



St Martin's CE Curriculum policy: Writing

Writing:

Writing is the painting of the voice



Curriculum Intent

We believe writing is an essential life skill that allows children to express or communicate their thoughts, ideas and understanding. Children's ability to do this clearly and with confidence is the key to success in all areas of the curriculum, as well as their future life.

Every child will write every day providing them with rich opportunities to develop an extensive vocabulary, the ability to organise and structure their writing for effect and an understanding of the use of standard English. Most importantly, they will also develop a vivid imagination and an enjoyment of writing.



Curriculum Aims

We want children to be able to:

- Write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- Have an interest in writing and an understanding of its purpose.
- Have an interest in words and their meanings; be developing an increasingly wide vocabulary in spoken and written forms.
- Write age appropriately
- Satisfy the spelling requirements of the National Curriculum
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have suitable technical skills to structure their responses.



Lesson structure

We want writing to be an enjoyable experience. We believe that children learn best when there is a clear structure and purpose for the learning.

We believe that in order to be good writers, children need to have a wealth of experiences to draw upon. To support with this, experience sessions form an important part of writing units and lessons throughout school. This may include external visitors coming into school, educational visits, role play or looking at images and videos, ensuring that all children have a basis to write from.

In Nursery, children focus on developing their mark making skills and writing their name. Teachers will focus on developing fine and gross motor skills to ensure that children are 'writing ready'. This will be achieved through purposeful activities and learning through play.

This is further developed in Reception where children continue to develop fine and gross motor skills and start to apply their knowledge of phonics to write simple words and phrases to support the transition to

KS1. In Year 1, children focus on developing simple sentences using their RWI skills to support spelling and basic punctuation (capital letters and full stops).

Once children are more confident, they begin to use elements of 'The Write Stuff' throughout their units, progressing onto writing more developed pieces of text.

Daily writing lessons last between 45 minutes and 1 hour. Each session will focus on developing a particular skill that children will then be able to apply to whole texts. Children will be given opportunities to develop their understanding of a range of fiction, non-fiction and poetry. Writing units will involve shared writing before moving onto planning, drafting, editing and redrafting independent writing. The length of these units will vary depending on the age and needs of the children, as well as the text type being studied.

Within a writing unit, teachers will begin each lesson by sharing the learning intention and, where appropriate, explain to children how this contributes to the overall unit. This is vital so that children are able to see how the skill they are learning would be applied in context.

Following this, children will 'read as a writer', developing an awareness and understanding of high quality writing and what choices writers make to ensure success. Through discussion with peers and with guidance from the teacher, children will co-construct success criteria for the skill being studied.

Once this has been completed, teachers will identify an example of ineffective or incorrect use of the skill and will model to children how to make this more effective. During this stage, teachers use the Thinking Out Loud strategy to share their thought process when writing. The teacher may also prompt children to discuss in pairs and then as a class to support in this process.

Children will be given ample opportunities to plan and formulate their ideas before applying the skill they are learning. This could be through vocabulary generation, using planning proformas or orally rehearsing their ideas or sentences with a partner. It is fundamental that children are able to talk about their ideas and what they want to write and therefore Oracy is planned throughout the curriculum across all subjects, stages and year groups. We create and encourage opportunities for meaningful conversation, discussion and talk around learning. We have a range of ways to promote oracy in writing and across the curriculum:

- Listening to and participating in stories, poems, rhymes and songs.
- Use of sentence-stems to scaffold oral responses in class.
- Questioning across the curriculum.
- Reciting and reading aloud.
- Drama activities to enliven and enrich children's learning.
- Re-telling and role-play.
- Opportunities for children to talk about and discuss their reading and writing.
- Debating.
- Collaborative work and reporting back following group work.
- Presenting in front of an audience.

After planning or rehearsing their writing, children will be given appropriate time to apply the skill they have been taught independently. When children are drafting their writing, they are encouraged to edit as they go, focusing on the quality of the content. Children may have multiple redrafts and prompted to use relevant resources such as dictionaries, thesaurus or resource folders to support them during this stage. Following feedback and marking, children will then edit their writing to improve it. Children may then have the opportunity to redraft and 'publish' their writing in the school environment or on the school website/social media.

