



**Respect**  
*For All*

**Ambitious**  
*In Aspirations*

**Bold**  
*In Actions*

"...with God all things are possible" Matthew (19:26)

## **WRITING POLICY**

Completed by:	<b>B. Long</b>
Date completed:	<b>Autumn Term 2021</b>
Developed by staff:	<b>Autumn Term 2021</b>
Agreed by governors:	<b>January 2022</b>
Reviewed by English leader	<b>Spring 2 2024</b>
To be reviewed:	<b>Spring 2025</b>

### **Intent**

At St. George's C E Primary School, 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 whilst 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.

By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their:

- Literacy
- Creativity
- Independence
- Inquisitiveness
- Inquiry skills
- Confidence

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, thus enabling them to play a full part in society.

### **The Four Principles**

The following four principles underpin our intent at St. George's C E Primary School.

#### **1. Writing explores Ourselves**

Through the teaching and learning of writing and exposure to different types of texts in our text rich curriculum, our children are encouraged to learn and communicate through writing more about themselves, such as who they are, where they come from, and what their place is in the world. This leads them to question, analyse and explore their values and how they manifest as part of their character.

## **2. Writing widens our World**

Through the teaching and learning of writing and exposure to a variety of different texts, our children will acquire knowledge and an understanding of our world; communicated through writing. Non-fiction texts especially, broaden our children's understanding of our world's history, culture and multiple perspectives; resulting in writing which communicates this knowledge through critique, evaluation and debate.

## **3. Writing underpins our ongoing Education**

Through the teaching and learning of writing skills and exposure to different types of texts, pupils develop skills that will allow them to both access their continuing education and participate fully in society.

## **4. Writing affirms our Rights**

Through the teaching and learning of writing and exposure to different types of texts, our children are reminded of their rights and those of others. Writing allows children to communicate and explore these rights, in many forms and genres.

### **At St. George's we aim:**

- To ensure children follow our school ethos of, Respect for All, Ambitious in Aspirations and Bold in Actions.
- To develop children, who are imaginative, creative, independent, inquisitive, inquiring 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 ensure no opportunity is missed to foster an enjoyment of writing amongst pupils and a recognition of its value, by setting work that is challenging, inspirational and motivating, helping them to develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- To provide opportunities to explore a variety of different genres and to be exposed regularly to high quality texts, providing a model for pupils to aspire to.
- 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 develop children's ability to self-assess by reflecting on the quality of their writing, encouraging them to construct informed opinions and implement strategies to improve their own work.
  - 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.
  - To work in partnership with parents /carers in order to develop each child's full writing potential.

### **Implementation**

#### **Teaching and Learning of writing at St. George's C E Primary School.**

At St. George's C E, we follow the 2014 National Curriculum for the teaching and learning of writing skills as well as the statutory guidance for EYFS. This is extended by Pie Corbett's Talk for Writing (T4W) process. We are committed to raising the standards of children's writing to ensure that all children are progressing and achieving at least in line with national expectations. The curriculum will be monitored by the English Lead, SLT and the Headteacher to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of writing from EYFS to Year 6.

