



## **St. Kentigern's Catholic Primary School**

### **MISSION STATEMENT**

St. Kentigern's School is part of our parish community of faith which helps our children to develop their spiritual, mental and physical abilities to their highest possible potential, by prayerfully basing their lives on the teachings and values of Jesus Christ and his Church, while recognising and respecting the beliefs of others. We are committed to the development of the whole child within a community where every individual is valued and respected. Co-operation and friendship will encourage a happy and caring learning environment.

Our School Motto: 'Treat others as you would like them to treat you.'

#### **Writing Policy**

**Writing Subject Leaders:** David Willis and Sarah Brooks

#### **Rationale**

*Language and Literacy are central to our ability to understand, interpret, and communicate about the world and with each other. Writing is a thoughtful process which requires the writer to contribute his or her own experiences and thoughts to the written word. The ability to write is fundamental to many aspects of life, and is central to show understanding in a wide range of areas of the curriculum. As writing is an everyday necessity, it is important to develop skills which allow individuals to communicate effectively with others.*

## Aims

We aim for the children at St. Kentigern's Catholic Primary School to:

- Become able, confident, writers;
- Write for enjoyment;
- Write in a variety of styles for different audiences and purposes;
- Understand layout and how to write different types of texts;
- Implement the sound and spelling system, and use this to spell words with increasing accuracy;
- Be able to write with increasing coherence and variety;
- To develop an understanding of how punctuation affects sentence structure;
- Show understanding of how correct grammar is essential for effective communication;
- Be able to use independence to self-edit and assess their own writing against pre-defined success criteria.

We aim to develop, through our teaching of writing, the following attitudes:

- Creativity and imagination;
- Critical self-evaluation and reflection skills;
- Independence;
- Confidence;
- Perseverance;
- Pride in their efforts and achievements leading to celebration of a visible product.

## Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum for English and in the Foundation Stage we also follow statutory guidance. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age. All children will have exposure to the Curriculum of the Year group in which they are in, but may require interventions to fill in any gaps from preceding Year groups.

- In the Foundation Stage children should be given opportunities to develop their dexterious coordination, control and movement. They should be encouraged to develop by linking sounds and letters and beginning to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest in writing.
- In Key Stage One, children should enjoy writing and see the value of it. They should learn to communicate meaning in narrative and nonfiction texts and spell and punctuate correctly in line with National Curriculum objectives.
- In Key Stage Two, children should develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They should learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They should use the planning, drafting and editing process to improve their work and to sustain their fiction and nonfiction writing.
- Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise writing standards. Children are encouraged to develop effective communication skills in readiness for later life. The 'Talk for Writing', based upon the work of Pie Corbett, is used throughout the school to support children's reading and writing.

## **Approaches to Teaching and Learning**

The teaching and learning of writing will run across the entire curriculum. We aim to provide a rich writing environment to develop the children's skills in writing. Teaching strategies aim to enhance children's motivation and involvement in writing and to develop their skills through the following:

- Showing writing ability through other curriculum areas;
- Teacher modelled writing;
- Guided Writing;
- Whole class writing sessions;
- Writing to share and display;
- Writing opportunities for homework in Learning Logs, developing creativity;
- Showing opinion and understanding;
- Demonstrating knowledge of phonic/spelling skills;
- Showing an awareness of vocabulary;
- Understanding of sentence structure and punctuation;
- Applying knowledge of grammatical conventions;
- Writing for purpose and audience;
- Understanding the power of writing and impact when correctly presented, e.g. persuasive writing;
- Writing clear and precise instructions;
- Creating imaginative stories with genre specific vocabulary;
- Developing critical and thinking skills;
- Developing self-evaluation skills alongside peer evaluation strategies;
- Sharing creativity and understanding of language and wordplay through poetry;
- Understanding the importance of presentation through handwriting and layout.

## **Teaching Groups**

Writing will be taught in timetabled English lessons to mixed ability class groups and to smaller ability groups. However the development and use of writing skills will be encouraged and applied throughout all subjects.

Vocabulary, grammar, handwriting and punctuation are modelled throughout the daily life of the classroom and in all aspects of teaching and learning. Discrete sessions for these skills are taught in classes.

