

## 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?

?????

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 - spelling, grammar, punctuation and handwriting.
- 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](#)

Pupils' writing journey begins in EYFS, where the foundations for writing become embedded. In Foundation 1, lots of opportunities for mark-making and fine motor skill development are built into the daily provision to ensure children are ready to write. In Foundation 2, pencil control and hand-strengthening activities are a focus at the beginning of the year, and the children are given plenty of opportunities to practise and apply their skills through the continuous provision activities. In their daily phonics sessions, pupils progress from writing GPCs to words to full sentences, which is consolidated through opportunities for writing in their writing book (weekly), through continuous provision activities, and daily name-writing and segmenting activities. These tasks may be supported by an adult to begin with, becoming more independent as the year progresses.

In KS 1 and 2, writing sessions are planned in units, based on objectives from Our Writing Intent. Lessons should provide opportunities for the children to practice the skills needed to be a writer, matched to the features of the text-type they are studying. Each unit of work covers a specific text type, with a focus on fiction or non-fiction, building towards a final piece of writing which will allow the children to put all of the skills they have learned in to practice. Some lessons will be based on sentence-level work and others will provide opportunities for the application of the focus skill in a short piece of writing. Writing lessons take place two-three times per week in Year 1 and four 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. 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. EYFS and KS1 units of work will follow this sequence more closely, whereas KS2 units may include elements of the Talk4Writing process, such as boxing up.

It is important that pupils are given the chance to internalise and apply their learning from previous weeks, terms and years. Our Writing intent is planned sequentially so that pupils build on knowledge and skills from previous topics and year groups. Retrieval practise also takes place at the beginning of each Writing session – this may be written or oral, dependent on the knowledge and skills that are being practised, and the context of the lesson.

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. Each unit of work is planned around a stimulus text (for example a novel, picture book or model text) to enable the children to see the spelling, punctuation and grammar concepts in context and allow them the opportunity to practise using them within their writing. This text will be used as the context and/or model for their final piece of writing.

At the end of each Writing unit, pupils will draft their final piece over the course of a few lessons. They will then be given the opportunity to proof-read and edit, before publishing their writing, showcasing the skills they have learnt in the topic and their handwriting.

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

In Year 2, spellings are taught in accordance with Little Wandle's Bridge to Spelling and Spelling Units.

In KS2, Spellings are taught according to phoneme. Spelling lists are derived from the year group word lists and spelling rules given in the National Curriculum, alongside vocabulary from the wider curriculum, and are grouped according to the alternative spellings of a phoneme. A spelling activity is carried out daily, with spelling tests being given on a Friday.

Handwriting is taught from Foundation 2 onwards using the PenPals handwriting scheme, which provides clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join; securing the joins and practicing speed, fluency and developing a personal style. Handwriting is taught at least three times per week in Foundation 2 and KS1, and once a week in KS2 with regular consolidation throughout the week.

## 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. Feedback from previous lessons will be given to pupils as whole-class feedback at the beginning of the next lesson. Spelling, grammar and punctuation errors will be identified in books in blue pen. Children will respond to this in green pen (KS2 and Year 2) or pencil (Year 1).

Teacher assessment should be based on writing that has been produced independently (no scaffolds or adult support). Moderation events will take place in school and across the trust to ensure accuracy of judgements.

**Self- and peer-assessment** – Opportunities for this are given at the end of topics, involving positive and constructive critique of their own work, and that of others. Self-marking grids/success criteria are used for longer pieces of writing to guide pupils in self-assessing their work.

**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 areas for this academic year:

- 1:** Raise attainment in writing across the school.
- 2:** Increase attainment in spelling.
- 3:** Raise the standard of presentation in all subjects across the school.