

Sacred Heart Primary CVA



Our Writing Policy



English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

The Patron Saint
is: Saint Francis
de Sales

What would Jesus do?

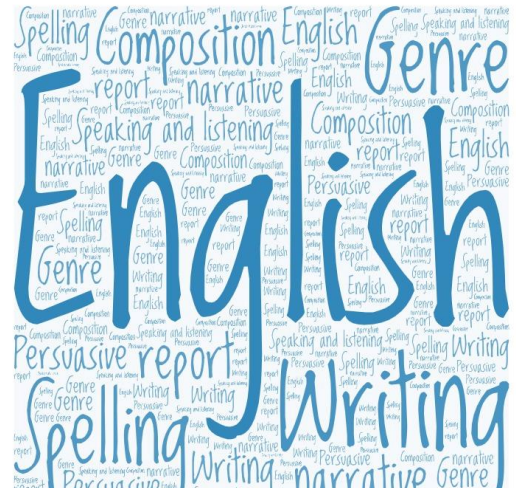
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Do what Jesus did!!



Our Mission:

To make good choices in all areas of our lives, using Jesus as our role model.



Intent

We intend to provide the children at Sacred Heart with a high-quality writing education that equips them with skills that enable them to write effectively for a wide range of purposes and audiences. In the modern world, we are expected to be able to communicate through writing in a variety of different ways, from formal letters and emails to text messages. We aim to give our pupils a toolkit of knowledge, skills and techniques that will allow them to do this. By providing opportunities for writing across the curriculum, pupils can put the skills learnt in their English lessons into practice through a range of purposeful contexts.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

(National Curriculum 2014).

We believe that writing is a complex skill that will not develop without teaching and practice and so we strive to achieve this by ensuring that pupils are provided with experiences that:

- Help children to use texts to gain more knowledge about improving their own writing.
- Allow practice of extended writing in a variety of purposeful contexts.
- Develop positive attitudes to the writing process including planning and redrafting.
- Support improvement and high expectation of core skills i.e. spelling, grammar, punctuation.
- Provide feedback to pupils which will enable them to improve their writing skills.
- Maintain and develop a high writing achievement ethos at all stages in the school.

Implementation

[Link to the National Curriculum](#)

English sessions are planned in units of work, based on objectives from the National Curriculum. Lessons should provide opportunities for the children to practice the skills needed to be a writer and to practise a number of longer pieces of writing. Each unit of work covers a specific text type and can last for any number of weeks. Each unit builds towards a final piece of writing which will allow the children to put all of the skills they have learned in to practice. English sessions take place 2-3 times a week in Year 1 and at least 4 times a week in Year 2 and KS2.

Teachers use a number of techniques within English lessons, including Talk4Writing which enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

In this way, the development of storytelling is built through the following sequence:

Imitation – the straight retelling of learned stories.

Innovation – developing, extending and changing elements of a story.

Invention – creating a new story.

KS1 units of work will follow this sequence more closely, whereas KS2 units may include elements of the Talk4Writing process.

At Sacred Heart, we believe that the most impactful way to effectively teach spelling, punctuation and grammar is through the use of high-quality texts. This enables the children to see the SPaG concepts in context and allows them the opportunity to practise using them within their writing. The learning objectives for English lessons will explicitly show where a SPaG objective is being taught. Teachers ensure that the texts they choose for their English lessons provide the scope and opportunity to teach the SPaG coverage within their year group. Any objectives that cannot be linked to the work within English lessons will be taught in weekly/fortnightly stand-alone SPaG lessons.

Spelling is a key focus of our school.

In Year 1, spelling is incorporated into the daily phonics sessions. Tricky words and high frequency words are practised regularly.

In Year 2, weekly spelling lists are sent home to be learnt and daily spelling activities are undertaken in class to allow children to practise them in school.

In KS2, a spelling activity is carried out daily, with spelling tests being given on a Friday.

Spelling lists are derived from the year group word lists and spelling rules given in the National Curriculum.

Assessment, Feedback and Reporting

Teacher assessment – This is ongoing in lessons and on the completion of a topic, in line with end of year expectations in the National Curriculum. Teacher assessment should be based on writing that has been produced independently (no scaffolds or adult support). Comparative Judgement is used termly to ensure consistency in assessments across schools. Moderation events will also take place in school and across the trust to ensure accuracy of judgements.

Self and peer assessment – Opportunities for this are used at the end of topics involving positive and constructive critique of their own work, and that of others.

Reporting to parents – Comments regarding progression against the age-related expectations for this subject are reported to parents as part of the end of year report.

Monitoring

The Curriculum leader, alongside SLT, is responsible for monitoring and evaluating curriculum progress.

This is done through:

- work scrutiny,
- planning audits,
- resource audits,
- learning walks which involve lesson observation drop-ins,
- pupil interviews,
- subject-knowledge audits with staff.

Ideas to extend learning beyond the classroom and into the home:

- Provide a place for your child to write.
- Read, read, read.
- Encourage your child to keep a reflective journal.
- Provide authentic writing opportunities for your child, shopping lists, notes etc
- Be a writing role model.
- Start a vocabulary notebook.
- Ask questions.
- Help your child publish their own writing

Development Area for this academic year:

1: Increase attainment in Writing across KS1 and KS2 through CPD for all teaching staff.

2: Research, trial and improve spelling strategies within KS2 to improve spelling in pupils' written work.

3: Ensure that there are regular and varied writing opportunities across curriculum areas.