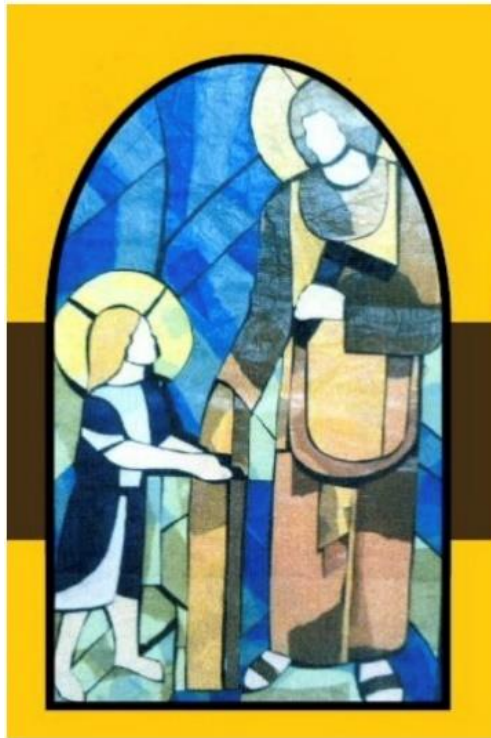


Writing Policy

St Joseph's Catholic Primary

'We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.'



Reviewed by Samantha Golding (English Lead)

September 2024

Approved by Governors: Pending

To be reviewed annually

Writing Policy

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Aim

Writing should be underpinned by meaningful context such as a purpose for writing, audience and form. By following the Talk for Writing approach we are able to focus on the process by becoming familiar with the genre through modelling and repeated practice, analysis of the text to identify the features, using creative approaches to spark imaginations and generate ideas, provide scaffolding and opportunities to practice, review and improve. Within the process children will have the opportunity to read for writing where they are able to analyse specific techniques used to create effect and consider how it might be transferred to their own writing. The teaching of Grammar is embedded within the writing process so it can be learnt in context and children are able to use it accurately within their own writing. Individual grammar concepts that are difficult to embed within the process are taught separately in a fast paced, active lesson.

Our Writing curriculum works in conjunction with our Reading and Phonics Policies, and aims to support our children in a variety of ways:

- To enable students to speak clearly and audibly, and to take account of their listeners;
- To encourage students to listen with concentration, in order to identify the main points of what they have heard;
- To show students how to adapt their speech to a wide range of circumstance and demands;
- To teach students effective communication, both verbal and non-verbal, to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- To help them become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- To develop powers of imagination, inventiveness and critical awareness in all areas of English;
- Use grammar and punctuation accurately across all forms of writing;
- Understand spelling conventions accurately across all forms of writing;
- Be able to write in a variety of styles, genres and forms showing awareness of audience and purpose;
- Produce effective, well-presented written work.

The Talk for Writing Approach

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures

needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

St Joseph's has underpinned its English work by establishing a curriculum of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work are developed to create a whole-school plan that is refined over the years, is well resourced and documented to release teachers from planning and preparation so that they can focus on adapting their teaching for children's learning. The key phases of the Talk for Writing process, enable children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version.

The teaching of writing in KS1 and KS2 here at St Joseph's is done through the Talk for Writing approach – for more information please see

<https://www.talk4writing.com/about/>

Drawing Club

Drawing club is a time for children to choose to come and be creative with their imagination. After listening to a traditional tale, a well-known story or an animation from the past, the children are taken on an adventure with words, actions and descriptive drawings. The children use their imagination to create a theme, object or character from the story and they use their stories as a conversation starter to talk about what their picture means to them. They then choose a 'code' of numbers, letters or even words to bring magic into the drawing with their creative ideas. The drawings then have meaning and allow for purposeful mark making in the environment.

The teaching of writing in EYFS here at St Joseph's is done through the Drawing Club approach – for more information please see

<https://www.canigoandplaynow.com/drawing-club.html>

Grammar and Punctuation

Age-appropriate grammar and/or punctuation objectives are selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. Teachers must first identify the grammar objectives for the writing unit using the Writing Curriculum Overview and skills progression map. As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing. The process involves:

- The teacher modelling the appropriate application during the writing phase;
- Establishing the expectation that the children will apply the skills appropriately in their own writing;

- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

Vocabulary

At St Joseph's we believe that vocabulary is best acquired through both indirect exposure to words and the explicit teaching of vocabulary and word-learning strategies. We use a range of approaches and interventions to achieve this:

- Half-termly Knowledge Organisers for various non-core subjects. These contain the key vocabulary for the unit, a clear and child-friendly definition and a visual to support the word/definition
- Displays – vocabulary including pictures/symbols for current topic
- Whole-class reading lessons
- English units – (vocabulary is analysed, gathered and presented)

Spelling

Through the carefully planned and progressive teaching of spelling, we aim to:

- encourage children to become confident and competent spellers;
- teach children spelling strategies relevant to their developmental stage;
- help children to understand that there are spelling patterns and rules which can be learned.

