



Together in God's love, we learn, inspire and grow



Writing Policy

This policy has been adopted by the governing body
of

St Andrews' C of E Primary School.

It will be reviewed annually or as required.

Date written 28.09.22

English Subject Leader: Jon Robinson



Writing

The overarching aim for Writing at our school is to promote high standards of procedural accuracy, compositional flair and imaginative storytelling, with a good command of the written word. We will develop the children's love of writing through: widespread reading of high-quality texts, across all aspects of the curriculum; expert, direct modelling and scaffolding of the teaching of writing; and presenting the children with varied, engaging writing opportunities daily. St Andrews' children will be inspired to become independent, life-long enthusiasts of writing, with the skills required to become active and valuable members of the local, national and international community.

This, in turn, helps build a rich curriculum where intent and implementation leads to the impact and improved outcomes for children.

Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid **understanding** of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** – the essential key to the whole curriculum.

We provide opportunities to engage learning in a fun and **nurturing** way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good **quality** outcomes.

We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are **unlimited**.

At St Andrew's we ensure that **equality** is embedded in all that we do.

The Writing curriculum intent emphasises the aim for all pupils to develop their knowledge, skills and abilities in reading.

Writing Intent

Understanding - Our writing curriculum is a sequential, progressive curriculum that builds on prior learning. The use of Retrieval / Sentence Accuracy / Basic Skills teaching and tasks in each lesson allows children to embed new knowledge in long-term memory, building automaticity and freeing up working memory for compositional skills. Assessment is used regularly by teaching staff to fill gaps and build knowledge in learning, and these are addressed in Retrieval / Sentence Accuracy Tasks.

Nurturing - Our writing curriculum is based on high quality texts that promote discussion and thinking around issues that develop understanding of the wider world and wider social issues, exemplifying inclusivity. In this way, we nurture children holistically through the texts

chosen for them. Within lessons, each child has a shoulder partner who can be called upon for support, should they need it, and shared learning tasks are encouraged to facilitate the sharing of writing skills, idea generation and peer supported editing. In this way, we create a high challenge but low threat environment.

Individual - High quality teaching and learning allows the children to share their own ideas and thoughts in paired and group discussion. In writing opportunities, within the framework of an agreed success criteria, the children are encouraged to demonstrate their own compositional style and voice. Some children have access to IT resources, vocabulary banks and alternate planning resources to support their writing if the teaching staff feel that this would benefit them.

Quality - We use a writing curriculum based on high-quality, award-winning texts with highly aspirational models of writing to inspire our children. A success-criteria for writing is always provided and, through explicit teaching, is understood by the children. We use a four-phase approach to writing: Immersion (including vocabulary enrichment), Analysis, Planning (including ideas gathering), drafting and editing. This ensures that the children develop high quality vocabulary, understand the thought processes of professional authors and take an incisive, editorial view of their own writing.

Unlimited aspirations - Every pupil at St Andrews is a writer, leaving our school with the ability to write confidently for a range of purpose and intended audiences. To ensure this, we use a curriculum based on high-quality, award-winning texts with highly aspirational models of writing to inspire children. Through our teaching and learning of writing at St. Andrew's, knowledge is carefully sequenced to build upon learnt foundations, building layers and layers of knowledge that support progress. Teachers model meta-cognition in their own modelled writing, providing examples of aspirational improvement daily. Open and honest discussion provides daily opportunities to reflect on improvement, applying prior knowledge in writing. St Andrew's Writers can evaluate their own writing and use the knowledge that they have gained to make editing choices to improve their work.

Equality - We recognise the fact that we have children of differing reading and writing ability in all our classes and so we provide suitable learning opportunities for ALL children by matching the challenge of the task to the ability of the child. In every RWI, WCGR and English lesson, Talking Partner work takes place that allows the children to share their ideas orally in a low threat / high challenge environment. Teaching sequences are considered that allow children to respond in a variety of ways. By using wide-ranging and diverse texts to inspire our writing, children are able to compare their own thoughts and experiences to those of others and develop understanding and empathy for wider society so that their understanding of, and commitment to, equality develops. Click on the link below to see our Thematic Road Map to see the wider community issues, personal development themes and Christian Values that are covered in each year group in Reading.

