



*Kirkstall St Stephen's C of E*

# *Writing Policy*

*June 2024*

## **Rationale/Intent**

Our intent at Kirkstall St Stephens C of E Primary is to provide children with high quality education in writing. Writing is a crucial part of our curriculum and we believe that every child should be challenged to become an independent, confident and capable writer.

We cherish all children at Kirkstall St Stephens and we teach writing to empower children to be successful in every aspect of school life, by giving them the skills to write creatively across all subject areas. We teach children to be reflective learners who can review, edit and improve on their work.

We want our children to succeed in life and recognise that having excellent language and writing skills will open doors to great opportunities.

When our children leave Kirkstall St Stephens, they will write clearly, accurately and coherently, adapting their style and language in and for a range of contexts, purposes and audiences. Children will have the spelling, punctuation and grammar skills they need to be successful and resilient writers who can confidently express, elaborate and explain themselves in a variety of different genres.

## **KSS School Mission Statement**

We are cherished, we are challenged, we are children of God.

### **Our Vision**

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

### **Objectives**

Every child will be given the opportunity to reach their full potential. They should:

- Develop lively and enquiring minds.
- Formulate, clarify and communicate confidently in speech.
- Have an interest in words, their meanings and a growing vocabulary.
- Want to participate in a range of drama activities.

- Read, respond and analyse texts, practice skills, plan, draft, review, edit and improve work. Publish work where appropriate.
- Become effective writers able to communicate in a variety of forms to a range of different audiences.
- Use accurate punctuation, grammar, spelling and clear handwriting.
- Apply their literacy skills in other areas of the curriculum.

### **Staff responsibilities**

The English Writing Coordinator is Mrs Mosley

The subject leader has a responsibility to:

- Have a clear and up to date knowledge of the National Curriculum across the Key Stages.
- Attend training, meetings and courses.
- Provide INSET.
- Support the head and SLT in implementing the curriculum.
- Support colleagues in the implementation of the curriculum.
- Monitor the teaching of Writing within the school including planning, lessons, work sampling and interviews with the children.
- Monitor assessments and support staff in the use of Assessing Pupil Progress materials.
- Audit and purchase resources.
- Analyse school and national data and use this information to identify targets, support children and raise standards.

### **Equal opportunities**

At Kirkstall St Stephen's everybody is treated fairly and equally. All children are given the opportunities to reach their full potential through a varied and differentiated curriculum. A curriculum that meets not only the needs but the interests of the children is delivered at the level required by each individual. Literature available and used in school reflects a wide range of interests and cultures. Differences are celebrated and encouraged. Bilingual children are identified immediately and given the extra support needed to feel welcomed and included.

### **Special Educational Needs**

Children who need extra support in Writing are quickly identified. A range of assessments are used to help to identify any specific barriers to learning, for example, phonological awareness,

working memory etc. The planned support is then detailed on a child's Individual Educational Plan (Learning Plan) which is then reviewed on a termly basis. The support available ranges from individual and group interventions from teaching assistants for writing and motor skills work.

### **More able**

Children who are more able in writing are identified using class trackers. Where and when appropriate, they receive differentiated work during lessons and extra challenges to stretch them further.

### **Assessment and reporting**

Assessment is viewed as a priority in relation to the children reaching their potential by assessing what they can do and using this to plan for next steps. The assessment that takes place is relevant to each Key Stage.

- The Foundation Stage formally assess in accordance with the Foundation Stage Curriculum.
- Across the school children are assessed in writing with the use of an assessment framework for each year group. This is done at least once each half term.
- Year 6 children are formally assessed in the final term through SATS in SPAG.
- Children in Years 2-6 sit GAPS tests once per term. Children in Year 1 can sit these at the teacher's discretion.
- Handwriting is practiced weekly in Key Stage 1 and 2.
- Spellings are practiced weekly in Key Stage 1 and 2.
- Marking in children's English books is related to the lesson objective. Pink highlighters are used by teacher to highlight something that has been done well (perfect pink). Blue highlighters are used by teachers to show areas for improvement (boost your blue). Children self/peer assess using yellow highlighters (yippee yellow).
- Teacher corrections are done in green pen, pupil corrections are done in red pen.
- Clear 'ways forward' are given to the children through marking where appropriate or verbal feedback (VF) is given and children are given opportunities to act on feedback.
- In depth marking is done using stars (something that has been done well) and wishes (how it can be up levelled)
- Pupils are given an effort and presentation score for each piece of writing.  
Effort 1 – 3 (1 – Outstanding, 2 – Good, 3 – requires improvement)  
Presentation A- C (A – Outstanding, B – Good, C – requires improvement)

## **Homework**

Spellings and homework in Key Stage one and two will be administered by the class teachers. For further information, refer to the homework policy.

## **Provision**

All children are given clear learning objectives and success criteria which are based on the children's prior attainment and targets. Through training and guidance we ensure that teaching assistants make a valuable contribution to the learning in order to accelerate the progress of the children. They work with groups and individual children and are able to familiarise themselves with planning before the lesson by being given a copy to the planning and through discussion with the teacher.