The daily teaching of phonics in EYFS/KS1 and the explicit teaching of spelling in KS1 and KS2 through the SpellingShed scheme ensure accuracy of spelling. Through regular (once a week), focused teaching of spelling, children are taught to:

- identify sounds in spoken words (phonological awareness);
- recognise the common spellings for each phoneme (phoneme/grapheme correspondence);
- blend phonemes into words for reading;
- segment words into phonemes for spelling;
- acquire a knowledge of high frequency 'tricky' words;
- investigate and learn spelling conventions and rules;
- attempt a spelling before checking with the adult;
- identify misspelt words in their own writing, keep individual lists and learn to spell these words;
- develop and use independent spelling strategies;
- use a variety of dictionaries and thesauruses to support their work.

In EYFS, when children move into a new phonics phase they will receive

tricky words from that phase to take home and practise reading and writing. In Year 1, children are assigned weekly spelling lists based on the phonemes they are learning within their phonics lessons. Children take these spellings home to practice reading and writing before being tested in class.

In Year 2 to Year 6, we have a spelling overview for each year group. This maps out the words that must be taught and learned, based on the spelling pattern for the week and the common exception words. During timetabled spelling lessons, children are introduced to a new spelling pattern and this spelling pattern is then practiced through assignments set as homework through the SpellingShed app.

Handwriting

St Joseph's uses Penpals for Handwriting which is a complete handwriting scheme for 3–11 year olds that offers clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join along, securing the joins and practicing speed, fluency and developing a personal style. Penpals is focused on whole-class teaching using digital resources to enable modelling and interactive learning, along with Practice Books and Workbooks to support independent work.

Pen Licenses may be presented to any child from Year 3-6 who has demonstrated a proficiency in handwriting. This child must be joining correctly and forming all letters appropriately.

Assessment

Children are assessed discretely during summative assessments at the end of each half-term and formatively during English sessions and during writing opportunities within other subjects.

As part of the Talk for Writing process, children are assessed at the start and end of each writing topic/genre. These are called Cold and Hot tasks.

- Cold Tasks – An assessment piece that all children write before the start of a topic to assess children's previous knowledge and understanding. This information is used to inform teachers on individual children's needs to ensure they are planned for within every lesson.
- Hot Task – An assessment piece that all children complete at the end of the writing topic where they are able to apply all the skills, knowledge and understanding that they have been taught through each topic/genre within their writing.

Both these hot and cold tasks in addition to every day writing may be used to inform a summative teacher judgement at the end of every half term.

Our assessment supports teachers in planning interventions and adapting

planning to allow all children to make good progress.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Roles and Responsibilities

Role of the Writing Lead:

- Have overall responsibility for Writing across Foundation Stage, Key Stage One and Key Stage Two
- Ensure that regular assessment and formative assessment takes place in lessons to ensure children are working at the correct level
- Monitor and evaluate the impact of Writing across the Foundation and Primary Key Stage
- Provide guidance to teachers and share best practice
- Ensure that all staff are covering all elements of the writing curriculum.

Role of Class Teachers:

- Plan and deliver Writing outcomes to all students through all subjects
- Measure the impact of Writing through observation and questioning of students
- Assess progress of Writing through regular assessments
- Encourage children to apply their Writing skills across the curriculum
- Provide children with a range of opportunities to write for different purposes and in a range of mediums
- Provide pupils with regular opportunities to practice their handwriting and spellings both in and out of school
- Provide pupils with opportunities to write for a purpose.

Role of Children:

- Apply their phonics and reading knowledge and skills within their writing, to spell and write unfamiliar words fluently and accurately

- Become fluent, expressive and willing writers
- Develop a life-long love of writing
- Be able to write for a range of purposes and genres
- Be motivated and engaged learners
- Use their knowledge of stories, story structures and characters within their own writing
- Practice and apply their writing skills in a variety of circumstances both at school and at home
- Practice their handwriting and spellings regularly both in school and at home.

REVIEW AND EVALUATION

The policy for Reading will be revised annually. The implementation of the policy will be monitored by the Head teacher and English Lead.