Phonics is taught in the Foundation Stage and Key Stage 1 daily and groups may be streamed throughout the year depending on the Letters and Sounds phases taught. Opportunities to write and practise their phonological awareness are given to children daily.

The school has a Newspaper Club who meet weekly to write the school newspaper.

Film club encourages the writing of reviews and critical thinking towards film and cinema.

## **The Role of the Subject Leaders**

The role of the Writing Subject Leaders involves:

- Auditing and organising writing resources within the school;
- Ensuring that National Curriculum objectives are planned for;
- Supporting other members of staff;
- Reviewing assessment data;
- Keeping up to date with current good practice and passing on information to colleagues;
- Reporting to governors termly with action plans, evaluations and reports.

## **The Role of the Teacher**

The role of the teacher is to:

- Ensure that the teaching of writing is incorporated into medium and short term planning;
- Ensure that the teaching of writing is delivered in the ways outlined in this policy;
- Ensure that they take advantage of opportunities to make cross-curricular links by planning for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum;
- Inform the Writing Subject Leaders of any resourcing issues.

## **The Role of the Parent**

The role of the parent is to:

- Encourage their children to write regularly at home;
- Assist and encourage children in Key Stage 1 and 2 to learn their spellings ready for the weekly spellings tests;
- Encourage presentation of handwriting skills in children's homework;
- Attend any relevant workshops held in school from Foundation Stage onwards.

## **Equal Opportunities**

We will ensure all children have equal access to the curriculum, regardless of gender, race, religion or ability.

Children with specific writing difficulties or physical disabilities will be identified and supported through support programmes in school and external help will be sought where necessary.

## **Planning, Assessment and Reporting**

Teachers will ensure that writing is planned for using an appropriate format. The topics for English will be chosen by the teacher to link with the Cornerstones topics and a yearly overview will be handed to Writing Subject Leaders and will include all elements of spelling, punctuation and grammar from the National Curriculum.

There will be ongoing teacher assessment of the skills needed for writing, and the ability to construct effective and accurate texts.

In Key Stages 1 and 2 spelling ages are tested on a regular basis and the results are tracked throughout the school. Individual targets in writing are set and shared with children and parents.

Parents are informed about their child's year group expectations for writing at year group meetings at the beginning of the school year. They are also informed about their child's progress/attainment in relation to national norms in their termly reports. The report also includes each child's self evaluation of their own progress and effort indicated by 'smiley' faces.

Assessments used include:

- Young's spelling test;
- SATs writing portfolio in Years 2 and 6;
- Spelling, punctuation and grammar tests in Years 2 to 6;
- Frequent whole school assessment and levelling of writing;
- Portfolios of writing collated in each year group to standardise levels.

Intervention schemes include:

- Grammar and spelling boosters throughout Key Stage 2;
- Writing boosters throughout Key Stage 1 and 2;
- Fine motor skills booster groups across the school.

## Resources

A range of resources are available for teachers to use including:

- General grammar, spelling and punctuation teacher books;
- Subscription to I am Learning;
- Pie Corbett Talk for Writing box;
- Story Sparker cards;
- Sentence starter dice;
- Phonic sounds mats to aid spelling;
- Classroom displays to develop vocabulary;
- Igniting Writing book and DVD scheme;
- Blogging throughout the school to encourage writing and ICT, enabling writing to be shared with a global audience.

## Additional school writing focuses

Writing is stimulated in all year groups through a range of school initiatives and activities including:

- Links to other schools to develop pen pals;
- Educational trips to provide stimulus for writing;
- Visiting theatre companies e.g. Spellbinder and their associated resources;
- The annual school Spelling Bee and the Blackpool Spelling Bee;
- Engagement through Cornerstones topics;
- Visits, trips and visitors to school including frequent visits from local author Dan Worsley;
- The Royal Shakespeare Company Schools programme;
- Themed Creative Weeks;
- National Poetry Day;
- World Book Day.

Date reviewed: 12.06.17

Next Review Date: 12.06.19

Signed:

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Subject Co-ordinators    Subject Governor    Chair of Governors

... June 2017

... June 2017

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