<https://primarysite-prod-sorted.s3.amazonaws.com/standrews/UploadedDocument/6fa5b129-af11-417b-93bd-d067c4e27ae2/reading-thematic-journey-at-st-andrews.pdf>

Writing Implementation

At St Andrews', all staff work hard to ensure that children have a love of books and literature and we're very proud that so many of our children enjoy reading and that reading has such a high priority in every area of our school. This love of reading feeds directly into our school aim to engender a love of writing. St Andrew's uses the 'Read to Write' model to support this. Each class, from Year 1 to Year 6, will study a different class text each half-term, supported by the 'Read to Write' programme.

Read to Write (Literacy Counts) provides high-quality teaching of writing through high-quality literature. From Year 1 to Year 6, these detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum.

At St Andrew's a sequence of Writing Lessons looks like this:

Immersion in a text (3-6 days)- the children being fully immersed in the book that they are studying; learning challenging, genre-specific vocabulary and phrasing; understanding the rhythm of the text type they are engaged with; understanding the effects that writers are trying to create in their writing.

Analysis (3-4 days) - in-depth, word, sentence and text-level analysis of a text and the impacts that a writer attempts to create on their reader

Planning (2-3 days)- planning their own writing through ideas gathering, discussion and finding further exemplar texts

Writing (4-5 days)- initial drafting, editing to make improvements and experiment with structure and finally, writing/publishing across a range of genres

The 'Read to Write' sequence also provides contextualised spelling, grammar and punctuation; wider reading for the wider curriculum; curriculum enrichments for all year groups; model texts linked to writing outcomes and a wealth of supporting resources.

St Andrew's Long-Term Plan for Writing

Click on the link to view the books, genres and specific written outcomes that each year group will be studying and working on this year:

<https://primarysite-prod-sorted.s3.amazonaws.com/standrews/UploadedDocument/a04b1e75c8ee450fab78d4a8f8167cd5/st-andrews-english-long-term-plan-using-read-to-write.pdf>

These high-quality texts are used throughout our English lessons and, where possible, link to other curriculum areas. From one book study (and the study of exemplar writing), the children will complete many short, written pieces, where they practise specific objectives based on their learning objective, and two lengthier written outcomes.

A typical St Andrew's Writing lesson looks like this:

A typical English lesson will see the children:

1. Begin with a 'sentence accuracy retrieval' writing task to practise and embed the key objectives in writing for the current year group or preceding year group. This supports our

intent to create procedurally accurate writers and embeds key writing skills and knowledge in long-term memory. The Teacher will always model what is expected in this and then give a contextual prompt for the children to give a written response

2. A 'hinge task' that links back to the previous day's learning - this could be a summarisation of a shared text, discussion and task around a skill learnt in the previous lesson, an editing task of previous writing with a teacher-guided focus or a knowledge re-cap task based on an area of grammar previously taught
3. Shared Reading task - the children will read from the Vehicle text, exemplar text or associated text. These text types are of high-quality writing and have been selected to inspire and support the children in their own writing and offer fantastic models of writing
4. Direct teaching of a writing skill or direct teaching, and discussion, of how to identify and process the techniques used by a writer. The teacher will highlight where this skill is used by a writer in a contextualised, high-quality example text, and then will model this to the children, explaining their thought processes as they model. The children may be asked for ideas to 'help' as the teacher models this
5. Apply and develop skills - the children will then work with their peers or independently to apply the new skill in contextualised writing or apply it to the chosen example text. In most lessons, the teacher will work with a group of children in guided writing, supporting children to develop identified writing skills that will progress their learning
6. Evaluate and Assess - the children will evaluate their own, or a peers, writing and development of skills from that lesson, making edits to their work

All writing work is completed in English books and children are encouraged to constantly reflect on, and be inspired by, previous work when they write. This way, the children build up a bank of writing knowledge and skills that they can use across the full range of genres studied. Working Walls are used, and added to, daily to display new knowledge and skills and as a reference point for exemplar writing that can be used to support the children's own writing. These are reviewed during the 'hinge task' so that skills and knowledge are built upon sequentially to aid progression.

Click on the link to see the Read to Write Progression Documents for each year group to see how children progress through writing skills and knowledge across our school

<https://www.standrewsmaghull.com/english-reading-writing/>

Writing across the Wider Curriculum

In most school weeks, from Monday - Thursday, English lessons focus solely on 'Read to Write' learning for one hour each day. As we want all of our children to be proficient at writing across a range of genres and subjects and for varying purposes and audiences, Friday's English lessons are spent writing across other curriculum areas, utilising skills learnt in English to communicate understanding in other areas. The genre and purpose studied in English is transferred to writing in these other curriculum areas. For example, when studying diary entries in English from Monday - Thursday, the children in Year 6 could write a diary entry as a WWII evacuee, on Friday, in History; children in Year 3, studying persuasive texts in English, could lead to writing to persuade children to lead a healthier lifestyle in Science; children in Year 4, studying explanation texts in English, could

explain the creation of a meander in geography; children in Year 2, studying biographies, would write a biography of Florence Nightingale in History work etc

