

Sacred Heart Catholic Primary School



Writing Policy

2017-18

PROUD of our children: **PROUD** of our school: **PROUD** of our faith

Date Policy agreed	June 2017
Governors Committee Responsible	Teaching, Learning and Curriculum
Governor Lead	
Status and Review Cycle	Annual
Next review date	June 2018
Headteacher signature	
Chair of Governors signature	

Document Purpose:

The purpose of this document is to outline the teaching, organisation and management of writing taught and learnt at Sacred Heart Catholic Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing body/IEB. The implementation of this policy is the responsibility of all teaching staff.

Mission Statement:

Our Mission Statement set out what our school stands for; beliefs, ethos, values and purpose.

At Sacred Heart we are:

PROUD of our children; **PROUD** of our school; **PROUD** of our faith.

We aim:

To live as a Christian family inspired by the values of Jesus.

To celebrate and develop every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

The staff of Sacred Heart Catholic Primary School will work to give each child the tools necessary for them to make **progress**, show **resilience**, approach subjects with an **open heart**, celebrate **uniqueness** (irrespective of ability) and provide opportunities to **demonstrate their faith**. From this each child will have a strong sense of self-worth and self-esteem. We are **PROUD** that all teaching and learning is underpinned by the school mission statement.

This Writing Policy sets out how we achieve our Mission Statement and School Aims

Rationale:

Writing is important in everyday life. It is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them.

Writing enables pupils to communicate with people around the world. Building on experiences, it encourages thinking and communication skills to grow.

Aims:

We aim to provide all pupils with a writing curriculum which will produce individuals who are: literate, creative, independent, inquisitive, enquiring and confident. We also aim to provide a stimulating environment and adequate resources so that pupils can develop their writing skills to their full potential.

At Sacred Heart Catholic Primary School, we aim for each child to:

1. Have a positive attitude towards writing.
2. Write with confidence, clarity and imagination.
3. Understand and apply their knowledge of phonics and spelling.
4. Write in a range of genres (including fiction, non-fiction and poetry).
5. Plan, draft, revise and edit their own work, and learn how to self and peer assess against the success criteria.
6. Develop a technical vocabulary through which to understand and discuss their writing.
7. Develop their imagination, creativity, expressive language and critical awareness through their writing.
8. Have equality of opportunity regardless of race, gender or ability.
9. Write clearly, accurately and effectively for a range of audiences and purposes.

Provision:

Sacred Heart Catholic Primary School develops a sequence of lessons, based on a range of texts to develop children's key skills in writing. In early years, the curriculum is guided by the Early Learning Goals, which mirror the Reception Learning Objectives in the Renewed Framework.

Organisation of Teaching and Learning:

In Key Stage 1, Read Write Inc lessons are held on a daily basis and last for approximately one hour. The children who have completed the Read Write Inc standards in Year 2 are taught in mixed ability classes following a key skills teaching sequence based on developing composition, grammar, punctuation and spelling.

In Key Stage 2, the daily English lessons last for one hour. The children are taught in mixed ability classes following a key skills teaching sequence based on developing composition, grammar, punctuation and spelling.

Throughout school we have a set mantra of think it, say it, write it, read it.

Provision: Sentence Construction

We believe that it is extremely important to have a consistent and common language that is used to describe the types of sentences that we teach across the school. There are four types of sentence that we use across the school depending on the age and appropriateness for the child. These are called; Starter sentences, Main sentences, Sub sentences and Burger sentences.

Starter Sentences

A Starter sentence is a sentence with one idea (a clause) that must make sense e.g. Stanley did his chores.

Main Sentences

A Main sentence is a sentence with two ideas (clauses) joined by a 'sticky word' (a conjunction). These two clauses both make sense on their own e.g. Stanley did his chores and he went out to play.

Sub Sentences

Sub sentences begin with a conjunction. A comma is used following the subordinate clause e.g. While listening to music, Stanley did his chores.

Burger Sentences

A Burger sentence is a complex sentence with an inserted subordinate clause. It must begin with a starter sentence and split it after a noun. A comma should be inserted before and after the 'burger'. The sentence must make sense without the 'burger' e.g. Stanley, who was very well behaved, did his chores.

Planning:

We aim to plan meaningful and, where possible, real life purposes and audiences for writing within and beyond the classroom. We plan purposes for writing which require pupils to write in a wide variety of forms. From Year 1 to Year 6 teachers have a set of key skills enabling them to plan writing activities into creative teaching sequences which engage and inspire pupils. We provide weekly extended writing opportunities for pupils, from R to Y6, as opportunities for pupils to apply what they have learnt. Our pupils are given opportunities to evaluate their thinking and writing independently and with their peers and teachers. We teach pupils to plan, proof-read, redraft and present their work appropriately. We are constantly celebrating new vocabulary found in reading and writing and we explicitly teach handwriting skills. Daily phonics sessions are provided for pupils on the Read Write Inc programme in Foundation Stage and Key Stage 1. We explicitly teach spelling rules and patterns in accordance with the requirements of The National Curriculum for England 2014 (Y1 to Y6).

