

# **St Anne's C of E Primary School**

## **Writing Curriculum Policy**

### **Evidence of Intentions and Practice**



For the information of staff, governors, parents, LA, OFSTED and DfE

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Approved by: Governors

Issue date: July 2022

Reviewed date: May 2023 -Rosie Stanton/Nikki Edwards

## 1. Rationale and Audience

This policy is set out to describe our values and philosophy in relation to meeting the needs of all learners at St Anne's Primary School. It outlines the framework within which all staff work and gives guidance on planning, teaching and assessment. It is designed to describe how the school intends to meet the needs of writers of all ages.

This policy document, having been presented to and agreed upon by the whole staff and the governing body, is available to all individual members of the teaching staff and for governors, parents or any other interested parties; e.g. the LA, support staff, visiting teachers etc.

## 2. Aims and Intent

*'You are the light of the world.'*

At St Anne's CE Primary School, we strive to meet the needs of all pupils with a broad and balanced curriculum in English. In our school, all children have the opportunity develop a rich and varied vocabulary with the confidence and ability to have well-structured discussions. Through inspirational delivery of the English curriculum, we foster independence and focus on developing **resilient learners**.

In writing, our children are provided with a high-quality, exciting curriculum. This curriculum teaches them to not only write fluently, but to write at length, for a range of purposes. We focus on developing **resilient learners**, who have the **courage**, to be explorative with their writing and learners that can confidently plan, revise and evaluate their writing, ensuring cohesion for the reader.

Children are consistently taught spelling patterns and rules to enable confident and dynamic spellers (see **Spelling**).

By the end of Key Stage 2, and in preparation for Key Stages 3 and 4, our curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## 3. The Writing Curriculum

The curriculum has been carefully developed in our school to meet the needs of our children in our context whilst meeting the aims and purposes of the National Curriculum.

In all areas of school, high quality texts lead and are used as stimuli for purposeful and exciting writing opportunities. The texts we use have been carefully reviewed, selected and mapped out from Nursery to Y6, representing a range of authors, voices, and book types / genres across both classic and contemporary texts.

The writing opportunities allow children to write for a range of purposes, showcase different genres and to ultimately become proud, to have voice and to become authors.

#### **4. Provision**

##### **Provision for Early Years Foundation Stage (EYFS):**

Communication, Language and Literacy

- Independent access to mark making areas within continuous provision.
- A song basket/song box and regular story times. Children also learn a rhyme each week.
- Puppets, props and small world are available for role-play.
- The outside area also provides opportunities for reading, writing and role-play.
- Activities to develop children's fine and gross motor skills are provided.
- Inviting book corners have a good variety of well organised quality books.

In Reception, daily whole class phonics session and a regular literacy-based session are supported by both independent and adult directed activities.

##### **Provision for KS1 and KS2**

Throughout Key Stage 1, all classes have a daily Phonics lessons. For both KS1 and KS2, children have a 45-minute English writing lesson. Writing journeys incorporate the teaching and application of transcription, composition, grammar, punctuation and spelling. Children also have 3 discrete spelling sessions a week and 3 handwriting sessions.

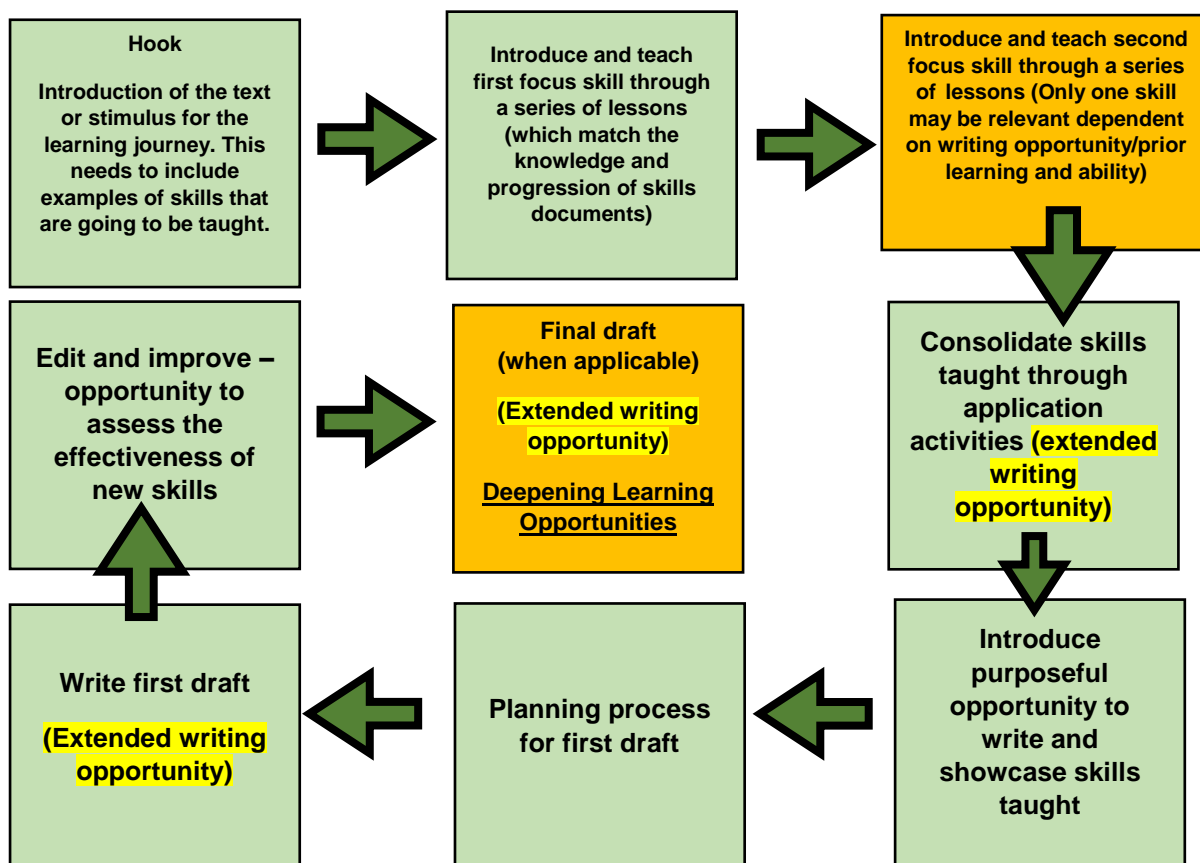
Across all year groups, spoken language lessons are embedded into the learning journeys and regular opportunities for children to to explain their understanding, concepts and ideas, are embedded.