Writing in EYFS

In EYFS, our children develop English skills through the 'Talk through Stories' model of teaching. This places an emphasis on developing language skills through speaking and listening, which then feeds through to writing. The children develop complex vocabulary that is used to increase their own writing skills and their ability to communicate effectively. Each book, carefully selected by our EYFS Lead, feeds into the EYFS curriculum and supports learning across the whole range of ELGs in Reception.

How the English Writing curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities.

All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning, support and resources in lessons. Learning opportunities within Writing lessons cater for all needs and are kinesthetic, visual and auditory. Pupils can also be targeted for enhanced support and there are also opportunities for children of different abilities to work together. Our school SENCO offers advice and support which enables teachers to plan activities that meet the needs of all children.

We recognise the fact that we have children of differing writing ability in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Supporting children in guided writing tasks
- Providing a range of challenges with different resources
- Using additional adults to support the work of individual children or small groups (where possible)
- Incorporating high order questions that apply to critical thinking to extend the most able children in reading and writing
- All planning explicitly states the way that confident readers and writers will be challenged and how less secure children will be supported to learn

We teach Writing to all children. Through our teaching of writing, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Some children may use Adult Support in lessons, either 1:1 or in small groups, in order to access tasks set with confidence and to dispel any barriers to their learning. Where reading or writing may be of difficulty to a child, alongside adult support, children may use writing frames, cloze procedures, guided writing, overwrite tasks or word banks of key vocabulary that may be needed. Children may also have the use of technology to record their responses, where written recording may cause a difficulty. All barriers to learning are addressed in order to allow all children to access and achieve in all areas of Writing

Spelling

In order to ensure coverage of the statutory requirements for the National Curriculum, we follow the Babcock LPD Primary 'No Nonsense Spelling' scheme of work and use the resources provided to support the relevant spelling rules for each year group. Spelling lessons take place daily in each classroom for 10-15 minutes, often in conjunction with handwriting tasks. These lessons can include: spelling rainbows, word pyramids, word searches, spelling shape outlines, syllabification, words within words, word pictures, anagrams, crosswords, suffix and prefix tasks or dictionary work.

Children take home weekly spellings which apply to the spelling rule they have been learning in school. There are weekly tests to assess the progress that children are making towards these spellings. In KS1, these tests are completed as a word list. In KS2, for most children, the spelling assessments are completed as a proofread task and then a contextualised spelling dictation of whole sentences or paragraphs, completed in spelling assessment books. It is the teacher's judgement on how long a class spends on a spelling rule and how many spellings they take home to learn.

Handwriting (see St Andrew's Handwriting Policy for further information)

Each child at St Andrews' will be taught to write fluently and legibly in a cursive script. To help us to achieve this, at St Andrews', we use the Letter-Join handwriting scheme. This enables high quality handwriting practice in lessons and also gives children access to handwriting practise at home too, through the Letter-Join app. Each child will be given a log-in to this by their class teacher at the start of the school year and this can be used for set homework tasks or for fun handwriting practise at home. Explicit teaching of handwriting takes place daily in EYFS and KS1 for 15 mins per day and four times per week, for 15 mins per day in KS2. Targeted children may receive extra support in handwriting when necessary.

High quality handwriting begins in EYFS where the children will learn printed script as illustrated by Read Write Inc (our early reading phonics programme) This continues into Year 1. During Year 2, the children will be taught to write in a pre-cursive script, that will then lead them on to correct letter formation in full cursive, beginning by the start of Year 3. Once a child has been assessed at writing cursively, to the high standards that we have for them, and at a fluent, high speed, they will be awarded a 'Pen Licence', which they will receive in Assembly, in the week that they reach this special milestone. From this point, they will be able to write in pen in all of their books (except Maths, which is always pencil) As a long, summer holiday can sometimes lead to an understandable drop off in writing practice, every September, all children will begin their year writing in pencil until they have reached 'pen licence' standard. Obviously, we envisage our older children will quickly reach this point early in the academic year.

Please click on the link to see our Letter-Join Handwriting Policy for further information.

