

Our Lady's Catholic Primary School



We aspire that through the love of Jesus everyone should

“have life and have it to the full.”

Jn. 10v10

WRITING POLICY

Approved by:	Date:
Last reviewed on:	Date:
Next review date:	

Writing at Our Lady's RC Primary School

Our aim at Our Lady's is for all of our children to become confident and fluent writers, who are able to use the wide range of writing tools they have accessed and developed whilst on their writing journey with us. We want to develop their creativity, vocabulary and writing style.

Intent

Through a well-balanced curriculum, all pupils become confident speakers, listeners, readers and writers and use these language skills for a wide range of purposes.

- We want our pupils to develop an appreciation of the breadth of literature written by English authors so that they develop an appreciation of our rich literary heritage.
- We strive to ensure that all children acquire a wide and rich vocabulary, and understanding of grammar and an awareness of linguistic conventions for reading, writing and spoken language.
- We wish our pupils to write clearly and accurately across a range of genres, for a variety of purposes and for different audiences.
- We want our pupils to be able to discuss their learning and explain clearly their understanding and ideas.
- We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.
- We want our children to take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.
- We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.
- We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

Statutory Requirements:

Teaching in the Foundation Stage follows the Communication and Language strand and Literacy strand of the Early Years Foundation Stage (EYFS) Framework 2013.

Teaching from Year 1-6 follows the New National Curriculum for English (2014) This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and

Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and Comprehension); Writing (transcription, spelling, composition, handwriting and presentation); Grammar and punctuation. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Planning

We carry out the curriculum planning in two phases (long and short-term.)

Long Term Planning: The National Curriculum for English (2014) details what we teach in the long term.

Medium Term Planning: Teachers create termly overviews outlining the text based units they will follow as well as any cross curricular links, additional texts, independent pieces and grammar/ spelling links.

Short Term Planning: Where teachers are following pre-prepared Write Stuff units, alterations to lessons are clearly written, including differentiation and adult support. Where teachers are not following Write Stuff Unit, planning is prepared by teachers and identifies very specifically the national curriculum learning objectives alongside details of the teacher's and teaching assistant's roles, children's differentiated activities and learning outcomes.

To then ensure that there is a range of genres and a good pace of learning the English subject co-ordinator builds a picture as the year progresses to establish an overview of the units.

Writing

At Our Lady's Primary School we absolutely love the teaching of writing and believe it is vital that children are fully engaged and invested by the writing opportunities that are presented to them and ensure all children see themselves as a writer. We follow 'The Write Stuff' from Reception through to Year 6 (beginning later on the academic year in reception and Year 1). The Write Stuff is the work of the teacher, author and education consultant Jane Considine.

- The Write Stuff <https://www.youtube.com/watch?v=IXo8-cS5WMg>

The Write Stuff brings clarity to the mechanics of writing and provides clear systems through which to focus the writer's attention. The combination of fiction units have been carefully selected to follow provide children throughout their journey with the experience of a wide range of high quality texts and authors. In our lessons teachers follow a repeated pattern of 'Initiate', 'Model' and 'Enable' whereby they use the three zones of writing to provide a consistent whole school systematic approach to writing carefully constructed sentences. We currently weave a non-fiction unit into the fiction work, ensuring a writing and thematic link. Poetry is taught separately throughout the year, to immerse the children in different styles of poetry. They will analyse, write and perform their own compositions.

The Write Stuff:

The **Fantastics** offer 9 lenses with which to structure ideas and target children's thinking. This supports children in developing variety in their writing by focussing on the vocabulary used, initiating ideas, provoking thoughts and igniting imaginations.

The **Grammaristics** focus on the importance of accurate grammar where tools are taught and used immediately to help children develop fascination around language so that they can manipulate and carefully structure words into sentences.

The **Boomtastics** focus on the art of writing, using a range of literary devices and techniques to make careful choices, playing with language to add flair to our writing and achieve various intentional impacts on our reader, painting vivid pictures through our word choices.

High expectations are coupled with careful monitoring and scaffolding, 'holding the hands' of our children and looking at the mathematics of a sentence so that they feel ready to write independently using the wide range of writing tools they have been trained to use.

Our aim is to equip all children, regardless of background or ability, with the skills and fluency necessary to become confident and adept readers and writers. We engage every pupil through extensive planning and appropriate challenge providing opportunities for every child to strive and reach their full potential through building on their knowledge, understanding and skills and then applying these skills across the curriculum.

At Our Lady's we strive towards an engaging and real-life curriculum which enables us to link subjects through topics and themes. This supports our aim of encouraging our children to apply their English skills across the curriculum and one way we successfully do this, is to organise and plan day trips, speakers, authors and workshops, which will help our children to fully immerse in the topic and draw out skills and experiences which they can use in their writing. We continue to work hard to plan in suggested writing opportunities across the curriculum for each half term that relate specifically to the topics being taught.

We also strive to enhance vocabulary across the curriculum. Within English, this is done through an integrated approach to reading and writing within all units of work. Vocabulary acquisition and understanding holds a very high profile in all of our classrooms, and staff model and present new vocabulary to children in all subjects and ensure new vocabulary is on display for each of the topics taught. We achieve this in 'The Write Stuff' through techniques 'Shades of Meaning/ Shade O'Meter' and focusing on the sentences 'Intent'.

Handwriting

We follow Penpals Handwriting Programme from reception to Year 6 which teaches children actively through frequent, discrete lessons. We believe that developing the necessary fine and gross motor skills in readiness for handwriting is vital to setting children on the right path and that warming up for handwriting is equally important for older children.

Spelling

Children from Year 1 to Year 6 access the particular national curriculum objectives relevant to their year group and ability. We use a RWI spelling programme, which works through spelling patterns across the year groups in a fun and practical way. Children learn specific spelling rules in line with national curriculum objectives and progress through these according to their ability.

Cross Curricular links

As well as teaching English as a discrete subject, teachers seek to take advantage of opportunities to make cross-curricular links. We plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. In this way expectations of the standard of speaking, listening, reading and writing remain consistently applied.

Assessment and Record Keeping

Formative assessment in reading and writing is completed on a regular basis by teachers, which allows them to assess children against each National Curriculum objective. Ongoing and daily assessment is recorded in 'Feedback and Marking Books', which are in each class. Each half term reading tests are carried out and results are analysed, which ensures that lesson plans directly address the needs and priorities for the children. Writing assessment is ongoing and marked against the National Curriculum objectives. All this information is then used to give oral feedback and written feedback, (in line with the school's marking policy) and allows children to act upon advice. Children also use self and peer assessment including regular use of success criteria to become involved in their own understanding of the success. Parents are kept in form of attainment and progress at Parents' Evening and on termly reports.

Impact

Our English curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. Regular practise of skills will provide children with the confidence to apply these in a range of

independent situations whereby they have the chance to show what they have internalised. The range of reading and writing situations we provide will enable all children to alter their long term memory and knowledge more, remember more and be able to do more as readers and writers.

By the time children leave Our Lady's RC Primary School we aim for them to be competent and confident writers, who can write over a range of genres - using ambitious language and grammar techniques to have an impact on the reader and meaning.

This policy was written and adopted by the Governing Body of Our Lady's RC Primary School on November 2021.

This policy will be continually monitored by the Governing Body and will be reviewed every two years or sooner if statutory guidance or legislation dictates.

Signed: _____ **Date:** _____ **(Chair of Governors)**

Signed: _____ **Date:** _____ **(Headteacher)**