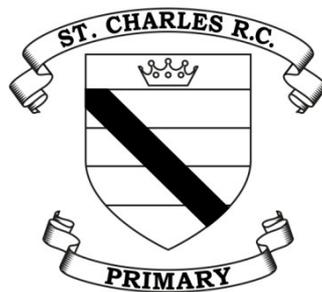


St Charles RC Primary School

Writing Policy

2016-17



CHRIST IS AT THE CENTRE



Compassionate

Helpful

Respectful

Inclusive

Sharing

Truthful



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Writing Policy

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Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community. We aim to pass on the faith we share in partnership with you. We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support. We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

Introduction

At St Charles RC, Christ is at the centre of everything in our school. Our Mission Statement is;

As a family of God, we love to learn and learn to love

Aims:

We aim to ensure that all children can write clearly, accurately and coherently adapting their language and style for a range of contexts, purposes and audiences and to enable them to be the best writers they can be.

Teaching and Learning:

Teaching and learning focuses on the development of specific knowledge skills and understanding in the dimensions of transcription and composition.

Transcription

Spelling

- Differentiated spelling groups are established on the basis of on-going assessment.
- Planned daily spelling lessons are clearly structured, fast-paced, and multi-sensory.
- Daily discrete spelling lessons identify clear learning objectives, /success criteria at the appropriate levels.
- Spelling activities are recorded in spelling journals.
- Assessment of spelling includes formative weekly and summative termly assessment.
- National expectations of progress in spelling inform teaching and learning.
- Children not achieving expected progress receive additional teaching and learning in spelling.

Handwriting

- Differentiated handwriting groups are established on the basis of ongoing assessment.
- Handwriting is taught daily following the whole school cursive handwriting scheme.
- Planning of handwriting identifies clear learning objectives,/success criteria at the appropriate levels.
- Handwriting practice is recorded in handwriting books.
- National expectations of progress in handwriting are followed.
- Children not achieving expected progress receive additional teaching and learning.

Composition

- Teaching and learning of compositional skills takes place daily in literacy/other areas of the curriculum.
- Planning of compositional skills identifies clear learning outcomes/success criteria linked to the assessment focuses
- The teaching and learning sequence for writing is followed - plan, draft, edit, publish.
- Compositional skills are developed through the use of high quality texts. adult modelling and application of writing in all areas of learning.

Grammar and Punctuation

- Grammar/ punctuation is taught daily in literacy.
- Planning of grammar and punctuation identifies clear learning outcomes/success criteria linked to the assessment focuses
- Grammar and punctuation is applied in writing in all areas of the curriculum

Teaching and Learning Approaches

A range of teaching and learning approaches are used to ensure that all children become the best writers possible

- Whole class –modelling/demonstration of writing
- Guided writing- supporting children's writing
- Independent writing opportunities -across all areas of the curriculum
- 1.1 writing

Interventions:

Interventions are provided for younger and older struggling writers to meet their learning needs.

- The following reading interventions are used : Phonics, Year 6 Super Group - Decoding
- Children not achieving age related expectations, including those with SEN are identified and targeted for extra support.
- Adults are identified and trained to deliver interventions.
- Interventions are planned and evaluated weekly.
- A range of appropriate resources are used.
- Teachers liaise with intervention staff to ensure that there are strong links between intervention work and teaching in mainstream

Planning:

A whole approach to planning teaching and learning is in place

- Whole school planning formats are used.
- Planning includes targets, learning objectives, success criteria, teaching /learning activities.
- Planning takes place weekly in key stage teams where possible.
- Planning is monitored and feedback given half termly

Home Learning:

Parents and carers are informed about how the school teaches writing and how they can support their children's learning.

- Information on children's progress/targets is given at parents meetings.
- Parents are given guidance on how to support their children's writing development.
- 'Writing' homework is given regularly
- Workshops for parents on the teaching and learning of writing
- Parents are invited to observe the teaching and learning of writing in the classroom
- Holiday homework

The Learning Environment:

Progress and pleasure in writing is encouraged through the provision of a supportive and stimulating learning environment.

Class Writing Area:

- Provision of a range of writing resources including ICT
- Opportunities for children to write for a real audience on a range of formats.
- Examples of good writing at appropriate levels linked to genre /text/ topic
- A Writing wall that models the writing process.