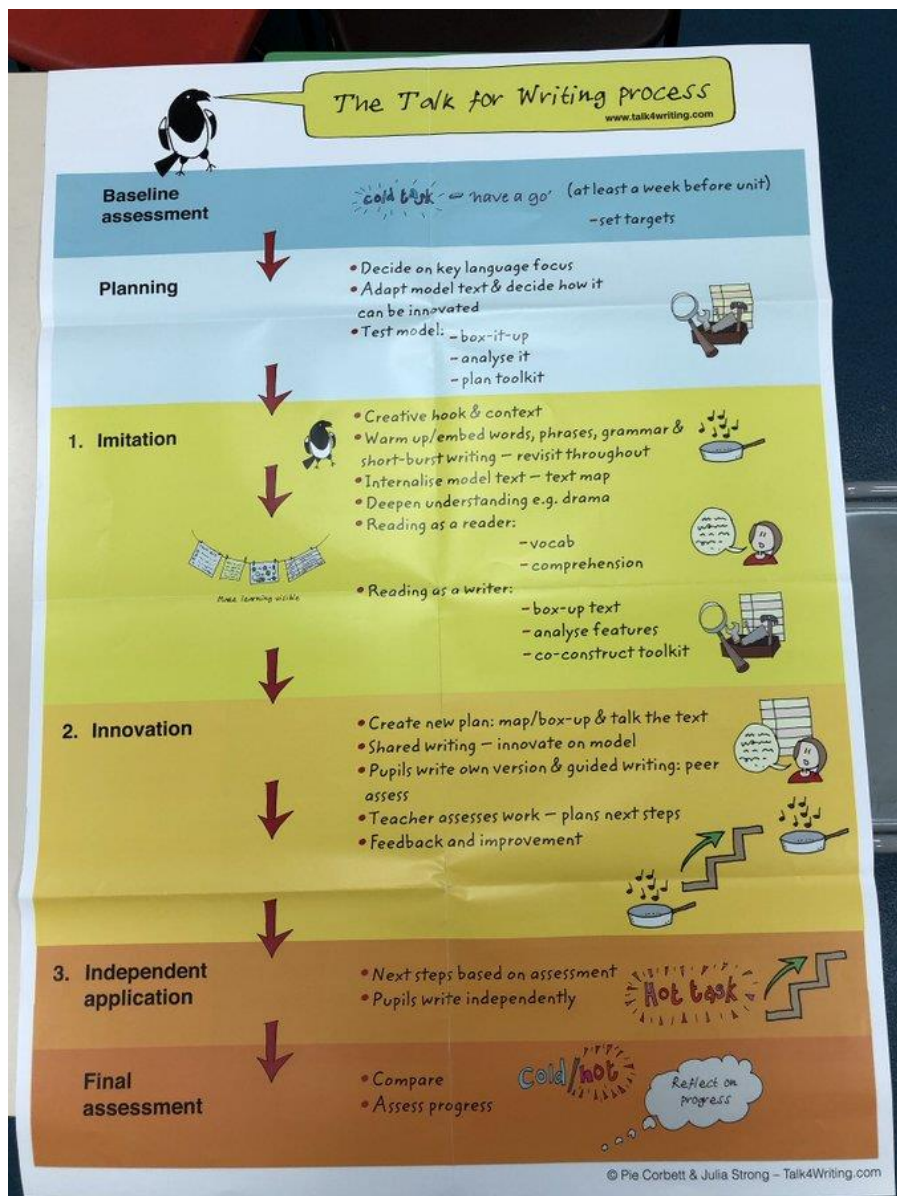
We believe that there are two distinct, but related areas that are involved in teaching children to write; transcription and composition.

Transcription covers the technical aspects of writing: handwriting, spelling, grammar and punctuation. Composition is about sharing their ideas and thinking about the purpose for their writing.

Both are essential for developing lifelong successful writers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

## Strategies for the teaching of writing

Our children are provided with a variety of opportunities to develop, extend and deepen their writing skills in and across each phase of education. In Reception, the learning of writing follows the Early Years Foundation Stages Framework. Children are given opportunities to extend their understanding of language learning through play and investigation, developing their characteristics of learning. They are given opportunities to make marks and develop their writing skills in line with the EYFS curriculum. The National Curriculum describes what must be taught in key stages 1 and 2. The school has a set of key objectives in writing that provide detailed guidance for the implementation of the National Curriculum for writing. At St. George's we follow the T4W process with a cold write, input, warm write and after further input, hot write.



## Key Stages 1 and 2

- Lessons engage children in the development of grammatical understanding, punctuation, phonics and spelling strategies based on high-quality texts. The elements of the writing process are also taught during this time.
- Meaningful contexts and high-quality texts are provided as the hook or as the inspiration for writing.
- Quality speaking, listening and drama activities precede writing to enable the development of quality writing skills and outcomes.
- Teachers exploit cross-curricular links wherever possible and further develop writing skills within a variety of contexts.
- A clear model for how to meet lesson intentions is presented to the class at the outset.
- Teacher modelling of the thought processes and standards required are clear and regular.

- Writing is linked to learning-focussed intentions, with related success criteria.
- Writing composition is taught explicitly to the children. The reinforcement of this teaching is also featured across the full range of subject areas.
- The thought processes involved in writing is modelled to the children through both Shared and Guided writing.