In all classrooms, resources are utilised to support our learners with special educational needs (SEND), these include: recording devices, iPads, task boards, scaffolded tasks, word banks, pencil grips, visual aids and story props. Our learners with SEND benefit from tailored, differentiated work; additional adult support; partner work; group work and practical activities.

## 5. The Writing Journey

- Each unit of writing consists of learning over **approximately** a 2-3 week learning journey through 45-minute lessons in the mornings from Monday to Friday.
- Teachers have the professional scope to adjust where they think they are needed. For example, if more than one lesson is needed to embed a skill, then this can be done.
- There is an expectation, however, that each stage of the learning process takes place and is evident through books, learning environment and planning.

What does the learning journey look like for Writing?



## 6. Sequence and Lesson Planning - Expectations

The teacher planning format maps out the sequence, identifies high-quality text(s) being used, identifies learning objectives, details differentiation and gives a short synopsis of the content of each lesson.

We do not rely upon summative assessments (tests), we instead use formative assessment at the forefront (observations, discussions, marking of pupil work, questioning etc.) and support our teacher judgements with termly assessments (tests).

Teachers use their assessments to plan the ongoing learning journey and respond to the needs of pupils.

## 7. Non-negotiables

For each year group, there is a set of non-negotiables that all pupils must have mastered by the end of the year. This involves them using these tools independently and to have developed the ability to apply these in other areas of the curriculum. These non-negotiables are taken from the National Curriculum and are outlined in our knowledge and progression of skills documents.

## 8. Handwriting

At St Anne's, we teach children to use cursive handwriting from Y2. We use a separate scheme of work, 'Write Well', to explicitly teach handwriting throughout the week.

Children from EYFS through to Year 3 will always use a pencil during their lessons. From Year 3 onwards, children can earn a 'Pen Licence' if they consistently meet the following criteria. This enables them to use a pen in all of their written work.

### Pen Licence Criteria

**I will be awarded a pen licence if:**

- I always write capital letters in proportion to lower case letters
- I always write ascenders and descenders clearly (g, y, p, j, q, and t, l, h, d, k, b)
- I always start, finish and join all lower case and capital letters in the correct place
- I always sit letters accurately on the lines
- I always correctly space letters and words
- I always draw straight lines neatly with a ruler

### Presentation

We have high expectations of presentation.

- All children in EYFS and KS1 use pencil to write, and in KS1 children learn to cross mistakes out with a ruler.
- In KS2, children are expected to join their handwriting, if they are awarded a pen licence then they can write in blue ink.
- All mistakes should be crossed out neatly and learning objectives and any work should be stuck in neatly.
- Where presentation is substandard for that pupil, teachers will address and children will need to correct.

### Spelling

Teachers use the 'Spelling Shed' curriculum to support and teach spellings across all key stages.

Not every incorrect spelling will be corrected, but persistent errors and errors in High Frequency Words, curriculum lists or important topic spellings should be commented on.

Children are expected to check for common errors, using dictionaries where appropriate, before handing in work.

## 11. Writing Assessments

At the end of each term at St Anne's, it is the expectation that there is a minimum of four extended, assessed pieces of writing in the children's books and copied in their writing portfolio which travels through school with them. There should be a range of text types, including fiction and non-fiction.

Following the objectives as they are set out in the National Curriculum, we make our assessments for KS2 pupils using the set assessment framework.

## **12. Responsibilities**

Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English subject leader, the Headteacher and all class teachers. Our subject lead, in conjunction with the headteacher:

- Provides strategic leadership and direction in English.
- Ensures the National Curriculum is implemented effectively.