

# St Paul's C of E Primary School

## Writing Policy

### **1. Our vision**

Writing is a key aspect of the curriculum with reading, speaking and listening; it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all pupils develop their writing ability and enjoy the process of cultivating this life-long skill.

At St Paul's Primary School we strive to provide children with exciting, purposeful and inspiring contexts in which to become writers. This policy aims to ensure that there is coherence, continuity and progression within our teaching throughout the school.

#### **As a school we are committed to:**

- Nurture the children's sense of themselves as writers
- Create an ethos of achievement in writing
- Encourage children to become enthusiastic, confident and reflective writers
- Provide purposeful writing opportunities, where children write for a variety of audiences
- Enable children to independently produce high quality writing across all curriculum areas
- Ensure children know, understand and apply their writing targets in all writing tasks
- Encourage children to play with language and write for pleasure
- Ensure children can write using a legible, joined script

### **2. Teaching approach and strategies/skills**

At St Paul's we use planning from 'The Literacy Curriculum from The Literacy Tree' to provide a thematic book-based approach to English.

Planning sequences from the Literacy Tree are adapted to suit the needs of the class and to incorporate suitable scaffolding and challenge so that all children can access the curriculum and achieve their full potential.

We, as a staff, have high expectations of all children. Within lessons, teachers and teaching assistants work to support specific individuals or groups of children, ensuring that support is matched to the needs of the child.

Teachers demonstrate and support the writing process in a variety of ways, these include:

#### **Modelled Writing**

- Talking as a writer
- Focusing upon the objective
- Demonstrating by explaining aloud
- Transforming a plan into writing
- Modelling the inclusion of new and difficult aspects of writing
- Referring to checklists, scaffolds & models
- Rehearsing, evaluating and rereading

**Teacher as Scribe** – Pupils participate with the teacher as editor and scribe. The focus is kept clearly on the learning objective. Pupils are encouraged to rehearse sentences and reconsider their suggestions when necessary.

**Supported Writing** – Using a range of strategies such as writing partners, working from modelled text, writing frames, sentence prompts, sentence strips and oral rehearsal

**Independent Writing** – Giving children an opportunity to write with a greater degree of independence, providing support such as referring to the working wall, vocabulary prompts, word banks or writing scaffolds to support where necessary.

For marking guidance in Writing please refer to the Marking Policy.

### **3. Progression**

Progression of skills and subject knowledge is clear through the delivery of the Literacy Tree learning objectives and the content of the Writing progression documents. If a teacher is not sure what a child, who is working below the rest of the class, might need to do for a particular objective or area of Writing; they need to check against the progression document. This will ensure that there is a progression for all children from their starting points.

### **4. Timetabling**

English should be covered for a minimum of 5 hours across the week for classes in Year 1 and up. Extended pieces of writing for Science, History, Geography and RE should be planned for, delivered and marked in depth with next steps at least once per half term.

In EYFS children have a daily English carpet session of approximately 10-20 minutes. Alongside this, there will be drama, speaking and listening activities, and handwriting work. Learning opportunities for children to apply the carpet session learning should be apparent in inside and outside learning.

### **5. Expectations for home learning**

One English based homework task will be set per week from Year 1 to Year 6. This could be linked to the text being covered in English lessons, Spelling, Grammar or other curriculum areas such as History, Geography, RE or Science.