



Join the faith and learning journey



St Antony's RC Primary School

Writing Policy

Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors:(signed on hard copy)

Date:

Review date:.....

POLICY INTENT

At St. Antony's we believe writing is a powerful means of communication which builds on the spoken word. Speaking and listening are key facets of learning, where pupils can rehearse what they are going to write about and discuss in depth what they have read. We put great emphasis on writing as a skill for life. Enabling our children to develop into confident writers, who can adapt their writing to fit any genre or need, is at the forefront of our teaching. Pupils are taught to think about who they are writing for and what the purpose of the writing is. This ensures that writing is not simply for the teacher, but is meaningful - a skill to use across the curriculum, into secondary school and beyond. This vital skill is necessary to allow pupils to function, engage and contribute within our society.

Our curriculum promotes a 'writer's ear' where a tangible love of reading and writing is promoted throughout the school. Through regular reading of a range of literature, we want children to build up an extensive and rich vocabulary for use in their own writing. We encourage children to take ownership of their writing, building upon their reading skills as they proof read work, edit and improve.

At St. Antony's, we believe that immersing children in a range of high quality texts leads to effective writing outcomes. Therefore, we have implemented **Ready Steady Write** into our writing curriculum from September 2024.

AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

The national curriculum for English aims to ensure that all pupils:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

By the time children leave St Antony's, they will have mastered a range of skills that will support their future development. These are –

- To be good communicators – language will be modelled daily to encourage speaking and listening. Children are exposed to a variety of different genres and vocabulary through well chosen texts.

- To be enthusiastic, lifelong learners where reading and writing skills will be part of their everyday life and they will have the confidence and well prepared for Secondary School
- To understand how to keep themselves safe and be respectful in their communities by carefully selecting genres of books that expose children to the lifestyles, challenges and cultures of different communities.
- To develop their God given talents by being creative and imaginative in their writing
- To be independent, resilient learners who enjoy challenges and take risks in their writing

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for handwriting is Joanne Malak.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

RESOURCES USED

Each class has a resource box with their Ready Steady Write vehicle texts, revealing objects and supplementary texts that support the themes and genre being taught for that half term. The lesson plans, resources and leadership support is found on the membership homepage online. The Enhancements for the units can be seen in our indoor and outdoor areas in EYFS.

CURRICULUM PROGRESSION THROUGH THE STAGES

At St. Antony's, Communication and Language form the foundations of all learning in English and across the curriculum. A whole school approach is taken to fostering a love of language and an appreciation of the power of the spoken word.

Beginning in the Early Years, we create and facilitate opportunities for conversation, discussion and talk around learning. They are exposed to many nursery rhymes and stories and are able to talk about familiar books and be able to retell a familiar story. In EYFS mark marking is encouraged where the children provide meaning making links to well-known story patterns. Developing letter formation and applying their phonological awareness, key words are recorded, progressing on to writing simple sentences using finger spaces. Children are made aware writing can be improved.

By the end of key stage 1, pupils can compose a sentence orally before writing it. They know how to punctuate sentences correctly and are able to sequence sentences to form short narratives adding noun phrases to add more detail and spell common exception words accurately. They have awareness of the sense of purpose to give meaning to their writing. Pupils know the importance of proof reading and can make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

By the end of lower key stage 2, pupils are developing the understanding of purpose and audience and can begin to use ideas from their own reading and modelled examples to plan their writing and organise their ideas into paragraphs mostly correctly. They are able to write a range of narratives and non-fiction pieces using a consistent and appropriate structure. In narrative, they use and punctuate direct speech correctly. They can use some varied sentence structures with more than one clause maintaining an accurate tense throughout. Pupils know that editing is an integral part of the writing process and they are able to proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.

By the end of upper key stage 2, pupils are refining and providing a certain degree of sophistication and flair to their writing with a clear indication of purpose and audience. They are able to use a wide range of devices to build cohesion within and across paragraphs in narrative and non-fiction genres. They can use further organisational and presentational devices to structure text and to guide the reader. They are able to use a wide range of conjunctions and relative clauses to extend sentences and use semi colons, colons or dashes to mark boundaries between independent clauses. In narrative, pupils are able to integrate dialogue to convey character and advance the action. They can habitually proofread or spelling and punctuation errors, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

PLANNING AND SEQUENCING LEARNING

We use the writing programme '**Ready Steady Write**' following the overviews for each year group. It is taught 4 days per week for one hour from year 1 to Year 6.

The basic structure is as follows: immerse, analyse, plan, and write.

There are 2 writing outcomes in each unit with approximately 13 lessons. Each unit lasts half a term. Each aspect can last between 1 and 5 lessons.

Each session begins with a sentence accuracy task to allow a sentence level focus and a solid teaching of grammar. This is then followed by essential teaching which focuses on a specific text and involves key questions and teacher modelling.

Following this, pupils then complete a task which might be independent or guided. The lesson concludes with a reflection on learning.

All classrooms have an appealing reading area which reflects the current vehicle text and a working wall that is used as part of every lesson.

Work is recorded in English books following the school's presentation and marking policy.

Grammar

Grammar is taught in context throughout all Ready Steady Write units. From EYFS onwards, teachers use the correct technical vocabulary in their teaching to encourage the correct use of these terms by children.

