



ST. GEORGE & ST. MARTIN CATHOLIC ACADEMY
Part of the Newman Catholic Collegiate
Writing Policy



Growing, Learning, Loving; United in Play, Prayer and Peace.

At St George & St Martin we aim:

“To provide a Catholic environment enabling each child to grow in understanding so as to reach his/her full potential, spiritually, intellectually, morally, physically, emotionally and socially.”
(Mission Statement)

Aims

At St George & St Martin we aim:

- To ensure the progression of excellent writing skills across the school from children's entry into nursery to their transition into secondary school
- To Provide meaningful writing experiences using the contexts inspired by quality core texts and themes
- To inspire pupils to write through exciting shared experiences
- To model high standard writing to secure high expectations and inspire writers and provide a role model for their language and structural choices
- To ensure that children are taught and recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain
- To develop a clear understanding of the structure and language features associated with different genres of writing
- To enable children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience using careful co-ordinated cross school planning
- To develop a holistic view of children's work encouraging the cross -curricular usage of literacy skills

Teaching and Learning

- High quality texts are used to challenge, enthuse and engage children. Each year group will explore their own class author and this text/author will be used to develop an awareness of language and grammar in writing.
- There is a clear progression in the teaching of writing which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing. Progression of teaching writing includes exploring features, planning, drafting, assessing and editing.
- A form of modelled or shared and guided writing should take place in every session.
- We will use, and make explicit, cross curricular themes to provide meaningful writing experiences through contexts.
- Whole school writing days provide an opportunity to inspire writers across the school.
- Talk for writing is used in all classes before children are asked to complete a piece of writing

Modelled Writing

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

Shared Writing

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process.

Guided Writing

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group so that every child partakes in guided writing. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. Teachers choose a target for each group to work on based on an assessment of their individual needs and previous writing. Support staff are also expected to take guided writing groups when appropriate.

Independent Writing/ Big Write

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

Writing Inspiration Events

Events and days are planned during the school year to excite learners and provide a meaningful context to writing. This includes theatrical productions, author visits and trips. During these events writing will be centred on children's experience to enhance their motivation to write. Progression in learning will be clearly evident, as will progression in writing skills through quality outcomes.

Provision

Early Years Foundation Stage (EYFS), provision of communication, language and literacy
At St George & St Martin we believe that "writing floats on a sea of talk" and as such children are encouraged within the early years to rehearse their writing using spoken language. The teachers and staff model grammatically correct language used in oral discussion, children are taught to converse in full sentences using appropriate language.

Each classroom has a well organised writing area that includes a variety of writing materials, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing available for the children to use independently. There should also be lots of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, clipboards, whiteboards, pens and paper.

A listening centre provides opportunities for the children to listen to stories and rhymes, whilst puppets, props and small world should be available for role-play.

Children have access to a computer which has suitable reading and writing software in use. The interactive whiteboard is accessible to the children. Inviting book corners have a good variety well organised quality books - hard cover, soft cover, fiction, non-fiction and rhymes.

Displays celebrate children's achievements and support children's future learning, being interactive where appropriate. Display should also include typed and handwritten text and captions from adults and children.

The outside area also provides opportunities for reading, writing and role-play. Activities to develop children's fine and gross motor skills need to be provided e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand.

In the EYFS there must be a daily whole class phonics session and a regular literacy based session. These should be supported by linked independent and guided activities. These are clearly described in planning with the use of learning intention and key questions, along with details of differentiation. Children's writing is collated and available for moderation and assessment in their individual learning journals. Self-initiated writing will be recorded in the children's special books.

ii) Key Stage 1 & Key Stage 2

All Key Stage 1 and 2 classes have a daily English lesson in addition to a 15 minute spelling or grammar focus. Classroom displays reflect SPAG teaching for each specific year group. The children complete a Big Write which is assessed against success criteria set by the teacher to focus children's writing. Children then receive 'Closing The Gap' time in which to respond to their targets areas be these spelling, grammar or content.

Handwriting

Legible, accurate handwriting is vital to any child's writing development and as such is a priority and focus for each teacher within the school. In EYFS children are taught to mark make and there is a particular emphasis placed on both clockwise and anticlockwise movements of the wrist and arm. Pincer grip is encouraged and triangular pencils are available within the school to enable all children to develop this skill.

Small pencils are used to ensure that children's earliest learning experiences of holding a pencil are encouraging an effective grip to allow for later development. Graphemes are taught alongside phonemes within phonics lessons and capital letters are taught as children leave R and enter Year 1.

