



Writing Policy

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1. Policy Aims

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching English at St John's C of E Primary School and that these are currently applied.

School Staff

To promote a confident, positive attitude towards the learning and use of English, making it an enjoyable experience.

To promote confidence and competence in the skills of speaking and listening; reading and writing.

To promote the ability to communicate effectively in a variety of forms.

To promote the skills of communication through speaking and listening in a range of contexts.

To promote the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.

To provide opportunities for the development of skills in writing across the whole curriculum.

Governors

1. To appoint a designated link governor who will:

Meet with the curriculum Subject Leader at least once a year to find out about;

- a) The school's systems for planning work, supporting staff and monitoring progress;
- b) The allocation, use and adequacy of resources;
- c) How the standards of achievement are changing over time.

Visit School and talk to pupils about their experiences of the curriculum area.

Promote and support the positive involvement of parents in the curriculum area.

Attend training and other events relating to the particular curriculum area.

Report jointly with the Subject Leader

- a) For the School Prospectus;
- b) To the governing body with recommendations, if appropriate, once a year.

2. To be understanding and supportive of our aims in learning and teaching English and review the English Policy regularly.

2. Intent and Priorities.

Intent

At St John's our writing curriculum intends to provide children with the confidence and tools required to become young authors. Their imaginations will be nurtured and children will always be celebrated, when they express themselves through the words on their page and taught that their ideas are limitless. We create a culture at St John's, where authors are celebrated to engage our young learners in the writing process, which is also interchangeable with our reading curriculum intent. The children will build their resilience and develop the skills required to enable them to communicate through the written word. In each year group we make sure pupils write for purpose by immersing them in real life experiences that they can then relate to and write about. Speaking and listening, as well as, drama will also be incorporated into English lessons as they are crucial stepping stones to help children create ideas before they put pen to paper. Creative stimuli will be provided through mediums such as books, images, film clips and class trips to enhance the learning experience and create maximum engagement.

Priorities

- To provide our children with early opportunities to develop confidence in mark making, progressing to letter formation and recording their thoughts and ideas fluently.
- To provide children with a wide range of rich stimuli to inspire creativity and a love of writing.
- To model the accurate use of grammar and language and provide children with the tools needed to become independent writers, for a range of purposes and audiences with a clear, coherent structure.

3. Aims and objectives

The aims and objectives of the subject are as follows.

To develop an enjoyment of learning through practical activity, exploration and discussion.

To provide our children with early opportunities to develop confidence in mark making, progressing to letter formation and recording their thoughts and ideas fluently.

To provide children with a wide range of rich stimuli to inspire creativity and a love of writing.

To model the accurate use of grammar and language and provide children with the tools needed to become independent writers, for a range of purposes and audiences with a clear, coherent structure.

To develop confidence and competence in the skills of speaking and listening, reading and writing.

To develop the ability to communicate effectively in a variety of forms.

To develop the skills of communication through speaking and listening in a range of contexts.

To develop the range of skills required in reading in order for children to read for meaning, understanding and enjoyment.

To develop a range of skills in writing across the whole curriculum.

4. Implementation and impact

Implementation

FS organisation

- Children follow the Early Years Foundation Stage Curriculum. The children have the opportunity to talk and communicate in an increasing range of situations and to practise and extend their range of vocabulary and English skills.
- English is planned on a half termly basis and assessed using the criteria from the Early Learning Goals.
- English is taught both as a discrete subject and within the whole Early Years Curriculum to give children opportunities to use their English skills in real life situations.
- In addition to the English teaching there are also daily phonics sessions using the Local Authority recommended 'Letters and Sounds' framework, which has been developed using the recommendations of the Rose Report.

The New English National Curriculum

- KS1 and KS2 school staff use the objectives from the New English National Curriculum to support their planning for English, which are then integrated into cross curricular planning.
- Objectives for the short term planning are taken from the New English National Curriculum.
- Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of English that is being taught.
- 'The Write Stuff' by Jane Considine is the structure to teaching writing that KS1 and KS2 use to support planning.

KS1 organisation - General

- Children use English skills daily throughout the whole curriculum within their continuous provision.
- In addition to the English teaching there are also daily phonics sessions using the Local

Authority recommended 'Letters and Sounds' framework, which has been developed using the recommendations of the Rose Report. The 'Phonics Bug' program also supports teaching of phonics.

