

# St. Anne's Catholic Primary School



*Working together: in faith, learning and love.*

**Writing Intent, Implementation  
and Impact Policy  
2022-23**

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## Writing Intent, Implementation and Impact Policy

### Mission Statement

**Working together: in faith, learning and love.**

Together we learn and grow with God

Together we respect each other and the world in which we live in

Together we support and motivate each other

Together we forgive as God forgives us

Together we inspire lively, enquiring and thoughtful minds

Together we encourage creativity, independence and responsibility

Together we are one family; our homes, our school, our parish and our community.

We all work together through the Gospel Values to always put the children we serve at the centre of all we do.

### Intent

At St. Anne's it is our intent that every child will learn to write independently, regardless of their background, needs or abilities and that by the time pupils leave at the end of Key Stage 2, they will have acquired the writing knowledge and skills needed for the next phase of their education. We recognise writing as a multifaceted process involving spelling, grammar, handwriting, cohesion, planning, editing and motivation. By securing these key skills and the ability to apply them independently, pupils will be able to embed their knowledge and display their skills through a variety of opportunities across the curriculum.

The school believes that English skills are vital to the development of children, so they are prepared for their future life. A broad and balanced English programme using objectives from the National Curriculum, determines the skills that each year group and Key Stage must cover. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing as stated in the POS 2
- apply their phonetical and spelling knowledge in their writing as stated in the POS 1
- apply English knowledge, skills and language in all areas of the curriculum.

### Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will have Quality First Teaching throughout the teaching of writing. Any children with identified SEND or in receipt of pupil premium funding, have differentiated tasks and various use of resources to scaffold and support their learning to allow them to access the curriculum and achieve. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential. High attainers within writing are challenged and supported to take their knowledge and skills to the next level again through quality first teaching and use of materials including vocabulary rich texts and modelled expectations.

## Implementation

Our school provides daily English lessons that are progressive and support both knowledge and skill development. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Reception Class developing through to the National Curriculum in KS1 and KS2. The Early Years Foundation Stage Curriculum is divided into prime & specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication and Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading and writing. Pupil provision is related to attainment, not age. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills with co-operative learning structures. To enable children to communicate effectively through both the spoken and written word, writing needs to be linked closely to reading and oral storytelling. Children are given real purpose for their writing, making it meaningful and engaging. At St. Anne's, this sequence of lessons will also include specific Grammar sessions which are then applied in children's writing alongside the use of their knowledge of English genres of writing and skills. Teachers model these skills on a regular basis and planning, editing, publishing and ICT based tasks can be planned in as part of the teaching sequence. As part of our enriched curriculum, writing opportunities are available for children across all subjects in which they can apply and refine their writing skills.

**Handwriting** sessions are taught regularly to the children and follow a cursive programme. The aim and expectation is for children to apply this cursive script into their daily writing within KS2 and by the end of KS1, children should be showing cursive skill but not joined.

**Familiarisation with a text type:** this is done within whole class guided reading sessions as well as English lessons. It allows the children to gain experience of a specific text type and builds an understanding of and familiarity with the features of a text, enabling children as a reader to experience the purpose of texts. Storytelling and reading to children are built in daily as part of regular classroom practice so children experience a wide range of texts and are able to write from concrete experience. In Key Stage One, children are given the opportunity to learn several familiar children's stories and use the familiar structure of these, once learnt, to scaffold their own independent writing.

**Modelled writing:** Modelling the structure and tone of a piece of writing enables children to write from experience and a position of knowledge. The teacher writes a passage of text in front of the class, thinking aloud to demonstrate the writing and editing process. This can be used to teach a range of skills: grammar, punctuation, sentence structure, drawing the reader in, authorial voice, how to improve, make choices as a writer.

**Shared writing:** This is a collaborative approach where the children contribute ideas for the teacher to use to create a piece of writing. A short text is created together and there is an opportunity for discussion as the class work together to choose and agree the most suitable and effective ideas for the text, which is edited and improved as it is written.

**Guided writing:** The teacher works together with a group, focusing on a specific learning and teaching point. Children may have the same starting point that they go on to develop individually with guidance from the adult taking inspiration from guided discussions.

**Independent writing:** Using the text structures they have been taught and context previously planned as part of the sequence of sessions, children create their own written texts, demonstrating their developed learning and skills. Children apply their grammatical knowledge and extended writing is used to assess achievement and progress and plan children's individual next steps for development of their written work.

