

# St. Andrew the Apostle Catholic Primary School



## Writing Policy

December 2022

*Succeeding Together in Faith and Love*

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## Introduction

Writing is an important life skill, even with the wide array of technology we are surrounded by. Pupils need to have a secure knowledge of basic skills, of which the foundations are laid in Early Years Foundation Stage and Key Stage One and built upon throughout their time in the school. During Key Stage Two, pupils need to develop the confidence to experiment with these skills in order to develop their own style.

As a school, we aim to build upon pupil's reading skills, which have proven links with writing. Therefore, we aim to provide pupils with a wide and varied approach to reading, which will be used as stimuli for their writing. This is consistently provided by using The Power of Reading, which is an initiative focused on improving pupil's reading and writing, alongside their love and enjoyment of English. In addition to using reading to support pupil's writing, all staff will also use a broad range of stimuli to encourage and support pupils in their writing. It is important that pupils are writing for enjoyment, and that they feel a sense of pride and achievement in their work. It is recognised by all staff that this is a vital part of pupil's progression in writing, and therefore will strive to facilitate this enjoyment.

In order to aid the writing process and development, we use a scaffolded technique, which is from Jane Considine's initiative of 'The Write Stuff'. It supports and leads pupils in their writing journey (focusing on a particular genre). Following the scaffolding and teacher led element, pupils are then able to complete an independent write, which is where we will see development of the use of the taught techniques. Pupils follow a planning process in their preparation of independent writing. Independent writing could take place over a timed period with an opportunity to edit and redraft writing.

At St. Andrew the Apostle, we recognise the importance of enabling all pupils to read and write in a wide range of genres. By doing this, we are providing the pupil with an enriched experience and allowing them a greater insight into the wider world. To provide a substantive support for this, we use written aspects of our phonics teaching (Read, Write Inc) from Foundation Stage throughout the school. It is essential, to build up pupil's confidence and self-belief, that good work is celebrated regularly and shared within the class and with the whole school community. Samples of work should be displayed in the classroom as part of this, and to serve as an example to others. As technology plays an ever

increasing role in the world, we need to ensure that we use ICT to develop and support the pupil's Literacy skills. Teachers utilise this regularly to provide pupils with a firm footing with computers and other areas of technology.

## Framework

At St. Andrew the Apostle Catholic Primary School, pupils begin their writing journey in Nursery and Reception where they follow the Early Years Foundation Stage Profile – (Appendix 2), which sets out strands that include Communication and Language and Literacy.

In Key Stage One and Two, our pupils follow the breadth of study depicted in the National Curriculum (Appendix 3), which outlines pupils should be taught:

Transcription (spelling and handwriting)

Composition (articulating ideas and structuring them in speech and writing).

Vocabulary, Grammar and Punctuation

These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar and punctuation.

## Aims

In St. Andrew the Apostle Catholic Primary School we aim to:

- Develop a love of writing;
- Ensure progression of writing skills across the school;
- Provide meaningful writing experiences using the contexts inspired by quality texts and the themes within the foundation subjects;

- Develop skills which will enable pupils to express and explain their ideas, feelings and experiences in a logical, creative and imaginative way;
- Develop knowledge of the ways in which language varies according to the context, purpose, audience and content;
- Develop skills in handwriting, spelling and grammar so that their writing follows traditional conventions.

## Intent

At St. Andrew the Apostle Catholic Primary School, we are all writers! Writing is an essential part of our curriculum offer and very important at that. Our intent is to create a passion in igniting and developing writing. We have a plethora of wonderful opportunities to inspire pupils, which ensure they enjoy writing and learn to love it. Excellent teaching and support, along with a myriad of techniques including Power of Reading and The Write Stuff that guarantee pupils make excellent progress.

## Implementation

In EYFS, pupils learn the correct pencil grip and begin to mark make and form letters, leading to writing words and sentences. We aim to develop writing through a 'talk for writing' approach, applying Ros Wilson's phrase,

***"If a child can't say it, they can't write it."***

Oracy is encouraged and implemented across the **whole** school. Voice 21, an authority initiative was embarked upon and is used as home tasks, in assembly and in classes. This increases engagement in learning and learning is more enjoyable when students bring their own voice and experiences to school life. It can break down barriers to academic learning, enabling learners to think critically, reason and have the vocabulary to express themselves and their knowledge and understanding. Oracy also fosters well-being and confidence; empowering pupils to realise their voice has value.