- Children in years 1 and 2 each have their "Next Steps" identified once they have completed work usually verbally. These identify the next stages of learning in English for that child. These are used to personalise and support all children in making progress.
- Each child will have a set of individual targets which are either communicated verbally or in written form in a child's book.

KS2 organisation - General

- Children use English skills throughout whole curriculum.
- Children in Years 3-6, have daily English lessons, mainly taught in class groups.
- Children in Years 3-6 each have targets set by their teacher for English. This is done through the teacher's diagnostic marking and termly assessments, which clearly identifies the next stages of learning in English for that child. These are used to personalise learning and support all children in marking progress; and are used as one of the interventions to support children identified with Special Educational Needs in making progress. Identified next steps after marking allow the children to show progression in skills.
- Any children who require further support with identified skills will take part in 'catch up' sessions with a Teaching Assistant. Children will be identified for these sessions through marking.

Speaking and Listening

- The development of good Speaking and Listening skills is seen as key to developing good general English skills. As such children are explicitly taught how to be good speakers and good listeners as a discrete aspect of English and also across the full English Curriculum, the full academic curriculum.
- There are many and varied opportunities for the direct teaching of Speaking and Listening skills, both explicitly in English related sessions and across the full curriculum. These include:
 - focusing children's responses using speaking frames;
 - by ensuring that each adult and other children provide good role models;
 - teaching the children the difference between standard and non-standard forms of spoken English and when each of these can be appropriately used;
 - ensuring opportunities and 'scaffolding' for discussion, individually, in pairs and in groups; and
 - teaching children about how to be a good listener and insisting that children employ these skills at appropriate points during any teaching session and in their interactions with children and adults across the School.

Writing

Writing is a vital life skill. It is often the way judgements are made about an individual e.g. their academic achievements, a job application and when they communicate through letter. Even though there are ever increasing mediums for written communication e.g. text, email etc... It is still necessary for children to be able to communicate using a good standard of written English. We hope that by teaching the children at St John's C of E Primary School to write at, at least age appropriate levels they will have the skills to be able:

- to understand the importance and purpose of formal and informal written language;
- to communicate in standard written form;
- to express themselves creatively and encourage reflection about the content of their work; and
- to organise their thoughts and ideas logically that are appropriate for their intended audience.

There are many and varied opportunities for the teaching of Writing skills across the St John's curriculum. These include:

- uniting each of the elements of English; speaking and listening, reading and writing, and making explicit links between these;
- the teaching of spelling in line with the New English National Curriculum including the learning of weekly spellings (Years 1-6); understanding how to and being able to use a dictionary; the highlighting and use of subject specific language.
- the teaching of grammar in line with the New English National Curriculum;
- the teaching of punctuation in line with the New English National Curriculum ensuring that the use of appropriate punctuation is insisted upon across the whole curriculum when a written response is required from the children;

The daily modelling of handwriting and regular teaching of it in English related sessions and across the full curriculum (using the Nelson curriculum suite)

Each teacher finding an appropriate stimulus for writing which will engage, motivate and provide the children with a real purpose and audience for their writing and ensure that the children have experiences of writing different genres; 'The Write Stuff' to enable this.

- Shared Writing and Guided Writing within English sessions and other curriculum areas as appropriate;
- Providing opportunities every half term, for the children to write at length independently which teachers assess using the St John's Criterion Scale with support of regular moderation and feed back to the children about what they did well and how they need to improve;
- Each child has writing targets which are created from half termly assessments. These targets should help them to progress and should be discussed with them.
- The use of Writing Frames, at appropriate times, within all writing session across the curriculum;
- Teaching the children the difference between standard and non-standard forms of written English and when each of these can be appropriately used;
- Handwriting will be taught weekly and all children from Year 2 will write using a pen.

Resources

- English resources are used by children and staff in many ways including;
- Demonstration or modelling skills through using a range of differing genre;
- Enabling children to write through using a range of visual and real life situations;
- Providing a context for the application and skills in reading through a range of texts.
- Whole School Resources include;
- an extensive range of texts, both fiction and non-fiction, are available to use for shared reading to support the teaching of English and other curriculum areas;
- 'Letter Join' is used as a handwriting scheme to ensure children are writing in cursive, joined up script before they leave.
- Reading books which are located in classrooms.
- Book Banded books which are located near classrooms.
- Classroom Resources include;
- Class sets of dictionaries and thesauruses at age and ability appropriate levels;
- Wide range of age related non-fiction and fiction books located in each classes book corners.
- Jane Considine.com to support CPD.