<https://primarysite-prod-sorted.s3.amazonaws.com/standrews/UploadedDocument/2caa3cda62d7466aaeceb0302f4c3af8/handwritingpolicy-from-letter-join.pdf>

Vocabulary Enrichment

We aim for St Andrews' children to have a wide and varied vocabulary that they can use in a multitude of contexts, both orally and in writing. Subject specific vocabulary (Tier 3 vocabulary) is taught daily through English, Maths and across the whole of the wider curriculum. Children will also be taught more generic, multi-contextual vocabulary (Tier 2) that will allow them to access much

higher-level texts (newspapers, text books, journals, encyclopaedia's etc) through our Words of the Week activities. Every week the children be exposed to 2-3 Tier 2 words. Each year group has been allocated a set of 100 words to learn over the course of a year. The children will hear these words daily being used and will be encouraged to use them in both speaking and writing. As they are more complex words, the focus will not be on spelling correctly but reading & recognising, saying, and using in different contexts.

English - Impact

Overview of English assessment procedures, including the expectations of teachers using both formative and summative assessment:

Formative assessment: We assess children's work formatively in English through observations and marking in Writing lesson activities and in short pieces of independent writing, against success criteria in English tasks. These assessments inform the class teacher's planning for future lessons. Spellings are assessed weekly based on the current week's spelling list. This assessment is completed as a dictation task (Years 4-6) or as a cloze activity (EYFS - Year 3) These enable the children to see the spellings in a real context.

Summative assessment: Grammar, Punctuation and Spelling (GPS) is assessed each term through a formal Assessment. The teaching and assessment of GPS allows the children to develop accuracy in writing. Years 1, 3, & 5 are assessed through NFER GPS Assessments, whilst Years 2 & 6 are assessed using SAT papers from previous year groups. Writing is assessed twice every half term using the Teaching Assessment Frameworks for writing for each year group's objectives. The results of these are shared with the children to allow them to see the fruits of their hard work and so that they can identify what they need to do next to improve as writers.

Informed Assessment

Both formative and summative assessment is used by class teachers and the SLT to inform future planning, teaching and learning. At the start of each term, key objectives are identified from Question Level Analysis (QLA) of previous test results and completed writing assessments. The class teacher completes their own QLA to inform future planning and coverage of objectives. Progression in writing is mapped through the 'Read to Write' progression maps and these are used by staff to inform future planning and assessment. Wherever possible, children are the first to assess their own learning and to support peer assessment.

The teacher uses all of these different assessments to inform reports to parents and the next class teacher at the end of the year.

Half termly attainment is measured using information from formative and summative assessments to give an overall judgement of the child's level of ability (working towards, at or above, age related expectations -ARE)

Monitoring arrangements

Book Scrutiny: These are completed every 3-4 weeks by the English lead and another member of SLT. There is a clear focus during the book scrutiny and feedback is given to class teachers in written form. Subject leader feeds back to SLT and arranges for training for staff where necessary.

Lesson Observations/drop in: The English lead and another member of SLT do this termly (or with greater frequency should a member of staff need specific support) feeding back to class teachers and SLT.

Medium Term Planning: A medium term plan for Writing lessons is provided at the beginning of each half term to map out the whole period. Weekly planning is then provided weekly (Mondays) to add more detail and to ensure that breadth of coverage is maintained. 'Read to Write' progression maps and

'suggested lesson sequences' provide medium term planning in English and these are monitored against staff's weekly planning. Weekly Planning is provided for the Subject Lead at the beginning of each week by teachers. This planning is adapted and developed from the 'Read to Write' suggested lesson sequences document for each unit of work.

Pupil Voice: The English lead speaks to a wide variety of children, at least termly, to measure the children's understanding of concepts being taught, their attitude towards writing and level of enjoyment they are getting from writing. These can include questioning around enjoyment of studied texts or writing outcomes, assessment of key GPS understanding, engagement at home in reading etc

Parent Voice: Once per year, the English lead will survey families about their child's experiences and engagement in Writing and about support that could be offered by school in these areas.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

We aim to develop and enhance our subject leads personal interest and passion in English through:

- high quality continual professional development (CPD) e.g: 'Read to Write' training, and webinars to support this; liaising/observing colleagues across the local area and LDST; half-termly attendance at LDST English Leads meeting
- networking opportunities through LDST and Sefton LA
- engagement with the wider curriculum lead and wider curriculum subject leaders to identify wider curriculum writing opportunities

We aim to ensure all staff's English knowledge is up to date through:

- delivery of training at staff meetings every half term
- provision of effective resources
- engagement with subject lead
- Ad-hoc coaching and support