POLICY FOR TEACHING WRITING

"Happy are we who journey together in faith and love."

Our Christian vision, deeply rooted in Christ's teaching, the Beatitudes, embraces and enriches all aspects of school life. Our nurturing ethos, committed to promoting a child-centered philosophy and development of the whole child, is firmly based on our core Christian values, as we all journey together in faith and love.

It is our intention to provide our pupils with stimulating learning opportunities in order for them to develop into independent and motivated young writers who can plan and produce a wide range of well-structured texts types that are engaging to an audience, neatly presented and accurate in terms of spelling, grammar and punctuation.

OVERVIEW

During their time at All Saints, all children will be given an equal opportunity to learn and apply the essential skills required to become confident and creative writers. Our philosophy will be driven by the determination that every child in this school will learn to write regardless of social and economic circumstances, ethnicity, the language spoken at home and any special educational needs or disabilities.

INTENT

1. To ensure that pupils develop a comprehensive understanding of phonics and spelling rules including common exception words and the use of prefixes and suffixes.
2. For children to develop all of the skills required in terms of letter formation, placement, positioning and the ability to join letters.
3. For children to be able to confidently plan, write and edit a wide range of text types.
4. To ensure that pupils develop an appreciation of the audience, purpose and structure of their writing.
5. For children to be able to write increasingly well-constructed sentences with a control over the tense.
6. For children to be able to use and apply all age appropriate punctuation in their independent writing.
7. For children to be confident at reading aloud and sharing their writing with others.
8. For children to be motivated, creative and adventurous young writers.

IMPLEMENTATION

1. All children to receive daily phonics/spelling lessons linked to writing and reading. In Nursery, Reception, Year 1 and Year 2 (first half term) – Daily phonics sessions are based on the Jolly Phonics programme. From Phonics Phase 6 to Year 6 – Spelling rules including common exception words, prefixes and suffixes linked to writing and reading are taught through the Read Write Inc Spelling Rules programme to ensure consistency and progression in all year groups.
2. The school's 'Handwriting Lead' will deliver a weekly lesson in each year group to ensure consistency and progression in the teaching of letter formation, placement, positioning and joining throughout the school. This work is then consolidated by each year group's class teacher throughout the rest of that week's writing sessions. The Nelson handwriting scheme is used.

3. Children will receive at least 1 discrete Spelling, Grammar and Punctuation lesson each week to ensure that all age-appropriate objectives are taught. These objectives will be consolidated during the reading and writing tasks that will be completed throughout the rest of the week.
4. Teachers to ensure the continual development of pupils' confidence and competence in spoken language and listening skills as these need to be used as a tool for writing. The quality and variety of language that pupils hear and speak will be used for developing their vocabulary and grammar and their understanding for writing.

5. The skill of planning and writing a variety of text types (as laid out in our whole-school progression map) to be taught and modelled in each year group. Writing objectives delivered through the use of high quality resources in whole class teaching.

6. The whole school sequence for teaching such objectives is as follows:

- Opportunities for children to carry out pre-reading research tasks to ensure they are in a position to fully understand the text.
- Immersion in the text and opportunities to develop understanding through comprehension and word-level activities. Children are given lots of opportunities to read aloud, talk about the text, complete drama tasks and explore vocabulary within the text.
- Children apply their reading skills and use the text as a tool to model and practice their writing skills.
- Children evaluate and reflect on what they have read and produce independent pieces of writing linked to the text type they have studied.
- Children are taught to proofread and edit their pieces of independent writing.
- Children share independent writing in a variety of ways to a wider audience to develop speaking and listening skills.

7. Writing skills are consolidated and developed further across all aspects of our Learning Challenge Curriculum and RE work e.g. as a tool for presentation. Writing is also an integral part of our rationale to ensure that during their time with us all pupils have the opportunity to be: a hero, a responsible citizen, a culture seeker, a creator, a performer, a team player, a health expert, an adventurer, an eco-warrior, a neighbour, to be aware and an inspirational child.
8. Children to be given a purpose and audience for their writing. Children to be be shown that writing is valued and celebrated in school through high quality displays, rewards and competitions.
9. The school works in partnership with parents to endeavor that pupils also develop important writing skills at home by sending home age-appropriate homework tasks. Parental workshops are run in school to offer support and advice regarding supporting children with their writing at home.
10. The assessment of pupils' progress in writing and their phonic and spelling knowledge will be frequent and detailed to identify quickly the pupils who are failing, or in danger of failing, to keep up with their peers.

IMPACT

At All Saints we recognise that being able to write clearly and coherently is a fundamental skill required to exceed in the outside world. The teaching of writing is an important part of the whole curriculum that we strive to offer our pupils. We expect our pupils to leave us as confident, motivated and creative young writers who can communicate their ideas eloquently and neatly. When it is evident that pupils are falling behind in this aim, decisive action will be taken to support them further to accelerate learning.

Revised and adopted by the Governing Body ……..Date: 17.8.2021 Review Date…….