Homework (please refer to the School's Homework Policy)

- English Homework is set for children in Years 1-6.
- Homework provides opportunities for children to;
 - a) Practise and consolidate their skills and knowledge;
 - b) Develop and extend their techniques and strategies;
 - c) Prepare for their future learning through out of class activities and homework.
- There are a number of generic ability appropriate Homework activities for children in English including daily reading with parent/carers, learning phonics, learning tricky words and spellings.

Impact

Children will learn how to be confident and resilient writers and understand the techniques of writing.

5. Roles and Responsibilities

Subject Lead

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading and managing staff.
- d) Efficient and effective deployment of staff and resources.

The role of the Subject Leader is detailed further in the Subject Leader Job Profile.

The Subject Leader has regular discussions with the Head teacher and other senior leaders about learning and teaching in English and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

Regularly monitor various aspects of the English curriculum being taught within the school, including planning, lesson observations, assessment, marking and pupil interviews.

Teachers

It is the responsibility of class teachers to ensure the high quality teaching of writing within their classroom. The skills ladder should be used to inform planning and teachers need to make sure that the planning, drafting and editing steps are evident in books. Class teachers are responsible for ensuring that all writing objectives are being met for their cohort. They are also responsible for ensuring that equipment and resources required for lessons are ordered and available for their lessons or they have let the subject lead know what is required.

Senior Lead

It is the responsibility of the Senior leaders to support teaching staff and phase leads with the implementation and monitoring of writing across the school. They should hold teachers accountable within the teaching and assessment of writing.

6. Writing curriculum planning

Writing is listed as a core subject in the National Curriculum. School uses the New English National Curriculum for long term planning and has developed its own medium term plans, which build in a cross curricular approach, to support staff in planning, delivering and assessing the learning and teaching of English. Teaching staff use these medium term plans to develop their own short term planning using the guidance of the year group objectives.

Long Term Planning

Long Term planning links in directly to the National Curriculum and the knowledge, skills and experience required in KS1 KS2 and foundation stage respectively. This commonly makes up the form of a mapping grid, which details purposes and text types that will be explored through the year.

Medium Term Planning

Medium term planning is usually a unit overview to detail how long the unit will take and what kind of skills lessons will be taught. For example there will be a range of experience days, planning lessons, sentence writing and editing and improving sessions.

Short Term Planning

Weekly plans are also required with more detail about what should be taught on each day.

Foundation stage

Our Foundation stage use the Early Learning Goals to inform learning and assessment.

Statutory Writing

Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed

Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others.

7. Links with other policies

Reading

Writing is intrinsically linked with reading and many texts, authors and text types are explored throughout a writing unit. Rich, engaging texts underpin our writing curriculum.

Science, Geography and History

Using writing skills to develop explanations in science is key in order to communicate our findings and discoveries in imaginative ways. While Geography and history allow us to recount information. Many opportunities for cross curricular writing are implemented throughout the curriculum.

Computing and ICT

In writing we always aim to publish a final piece of completed writing. Sometimes this is done through the use of ICT, where children can use different Apps and programmes to type their writing. Technology is also used in writing to help children dictate their ideas and check their spellings.

Across the curriculum:

Writing has many cross curricular opportunities, where children are given opportunities to practise the skills they have been taught independently.

8. Equal Opportunities in Writing

Pupils with Special Educational Needs receive support from their class teacher to undertake appropriate

tasks / projects matched to their needs and ability. All pupils will generally work in mixed ability groups, with individuals making a valued contribution to the overall process. This promotes self-reliance, self-esteem and a collaborative attitude. Pupils with learning difficulties who may need support with literacy and numeracy may well exhibit well-developed dextrous and practical skills, and should be provided with appropriate opportunities to develop their potential.

A range of techniques and resources are used to support all learners to ensure they can access the work.

9. Assessment and Recording

Teachers are responsible for formally assessing writing three times throughout the year and reporting this. However, assessment for learning will take place on a daily basis and children will be given verbal and written feedback. Children will always be clear about how they have been successful but also what they need to do to achieve their next steps; this should always be linked to the unit's tool, which lists the main objectives.

