



St. Joseph's Catholic Primary School
Love God Love Learning Love Life

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Writing Policy

Love God,
Love learning,
Love life.

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It is our intent that children at St Joseph's receive a high-quality writing curriculum that develops confident writers, communicators and fluent readers who are able to effectively articulate their ideas and emotions in the wider world. We deliver varied and rich literacy teaching that inspires and nurtures a culture where children take pride in their writing, can write clearly and accurately across a range of genres and recognise their own potential when doing so.

AIMS

As children reach the end of their journey at St Joseph's we expect all of our children to:

- Enjoy quality experiences that will enhance their knowledge, skills and understanding
- Be enthusiastic and critical readers of stories, poetry and drama as well as non-fiction
- Become lifelong learners as readers and writers
- Explore global issues through writing (for example, persuasive writing and spoken language)
- Write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- Write a range of text types (fiction and non-fiction) and in a range of genres and be able to write in a variety of styles and form appropriate to the situation
- Increase their ability to use planning and drafting to improve their work
- Use a variety of mediums to express their written ideas, e.g. ICT and Drama

Implementation

St Joseph's is a Talk for Writing school. We utilise the Talk for Writing approach across the school from Year R to Year 6. All teachers are fully trained in the process of Talk for Writing and our children experience the continuity of the lessons as they progress through the school. The writing curriculum is carefully planned ensuring that the writing outcomes are carefully selected and weaved through the school year groups with a progressive approach to systematically build on the skills and knowledge required to become successful writers.

Spoken Language

Speaking and Listening permeates the whole curriculum. Children are encouraged to develop effective communication skills for the 'here and now' and in readiness for later life. The school focuses heavily on oracy across curriculum areas. We believe that every child can be an articulate communicator if they are taught how to use spoken language in a range of contexts for a range of purposes. Explicit teaching of

this knowledge about language is consolidated through regular practice for fluency, with timely opportunities for deliberate practice, where children apply what they have learned in more formal/challenging contexts, e.g. presentations, poetry recitation, drama performance, debate and collaborative problem solving.

At St Joseph's our children are immersed in Talk for Writing from Reception to Year 6. Its three phases (Imitation, Innovation and Independent Application) mean that children are explicitly taught how to compose stories using the full range of story structures (e.g. warning tales, portal stories) and how to create certain effects (e.g. suspense) in their writing. The same process applies to the teaching of non-fiction writing. Children explore quality models, and draw upon their structure and language to create their own pieces of writing. Teachers act as expert models of the writing process in daily shared writing sessions and there are regular opportunities for children's writing and ideas to be shared, displayed, published and celebrated.

The end goal of the teaching of any writing should be to develop children into successful independent writers, and so at the end of each 'unit' - once all of the teaching, modelling and internalisation of knowledge has taken place - there is an opportunity for children to produce a final, independent piece of work.

Grammar is taught explicitly through Talk for Writing units, as research shows that knowledge is best internalised when taught within a familiar context.

Writing is a primary means of expression, both for personal cognitive purposes and for communicating meaning with others. Pupils learn how to write with confidence, fluency, imagination and accuracy by orchestrating their knowledge of context and composition (text level), grammatical knowledge (sentence level) and knowledge of phonics, word recognition and graphic knowledge (word level).

We provide a wide variety of reasons and purposes for writing and, in the Early Years, provide many opportunities for child-initiated and role-play writing.

ORGANISATION

Clear objectives are set for each session and are shared with pupils. Teachers adapt the learning when necessary and according to the needs of the children.

Additional adults are used to support the teaching of English. They work under the guidance of the teacher with small groups of children or individuals.

A consistent handwriting approach is taught throughout the school from Reception to Year 6 utilising the Penpals Handwriting scheme and we have consistently high expectations of handwriting and presentation across all areas of learning. Cursive writing is to be used and displayed by all staff. Please read the Handwriting Policy for additional information.

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. Teachers establish the purpose and audience for writing and make learning intentions explicit to pupils so they know why they are studying a particular model of writing. All children understand the Talk for Writing steps and these are clearly displayed in every classroom.

