



Writing Policy

Our Lady of Lourdes Writing Policy

At Our Lady of Lourdes RCPS, we are all writers! A high-quality education in writing at Our Lady of Lourdes will teach pupils to value writing as a crucial life skill. We want our children to love writing, leaving us as enthusiastic, confident writers who understand that writing is both essential to thinking and learning and enjoyable in its own right. We want them to see how writing can enrich the world and help them achieve their dreams. We want our children to grow up knowing that they can be authors, journalists, poets and reporters. We want them to embody our Catholic core values. We all live by our school motto of:

“I can do great things with God’s love” – this is both spiritually and academically.

Pupils should be taught to write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through engagement in high-quality activities based around a high quality text at the core of all learning, pupils are given the chance to develop culturally, emotionally, intellectually, socially and spiritually. Our high quality reading spine plays a key role in such development. Pupils are offered many different opportunities to acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Through the core texts selected and studied, the pupils at Lady Margaret will learn to appreciate the wonderful range of texts available to them and by the end of their primary school journey pupils will be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Curriculum aims

The programmes of study for writing at Key Stage 1 and 2 consist of two dimensions:

- Transcription (spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding morphology (word structure) and orthography (spelling structure) of words (spelling and handwriting)
- Composition (articulating and communicating ideas, and then organising them coherently for a reader)
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It is essential that teaching develops pupils’ competence in these two key areas. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. Spoken language underpins the development of reading and writing here at Our Lady of Lourdes. As a school we wholeheartedly believe high quality writing arises from a sea of talk and every opportunity has

been provided for pupils to participate in discussion activities. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. All teachers will therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. By exposing our pupils to the high quality texts from our reading spine we encourage children to see their reading as "breathing in" and their writing as "breathing out" the features they have encountered in books they have read. All pupils will be enabled to participate in drama and role play activities to gain knowledge, key skills and understanding of how this can enhance their writing. Pupils will be able to adopt, create and sustain a range of roles, responding appropriately to others whilst in character. Spelling, vocabulary, grammar and punctuation Opportunities for teachers to enhance pupils' vocabulary should arise naturally through the reading and writing lessons. As pupils' vocabulary increases, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar and punctuation and how to use language descriptively. This provides the structure on which teachers can construct exciting lessons without restriction to a scheme. It is important that pupils know and learn the correct grammatical terms in English and that these terms are integrated within teaching.

Planning and Progression

The writing curriculum is carefully planned alongside the aims of the National Curriculum guidance for Key Stages 1 and 2 with clear progression across year groups (Please see skills progression documents for further information) Pupils in EYFS will be provided with every opportunity to engage in writing and talk around writing through the use of role play, small world scenarios, and daily Little Wandle phonics sessions. The curriculum is planned to ensure that a wide range of literature from different cultures and heritages is explored and valued. Teachers work hard to create writing sequences whereby pupils are provided with opportunities to write for real purposes and real audiences. Our pupils also have opportunities to apply and showcase their writing skills across the curriculum. We aim to provide a curriculum which is designed to best suit the needs of our pupils and to spark interest, challenge and curiosity. Teachers deliver writing lessons with a high quality text at the core (See also our Reading Spine) and wherever possible links are made to other curriculum areas of study e.g. History/Geography.

- There are high quality model texts for the children to deconstruct and analyse with their teacher. Writing examples modelled by teachers are based on the core text and focus on specific grammar aims obtained from the National Curriculum.
- Spelling, punctuation and grammar are taught in the context of pupil's own writing, and where necessary through discrete lessons.

- Pupils have abundant opportunities for talk within writing lessons in order to engage and understand the core text thoroughly through a range of drama activities such as freeze frames, role play and conscience alleys.
- There are ample opportunities for teachers to model writing skills by teaching pupils how to create, improve and revise their writing through shared writing and whiteboard work.
- Every opportunity is provided for pupils to become critical readers of their own writing by using self or peer-evaluation and by checking their work independently or alongside their writing buddy for sense, precision and meaning.
- Pupils are provided with a wide range of vocabulary both in English writing activities and across the wider curriculum.
- Pupils are taught to develop their ability to organise and present their writing. All teachers will adhere to the key principles of writing (See writing skills progression document) when planning for writing opportunities across all subjects. It will be evidenced in planning and lessons across the school.
- By the end of year 6, our pupils should be able to:
 - Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.
 - Describe settings, characters and atmosphere in narratives.
 - Integrate dialogue in narratives to convey character and advance the action.
 - Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. Using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
 - Use a range of devices to build cohesion (e.g. Conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
 - Use verb tenses consistently and correctly throughout their writing.
 - Use the range of punctuation taught at key stage 2 mostly correctly (e.g. Inverted commas and other punctuation to indicate direct speech).
 - Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
 - Maintain legibility in joined handwriting when writing at speed.
 - Pupils will receive weekly spellings to practise and this will be tested on a weekly basis (Please refer to our spelling policy). Pupils who are consistently underachieving in their spellings will receive extra spelling and phonics support from SEND teaching assistants.