Writing Displays (in classes/around school):

- Writing prompts e.g. letter formation/sentence openers
- Children's writing

Writing events:

- Family events
- Writing challenges
- Writing clubs targeting different groups
- Visiting authors, illustrators, scriptwriters, storytellers, poets
- Holiday homework

CPD:

Regular CPD ensures all teaching staff are competent teachers of

writing.

- Dialogue
- Staff meetings
- Training
- Peer coaching/mentoring
- Observations of good practice
- Writing guidance files:

Teacher Assessment:

- EYFSP
- Independent writing(3x a term-Writing journey)
- Spelling assessments
- Writing targets
- Marking and feedback
- Observations
- Lesson evaluations

Summative Assessment:

- EYFSP
- PIRA assessment
- KS1 writing test
- Optional KS2 writing tests
- KS2 writing tests

Tracking:

- A whole school system for tracking pupil's progress is in place
- Pupils progress levels in writing are recorded termly
- Progress in writing is analysed termly/discussed at pupil progress meetings and next steps for learning identified and shared with children.

Resources:

A range of high quality multi sensory and age appropriate resources are used to support teaching and learning in writing

- Dyslexia friendly resources
- Spelling bank/Support for Spelling Programme
- Pen pals handwriting programme
- Writing planning frames
- Talk for writing programme
- Range of quality texts as models for writing
- Range of levelled pieces of writing
- Writing prompts

Leadership and Management:

The Role of the Literacy Subject Leader

- Support and advise all staff on teaching/ learning and assessment
- Provide CPD
- Model good practice.
- Monitor and give feedback on planning, teaching/learning and progress
- Implement and monitor interventions.
- Write and update action plans/policies and contribute to the school development plan.
- Purchase and manage a range of high quality literacy resources.
- Analyse assessment data and identify next steps.
- Work with governors, parents/carers and the wider community.
- Keep updated on current developments through attending training.
- Work in partnership with Literacy Subject leaders in other schools to share/develop best practice.

Equal Opportunities

St Charles RC Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Equalities Statement:

St Charles RC Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The Governing Body recognises that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at St Charles RC Primary school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.



St Charles RC Primary School Writing Cycle



| SECTION | AREA | EXPLANATION |
|-------------------------|--|---|
| Plan | Stimulus for writing | <p>Stimuli could be anything which will catch the imagination of the children:</p> <ul style="list-style-type: none"> • Visual – film, TV, image, • Text based – book, extract, other writing • Multimedia – IT based stimulus e.g. webpage etc. • Prompt – real or imaginary |
| | Generation of ideas | <p>Ideas include:</p> <ul style="list-style-type: none"> • Vocabulary – specific word classes, phrases, clauses, synonyms & antonyms • Sentence level – grammar, punctuation and sentence structures particular to this writing. • Use high quality texts to model specific focuses • Modelling of structure or element of language to be used. <p>Be careful that children are not just ‘lifting’ writing from models. They need to use ideas of their own as well as those supplied by you or by the class.</p> |
| Draft | Identify BME and sections needed | <p>This is the ‘plan’ for what is going to be written. Children need to write BRIEF notes and should be taught to use bullet points, brain maps or other planning tools and not just write in sentences. Ensure that there is a summary of the plot in narrative and that the structure and content of paragraphs is clear in non-narrative.</p> |
| Write | Using the plan to write the first draft | <p>Write for extended periods of time – at least 45 minutes. ANY support given must be made clear in the child’s book: TG = guided writing with teacher TAG=guided by TA S = support given but minimal intervention in writing</p> |
| Proof Read | Check technical accuracy | <p>Proof read during writing and at the end of writing – self, peer & paired proof reading.</p> <p>Longer writing spread over more than one day should be proof read every day - not just at the end of the writing.</p> |
| Closing the Gap Marking | Mark before publishing | <ul style="list-style-type: none"> • GPQs to move the writing on • Address any success criteria • TARGET sticker for editing |
| Edit | The last editing prior to the final draft of the writing | <p>Children must be given time to answer GPQs and to edit and improve their writing according to their own ideas and in response to teacher’s marking.</p> |
| Publish | Final presentation of the writing | <p>Children should write their final piece up starting on a new page. A published piece sticker should be used. Final published writing should be well presented with spellings correct and edits made as appropriate to show learning. NB: this is not just copying up – it should include more editing as the child writes.</p> |
| Final marking | Quick mark | <ul style="list-style-type: none"> • Simple praise for learning |

NB: No more than 2 weeks in a cycle. Writing must have enough time dedicated to it so that it is assessable. This cycle will show progress across a unit and a distinct learning journey in the books.