



St Paul's Cray CE Primary School

Writing Policy

This policy was amended and updated in the Summer Term 2022 and
was approved by the Governing Body

Reviewed - June 2023

Next Review - June 2024

Curriculum Development: Writing

Our writing curriculum has been designed to be ambitious, to inspire and to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the skills they need to succeed in life. The curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. We have the same ambitions for all learners. Staff differentiate writing lessons and use the APAT model of split teaching to deliver specific writing skills at the level needed.

Curriculum Intent:

The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage.

From the very beginning, children are given a purpose and reason for writing. Teachers aim to make the writing experience as engaging as possible, giving children time and space to write and explore their imaginations. Quality reading texts are used to inform and support children's knowledge as well as real experiences with cross-curricular links. Teachers plan using the National Curriculum Year Group Objectives for Text, Grammar, Vocabulary and Spelling.

Teacher knowledge of genres, genre progression and high quality modelling of writing, including talking like a writer is key.

As well as writing in the classroom, pupils are encouraged to enter competitions to showcase their writing on a wider scale, such as the annual Rotary Club Writing Competition.

Implementation:

Translating that framework over time into a structure and narrative, within an institutional context.

What are the key components of knowledge and what order are we choosing to teach them in? Why are we teaching what we are teaching when?

Teachers have a thorough knowledge of the genres they teach. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Teaching is designed to help learners to remember in the long term the content they have been taught. Children have regular opportunities to revisit writing genres and build on previous grammar, punctuation and text level learning. At the early stages of learning to write, activities are more closely linked to learners' phonics knowledge to provide children with opportunities to apply and revisit phonics learning.

The resources and high quality texts that teachers select reflect the curriculum's ambitious intentions, exploring new and challenging vocabulary.

Impact/Achievement:

Evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement)

How do we know what we are teaching is correct? How do we adapt and improve our provision?

Learners develop detailed knowledge and skills about writing and through reading. We aim to encourage 'the reader within the writer'. As a result, we intend for pupils to achieve the same as their peers or better. We aim for this to be reflected in results from national tests. At the end of year 6, our aim is for all pupils to be ready and feel confident about the next stage of their education.

Aims, Objectives and Policy Content

Reading and Writing skills are taught daily in an English lesson based on the objectives in the new curriculum, brought out in September 2014. The work should be appropriately differentiated according to the range of abilities in the class. The skills taught are then reinforced and consolidated through homework tasks which can include; reading, spelling, handwriting, research and written work, as well as half termly projects.

We use the EYFS curriculum as the basis of our teaching in the Early Years and there is a focus on activities that are practical, imaginative and enjoyable. There is a discrete daily phonics session for all pupils in Key Stage One and the Early Years and for those pupils in KS2 who have not yet reached the required standard, which is linked to RWI phonics which is taught daily in differentiated groups. Key Stage Two children reinforce phonics learning alongside grammar, spelling and punctuation in their daily English lessons.

The Writing Policy is divided into ten main sections:

- The Daily Teaching and Learning of Writing
- Lesson Structure and Working Walls
- Homework and Weekly Spelling
- Planning, Assessment and Evaluation
- Moderation, Marking and Feedback
- Handwriting and Presentation
- Resources and ICT
- Intervention, Support and Beyond the Classroom
- Equal Opportunities and Health and Safety
- Subject Leader Role, Self-Evaluation and Appendices

Aims of English Policies

- To highlight the importance of English and how the skills of speaking and listening, reading and writing will enable all of our children to achieve success and support them in their lifelong learning.
- To provide outstanding teaching and learning of Reading and Writing and maintain a positive attitude towards English.
- To provide all of our children with equal opportunities to access English and to support their progress.
- To encourage all of our children to be active and independent learners within the subject of English and for their English skills to impact positively on outcomes across the curriculum.
- To ensure that all of our children achieve a level of literacy that enables them to reach their full potential as both individuals and members of society.
- To nurture the habit of reading widely and often, for both pleasure and information to ensure that all of our children become enthusiastic and critical readers and have good verbal and written communication skills.

In addition to the above, the School has recently become a Voice 21 Oracy school. Through the explicit teaching and learning of speaking and listening skills, we aim to underpin and deepen the skills of Reading and Writing.

The Daily Teaching and Learning of Writing

At St Paul's Cray Reading skills are taught explicitly in key sessions throughout the day:

RWI Phonics Sessions – EYFS, KS1 and Identified Pupils in KS2.

