is used to show curriculum knowledge. This approach allows children to transfer their knowledge and skills into their long-term memory as they consolidate and reinforce their skills across the curriculum.

The school has a clear and systematic approach to the teaching of writing that builds towards clear end points. The primary approach to writing at St Mary's is the 'Talk for Writing' programme; this programme builds skills and knowledge in a sequential way, allowing a deeper learning and understanding. The structure begins and continues to use high quality texts (often class novels that link to reading and topic or science). In addition to this, high quality, challenging models of the genre are used. At St Mary's we strive for children to be confident, fluent and accurate writers.

By the age of 11, it is our intention for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- have an interest in books and read for enjoyment
- use books and what they have read to influence their imaginations and develop their writing style
- have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms - including on screen
- understand a range of text types and genres, and be able to write in a variety of styles and forms appropriate to the situation, including digital technology
- have a suitable technical vocabulary to articulate their responses.

SECURING CULTURAL CAPITAL

As part of giving children a broad and rich approach to writing, we provide the children opportunities that will give them knowledge of how to succeed in life, giving them opportunities they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include:

- visits from real authors to complete writing workshops and discuss what it takes to become an author
- visits to the local theatre to experience live performances
- whole school writing on a particular theme (beginning with a high-quality text)
- entering local and national writing competitions.

CURRICULUM IMPLEMENTATION

The programme of study at key stage 1 and 2- through a rich teaching sequence- focuses on the 3 key elements as outlined in the National Curriculum.

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)
- Vocabulary, grammar and punctuation.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics), and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The programme of study for writing at key stages 1 and 2 are designed and delivered in a way to ensure pupils transfer key knowledge to long term memory. It is sequenced so that new knowledge and skills are built on what has been previously taught and work towards the defined end point- creating a rich teaching sequence.

For experienced writers, many of the creative and thinking processes involved in writing are internal and automatic. For example, many writers can hold an internal dialogue with themselves about the possible effectiveness of alternative language choices. However, for developing writers, it is very helpful if these processes can be made explicit and explored through talk in a supportive learning context. It is this developmental exploration, through talk, of the thinking and creative processes involved in being a writer that we are calling Talk for writing - Pie Corbett 2008.

As part of the 'Talk for Writing' process, the following sequence is used:

- reciprocal reading strategies- to read and understand the model text
- oral rehearsal of model text
- considering and understanding key features of the genre
- understanding and development of vocabulary
- deeper understanding of text (inference, drama strategies, discussion and debates)
- understanding and developing sentence structures
- understanding and developing spelling and punctuation

- developing own ideas (repetition of some of the above processes to consolidate skills more independently)
- planning effectively
- drafting through modelled, shared and guided writing
- drafting more independently
- reading work aloud to others
- editing and re-drafting processes
- independent writing - including knowledge and skills acquired during teaching.

Further to this, more independent writing opportunities are given during other curriculum subjects. This allows children to show how the rich processes from English lessons have been transferred into long-term knowledge. Writing over time will show how new knowledge has connected with existing knowledge to show progress of writing.

Handwriting is a key skill that is embedded in all areas of the curriculum. The skill of handwriting is taught through the use of the Pen Pals scheme of work (please refer to separate policy).

In order for the implementation of the writing curriculum to be effective, teachers must have expert knowledge so that pupils are not disadvantaged by ineffective teaching. A range of strategies are put into place at St Mary's to ensure teachers have the knowledge and skills needed to teach writing to a high proficiency. These are:

- high quality training (both external and in-house)
- staff meetings to ensure updates are passed on in a timely manner
- 1:1 support where needs are identified
- team teaching and support from peers
- opportunities to observe outstanding practise.

Effective use of assessment is used on a daily basis in order to identify clear next steps in learning. Where misunderstandings or misconceptions arise, individual and groups of pupils are identified swiftly in order to address these. Assessment is most effective at the point of learning and this is the method of assessment adopted, where appropriate, during writing lessons. Where this is not possible, groups of pupils are identified and are given further support at the closest opportunity. Assessment should focus on the key skills and knowledge being taught, reflect on and promote the use of previous skills and knowledge, and should reflect the high expectations of the rich teaching sequence. It should be used to contribute to progress and challenge to allow for deeper learning.

CURRICULUM IMPACT

In order to assess that the implementation of the writing curriculum is having a positive impact on learning, a range of assessment tools are used. Primarily, first-hand evidence of how the pupils are doing will form the basis of the impact of the curriculum. The evidence for this will be collected in a range of ways, including:

- lesson observations (carried out by SLT and subject lead)
- work scrutinies (all English books with additional evidence collected in foundation subjects)
- pupil voice
- classroom environment monitoring and learning walks

All of these strategies combined will show a well-constructed, well taught writing curriculum. The impact of knowledge and skills will be shown through pupil responses (what they have remembered

about the content they have studied) and the progress in work produced and the quality of writing the children are able to produce over time.

In addition to first-hand evidence, impact will also be tracked through internal assessment data. This data is collected for the purpose of assessing pupil progress as the pupils move towards their end goals. It will allow teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly. It will ensure children are on track for the next stage in their education and those that are not can be identified (through regular pupil progress meetings) and steps put in place to ensure sufficient progress is made.

Further to this, nationally generated performance information (found on the IDSR) will be used to inform the full impact of the writing curriculum at the end of each key stage. This will show the progress and attainment measures of pupils, in turn showing how skills have built up over time and have been embedded into long term knowledge. The vast majority of pupils by the end of key stage 2 will show they can use the age appropriate skills confidently and consistently to the expected standard or better.

INCLUSION

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. The writing curriculum is designed to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language. Work is scaffolded and facilitated so these pupils can take part in lessons alongside their peers building up their skills and knowledge at an appropriate level and speed. The 'Racing to English' programme is used to ensure children who are International New Arrival (INA) children learn English at a rapid rate. Gifted children will be identified and suitable learning challenges provided at the earliest opportunity.

INTERVENTION PROGRAMMES

There are intervention programmes in place to support those children who need further phonic teaching in KS2.

PARENTAL INVOLVEMENT

Parents are invited into school to attend workshops which will help them to support their children at home with spelling and phonics.

They are invited in to school to discuss their child's termly report.

We encourage our parents to support their children in their homework.

A copy of the writing policy, handwriting policy spelling policy and the long term overviews for English can be found on the website for parents to access.

THE GOVERNING BODY

The governing body keeps up to date with the progress, attainment and teaching of writing. Regular reports are made to the governors on the progress of English provision and to our Literacy Governor Mr. John Tudor. Observations of teaching and regular discussions are made with the Literacy Governor to ensure the governing body is kept up to date with information on the subject.