St Nicholas Priory C.E. V.A. Primary School & Nursery

'I did not come to be served but to serve.' Matthew 20.28

Writing Policy

Vision

We believe that understanding language helps children to access the entire curriculum. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others. This gives children a voice to share their ideas with the world. Considering the fundamental

importance of writing in everyday life we are driven by the need to develop each learner's writing ability thus enabling them to play a full part in society and giving them skills to become independent authors capable of expressing their own ideas and thoughts.

Intent

At St Nicholas Priory CE VA Primary School, we recognise that writing is integral to all aspects of life and we mindfully endeavour to ensure that children develop a lifelong, healthy and enthusiastic attitude towards writing. The skill of writing enables pupils to communicate with themselves and others while documenting and conveying their knowledge and ideas. Building on experiences, it encourages expression and higher order thinking skills to develop. Thus, creating a culture of writing in our school ensures our children are given the best opportunities to build their capacity and confidence in a range of writing styles. By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and develop their skills. Writing skills underpin most elements of the school curriculum and are an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

Aims

- To develop imaginative, creative and confident writers.
- To provide children with a range of writing strategies and grammatical skills to enable them to write confidently.
- To ensure that no opportunity is missed to create a real purpose for writing, to foster enjoyment and recognition of its value.
- To help children develop a positive and enthusiastic attitude towards writing, which will nurture a life-long love of writing.
- To be exposed to high-quality texts and explore a wide variety of genres and to provide exemplar models for children to aspire to.
- To ensure that children of all abilities are able to access, explore and enjoy writing.

Implementation

Spelling

Spelling is taught using the national curriculum objectives. A weekly spelling test is carried out to ensure children learn common exception words and the national curriculum word list relevant to their year group. Rules and patterns are explicitly taught in short sessions, using CUSP spelling, focusing on one rule each week to fully embed this knowledge.

Handwriting

We expect pupils to present their work neatly. Fine motor skills and handwriting are taught throughout the school. We teach handwriting using Letterjoin and pupils are expected to join their writing from year 3 onwards. These sessions are explicitly taught once a week.

Writing process

Our Writing curriculum at St Nicholas Priory is taught using 'Curriculum by Unity Partnership' (CUSP). CUSP is an ambitious research and evidence based approach which is built around the belief that every child should be taught the key skills and techniques to be able to communicate effectively in their writing. Our curriculum is carefully structured to ensure children build upon their prior knowledge to master writing and develop their ideas. Expert subject knowledge is carefully woven into each Writing unit, giving the teacher the opportunity to teach and rehearse key knowledge and skills before the children then apply this learning to extended pieces of writing. This careful design of the curriculum ensures pupils revisit different writing genres twice in each year (Block A and Block B) so they maximise opportunities to consolidate their skills. Within the CUSP curriculum, punctuation and grammar is taught both directly and discreetly, enabling children to see how it is embedded in model texts and then applying this to their own writing.

Each writing lesson follows a format of:

Connect - this allows children to have the opportunity to revisit prior knowledge.

Vocabulary - Vocabulary use is analysed with regard to intent and impact upon the reader and text as a whole. At this stage pupils are immersed in vocabulary relevant to the text type and context in which they will write. This allows them to collect a range of specific vocabulary to build upon and use in the next phase further embedding vocabulary and creating connections.

Explain - in this section of the lesson the teacher will explain the key knowledge and concepts that the children need to know. This is the 'I do' section of our lesson.

Example - the children will then see different examples of how the key knowledge and skills are applied.

Attempt - this follows a 'we do' structure where the children practise skills and knowledge with the guidance of the teacher.

Apply - the children then apply the knowledge they have learned to the context of their writing. This is the 'you do' section of the lesson.

Challenge - every child is given the opportunity to stretch and extend their learning in this section of the lesson.

Each teaching unit is delivered in focused parts. Some units have two parts and some units have three depending on the needs of the text type. The general format is as follows:

Part 1: explicit teaching of grammatical structures and text conventions.

In this phase, the children are immersed in the text type they will be writing. Pupils are able to articulate the purpose of the text and the audience it is written for. From here the children learn to analyse exemplar texts (WAGOLLs - What A Good One Looks Like) and discuss in depth the author's intent and the authorial choices' subsequent impact on the reader. Features of the genre are identified as well as structural and organisational features. Additionally, at the start of each unit, the text type is signalled by a cover sheet including a knowledge organiser, the text type, an outline of the audience and purpose and a reference WAGOLL in the children's books. This will be neatly

labelled with the features for the text type, allowing a key reference point during the writing process and provide children with success criteria to judge their own writing against.

Within this phase, children are also discretely taught new skills which will be completed over several sessions. During these sessions the objective will link to key skills required in the genre or form of writing, these will be modelled and pupils will rehearse both orally and in writing and apply these in context immediately in their writing. They will also have opportunities to apply the skills in different writing contexts to master them.