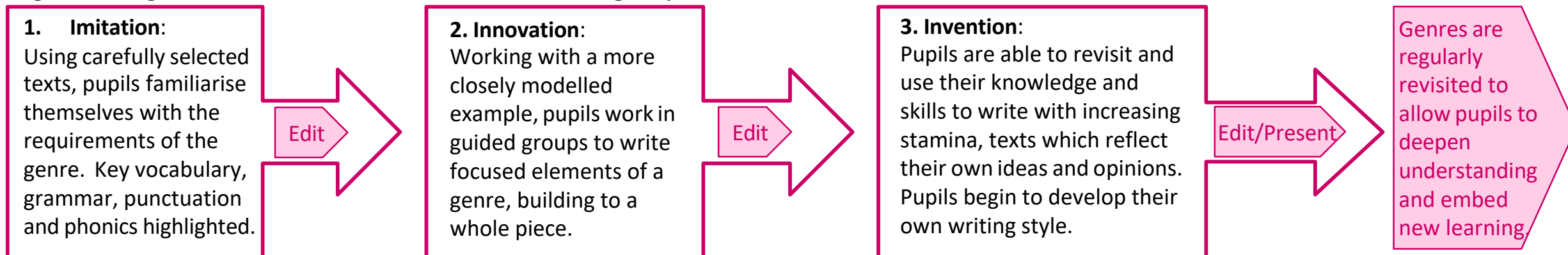
Daily RWI sessions teach encoding skills to pupils, which are then reinforced in writing sessions and throughout the day by all members of staff. Discrete phonics sessions are taught daily. In the Autumn term, children in the EYFS are taught by their class teacher with support from the classroom assistant. The children in KS1 (and from the Spring term including EYFS) are grouped according to ability.

Grammar, Punctuation and Spelling Rules are taught explicitly, on a weekly basis, from Year 2 upwards. Children are encouraged to use and apply vocabulary learnt and discussed in guided and AIR reading and to use subject specific vocabulary as well as genre specific vocabulary and terminology.

Writing is taught progressively to allow children to build knowledge and confidence of genre expectations, encouraging them to use their own imagination and develop their own writing style. Children identify as writers and edit and improve work at every stage of the process using purple pens.

Pupils experience a breadth of quality cross-curricular texts are carefully selected to support learning and high expectations.

Writing knowledge and skills are embedded in the following way:



Throughout the genre study children are immersed in carefully selected, quality texts to support their understanding and ideas.

Lesson Structure and Working Walls

The approved APAT Trust teaching model is used for the teaching of writing. Pupils are taught according to ability and current gaps/needs. The TA is used flexibly in writing sessions to teach differentiated groups. Pupils are given opportunities for extended writing on a regular (at least once weekly) basis to encourage independence and stamina. Writing is edited regularly by pupils using a purple pen. Peer Feedback forms are also used when pupils work together to identify strengths and next steps in each other's writing using success criteria for specific genres.

Pupils are encouraged in lessons to use Words of the Day (from AIR Reading), key year group spelling words and specific topic vocabulary and to explore spelling rule words learnt. Words are displayed around the classroom and working walls are used for pupils to refer to for support in understanding genre, grammar and for locating vocabulary.

Homework and Weekly Spelling

Pupils are set regular homework. In years 1-4 pupils receive a half termly homework project sheet which includes tasks where children will practice and reinforce writing skills. In UKS2 pupils receive weekly English Writing homework to practice Grammar and/or Handwriting skills. Parents are sent spellings for the following half term at the start of each half term.

Pupils in Years 2-6 have weekly spelling tests to learn spelling patterns. Higher up the school this takes the form of government recommended spelling dictation so that pupils are spelling targeted words in context.

Planning, Assessment and Evaluation

Pupils complete half termly independent writing pieces linked to a genre of study in that half term. Each term one piece is then moderated at Trust level. Pupils in Years 2-6 also complete a summative GPS Pixl test to help staff identify strengths and weaknesses. Staff also formatively assess how pupils use and apply GPS skills in their writing sessions and in books from other curriculum subjects. This formative assessment informs staff planning for future GPS and Writing sessions as well as interventions.

Target Tracker is used to track children through the school and informs teachers if further support / interventions are needed for a child who is not in line with the progress that has been predicted. These needs are discussed in regular termly PPR (Pupil Progress Review) meetings.

Teachers work with class TAs to continually discuss and evaluate the formative progress of pupils' speaking and listening, reading, and writing. These discussions are used to inform future planning. Summative assessment such as termly GPS Pixl Tests and SATs are used to inform teacher assessment. Early Years pupils are assessed using the Foundation Stage Profile Scores.

Moderation, Marking and Feedback

Unaided writing assessments are carried out half termly. Writing is moderated internally, first of all by the class teacher and phase leader and then by the subject leader. This process enables discussion about identifiable gaps and next steps.

The subject leader is part of the APAT Trust moderation team and discussions regarding trust measures for improving writing. The trust as of September 2021 has also started running subject specific CPD and as of September 2022 a writing research group for subject leaders based on an approved text will begin.