Handwriting

We aim for all children to achieve a neat, legible style with correctly formed letters, eventually producing a fluent joined handwriting style. It is vital that children can write quickly, comfortably and legibly, as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting. Please refer to handwriting policy for more information. Please see the Handwriting policy for more information.

Learning Environment

There is an expectation that all classes display the teaching cycle of writing within the classroom. Working walls and classroom resources support the writing process and provide a scaffold for all children to achieve, including;

Symbols for the teaching sequence: Immerse, Analyse, Plan, Write

- Story Friends (EYFS)
- Example Text
- Modelled / Shared Writing
- Writer's Knowledge (Wise Owl)
- Vocabulary Work
- Teachers Plan
- Daily Sentence Accuracy / grammar work
- Language features that relate to the type of writing taking place

EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences.

Gender

SEND

Race

Religion

Different families

Use of Pupil premium

We make appropriate adaptations and provide scaffolding through the use of resources (e.g. word mats, sequencing cards, pictorial representations, pre-teaching of key vocabulary and colourful semantics) during the teaching and learning of writing as to meet the needs of all children whilst ensuring they are making good progress. Where needed, we provide ICT and other technological aids for children with learning and/or physical needs. Children who are not making expected progress in writing are monitored closely. Advice may be sought from the English subject leader, in the first instance. They may be assessed using tests designed to indicate writing skill gaps. They may be involved with extra one to one time with an adult or be given extra intervention. Parents may be invited to workshops or given strategies on how to support their child at home from the class teacher or SENDCO.

ENRICHMENT AND MASTERY

Writing for Pleasure is encouraged for children at St. Antony's with a range of stimuli to encourage their imagination and to inform their writing. Using exciting images, children are given opportunities to write freely about topics which are of a personal interest to them.

Writing for purpose is always at the forefront and goes hand in hand with pupil leadership as they write letters of application for roles in school e.g. pupil chaplains, librarians etc.

Writing enrichment days are attended by writing subject ambassadors.

EXPERIENCES THROUGH THE CURRICULUM

At St. Antony's we believe in the importance of providing children with opportunities to apply their learning in meaningful contexts. We implement a broad, balanced curriculum to further embed, extend and develop the writing skills of our students. A cross-curricular approach to learning provides a sense of purpose and direction, helping to engage children in their learning.

Writing is never isolated to just our English lessons. We encourage writing across a range of subjects such as RE, History, Geography and Science. Cross curricular writing provides the perfect opportunity for children to write for a purpose and to polish the language structures that they have been rehearsing in English lessons. Furthermore, it is generally a chance to work in a more independent way promoting a mastery level of writing. There is an expectation that each half term, a cross curricular piece of writing is evident on a foundation subject.

HOME SCHOOL LINKS

Each half term a parent grid is shared with parents with information about what is being covered in English with some suggestions about how they can help at home. Parent workshops regarding handwriting and grammar run regularly and grammar related

homework tasks are weekly. Parents are informed of their child's progress in writing on our Pupil Progress Reports which go out prior to parents evening in November and March and in their end of year report card. In addition, Class Dojo is updated regularly with the most current learning being shared for parents to be aware of.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

The impact of the writing curriculum is evaluated regularly through monitoring and assessment. We are striving for a challenging and progressive curriculum which creates confident, successful and independent writers. We measure this impact through the progress children make and their success against the national curriculum aiming for most children to be working at age related expectations or greater depth.

We formally assess writing each half term using the age related expectations. This therefore feeds in to the progress on Target Tracker, our online assessment platform which is updated each half term.

Teachers also complete a Reflecting on Unit outcomes document after each half-termly unit, to identify the next steps, and the subsequent units are amended to include these focuses.

National standards

Each year the outcomes of EYFS, the Year 1 phonics screening, end of KS1 and KS2 tests and writing moderation results are analysed by the Headteacher, SLT and Governors. Data led priorities will then inform our next course of action. We compare the progress and attainment of our children against national standards and have ambitious aims for each cohort.

MONITORING, REVIEW AND EVALUATION

The monitoring of writing will take place through:

- Pupil Discussions
- Book looks
- Professional Dialogues with colleagues
- Learning walks
- Internal moderation
- External moderation
- Coaching and mentoring
- Presentations to Governors

STAFF DEVELOPMENT

All staff have received training on the Ready, Steady Write approach and continue to be supported with the writing lead. Through instructional coaching, staff refine their teaching with incremental action points which enhance pupil performance.

GOVERNORS INVOLVEMENT

The link Governor for this subject is Lauren Boydd.

Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence

CONCLUSION

We aim to give St. Antony's children the best possible start to their school lives and beyond. By the time children leave St Antony's, they will have developed a range of skills that will support their future growth, enabling them to be good communicators. To be enthusiastic, lifelong learners where writing skills will be part of their everyday life where they have the confidence to develop their God given talents by being creative and imaginative in their writing and to be independent, resilient learners who enjoy challenges and take risks in their writing. We empower our children to have ownership of their writing and understand that writing is a journey in which they can explore themselves and the world around them with endless possibilities.

Reviewed September 2024

This policy will be reviewed every two years.