

Holy Trinity Church of England Primary School

To be the best we can be: for God, for others and for ourselves



English Policy C: Writing

Policy to be reviewed as necessary within 3 years

Subject leader: Mrs J Morrell

Agreed by Governors
Spring 2021

Due for Review
Spring 2024

Vision

At Holy Trinity Church of England Primary School, every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community, encouraging all to grow and flourish as precious children of God. Learning is centred around experiencing the joy of discovery. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare our children to be life-long learners, rooted in our school motto: To be the best we can be: For God, for others and for ourselves.

Christian Values

Love

Hope

Forgiveness

Trust

Peace

Reverence

Justice

Organisation of Teaching

The Writing curriculum is carefully and coherently sequenced to enable our children to develop a growing knowledge of the themes outlined above. Pupils' knowledge builds towards clearly defined end points so teachers and leaders know what we expect our pupils to achieve by the end of each topic, each year and each key stage. The teaching of Writing includes:

- Daily writing opportunities- writing is explicitly taught through the daily English lessons and across the wider curriculum.
- Extended writing opportunities across the wider curriculum – writing skills are consolidated.
- Daily Phonics - the Letters and Sounds programme (supplemented with Jolly Phonics) enables children to develop fluent word reading skills and have a good foundation in spelling and letter writing.

End of Key Stage expectations

By the end of KS1, our pupils will:

Writing:

- write simple, coherent narratives about personal experiences and those of others

- write about real events, recording these simply and clearly
- use capital letters, full stops and question marks correctly
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

By the end of KS2, our pupils will:

Writing:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

In Reception class, we teach our pupils to write through the use of the Letters and Sounds (supplemented with Jolly Phonics) phonics programme, which also fits in with the Reading and Writing element in the Early Years Foundation Stage curriculum. Further details of how the Early Years curriculum is organised can be found in our Early Years policy.

In Year 1 to 6, Writing is taught as a discrete subject, though meaningful links are made with other subjects in our curriculum and this is recorded on the subject knowledge organisers.

To support the high quality knowledge rich teaching lessons, the school has purchased the School Improvement Liverpool English plans to ensure coverage and progression in all areas of English across the school (see Appendix 1). All teaching materials are adapted to meet the requirements of our Christian vision and curriculum intent.

Medium and Short Term Planning

Our medium term plans, are from the School Improvement Liverpool English plans and link with the school reading spine, in order to ensure high-quality teaching of writing through the use of high-quality literature. The plans give details of the genres taught and the quality texts which are used in each year group. They also include the National Curriculum statutory requirements for Writing for all year groups. They are kept on the staff planning drive and they are highlighted and dated regularly to show coverage. The plans define what we teach and ensure an appropriate balance and coverage across each year group.

Our short term plans for the teaching of English include the specific objectives for each lesson and gives details of how the lessons are to be taught. It also includes details of differentiated activities, including support, where appropriate. These plans are kept on the school planning drive.

The Teaching of Writing (Implementation)

Teachers use a range of teaching strategies that best support the objectives of the lesson. The following list shows the most common methods of effective teaching related to Writing:

- use of quality books and text extracts as a model for writing
- teacher modelling of writing
- shared writing (teacher and children)
- focus on teaching new or unfamiliar vocabulary
- teaching of grammar, punctuation and spelling
- use of writing frames, scaffolds and checklists/success criteria
- listening to visitors invited to school, for example author visits.

Resources

Teachers use the following resources to support the teaching of Writing:

- writing frames and scaffolds (ie Sue Palmer books and power points)
- Letters and Sounds (supplemented with Jolly Phonics) phonics programme
- extracts and examples from quality texts
- spelling and word banks

Recording Learning

In Writing, pupils record their learning in the following ways:

- Books for subjects across the curriculum
- English books
- Reading journals

Meeting The Needs of All Pupils

All pupils are entitled to a broad and balanced curriculum that meets their needs. Writing is taught in class groups or as a whole class with all pupils included. All our teachers know the pupils in their class and their differing needs very well. They plan and adapt lessons to help all pupils know and remember more so they make very good progress.