As part of continuous professional development and in order to quality assure writing standards. Teachers moderate writing on a termly basis either in phases or in mixed teams of staff from across the school. This enables staff to look at progression and discuss strategies for supporting pupils. The school also is part of the termly cross Trust moderation process and the English Subject Leader as well as other members of staff take part in this process. This ensures that writing is moderated regularly and expectations for pupils of all abilities and in all year groups are kept high. EYFS take part in their own specific termly cross Trust moderation process. EYFS teachers are included in whole school mixed moderation to share staff knowledge and support colleagues in continuous development.

Moderation pieces are kept centrally in school so that staff can look back on a pupil's progress. Pieces are also kept as a reference for standards for each group.

Marking and Feedback

Teachers mark in line with the school Marking and Feedback Policy.

Children's written work will be marked in relation to the daily objective in their books. Focus marking should be at least three times a week and can include: Self and Peer Evaluation (Purple Pen Marking) and Teacher Focus Marking. Regular, more in depth focus marking allows the children the opportunity to respond to their marking and improve their work. Children are also aware of how to improve their work through the use of their targets (this may be written or from verbal discussion). Children also have opportunities to discuss and reflect upon their work through self and peer assessment. Pupils respond to feedback marking in purple pen. Adults mark and comment individual children's work in sessions using green pen (for positives) and pink pen (for next steps). Adults also mark where support has been given (WS), if work is independent (I) and where verbal feedback has been given (VF).

Handwriting and Presentation

The school's approved Handwriting scheme is Letterjoin. In EYFS, pupils learn through the early stages of RWI to form single letters correctly. In EYFS, pupils also have regular fine and gross motor tasks to prepare them for more formal writing later.

From Christmas in Year 1, pupils are identified, linked with their phonics progress, who are ready to begin learning cursive, joined handwriting.

From Year 2 onwards, children practice cursive joined handwriting as a class. During handwriting practice, pupils also revisit spelling and common exception words and topic specific vocabulary.

All adults have a high expectation for presentation and feedback daily to children. Presentation is commented on verbally and in Focus feedback marking.

Intervention, Support Beyond the Classroom

Every year group has a TA to work within the class during the reading and writing lessons. They are used across the class to support the less able and the focus group but also stretch the more-able children.

In addition, the following support is implemented to support and encourage individual needs, strengths and interests:

- KS2 small group writing interventions focussing on grammar and genre knowledge and skills.
- KS1 Funky Fingers fine motor intervention.
- Speech and language support.
- Authors, story tellers and performers are employed to boost interest and aspirations and extend literacy skills.
- Celebration of World Book Day.
- Annual Rotary Club Young Writer Competition.
- Other projects and competitions may take place throughout the year where appropriate.

Resources and ICT

Staff have access to Curriculum Maestro as a Planning and Resource Tool. Resources to support writing are downloadable for use in the classroom or can be loaded onto Google Classrooms as part of home learning.

ICT should be used to aid and support teaching and learning wherever possible. This may be in the classroom, including the use of eBooks, Chrome Books, I-Pads or the ICT suite. Children should be actively engaged in developing their English skills through their own use of ICT.

Equal Opportunities

The new curriculum allows for a balance of fiction, poetry and non-fiction which must appeal to both genders and all abilities. The planning also includes studies of literature from different cultures. Staff should ensure that all children are involved in shared work as a class or in small groups or pairs. Similarly, all children have equal support in guided work according to their needs. Curriculum Texts and independent reading materials have been carefully selected which represent a variety of ethnic backgrounds and beliefs to challenge preconceptions and stereotypes and open up constructive dialogue. Writing tasks reflect the diversity discussed in reading texts. Children have the opportunity, through their writing tasks, to explore a range of social and emotional topics, strengthening their empathy and understanding of both members of our community and the wider world.

Health and Safety

Wipe boards and interactive whiteboards must be clearly visible by all pupils and those with any form of sensory impairment should be seated to their best advantage in the English lesson.

Classrooms with children with hearing impairments are fitted with sound field systems. In planning of activities teachers must anticipate any safety issues in line with risk assessment.

Any safety implications must be discussed with children and any supporting adults. Children are encouraged to begin considering safety for themselves, others and the environment.

The Role of the Subject Leader

The subject leader provides support and advice to staff and may model English lessons or support with planning. The subject leader monitors learning and teaching in English through lesson observations, work scrutiny and talking to staff and children in the school. A copy of staff's weekly planning is saved on the school Google Drives for reference and Monitoring purposes. Resources are ordered throughout the year as needed from the school budget in consultation with staff and the Head Teacher. The subject leader attends meetings and training courses regularly and passes this information on to staff through staff meetings or INSET. Through working closely with the Senior Leadership Team the subject leader has a strategic overview of the school's achievement across the year groups and identifies strengths and areas of development that feed into our School Improvement Plan.

Self-Evaluation

This policy is a working document will be monitored and amended as needed by the English Leader or Senior Leadership Team and then confirmed by the Governing Body ALC Committee.

Benita Tooke (English and Oracy Subject Leader)

July 2022

Appendices

Reading Framework:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf

National Curriculum English Programme of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>