## **Monitoring, evaluation and review**

The English policy will be reviewed every two years. These are some questions that will be considered. These questions will be considered by looking at the long term, medium and short term plans throughout the school and through pupil interviews.

- Is Writing in the school enjoyable?
- Are teachers and support staff still following every aspect of the policy?
- Are we making the best use of resources?
- Are we seizing opportunities to make cross-curricular links?
- What new equipment and resources do we need?
- Has there been an improvement in standards in the subject?
- How much progress is being made by pupils of all abilities?
- What are the strengths and weaknesses of Writing in school at present?
- What are the staff development needs?
- Are we aware of new Government guidance in English and how far are we following this?
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

# Writing

## Implementation

Writing is taught using the following process:

- **Read and respond (What are we going to write?)** Teachers will provide a hook for learning; reading a model text, looking at linked visuals. A clear purpose and audience will be established. Children will engage in shared and independent reading, they will ask and answer questions and make connections. They will take part in drama activities and begin to gather ideas for writing.
- **Analyse (What makes it a good version?)** In this stage children will explore key features of a text type. They will analyse WAGOLL'S and WABOLL's, magpie and collect vocabulary and develop an understanding of the features of the text type. Lessons allow for children to explore the key skills required before practicing the application of these skills as part of their learning journey.
- **Practise (Can I use those skills?)** Teachers will model and plan for guided and shared writing sessions during this stage, allowing for pupils will practice their sentence level skills.
- **Plan (What will I write?)** Children will create and complete story maps and other graphic organisers. They may carry out research, create word banks, magpie from the model text, share ideas and draw and label characters where appropriate.
- **Write (Can I apply the skills I've practiced?)** Teachers will model writing to match a plan and success criteria and using taught vocabulary. Pupils may do shared, paired writing or write independently to develop a piece of writing over time. They will reflect on what's going well and what needs to improve.
- **Review, edit, improve (What would make my writing better?)** Children will reflect on success and areas to improve. They may work in pairs, teams, or individually to correct errors in spelling, punctuation and grammar.
- **Publish (Only where relevant)** A final version is written up and presented appropriately.
- **Next writing opportunity** The teacher will consider when children will re-use the skills learnt.

We use a mixture of long and short writing tasks to cover the National Curriculum.

## **Handwriting**

At Kirkstall St Stephen's Primary School we encourage children to develop pride in their work and its presentation. Children should develop clear legible handwriting for all curriculum area, especially when they are writing for a specific audience. At Kirkstall St Stephens we follow the Twinkl scheme for teaching handwriting and use the cursive unlooped handwriting style; it is introduced as soon as the children start their education with us in Reception. Handwriting requires frequent, discrete and direct teaching. It is taught discreetly at least twice a week in short 20 minute sessions. The children learn letter formation in Reception and KS1 and beginning to join from Year 2 through to Year 6.

Children write in pencil in KS1. Once in KS2, when writing is joined with consistent letter formation and a child consistently earns an 'A' for presentation, they are given a black ink handwriting pen.

### **Broad guidelines**

We aim to develop handwriting by:

- Developing fine motor skills from the earliest stage through manipulation activities e.g. sewing, scissors play dough etc.
- Encouraging children to hold writing implements correctly and to sit comfortably, using the correct pencil grip.
- Regular, weekly teaching of handwriting and regular opportunities to practice across all Key Stages.
- Teachers modeling good practice using the Twinkl scheme of work.
- All staff having high expectations
- Teachers following the correct guidelines for their year group showing clear progression across school.

## **Spellings, Grammar and Punctuation**

In order to write competently and with confidence, children need to be aware of phonics and spellings, grammar and punctuation. Much of their writing will be read by others and therefore needs to become increasingly more accurate, legible and well presented.

## **Broad Guidelines**

At Kirkstall St Stephen's Primary School we teach spelling, grammar and punctuation by:

- Teaching children to hear and identify sounds in words (phonemes)
- Use of 'Twinkl Phonics and spelling' and 'spelling bank' materials
- Partitioning words into syllabic parts
- Blending the sounds in a word
- Developing an understanding of spelling rules and exceptions
- The use of spelling lists from the National Curriculum
- Teaching children to recognise silent letters
- Multisensory activities and games during Guided Reading sessions such as 'Twister' or hangman
- Spellings taught weekly in Key Stage 1 and 2.
- Teachers may teach SPAG lessons within a unit of work, or standalone SPAG lessons and then give children the opportunity to apply their learning through writing in genres and different contexts.

## **Role of Governors**

Our governors determine, support, monitor and review this policy through:

- Effective allocation of resources
- Ensuring that the school premises support the policy
- Monitoring the effectiveness of teaching and learning in terms of raising pupil attainment
- Ensuring that staff development and performance management promote good quality teaching and learning
- Monitoring the effectiveness of the policy through the school's self-review process



- Meetings with the subject coordinators.