

***Together, as God's family we are learning through love, forgiveness,
respect and courage to use our unique gifts, challenging and transforming our world.***

INTENT

At St William of York School, it is our intent that all pupils receive the highest standard of provision, in order to develop their writing ability. We know that the development of writing skills is essential to the progress that children make across the curriculum and is an essential life-skill.

We intend:

- To promote an enjoyment of writing and a recognition of its value.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To provide meaningful purposes for writing, supported by high quality texts.
- To create a variety of opportunities to write throughout the school day.
- To develop a suitable technical vocabulary through which to understand and discuss their writing.
- To discuss, plan, draft and edit their work, learning how to self and peer assess against a criteria.
- To develop imagination and creativity through meaningful experiences, inspiring them to write for a range of purposes and audience.
- To use neat, cursive handwriting.
- To apply their knowledge of phonics and spelling to their writing.

IMPLEMENTATION

At St William of York, writing is taught and celebrated daily across the curriculum, to provide maximum writing opportunities across a range of genres, using the skills from the National Curriculum. Children are taught to consider the purpose of their writing.

In EYFS, the children are encouraged to write independently and in a group from an early age. To support the development of writing, each classroom has engaging and attractive writing opportunities in all opportunity of the continuous provision, which includes a variety of resources for mark making and writing, supporting children with independent writing and group work. Activities are structured to develop children's fine and gross motor skills.

In Years 1-6, a daily English lesson is based on a high quality text, encouraging children to incorporate key aspects of structure, vocabulary and grammar from their reading lessons. The learning environments reflect the learning journey in these lessons, through an interactive working wall. In each topic, children are encouraged to make the links between reading and writing, and understand that to be able to write it, we must be able to read it and 'say it' before writing it down. This informs the planning and teaching of our English lessons, allowing children to plan and orally rehearse their sentences, prior to recording them.

Approaches to writing

EYFS provision:

'Mark making'	Guided Writing/Independent Writing
'Talk for Writing'	Cross curricular writing
Phonics and spelling	Handwriting
Emergent writing	Creative writing activities
Shared Writing	

Key Stage 1 provision:

Making own marks on the page.

Writing independently about personal experiences/events, using pictures, symbols, words, phrases and short sentences.

Learning correct letter formation and sounds, spelling patterns, punctuation and composition – these activities are matched to the child's needs.

Writing with a partner or group.

Writing 'books' e.g. group, class, individual.

Recording simple investigations/practical experiences.

Developing word processing.

Key Stage 2 provision:

Varied contexts for writing.

Producing a variety of written work for different purposes and audiences, with attention to content and meaning, spelling, syntax, presentation and punctuation.

Using a dictionary and thesaurus.

Regular learning of spelling of word patterns.

Use of mapping to develop the skills of visual learners.

English in KS2

Teachers encourage and promote a love of reading and writing, through the use of daily, engaging lessons, based upon a key text. Through the teaching of English, we are encouraging children to develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with each other effectively.

The encompassing aim for English in the curriculum is to continue to promote high standards of English, by providing pupils with a strong command of the spoken and written word, and to develop their love of English, through widespread reading for enjoyment.

Children have the opportunity to:

Plan, draft, write, proofread and evaluate high quality pieces of work.

Enjoy powerful complete stories, poems and plays by a wide range of authors.

Learn how to get to the heart of a story or a non-fiction text.

Learn to identify themes and ask universal questions.

Engage in powerful and in-depth reading activities which feed into their writing.

Engage in questions to promote deeper thinking about the more abstract questions that arise from the fiction and provide a link with the non-fiction.

Vulnerable Groups and Equal Opportunities

The class teacher and the HT/ SENCO monitor those children, who, as a result of test or normal classroom activities, are identified as needing extra support. Specific interventions are put in place to support those children as part of an agreed Individual Education Plan. Other intensive programmes are used when the need arises.

Our policy is monitored to ensure that all pupils have equality of access to a range of writing opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

Assessment, recording and monitoring of impact

Progress in writing is assessed using the national curriculum objectives – this is completed on a half term basis in Years 1-5 and more often in Year 6. We aim to provide for all children so that they achieve as highly as they can in English, according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Children, who are identified as having a greater depth learning, are identified and suitable learning challenges provided and planned for.

Subject leaders and phase leaders attend local authority training for assessing writing. This supports our internal moderation and we receive additional opportunities to assess writing at cluster moderations, with neighbouring schools in our local area and the BOSCEP cluster moderation. In June 2019, St William of York was selected for moderation of the statutory Key Stage 2 teacher assessment in writing, 90% of pupils attaining the expected level, 17% working above the expected level.

It is our English Subject Leader's role and responsibility to monitor and evaluate:

- Planning.
- Pupil books.
- The success of writing strategies.
- The outcomes of lesson observations.

This policy should be read in conjunction with all our English policies procedures and practice.