Some pupils, including those with special educational needs or disabilities, or those with English as an additional language, may need extra support to access, understand and remember key concepts. For these pupils, teachers use a range of effective strategies, whilst promoting independent learning as far as possible. These may include:

- adapting and scaffolding pupil activities and resources
- focussed additional support from an adult in class
- extra phonic support and teaching
- use of an adult scribe
- use of a computer or laptop

Some pupils very quickly grasp the main concepts being taught and are able to think more deeply to extend their learning. To ensure they reach their full potential, teachers may:

- set more complex activities that require thinking at greater depth.

High Quality Teaching and Subject Knowledge

To ensure the highest quality teaching and make sure teachers have the subject knowledge they need to meet the requirements of teaching Writing in their class, teachers (and teaching assistants) receive a range of guidance and support, including:

- termly in-school and LDST writing moderation training
- latest research and guidance in the best ways of teaching Writing
- mutual support and discussion with colleagues, including joint planning, team teaching and peer observations

In addition, the subject leader for Writing stays up to date with developments in the subject through leadership training, support from other subject leaders locally and within the LDST.

Assessment (Evaluating The Impact of Teaching)

Teachers constantly assess how far their pupils understand the key concepts they are teaching throughout lessons, mainly through questioning and observation. Teachers then adapt their teaching to ensure misconceptions or gaps in knowledge are addressed. In addition, they may need to introduce opportunities for more challenge or deeper thinking.

End of Unit Assessments

At the end of every writing unit, teachers assess how far each pupil has understood the knowledge and skills involved. An independent piece of writing for each child is assessed using the LDST writing assessment sheets. These are kept inside the front cover of the children's English books.

End of Term Assessments

At the end of every term:

- teachers evaluate the achievement of each child in their class in Writing using agreed the LDST writing assessment sheets. These assessments are recorded on a school data base and help teachers plan and adapt future lessons. The subject leader collates and analyses assessment data across the school. They pick out trends, strengths and weaknesses across the school and for different classes and groups. This information is shared with senior leaders and governors. All subjects have an action plan and a budget. Analysing pupil achievement helps the subject leader plan for improvements in the subject. This may take the form of targeted training, staff discussion and problem solving to improve an aspect of the curriculum. If analysis shows a particular group of children are underachieving, for example disadvantaged children, further measures are agreed and put in place to address this gap. Teachers are responsible for producing targeted teaching plans and Writing attainment and progress is monitored in the end of term Pupil Progress reviews and mid-term review meetings.

End of Year Assessments and Reporting To Parents

End of term assessments are pulled together at the end of each academic year to evaluate each pupils' overall attainment in Writing. A child's attainment in Writing is reported to parents through the end of year reports. For pupils in Y1 to Y6 a child's attainment is reported in the following way.

- wts working towards end of year expectations
- exs meeting end of year expectations
- gds meeting end of year expectations at greater depth.

In Reception class, Writing comes under the Reading and Writing element in the Early Years Foundation Stage curriculum area of learning. Each child in Reception is assessed as emerging, expected or exceeding the early learning goals in that area.

An INSET day is allocated towards the beginning of July where class teachers 'handover' their class to the next teacher. They discuss pupil achievement across the curriculum and ways future teaching should be adapted to meet the differing needs of the class.

Monitoring and Evaluation

The subject leader for Writing monitors teaching and learning regularly in accordance with the school's monitoring timetable. At set times during the year the subject leader evaluates the quality of teaching in Writing through:

- learning walks and drop ins, usually with a member of the senior leadership team, and sometimes with a governor.
- book looks. The subject leader looks at a range of books or other evidence across the school and across subjects, sometimes with senior leaders or an adviser / officer from the LDST or a governor.
- scrutiny of planning, particularly to evaluate coverage and progression within the curriculum as well as the extent to which planning is catering for the range of needs of pupils
- pupil conferencing
- surveys for pupils and/ or staff
- more formal lesson observations (with a member of the senior leadership team).

