



St Augustine's Catholic Primary School

Be the Best You Can Be

Writing Policy

September 2021- September 2023

This policy requires the following approvals:

	✓	Date Approved	Date for Review
Local Governing Board	✓	07 April 2022	

St Augustine's Writing Policy

This Policy should be read in conjunction with the Equal Opportunities Policy and Procedure (2020) and with Plymouth CAST's Positive Pupil Welfare Policy (2019).

Aims

Our intent is that all pupils at St. Augustine's will become confident, competent writers and develop their own authentic writing voices. Writing gives children a way to effectively communicate with others: to share their ideas, thoughts, emotions, cultural identity and express who they are. Through a text-rich writing curriculum, we will expose children to new worlds, experiences and ideas, expanding their vocabulary and their horizons. Our choice of texts will both value and confirm who our pupils are and where they come from and introduce them to cultural and social contexts beyond those they are familiar with. Our English curriculum is designed so that children will gain the skills they need to become accomplished writers, enabling them to express themselves clearly and confidently for a wide range of purposes – they will experience writing to entertain, inform, persuade and discuss.

At the heart of our approach to writing is the philosophy of promoting a writing culture across the school. From the moment they join us, we want our pupils to see themselves as writers and enjoy writing. Starting in Reception, pupils are given a range of opportunities for purposeful mark making in provision and begin to ascribe meaning to their marks. Daily activities to develop gross and fine motor skills support pupils in gaining the early skills needed for handwriting. In Early Years and KS1, our pupils learn to read and write effectively and quickly using the Read Write Inc. programme (see separate reading policy). From Year 2 upwards our pupils are taught to write across the full range of fiction and non-fiction genres. This is achieved by exploring 'what a good one looks like' in each genre – pupils are given opportunities to identify the features, audience and purpose of a piece of writing before having the writing process modelled to them by the teacher. This process enables them to have a firm understanding of the writer's toolkit necessary to be successful within the genre.

Our curriculum is based on a wide range of high quality texts and a variety of authors, with learning planned carefully to revisit and build upon prior knowledge and experience. Through a combination of fiction and non-fiction units, children are able to develop as writers throughout their learning journey.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Planning and Resources

Long term planning is created for the start of each academic year by teachers and this informs the weekly planning of English lessons. Teachers use the progression documents which indicate the expectations for each writing genre within each year group – writing to entertain, inform, persuade and discuss.

Each English lesson is supported by an Activ Inspire flipchart created by teachers and used as a working document within the session. Teachers use a wide range of texts and video clips as a stimulus for writing and ensure that writing genres build up over time to allow pupils opportunities to explore the features, audience and purpose of the genre using Sue Palmer models to support learning.

Organisation

Lessons are taught at a good pace to ensure that all pupils are engaged and involved in the lesson. Pupils are praised for their contribution to lessons and effort so that a very positive and respectful teaching environment is maintained. Use of effective partner work, shared writing and independent practice ensures that pupils have an active role in all parts of the lesson. Teachers demonstrate their enthusiasm and passion for writing and this has a very positive impact on the teaching and learning environment.

Pedagogy

Rosenshine Principles are embedded into writing lessons to ensure that pupils develop life-long learning. Teachers use the following strategies to support their learners in writing lessons:

- daily review – this includes SPaG consolidation activities and recapping prior genre learning.
- presenting new material in small steps
- asking targeted questions during the lesson to check understanding and address misconceptions
- providing models using Sue Palmer skeletons for writing
- guiding student practise by providing quality texts which complement learning objectives
- checking understanding, e.g. through dictation activities that incorporate the disciplinary knowledge taught
- scaffolding tasks, e.g. through success criteria, writing frames, guided/shared writing, genre mats, dictionaries, phonics mats, common exception word mats, finger spacers, pencil grip supports
- independent practise of disciplinary knowledge
- weekly/monthly review, e.g. providing extended writing opportunities which enable taught SPaG concepts to be applied, vocabulary revisits

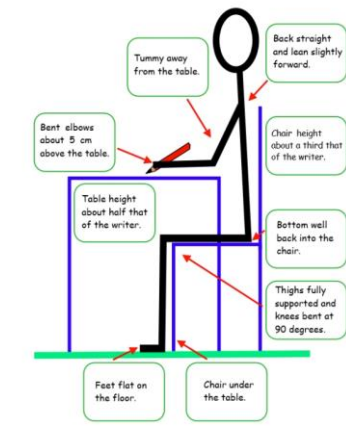
Handwriting

At St. Augustine's, a high standard of presentation is modelled, encouraged and expected. We want all pupils to take pride in the presentation of their work. Handwriting skills are taught regularly and systematically. Teaching of handwriting aims to ensure that children:

- Achieve a neat, legible style with correctly formed, joined letters
- Develop flow and speed
- Understand the need to develop a good handwriting style
- Produce the letters automatically in their independent writing
- Children at Key Stage 2 are aware that they need to balance speed and neatness to achieve a writing style appropriate to a task

In school, teachers and teaching assistants model the joined cursive style at all times: when writing on the board, marking books or on displays. Pupils will be taught how to sit correctly at a table when writing and how to hold a pencil correctly.





