

ST PAUL'S CATHOLIC PRIMARY SCHOOL
WRITING POLICY

Our school is a place of learning
a place of love.
In our school community, we walk in the steps of
St Paul as we come together in work and play.
May we celebrate God's love for us by following
Jesus Christ in the Spirit of joy,
peace and understanding.

Rationale

Writing makes a significant contribution to the development of children as thinkers and learners. The purpose of this policy is to promote a consistency of approach and to ensure that continuity and progression are embedded in our practice.

Aims

To assist pupils in becoming efficient and effective writers who are able to write appropriately for a variety of audiences

To assist pupils in acquiring the knowledge and skills to communicate effectively within a range of contexts

To assist pupils to become aware of and appreciate the writer's craft

Writing is a complex skill that will not develop without teaching and practice.

Improving Writing

We help children to use texts to gain more knowledge about improving their own writing.

We give practice of extended writing in a variety of purposeful contexts.

We develop positive attitudes to the writing process including planning and redrafting.

We support improvement and high expectation of core skills i.e. phonics, spelling, grammar, punctuation.

We provide feedback to pupils which will enable them to improve their writing skills.

We maintain and develop a high writing achievement ethos at all stages in the school.

A teaching sequence for writing is followed over 2/3/4 week blocks of time. Children can redraft, improve and read their writing with direct feedback by the teacher.

Letters and Sounds is taught for at least 20 minutes 4 times per week. This happens in each class in KS1 and further into KS2 if needed. After this, Herts for Learning's Essential Spelling programme is followed.

Principles of effective learning and teaching

Clear learning intentions should be set for each writing lesson. These should be shared with the pupil/group and displayed during the lesson.

The teacher should provide children with a model of the kind of writing expected.

Children should be encouraged to plan their writing, perhaps following a group discussion, with the teacher recording suggestions on the board.

Children may be given a scaffold to help them with their planning.

Children may discuss their plan with a learning partner.

All children are involved in a form of continuous writing at least once each week

Starting points for writing should be carefully selected to provide a meaningful context. Children respond better when they know why they are writing and whom it is for.

There should be a literacy rich environment in the classroom, reflecting both current topics and pupils writing through a working wall and any other displays.

Talking and reading assist writing. This should be appropriately encouraged in both the classroom and home to encourage knowledge and use of extended vocabulary and style.

Planning / drafting / editing should be used to improve both the context and the conventions of writing using purple pen.

Spelling mistakes of “known” words can be highlighted and used as a tool for learning but this should not overshadow other aspects of the writer’s craft.

Conventions of writing i.e. grammar are best taught from the child’s own writing in the proof reading and editing element of the lesson.

Many classes also teach a separate grammar lesson each week.

Promoting high expectations

All teachers should have high expectations in regard to the standard of pupils’ writing, taking due account of the child’s stage of development.

All pupils should be encouraged to achieve the highest possible standard of writing according to their stage of development and level of ability.

These expectations can be made explicit in a variety of ways:

- Use of positive feedback (oral or written)
- Stickers/stamps
- Head teacher awards/certificates
- Reading children’s writing to the class or sharing on the interactive whiteboard
- Child reads writing to the class (or another class)
- Display children’s writing around the school
- Publish children’s writing in ‘books’

Formative assessment as part of teaching

The purpose of formative assessment is to identify what pupils have learnt and can do and what their next steps in learning should be.

While children are engaged in their writing task teachers will ‘conference’ with children i.e. talk to them about their writing while they are doing it. This is the most effective form of assessment and a feedback stamp is used.

Children should be encouraged to proof read and edit their own work, or that of a learning partner using purple editing pens.

St Paul’s teachers provide children with the lesson’s success criteria to check their work.

After each writing task pupils should be made aware of their next steps in learning. A feedback from is completed and discussed with children at the beginning of the next lesson- see feedback policy.

Writing targets set goals for the children.

Summative assessment and recording

At the end of each term, teacher's make a summative assessment of pupils' writing i.e. assess pieces of independent writing using assessment criteria.

A record of these assessments are kept by the teacher in their assessment file, put onto AM7 and a copy is then filed in the class folder in the head teacher's office.

The reason the children's levels are updated onto 'AM7' every term is to see where they sit compared to other children of their age.

An analysis is done each term by the SLT to look at pupil progress.

Writing at the Early Stages

At the very early stages teachers will use the following to develop pupils' writing skills.

Independent writing – the child attempts to write his/her own story. This may consist of scribbles, letter like forms, actual letters, invented spellings, conventional words, or a combination of these. Children should be encouraged to read back what they have written.

Scribing – the teacher acts as a scribe for the child. On some occasions it will be beneficial to write down exactly what the child says without modification by the teacher. Children should learn that writing can be speech written down.

Additional needs

Children with specific writing or language difficulties may require an individualised programme. This may be planned in consultation with the learning support teacher. Time should be taken to analyse the problem/s which may be related to language processing, hand, eye or ear difficulties.

Appropriate short/long term strategies should then be planned. Such children may be identified at any time.

Using ICT to enhance and develop writing skills

Computers have a vital role to play in enhancing and developing writing skills. It is important to realise and develop the powerful tool we have in word processing and desktop publishing packages in an appropriate and effective manner for all children in St Paul's Catholic Primary School.

Aims:

To allow children freedom to draft and redraft without having to start at the beginning each time

To present a new dimension for written expression

To enable all children to present work in an attractive and professional manner

To motivate children to write

Monitoring and Review

Teachers' plans will provide evidence of balance and appropriateness of writing activities.

Pupils work will be monitored regularly by SLT in sampling examples from each class on a regular basis.

Classroom working walls will also provide evidence of a number of the learning and teaching points.

Discussion with pupils and with staff will also help to ensure that the school policy is being followed.

Donna Rolt 2021