We seek to ensure that planning delivers the requirements of The National Curriculum for England 2014, is suited to the needs of particular groups of pupils and provides a creative, enjoyable sequence of learning in oracy, reading and writing, culminating in weekly opportunities for extended writing.

Our planning ensures that:

- There is a clear focus on outcomes
- There are appropriate and achievable learning objectives for all pupils
- We addresses the needs of pupils who work below or above age-related expectations
- Teaching is differentiated by task, where appropriate
- There is continuity and progression in pupils' learning
- There is balanced coverage of word, sentence and text-level learning
- There are opportunities for pupils to reflect upon their own progress
- Draws links with other areas of the curriculum, where appropriate.

Assessment and Record Keeping:

Assessment is regarded as an integral part of teaching and learning and is a continuous process. At Sacred Heart Catholic Primary, we are continually assessing our pupils and recording their progress, allowing us to match the correct level of work to the needs of the pupils and to identify children who are in need of additional / targeted support.

Short-term assessment is used to guide the progress of individual pupils in English. This is carried out informally by teachers in the course of their teaching. It takes the form of various AFL techniques, such as observation and feedback during the learning process, self and peer assessment. Feedback, both verbal and written, celebrates good practice and suggests specific steps for further progression.

Medium-term formal assessment is carried out each term to review pupils' progress in relation to key objectives and targets.

Pupils are involved in setting their own targets and meet with their teacher regularly to review progress. Foundation Stage Practitioners continually assess pupils' progress using the Foundation Stage Profile.

Feedback to pupils

Feedback to pupils about their progress in English is achieved through discussion during the learning process, marking of work and discussion of progress following marking. Effective marking:

- Aims to help pupils learn and comments are intended to be constructive, positive and forward-looking.
- Is often undertaken while a task is being carried out through over the shoulder marking. This takes the form of a discussion between the teacher and child and is appropriate to age and ability.
- Is used sensitively and with discretion so that pupils assimilate a limited number of corrections at one time – this varies with age and ability.
- Informs discussion with pupils in relation to personal targets.

Moderation

Moderation is a very important process in our school and across our school network. Each year group meets three times over the course of the school year with our IMPACT network. At these meetings work is moderated from each school to ensure consistency in standards across the schools. Each year group has a file of all of the children's work from the schools to reference over the year to ensure that our judgements are in line with our network and nationally. We also have staff meetings where we compare the work of children from year groups and judge whether the child is working at the standard, below the standard or working at greater depth for the year group that they are in. We reference these against the National Expectations.

Cross-curricular Links:

English, by nature, is a cross curricular subject. Where appropriate, written tasks in other subject areas are used for the teaching of specific English skills (e.g. report writing in Science, instruction writing in Geography, letter writing in History). These are included in English planning and/or cross curricular thematic planning. Wherever possible, ICT is employed to enhance the English curriculum.

Homework:

Homework is set on a regular basis to support the English curriculum. Key Stage 1 and 2 pupils are expected to learn weekly spellings (National Curriculum 2014) and written homework varies according to the year group but it consists of a range of punctuation, grammar and writing across the curriculum activities.

More Able Pupils:

More able pupils will be taught within their own class and stretched through work and extra challenges which enrich their learning. When working with the whole class, teachers will direct deeper learning questions towards the more able and adapt their tasks when relevant.

Special Educational Needs:

Teachers will aim to include all pupils fully in their daily English lessons. Teachers will differentiate to meet the needs of all pupils and use Teaching Assistants to support pupils where appropriate. However, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme.

Reporting to Parents:

During the year there are three parent consultation evenings that allow the teacher and parents to discuss a child's progress and attainment. All parents receive an annual written report on which there is a summary of their child's efforts and progress in English over the year.

At the end of Key Stage 1 and Key Stage 2 each pupil's level of achievement, against national standards, is included as part of their annual written report.

Parental Involvement:

At Sacred Heart Catholic Primary School, we encourage parents to be involved by:

- Inviting them into school twice yearly to discuss the progress of their child.
- Inviting parents into school in the summer term to discuss the yearly report.
- Holding workshops for parents e.g. Read Write Inc.

Equal Opportunities:

As a staff, we endeavour to maintain an awareness of, and to provide equal opportunities for all our pupils in English. We aim to take into account cultural background, gender and SEN, both in our teaching attitudes and in the published materials we use with our pupils.

The Role of the English Leader:

The English Leader is responsible for the development and monitoring of the English Curriculum. He/she is available to help with planning and teaching and learning in English. He/she is also responsible for updating the English Policy and leading curriculum development work in English, as dictated by the School Improvement Plan. In order to improve current provision, the Leader:

- Takes the lead in policy development
- Attends LA and other courses and disseminates the contents at school Inset Meetings
- Leads the development of whole-school approaches to English teaching and shares best practice.
- Monitors teachers' planning and pupils' books, and engages in team teaching with colleagues.
- Organises outside speakers and visitors, where appropriate, to further staff development
- Helps track the progress of pupils after testing using termly assessment and SATS results
- Takes responsibility for monitoring resources and the purchase of new equipment.

Last reviewed: May 2017