Handwriting

Handwriting and writing will begin with mark-making and patterns in EYFS. During this time, staff in EYFS will ensure pupils are given daily opportunities to build their core strength as this will help pupils with their writing. The needs of left handed pupils or those with physical difficulties are also taken into account and where necessary accommodated with resources or specific intervention such as a pencil grip or resources to increase core strength. Discrete handwriting lessons are planned into the timetable, 3 lessons per week in KS1 and 2 lessons

per week in KS2 although teachers may wish to incorporate more frequent lessons at the start of the year. Correct posture and positioning of paper or books are also emphasised during these sessions. Letter formation and handwriting is taught and modelled using a range of resources. Our Lady of Lourdes aims to provide for all pupils so that they achieve as highly as they can in Writing, according to their individual abilities. By means of on-going assessment, teachers can highlight a difficulty or identify which individuals or groups are under achieving and for what reason/s and will take steps to improve their attainment. Pupils who are identified as greater depth throughout all areas of the curriculum will also be identified and suitable challenges provided within daily teaching. Pupils, who are underperforming, will be noted, intervention within the classroom will be provided and the impact of these interventions shared in Pupil Progress meetings. A range of activities will be used by teachers to support pupils who are unable to access the whole class writing sequences e.g. Colourful Semantics or use of widgets.

Staff have high expectations for all pupils. Appropriate assessment is used to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can access the National Curriculum for writing, wherever possible. Teachers will also take account of the needs of pupils whose first language is not English and plan work accordingly. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all aspects of the lesson. Further information can be found in the SEND/EAL policy. A wide range of core texts have been selected to reflect a wide range of cultures as well as ensuring there is an equal number of female/male main characters. All pupils are provided with equal access to the English curriculum. Our Lady of Lourdes RCPS aims to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Assessment

Class teachers will report pupils writing targets and strengths to the parents through parents' evenings and written reports. Pupils are encouraged to assess their own writing through discussion with the teacher and their peers using the success criteria which is shared at the beginning of each lesson via the Learning Objective. Pupils will record their writing in their English book which are used as a form of assessment, moderated by teachers internally and externally on a termly basis. Success criteria should be used to enable pupils and teachers to assess work against specific skills and set targets based on gaps in learning. Children should be clear about what their individual learning objectives or targets are and should be able to verbalise their learning to any adult.

Marking - During the drafting process, teachers should use the following to support pupils with feedback as well as working with regular focus groups/individuals throughout writing sessions:

- Using whiteboards to draft sentences
- Peer editing against success criterias
- Using visualizers to share high quality sentences/paragraphs
- The sharing of high quality work.

Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. (Please see our Marking and Feedback Policy).

Half-Termly assessment

All pupils will write one independent piece of writing every half term. This will be based on the writing style they have been learning as part of the teaching sequence and will link to the core text. This piece of writing will be assessed against the national curriculum standards by the teacher. Writing is likely to be independent if it:

- emerges from a text, topic, visit, or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice—for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer, or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as dictionaries or thesauruses, without being prompted to do so by the teacher
- Writing is not independent if it has been:
 - modelled or heavily scaffolded
 - copied or paraphrased
- edited as a result of direct intervention by a teacher or other adult—for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation, or predictive text
- supported by detailed success criteria that specifically direct pupils as to what to include, or where to include it, in their writing—such as directing them to include specific vocabulary, grammatical features, or punctuation

End of KS1 Assessment Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters. Working at greater depth The pupil can, after discussion with the teacher:
- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly
- spell most common exception words
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

End of KS2 Assessment Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*

- write legibly.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Moderation

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark their judgements, while helping to ensure that standards are consistent and outcomes are reliable. Our Lady of Lourdes will ensure that our teacher assessment judgements are moderated internally and, where possible, with other schools. This will quality-assure the schools' judgements and provide a valuable opportunity for professional development. Our Lady of Lourdes ensures that teachers moderate pupils' writing on a termly basis both internally within year groups and externally in cluster school moderation meetings.

The writing lead will also undertake the following (See moderation timetable)

- Book scrutinies, which show evidence of progress and attainment within classes, year groups and across the school, ensuring consistency of teaching and learning.
- Pupil voice meetings. This allows the Writing leader of learning and the senior leadership team to assess how effectively the curriculum is being taught and the sticky knowledge, which the pupils are retaining. This information is then used to improve teaching and learning.
- Learning Walks to assess the quality of the learning environment

They will then use this information to inform and where necessary update the subject development plan, which will detail how standards in the subject are to be maintained and developed further. They will track the progress of identified groups of pupils. They will lead by example by setting high standards in their own teaching and raise the profile of writing at Our Lady of Lourdes through best practice. They will monitor progression and continuity of English throughout the school through lesson observations and regular monitoring of outcomes of work in English books and termly assessment, with a view to identifying any support needed. They will ensure that all staff have access to the relevant resources they will require to teach a core text as well as provide 'expertise' to assist staff in the delivery of the curriculum: ensuring teachers understand the requirements of the National Curriculum and supporting them where necessary to plan lessons. The subject leader will ensure that all staff have access to professional development including observations of best practice in the subject and through regularly preparing, organising, and leading insets and CPD activities to support staff in developing areas of writing where they feel less confident. They will work alongside the SENCo to ensure the writing targets of SEND pupils are met. They will evaluate, on a regular basis, the policy and writing curriculum to ensure they form the basis of practice of writing within the school. The subject leader will, on a regular basis, organise, audit and purchase whole school and class-based writing resources. They will take responsibility for managing their own professional development by participating in external training, independent private study, engaging in educational research and wider reading. They will develop opportunities for parents/carers to become more involved in writing education; keeping parents informed about writing issues. They will involve the school in 'celebrations' of writing, including participation in events such as 'Book Week'.

Engaging Parents

Parents can play a pivotal role in the development of writing skills. Parents provide support for handwriting, spellings and various genres of writing that may be set for homework. Parents are also encouraged to look at the website as it contains further guidance on how to best support their children with writing at home. Parents are further encouraged to support pupils at home by:

- Practicing spelling words from the spelling list