Key Stage 1

Within KS1 the development from print to cursive script begins. Children are taught to join as they learn each grapheme in phonic lessons and are then encouraged to begin to use the taught joins within independent writing, until this point children use print in order to develop the skill of reading initially as a priority which will then lead to a clear understanding of the shape and sound of letters.

Once again triangular pencils are available to children who still need to develop pincer grip and children continue with the development of their fine motor skills via carefully structured activities including regular handwriting practice which, by being timetables and having a high priority, will demonstrate the importance of this skill to the children.

Key Stage 2

Within KS2 children should by now be using cursive script which is legible, fast and accurate.

Each teacher must set high standards for handwriting in their classroom which must be monitored and the standard raised. In order to ensure the children maintain and develop their current standard a piece of exemplary handwriting from each child will be collated at the beginning of the half term to demonstrate their current practice.

Handwriting Awards

In years 5-6 children are awarded a handwriting pen licence when their writing is judged to be of a good quality and is proven to be consistent across their curriculum areas.

Planning

Both Key Stage 1 and Key Stage 2 follow the schools core text curriculum when planning literacy. Authors are identified across KS1 and KS2 that offer high quality writing exemplification. The core text allows daily reading as well as providing a meaningful context for writing. Throughout each week, children are given opportunities to explore features and examples, writing sections or versions of a text before planning, drafting and editing their own written text. Year group expectations, outlined using the National Curriculum, provide further support when planning. The use of the assertive mentoring program for grammar must be evidenced via children's work and via planning.

The majority of English lessons are expected to be differentiated to 3 different targeted ability levels and teachers are required to indicate on their planning if the children are working independently or as part of a guided group. Teachers use the New Curriculum and Chris Quigley's Milestones for writing to target learning at each level and ensure high expectations are set for children's progression.

Teachers are required to plan extension activities to ensure children are being stretched. The extension should provide a learning experience that builds on learning and targets progress to the next level, it may be a form of self or peer assessment. Planning should show where each adult is placed within the class.

Learning Objectives are included on all planning and are shared with the class. Every lesson has at least two success criteria; these are either shared with the pupils or created with the pupils depending on age and ability. Success criteria are taken from the new curriculum linked to targets. Children are encouraged to peer/self-assess and monitor their own progress. The success criteria are the skills children need to demonstrate to achieve the Learning Objective.

Assessment, Monitoring and Moderation

At the end of every half term teachers report current scores via DC Pro. Termly Pupil Progress meetings with the Head-Teacher identify strategies to address any concerns.

Teachers use tracking grids to target learning at three levels for planning. Targets are selected as a basis for guided writing focus groups. Children also have individual targets which are referred to during weekly extended writing sessions. These targets are displayed in the front cover of children's exercise books for ease of reference by the children.

Daily success criteria are taken from the new curriculum using Chris Quigley's Milestone resource. Milestones are used to monitor the alignment of classroom lessons with the new curriculum.

Moderation

All teachers are involved in the moderation of writing on a half termly basis. Moderation for the following half term responds to the school needs identified at the end of the previous half term. This takes place at a dedicated staff meeting.

Next step marking is used to ensure progression in writing with clear targets. Children respond to teacher's feedback. Fix it time is given for the previous week's Big Write.

Highlighting against the SC and a statement explaining what children need to do to improve next time. See marking policy for further clarification of the expectations of marking within literacy.

Big Write

Children at St George & St Martin complete a big write every 2 weeks alongside a piece of extended writing. This allows children to put into practice the skills which they have been learning about within their literacy lessons. For this piece of work children will receive clear success criteria and will identify their own skills using peer assessment.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex.

To give plenty of opportunities for discussion and language development, it is important that children attempt lots of enquiry based learning.

Resources

High quality texts and resources are continually purchased to enable meaningful writing experiences. Class novels are stored in the classroom and monitored by the teacher.

Quality guided reading texts are stored in FS/KS1 shared rooms and in the corridor outside Y3 and Y5. There are a range of resources which can be found in the Staff drive within the literacy folder.

Use of ICT

ICT is used to support and enhance children's learning on a regular basis. There are a range of high quality resources available that should be used regularly to support and develop children as writers, these include:

Laptops are available for use in each classroom providing opportunities for children to edit, redraft and present their writing in a variety of ways. Word processing is an important skill for each writer.

Homework

English will be given as part of the general homework policy. This will generally reflect children's targets.

Agreed by staff.....

Agreed by Governors.....