The writing process carefully follows the following Talk for Writing steps

1. Baseline Assessment
Cold Task at least a week before the unit begins to carefully set appropriate targets
2. Planning for teachers
3. Imitation & Hook
4. Innovation
5. Independent Application
6. Final Assessment – Hot task.

Teachers use shared writing and modelled writing to show the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. The teaching of vocabulary should be explicitly planned for within the model text ensuring that classrooms become word conscious environments to improve and children's understanding of word meaning.

Activities are adapted when necessary through the use of writing frames, spelling banks, collaborative work and peer or adult support.

Writing in EYFS

In our EYFS, an environment rich in talk is adopted to support pupils in their language and writing development. Lessons with an English focus are taught daily using the Talk for Writing in the Early Years approach. Rhymes and stories that have repetition, repeated refrains and rhymes are used to model writing. Repeated opportunities are provided for the children to engage in their learning through independent application in continuous provision. Handwriting is supported through parts of the phonics sessions focusing on letter formation. Focus on the foundations for handwriting are approached through fine motor skills with extended mark making opportunities throughout continuous provision and the Penpals Handwriting scheme. Children in Reception class will be given an English book to write in when the Early Years Lead feels that this is appropriate for the children. This is usually in Term 4 for most children. Prior to this, significant writing is kept in each child's Learning Journal. All hot and cold tasks from Talk for Writing sessions are displayed in the classroom for every child.

Children's learning

All writing is contained in exercise books from Y1 – 6.

Cold and Hot tasks of the children's work will be photocopied and displayed in every class for every child in the school. This enables children to take pride in their learning. They are taught to respect and value the work of others too and will be taught how to peer assess and give valuable feedback.

Children are shown how to plan, draft and edit and present a final copy of their written work in their books or on paper as necessary. Children are able to use whiteboards to attempt more challenging spellings and grammatical forms and use dictionaries/thesauruses when writing independently. They are also encouraged to evaluate their own work and to make constructive comments about the work of others. Children will use purple pens to edit their work.

ENGLISH ACROSS THE CURRICULUM

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. The same written standard of writing should be seen across all writing and all subjects.

ASSESSMENT

Assessment in English must be seen in the context of the whole school policy on assessment. Reading assessments are made as teachers listen to the children read along with assessment for learning during reading lessons. Reading Assessments are also undertaken using the Reading Assessment FFT programme. Please read our Reading Policy for more information. Phonics is tracked termly. However, all teachers readily highlight children who may need extra support or those who are making more rapid progress.

Progress is recorded on our Curriculum Maestro platform and are passed on to the child's next teacher, Academy Principal, Curriculum Lead and English subject lead, and form the basis of target setting, celebration and additional support.

At the end of each Key Stage, children undergo statutory Standardised Assessment in reading and writing as directed by the Secretary of State for Education.

RESPONDING TO PUPIL WORK/ FEEDBACK/ MARKING

Effective feedback and marking is integral to good teaching and learning. Live feedback is encouraged at St Joseph's to empower the children to be actively involved in understanding their next steps and how to make progress. All adults will follow the school's marking policy.

Effective feedback aims are to:

- Inform the children what they have done well and what they need to do next

- Support pupil confidence and self esteem by developing their understanding as a learner
- Develop consistent processes across the English curriculum to enable children to respond to verbal feedback, self-assess, and evaluate their own learning.

Please read our Marking and Feedback policy for more information.

PARENTAL INVOLVEMENT

Parental involvement is welcomed and encouraged. Parents can demonstrate their involvement at home by reading with their child daily, helping with homework supporting school reading and writing events. We will ensure that we communicate with parents regularly and incorporate them within the learning process as much as possible. Parents will be invited to reading, writing and phonics workshops across the school year.

ROLE OF THE SUBJECT LEADER

The English subject leader will oversee the teaching and learning of Phonics, Reading and Writing across the school ensuring consistency in approach, coherence in the curriculum and clarity around progression. They will have a clear vision for the teaching of writing in line with the National Curriculum and based on relevant research and best practice. The English leader will understand what good progress looks like in both reading, writing and phonics and how to plan to achieve it. The English leader will recognise the relationship between oracy, reading and writing. They will recognise how to support the school in engaging all children and ensuring the good progress of all children across the school.