

St Peter's C of E Primary School



Writing Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

English makes the major contribution to the development of a child's language which, in turn, contributes to the child's understanding of their world, the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language.

Aims and Objectives for the Teaching of Writing at St Peter's CEP School:

- For every child to be a writer.
- For every child to be able to write in a range of styles in both fiction and non-fiction.
- To create an environment where children are motivated to write, understand the purpose of writing and find pleasure in writing.
- To stimulate children's imagination and enthusiasm, also their knowledge of the world by introducing a wide range of literature from a range of cultures.
- To develop pupils writing through more challenging and demanding texts, so that each child achieves the highest level possible in writing attainment, defined by the National Curriculum and the Early Learning Goals.
- Planning for opportunities for children to learn from modelled writing where they will be introduced to challenging vocabulary as well as conventions for spelling, punctuation and grammar.

Assessment and Record Keeping

We use the 'All on One Page' writing tracking grids produced by Kent as well as Target Tracker to track progress. Children who are dramatically outside of their year group banding are identified by the class teacher and their provision is planned carefully in collaboration with the Inclusion Manager. The assessments take place at the end of terms 2, 4 and 5. Teachers work together to

'level' the writing to ensure agreement of levels across the school and across the FESI schools. Children in EYFS are assessed using the development matters statements and a best fit age banding is recorded each term.

Read, Write, Inc. Phonics

Through the Read, Write, Inc. programme (RWI), the teaching of reading supports the teaching of writing. The RWI principles form part of the ethos of the school and can be found in all classes. These are: praise, pace, purpose, passion and participation. Throughout the school children have a 'perfect partner' who they can talk through their ideas and rehearse before they start to write. Sound cards and charts are accessible for all children to support them with using their phonics knowledge to write independently.

Power of Reading

Power of Reading sequences are used to plan and deliver a high quality literacy curriculum throughout the school, developing reading comprehension and writing composition, and fostering a whole school love of reading and writing. The Power of Reading lessons put quality children's literature at the heart of literacy learning and is built on years of research and best practice. The texts selected raise engagement and attainment in language, vocabulary, reading and writing and meet all the requirements of the National Curriculum. Texts are carefully chosen and are mapped out across the school – see planning overview for details.

Spelling

Spelling is part of RWI lessons and so taught four times a week for children who are in a RWI group. The children daily spelling session, taught through the RWI spelling programme which ensures coverage and continuity. All classes across the school have RWI resources in their classrooms to support writing and spelling. Complex Speed Sounds Charts and 'red word' charts are used by children in classrooms to support their spelling and independent writing with guidance from class teachers. Children who have completed RWI are taught spelling through Spelling Shed. Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning. The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition. Class overviews ensure there is progression in the teaching of spelling. Children who are accessing Spelling Shed lessons complete linked online activities as part of their home learning.

Punctuation and Grammar

To ensure all children receive the required amount of teaching of punctuation and grammar it is taught three times a week as a discreet lesson. As well as discreet lessons, PaG is referred to by the teacher during writing sessions to consolidate and reinforce their understanding of writing conventions and vocabulary.

Handwriting

Handwriting is taught explicitly as per the handwriting policy. The RWI handwriting guidance is used to ensure continuity across the school. Children begin by learning the letter shapes and then move onto using lines, adding leading lines out and finally joined writing. The focus is on correctly shaping the letters and joins. In EYFS, children also spend time working on developing the muscles in their hands through fine motor activities planned by the class teacher. Highlighted books are used in KS1 and for those who need extra support in KS2. These highlighted lines help children to learn where letters should be placed when writing.

Early Years Foundation Stage

RWI is fully implemented in the EYFS class, but the class are not split into ability groups until the initial sounds have been taught. Once the sounds have been taught assessments take place to determine groupings. The formation of the letters is part of the RWI lesson and word time spelling takes place once the first 5 sounds are learnt.

Children have the opportunity to mark make using a variety of mediums both in both the indoor and outdoor areas. Children are encouraged to use their phonic knowledge when writing independently through the availability of sound cards and RWI displays.

In term 2, once all the initial sounds have been taught, children are introduced to writing sessions as part of Power of Reading. Modelling and shared writing make up a large part of these sessions. Children write independently and then talk through their writing with the class teacher. As the year progresses, where appropriate, children begin to respond to marking through a discussion with the class teacher.

Drawing Club is used to support children in their writing, basing their learning around high quality texts.

Opportunities for writing across the curriculum are seized to encourage children to write for a purpose and to find pleasure in writing.

Marking for improvement

Children are given the opportunity to respond to marking. A green highlighter is used to recognise where they have worked well and an orange highlighter to show where an improvement can be made. These are based on the learning objective. Children are given time in the mornings when they first come into school to make their improvements. There are a range of ways a teacher may ask a child to respond depending on their age and ability. Improvements may need to be scaffolded or choices given so children are able to succeed when responding to marking.

SEN/Able Pupils

SEN pupils are fully involved in RWI lessons as all pupils work in ability groups and teaching is geared to the speed of progress of each group. The need for 1:1 tuition is identified by the reading leader and assessed on a termly basis. Class teachers are aware of the needs of these children and plan appropriately differentiated activities. The SENCO and English leader are available to support teachers in planning to meet the needs of SEN children.

Able pupils are catered for as groups are based on ability for RWI. Teachers plan to meet the needs of more able pupils in Power of Reading lessons through differentiated activities.

Scaffolding and support including word banks, dual coded vocabulary using Widgeo and substitution tables are used to allow SEN pupils to become more independent in their writing.

EAL Pupils

EAL pupils are fully involved in RWI and Power of Reading lessons. Teachers work with the SENCO so they are able to support EAL children in their classes. This may be in the form of translations, differentiated activities or substitution tables.

Promoting writing

Writing is promoted and celebrated throughout the school. Writing is displayed in classrooms, both completed work and on working walls. Children are enthused to write through a range of organised activities, e.g. visiting authors, writing about experiences for the newsletter and writing letters to local businesses to gain prizes for school fairs.

Monitoring and Review

- Lesson observations of the teaching of English take place throughout the year and any problems are addressed immediately.

- Checks are in place to ensure the non-negotiable English tasks are being carried out in each classroom.
- Moderation of writing assessments takes place both within school and with FESI schools.
- Book scrutiny sessions take place throughout the year and action points are discussed and reviewed.
- The English leader is available to support teachers in their planning where requested/required.
- The English leader liaises with the headteacher regarding planning and assessing writing within school.
- The English leader is responsible for reporting to the governors about the quality of the implementation of writing strategies and the impact on standards.

Reviewed October 2024