We explicitly teach cursive handwriting from year 2, and award pen licences in celebration assembly to pupils, who have demonstrated that they can produce neat, cursive and legible handwriting across a range of subjects. Writing depends

on fluent, legible and eventually speedy handwriting. We overtly encourage pupil to take pride in their handwriting and presentation.

Our teaching will develop the confidence of pupils through two dimensions: transcription and composition. Our pupils will be taught how to plan, revise and evaluate their writing so that they can produce pieces of work that they are proud of and we can celebrate this.

## **Impact**

The impact of this implementation will result in our pupils becoming competent writers and be able to feel a true sense of achievement. They will have a thorough understanding and appreciation of the importance of writing in the wider world and they will be equipped to continue to build on their achievements into secondary school and later life with the ability to articulate and communicate ideas confidently.

## **Resources**

Dictionaries

Thesaurus

Pens and Pencils

IPADs where APPs are appropriate to aid writing

The Write Stuff

CLPE (Power of Reading)

English books

Handwriting books

RWI resources/scheme

Oracy (Voice 21) resources and Picture News

## Curriculum Links

Writing naturally has many links with other subjects such as History, Geography, Science and even Maths, through reasoning and explanations. Links and opportunities to write are encouraged whenever possible to help support overlearning and practise of skills.

## Roles and Responsibilities

- Prepare and review policy documents and curriculum plans.
- Promote good practice throughout the school - support and extend good practice among colleagues in classes.
- Encourage staff to provide effective learning opportunities for all pupils.
- Enable pupils to progress in the subject and to have regard to the principles for inclusion.
- Organise and monitor professional development to help colleagues develop their subject expertise.
- Work with staff to co-ordinate the preparation and assimilation of medium term planning throughout school.
- Keep up to date with current developments
- Communicate developments through staff meetings and distributing information.
- Monitor and evaluate the effectiveness of the teaching of writing.
- Ensure common standards and formats for recording and assessing.
- Produce reports for review purposes, governors and newsletters.
- Audit resources and produce updated lists of books, materials and equipment.
- Contribute to the school improvement plan including costings and priorities which can help inform the school development plan.
- Be involved in liaison with secondary schools and other primary schools in the area.
- Responsible for the provision of encouraging oracy throughout the school by providing home learning tasks linked to discussion of a topic.

## Monitoring

Monitoring will take place each year according to the monitoring framework. There will be two types of monitoring i. deep dive ii. shallow paddle.

- i. During a deep dive, the subject lead, curriculum lead and SLT will plan lesson observations, book looks, and pupil/staff voice. From this, the subject lead will produce a subject overview to be presented to SLT containing strengths and ways forward.
- ii. During a shallow paddle, the subject lead will be invited to drop in on lessons by class teachers and discuss learning with pupils. The subject lead will prompt the class teachers as to what term/week this should be. From this, the subject lead will gain a clear understanding of current teaching and learning.

## Equality, Inclusion and Support

At St. Andrew the Apostle Catholic Primary School we recognise the responsibility to provide a broad and balanced curriculum for all pupils. When planning lessons, teachers will adapt as necessary, to provide relevant and appropriately challenging activities in order to ensure a fully inclusive curriculum. This will ensure all pupils are given equal opportunities to develop their knowledge, skills, understanding and vocabulary.

During discussions, care is taken to present both sides of any debate clearly and fairly.

## Review

This policy was written by the subject leader and reviewed by the governors of St Andrew the Apostle Catholic Primary School in December 2022.

Review Date: October 2023



Appendix 1 – Long Term Plan available from school website at:

<https://standrewapostle.co.uk/key-information/curriculum/subjects/writing/>

Appendix 2 - Early Years Foundation Stage Profile

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

Appendix 3 - National Curriculum

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)