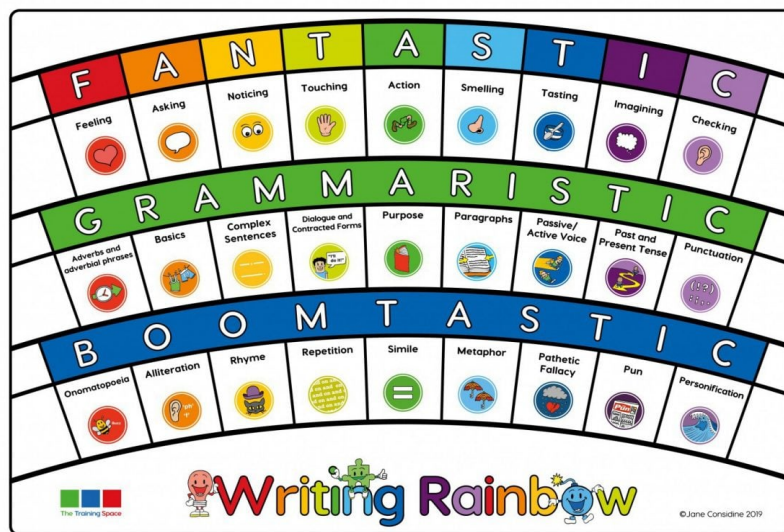


Planning and Resources

We use a variety of approaches to teach writing including RWI, Literacy Shed and The Write Stuff. Through this approach we ensure children cover all strands of the National Curriculum.

In EYFS and KS1, children are prompted to use skills taught as part of the Read Write Inc programme to support their writing. This includes using their phoneme knowledge when spelling.

Once children are more proficient, teachers use a shared language from Jane Considine's *The Write Stuff*. This ensures consistency of terminology throughout school and also supports children in generating ideas through the use of the Writing Rainbow (a visual resource shown below). When teaching fiction, staff will refer to plot points – the key events of the story. When teaching non-fiction, staff will refer to 'shapes' – the structural features of the text type. As poetry can vary, staff will refer to features where appropriate.



Curriculum Implementation

We teach writing as a discrete subject from Reception to Year 6. Children in Reception will have the opportunity to write daily through continuous provision and receive discrete writing lessons throughout the week. In KS1, children receive a minimum of 3 hours a week of discrete writing lessons, whilst KS2 pupils receive a minimum of 5 hours.

Each half term will be split into a series of units which will cover a range of fiction, non-fiction and poetry. Writing units will involve shared writing before moving onto planning, drafting, editing and redrafting independent writing. The length of these units will vary depending on the age and needs of the children, as well as the text type being studied.

In addition, we provide events across the year to promote a love of writing, including the sharing of stories with other year groups, competitions and publishing work on Pobble.



Assessment

Assessment is an integral part of the teaching of writing and is evident in every lesson. Staff make daily assessments based upon the work recorded in books, as well as observations of how children are doing in lessons.

Statutory assessments in Grammar, Punctuation and Spelling are carried out at the end of Year 2 and year 6, as well as teacher assessments in Writing.

To prepare children for more formal testing, Rising Stars Grammar assessments are taken three times a year in years 1,3,4, and 5. Teachers continue to assess children in Writing throughout the year.

All the information from informal and formal testing allows teachers, alongside the subject leader, to assess progress towards any targets set during pupil progress meetings.



Inclusion

We teach writing to all children, whatever their ability. Writing lessons are planned to meet the expectations of each year group, and the individual needs of the children. Those working towards expectations will work on tasks that are adapted to suit their needs. Questions posed within the sessions provide opportunities for all children to be able to contribute.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for writing are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency
- Ensure regular and appropriate assessment of writing takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and appropriate interventions put in place to ensure they catch up
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school

Date agreed: July 2022

Date Reviewed: July 2024