

St Edmund's Catholic Primary School



Writing Policy

November 2020

The policy below has been reviewed in light of the Covid-19 pandemic. Amendments will be numbered and listed at the bottom of the document.

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Introduction and aims

At St Edmund's, we recognise that writing is integral to all aspects of life and we mindfully endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles.

Writing skills underpin most elements of the school curriculum and is an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability.

This policy aims to:

- To develop children, who are imaginative, independent, inquisitive, and confident writers.
- To provide children with a range of writing skills and strategies to enable them to write confidently with comprehension, cohesion and enjoyment for a range of purposes, in a variety of contexts and for different audiences.
- To foster an enjoyment of writing by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing.
- To provide opportunities to explore a variety of different genres and to be exposed to high quality texts.
- To ensure children have a clear understanding of the writing process: plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.
- To monitor writing progress effectively to evaluate, promote and maintain high levels of attainment.
- To ensure that children with writing difficulties are identified early and support is given promptly.

Legislative requirements and non-statutory guidance

This policy is written with reference to:

National Curriculum Primary programmes of Study for KS1 and KS2.

Roles and responsibilities

Subject Leader

Martin Harding – Literacy Coordinator

The Head teacher and Senior Leadership Team (SLT)

The Head teacher and SLT will review all curriculum policies every two years and through monitoring and assessment procedures will look at the strategic overview of how this policy is being implemented.

The governing board

Curriculum governors will review this writing policy in conjunction with the Head teacher and monitor the policy's effectiveness.

Teachers

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy, having regard also to the progression of skills map.

Curriculum planning

The writing curriculum at St Edmund's is based upon the statutory framework for the early years foundation stage and the National Curriculum 2014. A long-term plan provides a yearly overview of the units of the National Primary English Framework. Medium-term plans which map out each term and how the units fit in with the year group's choice of curriculum topic. Short-term plans (Units of Work) give weekly and daily details of key objectives to be taught within each unit and the purposeful, cross-curricular links that will provide the context for that learning and teaching.

We believe that medium - and short-term planning are working documents that will be amended during a given unit of work, in order to reflect progress and assessment of learning along the way.

English plans reflect teaching required to meet the learning objectives and outcomes and weekly planning is differentiated to meet the needs of children, as appropriate.

Early Years Foundation Stage

Follow the statutory framework for the early years foundation stage, The Power of Reading scheme and the Letters and Sounds Phonics scheme.

Key Stage One

Follow the Letters and Sounds Phonics scheme, the national Curriculum, Power of Reading scheme (in Year1) and the writing ITAFS (in Year 2).

Key Stage Two

Follow the 2014 National Curriculum and the Writing ITAFS (In Year 6).

Teaching and Learning

One of the most important prerequisites to writing is language – both the ability to articulate thoughts and ideas, but also having a wide and varied vocabulary. To develop this, across the school each week, the children are introduced to an ambitious word (Word of the week) relating to their writing genre. This will be displayed on the English working wall, added to their weekly spellings and written in their vocabulary dictionaries. The children will be encouraged to use this word correctly in their writing throughout the week.

Pupils are provided with frequent and varied opportunities to write. Sequences of English lessons will begin using high quality texts (Power Of Reading) so that children can learn from different authors and styles of writing, Texts are broken down so that children understand the features of the writing, the grammar, vocabulary, punctuation and sentence structure. As well as quality texts, in Year 6, the pupils also use the media of video from platforms such as Literacy Shed and YouTube as a stimulus for writing. This is followed by modelled writing with the teacher, which helps to develop the children's understanding and creativity. The children then apply their skills in independent pieces of writing. After reading verbal feedback given by their teacher or input from their peers, the children will improve their work through editing (Purple pen) grammar, punctuation, spelling and descriptive language.

The teaching of grammar and punctuation occurs in a weekly grammar session. Grammar is not seen as a bolt on, one off lesson, but children are expected to transfer their knowledge to their extended pieces of writing at the end of each unit of work.

A weekly spelling lesson is taught in each year group, where there will be a specific focus on a spelling a pattern, common exception words (Years 1 and 2) or year group word list. The children will be taught the meaning of the words and how to use them accurately in context. Spellings are sent home to learn and pupils will be tested the following week.

Assessment

In years 2 and 6, the children's extended writing pieces at the end of each unit of work are assessed against the writing TAFS.

In the remaining year, extended pieces of writing will be assessed against the Ros Wilson's Standards for Writing Assessment. These standards work alongside the guidance in the National Curriculum.

Children's grammar and punctuation will be assessed in the extended pieces of writing. However, the pupils are formally tested using past SATS SPAG tests (Year 6) and the NFER Grammar tests in years 3, 4 and 5.

A vertical writing task will occur twice a year across the whole school. The whole school will attempt the same writing task a based on the same text, picture or video clip, but it will be differentiated to meet the needs of each year group. This will enable us to track and demonstrate the progress in writing between year groups.

Inclusion and Equal Opportunities

The needs of all abilities are planned for and a range of strategies are used to support pupils' learning such as: word banks, sentence starters, colourful semantics, punctuation pyramids, sequencing cards, interventions/ booster groups, after/ before school tuition, small group work lead by an adult and differentiated writing tasks.

Additional opportunities and Community Links

Each year, the KS2 children are encouraged to enter the Borough Mayor's Writing Award. A children's poet conducted poetry workshops for both KS1 and KS2 on World Book Day. The Young Shakespeare Company visits once a year, to perform Romeo and Juliet to the year 6 pupils. The children in year 5 and 6 write speeches for their school council presentations.

Monitoring and Evaluation

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinises, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice. This could take the form of:

- Moderation between schools
- Termly book looks
- Formal Spag/ grammar tests
- Assessed pieces of extended writing. Using TAFS/ Ros Wilson
- Weekly spelling tests.
- The vertical writing task.

The Head teacher and SLT will meet with subject leaders [once a term?] to evaluate the impact of this policy and identifying actions to remedy any problems arising or address any changes in practice.

This policy is to be reviewed in November 2020

Covid-19 Amendments

No book looks
No moderation between schools.
No visitors for English workshops