

St. Aidan's R.C. Primary School

Writing Policy



Intent

We want children at St. Aidan's to:

- write easily and fluently for a range of purposes
- develop the habit of writing widely and often, for pleasure and information
- acquire a wide vocabulary
- appreciate our rich and varied heritage
- elaborate and explain clearly their ideas to others

The programmes of study for writing are split into two components:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that our teaching develops pupils' competence in these two areas. In addition, pupils should be taught how to plan, revise and evaluate their writing.

Effective transcription: we aim to teach pupils to spell quickly and accurately through knowing the relationship between sounds and letters (phonics), understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition: our writing curriculum aims to teach pupils how to form, articulate and communicate ideas, organising them coherently for a reader. Pupils must develop their vocabulary and grammar and have an awareness of audience, purpose and context.

Spelling, Punctuation, Grammar and Vocabulary

Teachers at St. Aidan's use the statutory appendices to support and structure their teaching of spelling, vocabulary, grammar and punctuation.

We aim to provide opportunities for pupils to enhance their vocabulary from reading and writing. As vocabulary increases, teachers develop pupils' understanding of the relationships between words, understand nuances in meaning and understanding of and ability to use figurative language. Pupils are taught how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught how to control their speaking and writing consciously and to use Standard English.

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Implementation

How is the writing curriculum organised?

Teachers organise their writing curriculum to ensure children have opportunities to revisit, practise and repeat learning which is key to a deep understanding and having a mastery of skills. Teachers look for links across subjects to help deliver the writing curriculum effectively in a way that will engage the children and stimulate interest.

Writing is taught through daily Literacy (incorporating reading, writing, grammar, punctuation and spelling) lessons and weekly spelling sessions.

Teachers produce a long-term, medium term and weekly plans which give clear overview of the skills being taught through a range of genres.

Handwriting is taught through our Letter-Join scheme.

Impact

Our writing curriculum is organised clearly so each teacher knows exactly what skills are expected of their year group. Skills are taught, they are practised and they are repeated and revisited. This enables our children to develop deep understanding so they can use and apply skills taught in Literacy across all subjects at the same high standard as they do in Literacy. Skills coverage ensure progression is made from Year 1 to Year 6.

Assessment, Recording and Reporting Formative Assessment

Assessment is part of everyday teaching and learning. 'Assessment for Learning' strategies such as sharing the learning intention, self and peer assessment are part of everyday practice enabling children to take a more proactive role in their learning. Pupils are assessed at the end of each term and progress recorded.

Intervention measures are in place for identified EYFS, Key Stage One and Key Stage Two children to ensure that they will make the best possible progress.

Summative assessments are used in Years 2 and 6 to record end of year attainment and progress.

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Information is shared to parents informally through discussion at parent consultations twice a year and through a written report in the July of each academic year.

How do we evaluate the effectiveness of our writing curriculum?

Teaching and learning are monitored through planning and assessment scrutiny, lesson observations, work scrutiny and through talking to the children within lessons. Data reviews of Year 2 and Year 6 attainment is used as an effective summative evaluation of the needs of the school. All of the mentioned actions provide foundations to evaluate reading effectively.

Inclusion

Individual pupils who are not making as much progress as their peers are identified and monitored during termly data meetings.

Progress and achievement of all learners is tracked and the curriculum is personalised when required.

Monitoring and Review

This policy was written by the Subject Leader for English in consultation with staff and will be reviewed every 2 years.

N. Givens

Created 2019

Reviewed June 2020 / October 2021

Shared & approved by HT – October 2021