

Writing Policy

St Joseph's Catholic Primary School



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1. Intent and Aims

The English national curriculum (2014) intends to ensure that all pupils:

- › Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- › Appreciate our rich and varied language 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.

At St Joseph's we endeavour to create a love for literacy. We want every child to leave our school with the skills of an excellent writer who has the ability to write with fluency and able to embed basic skills in order to widen their knowledge of vocabulary and grammar. This will allow them to develop their writing so they are able to articulate, communicate and organise their ideas for the intended audience and purpose.

- › That they have an author's voice.
 - › They think about the impact they want their writing to have on the reader and know how they will achieve this.
 - › Children have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description.
 - › They can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures.
 - › Children are able to display excellent transcription skills that ensure their writing is well presented, punctuated, spelt correctly and neat.
 - › Children are able to re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.
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Throughout their time at St Joseph's, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process.

It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

In order to fully support our children in their writing, at the heart of our English teaching is the Pie Corbett 'Talk for Writing' (T4W) approach.

- The T4W approach means that children will rehearse sentence and language patterns that they can then draw upon and adapt in their own writing, not only in English, but across the curriculum.
- T4W encourages regular discussion of vocabulary and the meaning of unfamiliar words which will help the children to broaden their own vocabulary.
- Children are encouraged to take ownership of their own ideas in writing and revisit their writing critically.
- Teachers model the high expectations through shared writing which will then be displayed for children to access to support their independent task.
- Children learn to write confidently across both fiction and non-fiction which can then be applied across the curriculum.

2. Planning Structure

For Years 1-5 each unit of work follows a clear structure of imitation and innovation as well as including assessment in the form of the 'Cold Writes' and 'Hot Writes' (invention). Year 6 use elements of the structure to support the pupils in their writing.

Teachers will plan for year appropriate grammar and spelling patterns / phonic sounds to support the writing process, with reference to the National Curriculum.

3. Cold Write

A 'Cold Write' is completed at the beginning of each unit and informs the teacher's planning depending on what skills the children need to develop. A prompt is given to the children as a focus for their writing.

4. Imitation

The main focus of the imitation stage is storytelling focused on a model text, which enables the children to explore text features, sentence structure, language patterns and how a specific text-type is composed. Model texts are provided by the teachers.

The imitation stage will consist of the following activities:

- Storytelling using a text map of the model text. Actions for key words are agreed across the school. Children then have the opportunity to create their own text map.
- Read as a reader activities are completed. This may include vocabulary work and comprehension activities.
- Read as a writer activities are completed. The structure of a model text is explored using the boxing up technique and a Writer's Toolkit is completed as a task with a pre-agreed focus.
- Grammar and punctuation is taught through the model text where possible.

5. Innovation

Children use their in-depth understanding of the model text to write their own version.

- › Planning is completed using the boxing up grid completed during the innovation stage.
- › Writing is completed over a series of lessons.
- › Shared writing is completed during each of the lessons and is informed by previous learning and writing completed by the children to enable misconceptions to be addressed quickly.
- › Children have frequent opportunities to revisit their writing and edit at the point of writing.

6. Hot Write (Invention) - Impact

The 'Hot Write' is completed at the end of each unit of writing. The same prompt as the 'Cold Write' can be given. All writing is recorded in children's English books (except Year 2 and 6 who have an extended writing book). This provides a valuable assessment opportunity and shows the progress the children have made over the course of a unit.

Our Writing curriculum is of a high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they're deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- › A reflection on standards achieved against the planned outcomes.
- › Children can understand and apply the fundamental principles of spelling grammar and punctuation in their writing.
- › Children can evaluate, improve and redraft their writing.
- › Children are responsible, competent, confident and creative writers.

A celebration of learning for each term which demonstrates a progression of learning across the school (Star writer).

7. Handwriting

- › Reception introduce children to writing using print writing.
- › Reception will begin to teach pre-cursive writing to children in Summer term to support transition to Year 1.
- › All Year 1 children will be taught pre-cursive script from September in handwriting books initially. From Spring in Year 1 the expectation is that children will be using pre-cursive writing in all writing they do in all books.
- › An agreed cursive script is displayed in all classrooms.
- › All teachers use cursive script in all modelled writing.
- › Handwriting practise will take place in Years 1- 4 to ensure neat, joined handwriting.
- › Years 5 and 6 will need to do interventions for children with specific needs to support their handwriting.

8. SEND Provision / Enrichment and Challenge

As an inclusive school we recognise the need to tailor our approach to support children with SEND as well as those who are identified as benefitting from further enrichment and challenge.

We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide differentiated learning to ensure all children make expected progress from their individual start points.

A range of targeted interventions provide opportunities to address gaps in knowledge and understanding / diminish the difference between peers. Pre-requisite skills address the specific needs of individuals and support the application of interventions into classwork.

9. Assessment

Assessment of writing is done on a continuous cycle and progress is tracked using Assessment Journey - the schools assessment tracker.

Termly in house moderation sessions take place amongst teaching staff to ensure judgements are robust and are standardised across the school. These are led by the English Lead with the English team.

Staff have the opportunity to attend moderation sessions across the Paradigm group and local Octagon cluster for external support and validation of teacher judgements.

10. How the school will respond

The school will investigate and respond to all concerns raised by employees or service users through any channels including Navex Global.

While it is not essential that the concerns be provided in writing, the person receiving the concern will, ensure that a written account of it is made. This will help with the subsequent investigation by facilitating clear record-keeping.

When a concern is raised directly with the school, they should undertake the following actions:

- › Take the concern seriously.
- › Consider the concerns fully and objectively.
- › Recognise that raising a concern can be a difficult experience for employees.
- › Ensure confidentiality.
- › Refer to a manager of appropriate seniority, to agree the level at which the concern will be investigated and identify who will take responsibility for the co-ordinating the enquiry.

Staff members who are under investigation will not be involved in the investigation.

11. Professional Development and support

Professional support, coaching, training and guidance is made available for staff to support their understanding and develop their skills in the teaching of writing through:

- › Staff meetings.
- › Discussions with SLT and English Subject Leader.
- › Discussions and good practice within teams.
- › Wider reading/research on writing.
- › Moderation of children's writing across year groups, phases, whole schools and with other schools.