### **Shared Writing**

- ✓ Shared Writing takes place during whole class teaching, where ideas are shared and discussed.
- ✓ The sessions are well-paced and interactive, e.g. the teacher employs intentional errors, the use of pupil whiteboards for the quick composition of ideas and formative assessment.
- ✓ These ideas are recorded and refined by the teacher, with them modelling the skills needed to be a writer.
- ✓ The Shared Writing session primarily focuses on how to achieve the success criteria for a given objective within the writing to be completed. It also provides a vehicle for the teaching of grammar.
- ✓ Children then have the opportunity to practise and extend their own writing independently.

### **Guided Writing**

- ✓ In these sessions, a common learning need is targeted with a small group of pupils. Ideas are shared and discussed and then recorded by the teacher, modelling the skills needed to write successfully. This modelling process may be repeated as necessary.
- ✓ Children then evidence their progress independently, using the guidance to inform their own writing.

These processes lead to quality independent writing.

### **The Teaching of Basic Skills:**

#### **1: Grammar Rationale:**

At St. George's C E Primary School, we value the importance of enabling children to become confident, literate individuals, who can actively select and use a wide range of grammatical forms. We work from the principle that the ideal methodology for the teaching of grammar is through the wider teaching of writing composition as well as specific taught lessons.

#### **Aims:**

- 1) To successfully deliver the National Curriculum for Vocabulary, Grammar and Punctuation to all pupils, as appropriate to their learning needs.
- 2) To ensure that the teaching of grammar and punctuation is effectively planned for by selecting grammatical ideas and principles relevant to the year group in question, and pertinent to the text/topic being covered.
- 3) To maximise the progress of pupils through referring to grammatical concepts as key teaching points (underpinned by success criteria) by 'thinking out loud' during writing composition.
- 4) To feedback on pupils' understanding of grammatical concepts verbally and using pupil conferencing.

#### **Procedures**

- Grammatical concepts are introduced to the children through the texts studied. Teachers plan to teach the full Vocabulary, Grammar and Punctuation content of the National Curriculum, selecting which concepts are best suited to each given text/topic.
- Lessons, or sections of lessons may then be devoted to consolidating the understanding of the grammar principle in question.
- Grammatical concepts will then appear as success criteria in writing composition lessons, and as such will be explicitly referenced/exemplified during modelled writing, e.g. through teachers 'thinking out loud' or making deliberate omissions/errors.

#### **Assessment**

Pupils' learning in Grammar will be assessed against the (National Curriculum-derived) targets on the progression grids.

## **2: Spelling**

- Spellings are given to children from EYFS to year 6.
- Children follow the Rising Stars for Spelling scheme. In addition, spellings are set by the Read, write Inc. groups and reinforces phonic spelling at KS1.
- Spellings are sent home for children to practise over the course of the school week.
- Spellings are assessed once a week.
- Spellings are assessed by the writing of individual words and / or by dictated sentences depending on the ability of individual children.

## **3: Handwriting**

- Children in all classes use a sharp pencil within their handwriting practice.
- All classes from EYFS to year 6 use the Twinkle scheme to develop a consistent and fluent handwriting style.
- A 'Pen Licence' may be earned by children (most likely in key stage 2) whose handwriting is joined and legible, and where the child's general standards of the presentation of their work is good.
- All children work towards the use of joined handwriting in their everyday writing tasks. Where progress on this appears to be slow, additional tailored handwriting support is organised and delivered.
- The handwriting of all adults in the school should reflect the high expectations that we have of our children.

## **Planning**

- To ensure the teaching of writing is effectively planned, and responsive to learners' needs, teachers plan the teaching of both writing composition and spelling, punctuation and grammar (SPAG) in line with National Curriculum programmes of study, the devised text rich overviews as appropriate for the age of the children.
- The meeting of NC objectives for each year group is paramount and learning objectives are revisited and reinforced throughout the year.
- For all classes, individual lessons are planned to meet the needs of each class, in line with the NC Objectives.
- Clear learning-focussed objectives and related success criteria are provided for every writing lesson.
- Adaptions occur through providing different degrees of support to enable all children to meet the intentions stated.
- Pupils complete learning intention-focussed activities throughout every lesson.
- Planning for writing is recorded on active aspire flip charts.
- The 'What?' and 'Why?' for every activity should be entirely clear to teachers, pupils (and observers). For every activity undertaken, pupils should be able to articulate why they are doing it with reference to the impact it will have on their writing at the end of the unit.
- Considering the above, and before the PPA session, Teachers will devise a proposed sequence for the unit.
- During planning, the outline for the unit will be agreed by all members of the year group team.
- A significant and engaging 'hook' is a prerequisite for every unit. In the majority of the cases, this 'hook' will be the core text being studied at the time, but in its absence, it may be a short film, event, etc.

