



WRITING POLICY

To love, to serve and learn.

We are a school family journeying together in God's love.

We serve each other to achieve our best.

We learn in fun and creative ways,
respecting everyone's gifts.

Intent

At St. Edward's we believe that:

- Writing is an essential life skill and one of the main mediums of expression.
- It is integral to all subjects and it is paramount in promoting good pupil progress in all areas.
- The teaching of writing should be fostered through consistently outstanding teaching and learning.
- Expectation in writing must be of the highest standard and applicable to ALL writing, in whichever context.

Implementation

The process of teaching writing will include the systematic teaching of the basic skills (grammar, punctuation and spelling) alongside modelling the process of written composition to enable each pupil to attain the necessary standards to become a confident and creative writer who can write appropriately depending on the audience and purpose. As an approach, we use Talk4writing across each key stage to develop pupils' oracy skills, understanding of language and fiction/ non-fiction writing genres in an engaging way. The promotion and stimulation of motivation is crucial to this purpose, therefore quality texts (written, pictorial and/or visual) are used to form the basis of writing opportunities from EYFS to year 6. The writing process will follow the principles of Talk4Writing from early years onwards.

In the Foundation Stage: Talk4Writing will be introduced and children will be encouraged to orally re-tell stories/texts through this process. They will explore vocabulary and be taught the meaning of unfamiliar words. Teachers will promote and create opportunities for children to express their ideas through pictures and mark making initially. When children are ready, and after embarking on an understanding of phonemes and graphemes through phonics, they will be taught how to hold a pencil and form letters correctly so that they can write letters and then simple words, phrases and sentences.

In Years 1 and 2: Through Talk4Writing, children will secure their understanding of basic sentence structure, vocabulary and the structure of stories and non-fiction texts. The securing of accuracy in sentence structure is vital if children are to become fluent writers. Therefore, strong emphasis will be placed upon securing these basic skills. They will be taught to edit their work (with support) to ensure it makes sense and to correct spellings and punctuation with appropriate guidance.

From Year 3: Children will continue to develop their writing skills through Talk4Writing principles and they will begin to write more complex and extended pieces with more independence. They will be systematically taught grammar, punctuation and spelling rules appropriate to their year group and need. As they grow in proficiency, they will be taught to edit and improve their work in more depth and with more independence so that they can produce the best possible written outcomes.

Pupils will see daily examples of shared writing (whether in English lessons or the wider curriculum); be given clear and effective guidance for improvement, together with pertinent and appropriate feedback (oral/written) that is acted upon. Evaluation of pupils' responses to marking/guidance is imperative to ensuring pupils' continued progress. A 'cold task' will become the platform from which future teaching input takes place. Planning opportunities for sentence level work, vocabulary development, word class and punctuation should be drawn from the gaps/targets identified from this piece of writing. Teachers will then use the 'imitation stage' to develop reading, oracy, vocabulary and understanding of story or non-fiction structure and features. The 'innovation stage' will develop the children's writing through daily opportunities to write their own version of a genre following a teacher shared write of a class story or non-fiction piece. Finally, the 'Independent application stage' will occur, where the hot task takes place. This is an independent task but may be scaffolded for children operating below the expected levels or with SEND. Scaffolding may occur through word banks/writing frames as opposed to adult support. Incidental writing activities will be used within the unit of work to provide additional opportunities to recap on genres and develop writing skills alongside daily word and sentence games. Throughout the unit, learning MUST be supported by a learning washing line. This will include tools to support the children during each phase of the unit of work. They will be able to access this independently to support their writing (see appendix 1). Application of writing must also be evidenced in the wider curriculum and meaningful opportunities will be given for children to use their writing skills with the same high expectation of outcome. Monitoring of writing will take place regularly and be based on random sampling across all subjects and across the range of ability. Books will be selected by the monitors themselves.

SEND

Children with SEND will be supported appropriately throughout the writing process according to need. Support may be drawn from a number of sources, including: adult support, word banks, writing frames, spelling lists, computers, phoneme mats and will directly link to any needs identified in their pupil profiles.

Writing Assessment

Assessment of writing will be ongoing throughout each stage of the writing process so that teachers can identify gaps and provide the support and tasks needed to allow children to make good progress. Writing assessment will involve children in the process - identifying and discussing where they believe they are in their learning journey with their teacher/and or teaching assistant. Writing will be moderated within year groups/phases on a half termly basis internally. Y2/Y6 teachers attend local authority moderation sessions. Teachers will use published standardised writing exemplifications to inform their assessment judgements and to ensure they are in-line with national standards.

Impact

Our children will become successful and confident writers who can write clearly and coherently for a range of purposes. They will make good progress and reach standards at least in line with, and endeavouring to surpass, their potential whilst taking into consideration their varied starting points. We intend that the impact of our writing curriculum ensures our children are academically prepared for life beyond primary school and ensure their success in their working and everyday life.

Appendix 1



English Display Expectations - English Washing Line

The washing line should be accessible to all children. It should contain all the materials from the teaching sequence for that stage of the sequence and elements of any preceding stages e.g. story map, vocabulary, boxing up, writer's toolkit, grammar focus and shared writing. In addition to the washing line, aspects of grammar, punctuation and spelling rules will be displayed which will remind children of rules they need to use eg. contractions, apostrophe use, co-ordinating and subordinating conjunctions etc. These will need to be explored with the children and should be set, where possible, in the context of the current text being used.

Presentation

- Day of the week and date written in full and underlined with a ruler (Y1/Y2 to introduce when children are ready -stickers should be used as an alternative). Correct spelling of the days of the week and months is a core skill.
- 'Can I' to be written out and underlined with a ruler (Y1/Y2 see above).
- KS1 - writing in pencil and editing in coloured pencil.
- KS2 - writing in pencil until handwriting is cursive, then blue pen should be used. Coloured pen should be used for editing in all work.
- New paragraphs should begin after leaving a line.
- Spellings should be copied out neatly directly under the finished piece of work.