Subject leaders have regular support meetings with the senior leadership team where aspects of the subject policy and action plan are monitored and discussed. Resulting actions may emerge with additional leadership support, resources or policy changes implemented. Subject leaders routinely have a teacher appraisal objective linked to an aspect of their subject leadership.

Following all these activities, strengths and areas for development are reported and discussed with staff. Resulting actions are recorded on the subject action plan and reported to governors. At the end of each year the action plan for Writing is fully evaluated and published. In addition, the subject leader evaluates how far Writing is meeting our curriculum intent statement. This evaluation feeds into the action plan for the following year. Evaluated action plans and evaluations are reported to the senior leadership team and governors.

Role of Governors (from September 2020)

Every aspect within the school improvement plan has an allocated pair or small group of governors. This pair of governors evaluates the activities within this aspect and the impact on the quality of education and pupil outcomes. They meet with subject leaders on a termly basis and review aspects of the subject, including seeing lessons in

practice and talking to children. Their findings are reported to the Local Governing Board. In this way, leaders are held accountable for the aspects they are responsible for and subject leaders are able to access the appropriate support and resources to achieve their aims.

Appendix 1: Genres covered in School Improvement Liverpool plans

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Year 1	Labels and Captions Stories with familiar settings Recount Dictionary Skills Poetry – using the senses		Tradition and fairy tales Instructions Stories from a range of cultures Poetry- Pattern and rhyme		Stories with a Fantasy Setting Information texts Recount – Fact and Fiction Poetry – Poems on a Theme	
Year 2	Instructions Information Texts Significant Authors / Narrative Poetry - Patterns on a Page		Significant Authors Traditional Stories Explanations Poetry – Really Looking		Different Stories by the Same Author Non-Chronological Reports Poetry - Silly Stuff Stories with Familiar Setting Revisit and Consolidation of any Genres	
Year 3	Stories with Familiar Settings Reports Myths Poetry – Poems to Perform		Mystery Instruction Adventure Stories Poetry – Shape Poetry and Calligrams		Dialogues and Plays Information Poetry – Language Play Authors – this is a reading unit with several possible written outcomes	
Year 4	Stories with historical setting newspapers Stories in imaginary worlds magazines		Stories from other cultures Explanation Information - advertisements Poetry – creating images		Issues and dilemmas Plays Formal persuasive texts Poetry – exploring form	
Year 5	Novels and Stories by Significant Children's Authors Legends Instruction		Stories from Other Cultures Quality Whole Texts Older Literature Recounts		Film Narrative Dramatic Conventions Persuasive Writing – Emphasis on the Contrary Argument	

	Poetry – Poetic Style	Poetry - Classic / Narrative Poems	Poetry – Choral and Performance
Year 6	Diaries Journalistic Myths Legends Poetry - Imagery Unbalanced Argument	Balanced Arguments Letter Writing Formal / Impersonal Writing Non-chronological reports Flashbacks Time Slips	Biography Auto-Biography Play Scripts Action Stories Narrative

Appendix 2: LDST writing assessment sheets

End of Key Stage 2 statutory assessment – Working towards the expected standard								
Name:		A	B	C	D	E	F	Collection
Write for a range of purposes								
Use paragraphs to organise ideas								
In narratives, describe settings and characters								
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)								
Using mostly correctly	capital letters							
	full stops							
	question marks							
	apostrophes for contraction							
	commas for lists							
● spelling most words correctly* (year 3 and 4)								

● spelling some words correctly* (year 5 and 6)								
producing legible handwriting.								
End of Key Stage 2 statutory assessment – Working at the expected standard								
Name:		A	B	C	D	E	F	Collection
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)								
In narratives, describe settings, characters and atmosphere								
Integrate dialogue in narratives to convey character and advance the action								
Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)								
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs								
Use verb tenses consistently and correctly throughout their writing								
	inverted commas							

Using mostly correctly (Although all don't need to be evidenced in writing)	commas for clarity							
	punctuation for parenthesis							
	semi-colons							
	dashes							
	colons							
	hyphens							
Spell most words correctly* (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary								
Maintain legibility in joined handwriting when writing at speed.								