Handwriting in Reception

In Reception, children are taught to form individual letters appropriately and accurately during Read, Write Inc sessions using block letter handwriting. Handwriting lessons focus on upper- and lowercase letters and the teaching of writing from left to right and from top to bottom.

Handwriting in KS1

When children can form letters correctly, they begin to learn a continuous cursive style. This begins in Year 1 and continues into Year 2. Handwriting is taught daily within English lessons with a 20 minute discrete session weekly, incorporating opportunities for teacher modelling and pupils guided practice. Letters are taught systematically, with plenty of planned opportunities to revisit and practice prior learning.

Handwriting in KS2

In Y3 and Y4, pupils continue to learn and practice letter joins, learning all diagonal and horizontal strokes needed, through teacher modelling and guided practice. By Y5 and Y6, pupils should build up fluency and speed, practicing handwriting through dictations. Pupils in KS2 who consistently show well-formed legible, cursive handwriting will be issued with a pen licence and a handwriting pen for use during independent writing across the curriculum.

Spelling

In EYFS and Year 1, our pupils follow a high-quality, systematic programme of daily phonics teaching through Read Write Inc. (see separate phonics policy). Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

From Year 2 onwards, pupils are taught the age-related spelling content which meets the requirements of the 2014 National Curriculum and has a clear progression.

Spelling rules are taught discretely and applied through consolidation activities throughout the week.

Spelling homework

Pupils in Years 1-3 are given ten spellings to learn each week which link to the spelling rule taught.

Pupils in Years 4- 6 are given five spellings to learn each week which link to the spelling rule taught - they are asked to investigate the rule and find at least five other words which also link to this rule.

Spellings are sent home each Friday in a homework book and are also posted on Google Classroom.

Vocabulary

The development of vocabulary is key – we are committed to exposing our children to rich language through our choice of texts in English lessons. All classrooms have a vocabulary working wall where words of the week are displayed, explored and regularly referred to. In addition to this, pupils in Years 1 – 6 have vocabulary books in which they record their words of the week alongside definitions. They are also used by the children to add any words or phrases from their wider reading within lessons. These books support independent writing opportunities, allowing pupils to make informed word choices.

Formative Assessment

Daily formative assessment opportunities are built into every English lesson. Group work, partner work and independent practice allows teachers to evaluate pupils' knowledge and modify the pace and focus of their lessons. Formative assessment opportunities provide teachers with the knowledge of which children are making slow, steady or speedy progress and subsequently implement support or challenge as appropriate.

The writing curriculum is evaluated through

- Daily formative assessments (Progress Cards/Insight)
- Termly PPR meetings
- End of Key Stage SATs
- No More Marking written tasks for Y1-6

Summative Assessment

Pupils are assessed against the curriculum objectives for their year group at least once every half-term and data is recorded on progress cards or Insight. Teachers use these assessments to inform their future planning for the whole class and individual pupils. At the end of each term, teachers provide summative data which indicates whether pupils are working towards the required standard (WTS), are working at the age-related standard (ARE) or are working at greater depth within the age-related standard (GDS). This data is scrutinised at pupil progress review (PPR) meetings and an action plan is devised for the following term to ensure pupils are on track to meet their targets.

Inclusion

All pupils are entitled to access writing resources and teaching at a level appropriate to their needs arising from race, gender, ability or disability. A range of inclusion strategies, as listed on the school's inclusion planning key, are embedded in practice and teachers are aware of the special educational needs of the children in their class, as well as those who have English as an additional language. The 2014 National Curriculum states that: 'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.' Pupils making accelerated progress will be provided with an appropriate level of challenge by their teacher. Pupils that need additional support will be given intervention opportunities to assist their phonic development. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Equality of opportunity

All of our children have equal access to English lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional scaffolding and modelling where appropriate. Children who are working at Greater Depth are carefully planned for with appropriate texts and questioning. Staff ensure that these children can transfer their skills to the full range of genres and across different curriculum areas.

Role of the Writing Subject Leader

- Ensures that all staff are familiar with the requirements for English lessons and provides coaching or training where needed.
- 'Drops in' on English lessons, carries out planning scrutinies, book scrutinies and pupil voice sessions to check a consistent approach across the school and advise where necessary.
- Creates progression documents and tools to aid planning and delivery of the writing curriculum.
- Carries out internal moderation to ensure consistency in assessment.

- Ensures the successful implementation of 'No More Marking' across the school.
- Liaises with the Head Teacher regarding training, progress, additional support and other relevant matters.
- Ensures a statement about a child's writing ability is written and included in the child's notes for Parents' Evenings.
- Ensures that the teaching of writing follows current guidance and advice.