

St John and St James Writing

Jesus said, 'I have come that you will have life, life in all its fullness.'



Writing is a crucial part of our curriculum. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and effectively apply the spelling patterns and rules they learn.

“Be yourself. Above all, let who you are, what you are, what you believe, shine through every sentence you write, every piece you finish.” – John Jakes

During Foundation Stage

From nursery onwards, we encourage children the development of the gross and fine motor skills that allow for a tripod pencil grip and control of writing and mark making tools. We provide children with a vocabulary-rich environment so that they recognise that text has meaning and encourage them to understand that they can use mark-making to communicate with others. Reception children have daily English-focussed sessions and access to a range of resources to encourage accessing and making text – especially where those texts are meaningful to themselves as well as others. We use the Penpals Handwriting scheme to consolidate the links between phonemes and graphemes and develop word-building skills in both reading and writing. Children are given opportunities to orally rehearse the things they want to write before committing them to paper

During Key Stage 1

We aim to develop the children’s ability to produce well structured, detailed sentences in which meaning is made clear, using simple punctuation. We encourage all children to understand correct letter formation and orientation, word-spacing and sentence building and the application of the phonics sounds taught.

Core books are used each half term as a basis for inspiring writing and are recorded on the long term plan to ensure all genres are covered. Special occasions and yearly events are also used to engage children in purposeful writing outcomes (Black Lives Matter, International Women’s Day, Earth Day etc.).

‘Talk for Writing’ is used to develop children’s confidence and language development prior to recording. Teachers model strategies through shared writing sessions. All writing units include high quality ‘What A Good One Looks Like’ to guide and inspire the writing process. Writing may be completed individually or as a group composition.

Children use the Penpals handwriting writing programme on a weekly basis and in Year 2 move the children on to using joined writing. We aim that all children leave Year 2 with neat, joined, cursive handwriting.

During Key Stage 2

We aim to develop the children’s ability to produce well structured, detailed writing in which meaning is made clear and which engages the interest of the reader. Children use focus texts and topics; personal and shared reading; film, video, music and art; personal experience and opinion; current affairs and events as inspiration for writing. They are taught the key grammatical structures and forms in the context of their writing. Children learn to deconstruct text to understand the structure, vocabulary, register and style of a wide range of genres for a variety of subjects, purposes and audiences.

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There is an emphasis on children developing consistent, mature, handwriting using a neat, joined, cursive style which is practised and evident in their books across the curriculum. The aim is that all children should be writing in ink by the end of the Key Stage. Children are awarded ‘Pen Licences’ to celebrate their competence with handwriting.

Planning

- The school’s curriculum map shows the scope and sequence of writing skills to be covered each term from the acquisition of early writing skills through to provision for higher achieving writers, firmly structured around NC expectations.
- Teachers create half termly medium term plans to meet the needs of their children, using the National Curriculum and the school’s long term plan. Teachers seek to make connections between the wider curriculum and literacy to inspire relevant writing opportunities and engage and enthuse learners.

Teaching

- Teachers plans will include; talk for writing; oral rehearsal; deconstruction of text; grammar focussed teaching; modelled writing, shared and paired writing; guided writing leading to independent writing, editing and redrafting.
- All teaching works towards a writing purpose, with children building the skills to create a final piece independently. Teachers used examples of finished pieces to support the children in understanding what success looks like.
- Flexible groupings are used during lessons with adult support

<ul style="list-style-type: none"> • A weekly overview document is created to show how the needs of all learners are met across the week. This is supported by teacher resources and visual prompts. 	<p>carefully planned and targeted to develop children's confidence and fluency in writing.</p> <ul style="list-style-type: none"> • Teachers are expected to demonstrate the correct handwriting style appropriate to their year group and to model this through shared writing and displayed examples.
<p>Marking and feedback</p> <p>Work should be marked according to the school marking policy by using:</p> <ul style="list-style-type: none"> • Scribbling for writing that cannot be read without support. • Peer- and self-assessment • Oral feedback/ pupil conferencing • Written feedback that takes the form of: Addressing misconceptions; scaffolding upgrading; identifying next steps or providing challenge. 	<p>Resourcing and display</p> <p>Because literacy skills are such a fundamental part of learning, the school has invested in a very wide variety of books and supporting materials to develop writing skills and provide stimuli for writing on a wide range of themes.</p> <p>The school provides pencils and handwriting pens for children as well as opportunities to use word-processing technology on computers and i-pads.</p> <p>Handwriting books with guidelines, interactive whiteboard resources and a range of practical resources, including word banks and graphic organisers, are provided for children to support their writing.</p> <p>The exercise books used in all subjects have appropriate line spacing to facilitate the development of the correct size, formation and orientation of letters and organisation of written work.</p> <p>Working wall:</p> <p>The working walls are intended to 'make the learning visible' and to track and celebrate the children's progress through the process of writing as well as to provide a resource to encourage children to apply their SPaG skills, use specific sentence structures and registers in their writing. The working walls complement the use of modelled and guided writing in the sessions and provide a 'reminder' to children of the genre 'ingredients' and features they need to use.</p> <p>WAGOLL (What A Good One Looks Like) elements of displays provide examples of excellence in children's writing to showcase expectations for handwriting and presentation as well as for outcomes in terms of genre features, vocabulary, structure and organisation.</p> <p>Excursions and Incursions</p> <p>Where available opportunities are taken to provide children with role models and theatre group presentations to inspire children write for life.</p>
<p>Assessment</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teachers and key workers make observations regarding the pupils' development in mark making and writing • AFL is used within each lesson to establish next steps for pupils. • Writing is marked and children are conferenced with during the writing process to provide effective feedback for editing and improving <p>Summative:</p> <ul style="list-style-type: none"> • All children in EYFS undergo baseline assessment for writing skills. • Regular spelling tests are set and tracked • Writing is moderated internally each half term • In Year 2 and Year 6 children's writing is both internally and externally moderated using the statutory assessment framework. 	<p>Monitoring</p> <p>Monitoring is undertaken by the subject leader and SLT throughout the year, and includes:</p> <ul style="list-style-type: none"> • Planning checks • Book scrutinies • Lesson observations and coaching sessions • Conferencing with groups of children about their work • Writing moderation internally and externally.