Part 2: structural understanding, planning end execution of extended task

Throughout this phase, the adult will model and co-construct a group text with the children using think aloud practices – this practice supports the children's own oracy and confidence in managing the tone and authorial voice of the text. The teacher will model the construction of a text from the planning, acting as editor and guiding the children to offer suggestions and alternatives. Pupils will then work independently or in small guided groups, depending on need, to create their texts. The children will have the opportunity to look deeply at the structure of the writing and be able to plan in detail what they are going to write in their extended task.

Part 3: Opportunities to apply taught content and focused editing teaching

In some units this is delivered as part of part 2.

This phase allows the opportunity for pupils to apply what they have learned in the previous two phases and also meaningfully edit their work for different purposes. This children will also complete their extended piece of writing, publishing where applicable. Wherever possible we wish to provide real purpose for writing. This may mean that pupils construct and send letters to companies or personalities, or publish their work for display. In some cases this may mean pulling sections of a text together – so that we have a final finished piece. Not every piece needs to be published but every piece does need to be complete.

Impact

Writing at St Nicholas will enable our pupils to communicate as life-long learners, allowing them to access the full curriculum and to participate as responsible citizens, acting on issues that matter to them locally and globally.

Pupils will value writing and be able to write for different purposes and audiences throughout the curriculum. They will have a sound understanding of grammar, punctuation and spelling as shown consistently in assessments. Pupils draw on a wide range of ambitious vocabulary to enhance their composition and consider the effect theirs and others' writing has on a reader. Year 6 pupils leaving the school will be able to write with increased sophistication and consideration of the reader.

Writing will help pupils develop by editing their work and seeking to improve based on the feedback of their teachers and peers. Staff will promote high expectations encouraging children to take pride in their written work.

We measure the impact of our Writing curriculum through pupil voice, books looks, pupil progress meetings, subject review days, subject advocate meetings, governor monitoring and deep dives into the subject.

Inclusion (SEND/ PP/EAL)

All pupils will have access to Quality First Teaching. Any pupils identified as needing additional support will have their needs met by scaffolding their learning as required in order for them to access the curriculum. In addition to this, our lowest 20% of pupils in KS2 have access to a specialised teacher for Writing in order to make sure their learning is progressing and work is adapted depending upon their needs. Pictures and drama are used in the writing process to make vocabulary accessible and help develop understanding. Devices including laptops and ipads are used when necessary to support the writing process. This will support both behaviour and inclusion. For some children, this will mean the majority of work is typed and not handwritten to allow judgement of content and accuracy which may otherwise hinder true assessment of attainment.

In addition to this, SEND children are also supported using Priory's Seven SEND Strategies. These include:

- Chunking the learning to avoid cognitive overload
- I do, We do, You do approach
- Listening and attention
- Dual coding
- Movement breaks
- Talk partners
- Visual and concrete resources

Greater Depth Learners

A Greater Depth child may:

- Noticing the effects a writer creates, being curious about how they did it and recreating these styles in their writing.
- Spelling and handwriting needs to be mastered and automatic so that children are not too preoccupied to concentrate on composition.
- Writer with a reader's eye, constantly re-reading work to check it makes sense and their message is effectively conveyed.
- Varying and controlling sentence structures with ease to create different effects.
- Capable of writing at length while maintaining a sense of audience, purpose and organisation.
- Show an original 'style' or 'voice'.
- Show an awareness of more sophisticated language and literary features for their age group and consciously use them.
- Apply reading experiences to their writing.

Supporting/ extending GD Writers in lessons:

- Encourage them to take part in discussions about the craft and process.

- Allow them to experience with different structures in narratives e.g. points of view, chronology and flashback. Try cinematic devices such as 'zooming in' or using a wide-view lens to set a scene.
- Encourage playfulness with genre e.g. combining a narrative with persuasion.
- Let them introduce their own voice into non-fiction pieces and express a personal response.
- Support them to draw ideas from their own reading, noticing what writers do and how.
- Support children to build narratives around a psychological theme e.g. far. Use a character as a metaphor for this theme, idea or emotion.
- Thoroughly revising their work. Redrafting and editing pieces for different effects. Taking out can sometimes be just as important as adding in.

Monitoring

All subject leaders regularly monitor their subjects. They do this so they can:

· Understand the strengths and areas for development within the subject and plan for future improvements via a subject action plan.

· Ensure children are being taught skills and knowledge at the right time and in the right order.

· Evaluate the quality of teaching and learning across the school and intervene to improve it where necessary.

· Understand standards within their subjects (children's attainment and progress)

· Evaluate if the subject is meeting the needs of the children.

Monitoring activities include:

· Learning walks

· Books Looks during CPD

· Pupil Voice

· Governor monitoring

· Deep dives into the subject (subject review days)

· Pupil progress meetings

· Subject advocate meetings

· Data analysis

CPD

As a result of monitoring activities and in response to the latest research and findings educationally, subject leaders provide regular training to improve the provision in their subjects. CPD may include:

- Training by the subject leader in CPD
- Signposting to research and subject knowledge resources
- Support with planning and assessment

Next review date: April 2027