## **Individual Planning**

- After the unit medium-term planning has been agreed, individual teachers are then responsible for producing their own daily lesson plans.
- Individual planning will be monitored by SLT.

## **Sharing and Documenting Expected Outcomes**

The success criteria/toolkit for the end of unit outcome is identified with the children, after looking at the example model text for the unit. This must be stuck in pupils' books at the start of each unit/topic and displayed on the learning wall. This ensures that detailed outcome expectations for the extended piece of independent writing to be completed at the end of the unit is made clear at the outset.

## **The Role of Drama**

- Drama activities (e.g. hot seating/freeze frame/conscience alley) should precede each writing task.

- All drama activities contribute to the achievement of learning intentions and their success criteria.
- The skills required to meet these objectives should be modelled to the children.
- It is likely that Drama lessons/activities will involve the elicitation of vocabulary from the children; this vocabulary should be scribed and used during the subsequent teaching of writing.

### **Adaptions/Scaffolding/Inclusion**

- Adaptions should be through the degree of support provided to enable all learners to access the lessons. To this end, it is expected that scaffolded support prompts including word banks will be provided for those who need them.
- The way in which pupil pairings are used to enable all pupils to make progress, forms a significant part of this.

### **Writing Culture**

Developing a writing culture at St. George's C E is fundamental to the progression of the children not only in writing but across all other subjects. The importance of writing is promoted by all adults and quality writing is routinely celebrated in order to facilitate a culture of continuous improvement amongst staff. At St. George's teachers and TAs engage in regular peer-to-peer mentoring/dialogue around best practice in the teaching of writing.

Teaching staff have access to support and clear and modelled examples of quality teaching from the SLT and other experienced colleagues.

### **Wider Opportunities to support a Writing Culture**

In support of developing a writing culture, pupils at St. George's C E develop as writers through a wide range of additional targeted provision.

- The whole school environment (in particular, the teaching and non-teaching spaces) should inspire pupils to write throughout the day (both during lessons and at break times).
- Displays throughout the school emphasize our commitment to improving writing.
- Pupils are given opportunities to contribute to the school website, creating a sense of ownership.
- Pupils are encouraged to articulate about their writing.
- Pupils enter writing competitions.
- Quality pieces of writing are celebrated within the year group, in assemblies and online.
- Content on learning walls is current and reflects the learning journey undertaken throughout the unit.
- Each class displays examples of pupils' high-quality writing.
- Question cards are displayed on the Learning Wall and should also be available for the teacher to refer to when informing and questioning pupils about the purpose of activities.
- Modelled examples are displayed.
- The classroom is a vocabulary-rich environment.

### **Assessment**

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.

### **Assessment for Learning:**

We are continually assessing our pupils and recording their progress.

Information for assessment is gathered in various ways: by talking to the children, observing their work, through hot and cold writes, dialogic marking. Teachers use this assessment information to adapt current provision, plan further work and set new targets.

- Feedback: Children are provided with constructive and timely dialogic feedback in line with our assessment policy. Verbal feedback is given during lessons in addition to regular self and peer-assessment opportunities. Teachers provide parents with feedback on their child's progress and achievement at parent's evenings and through the end of year report.

Assessments are carried out regularly enabling us to measure and monitor the impact of our writing curriculum provision in a timely manner. Regular rigorous Pupil Progress meetings have also resulted in children who are on track to being further challenged; and for those where this is not the case interventions have been put in place more promptly to ensure opportunities for progress.

### **Monitoring of the Policy**

We are aware of the need to monitor and update the school's Writing Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements.

### **Impact**

#### **See data for results.**

We monitor pupil progress through continuous teacher assessment and half termly pupil progress meetings. Impact is measured not just by data outcomes but on the progress of individual pupils from their starting points.