**Assessment:** Assessment is ongoing and can take many forms. Peer assessment involves children sharing their work and receiving feedback from their peers on how to improve it further; it may involve children evaluating their own writing against an agreed list of success criteria for a specific task; or agreed assessment criterion. Feedback can also be verbal and instant improvement is often seen as a result. (See Marking Policy for more detail). Teacher judgement is used to formally assess the children against the national curriculum and the Gateshead Assessment Profiles for writing.

**Editing and Improving:** Children use all feedback, written or verbal, to edit and develop their work further, ensuring progress.

**Cross-Curricular Writing:** The same approach to writing is used across the curriculum. Children write extended pieces of text in all curriculum subjects, and these are planned and taught in the same way, attention being paid to the spelling, grammar and punctuation that should be used by a child of that age. Writing in the foundation subjects is used as part of the writing moderation process in school to ensure that standards in writing are as high in other subjects as they are in writing in English lessons.

Planning is reactive: teachers plan according to their ongoing assessments of children's work and necessary next steps to be taken to ensure progress. Learning objectives are taken from the National Curriculum and are broken down appropriately. There is a focus on what children are to learn and how they can demonstrate their learning successfully.

**Spelling and Grammar:** Spelling, punctuation and grammar (SPaG) are taught as part of the sequenced lessons planned in the build up to writing a body of work of a specific genre. SPaG objectives are carefully matched to units of work enabling them to be taught and learnt within a meaningful context. Examples of SpaG will also often be drawn out of whole class guided reading sessions so that children can see how features of grammar can be applied to good effect in writing (i.e. how the experts do it!).

**Speaking and Listening:** Speaking and listening are vital for developing vocabulary and grammar and underpin reading and writing. They are taught and modelled by adults across the school. Staff have high expectations of how children speak and listen carefully to the spoken word; they support children in developing their competence and confidence in the spoken language. The use of Standard English is encouraged in the classroom environment. Opportunities are created for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.

**Parental Involvement:** At St. Anne's, we hold a Curriculum Evening at the start of term where all parents/carers are invited into school to meet their child's teacher. During this evening, parents will be informed of the content covered in English and how they can best support their child at home. During Parents' Evenings, curricular targets are shared, and a written report is completed annually in the Summer Term. Grammar, phonics and reading mornings run during the year to engage and involve parents with their children's learning in school. This begins in the Early Years Foundation Stage Curriculum as soon as children enter school.

**Monitoring:** The Senior Leadership team and the English Lead monitor the quality of teaching of writing as well as children's achievement and progress in writing through learning walks, lesson observations, drop-ins, book scrutinies, moderation and standardisation of work and analysis of data. Findings are shared with staff where together we plan next steps and create targets to help develop writing further across school. This is included in the subject action plan and reviewed termly.

### **Impact:**

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning.

Assessment of learning is completed half termly. Children complete independent writing pieces within a unit of work, which are assessed against our writing criteria. Teachers will have at least eight pieces of work throughout the academic year, showing a range of writing and skills. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. Children who are not on track are identified for intervention/target teaching and key strategies planned to support the individuals in their pupil progress documents.

Teacher judgement against the Early Years Framework is used to assess children in EYFS. At the end of KS1 and KS2, teachers use the Teacher Assessment Framework to report Teacher assessment.

**Leadership and Management:** The subject leader's role is to empower colleagues to teach writing to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example by modelling lessons or styles of teaching
- Having a sound knowledge of the quality of writing provision across the school and using this to provide a coaching and mentoring role
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards
- Regular book scrutiny of writing carried out in key stage groups during staff meetings. This gives staff the opportunity to see progression throughout each year group and how it builds up. We use Gateshead Assessment Profile assessment to refer back to, this helps staff to be able to clearly see standards being met and the impact it is having on the children's development of writing.

**Monitoring and Evaluation:** The quality of teaching and learning is monitored as part of the appraisal process through lesson observations and through the progress and attainment documents. In addition, continuity and progression across the school is monitored by the subject leader as is the implementation and impact of Assessment for Learning. The subject action plan and external advisors identify actions intended to raise standards.

The English Subject Leader will also provide an annual summary report to the Headteacher and Governors in which s/he evaluates the strengths and weaknesses in writing and indicates areas for further improvement. A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets termly with the subject leader to review progress.

**Review Date:**  
July 2023