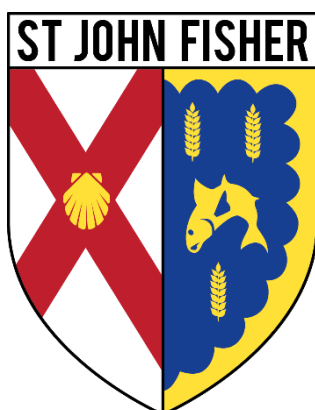
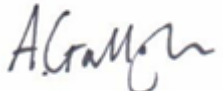


St John Fisher Catholic Voluntary Academy

St Thomas Aquinas Catholic Multi-Academy Trust



Writing Policy

Policy Date: 18/09/2023			
Policy Review Date:	18/09/2024	Anthony Gallagher	
Ratified by Governing Body:			

Policy for Writing

Aim high, work hard, be kind

Overview

This document is a statement of the aims, principles and strategies for the teaching and learning of Writing at St John Fisher Catholic Voluntary Academy. It contributes to the school's philosophy of teaching and learning as expressed through the Mission Statement.

Rationale

At St John Fisher, we believe that the ability to write with confidence and accuracy is an essential life skill. We endeavour to enable all of our children to communicate effectively using the printed word in a wide range of contexts. Writing is a complex process that requires many skills such as handwriting, spelling, sentence construction, grammar, punctuation and awareness of text structure and audience.

Aims

Our aims are for all children at St John Fisher to:

- Enjoy writing.
- Become confident, capable writers.
- Understand how to write in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features.
- Plan, draft, revise and edit their own work, and learn how to self and peer-assess against the success criteria including punctuation and grammar objectives.
- Develop their imagination and creativity through exciting, meaningful experiences and drama activities which inspire them to write for a range of purposes and audience.
- Develop ambitious vocabulary.
- Use neat, cursive handwriting.
- Understand and apply their knowledge of phonics and spelling.

Teaching and Learning

Writing at St John Fisher is taught and celebrated daily across a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities. Our children are taught the skills of writing across a range of different genres using the skills laid down in the National Curriculum (2014). Children are taught to consider the purpose, form and audience of their writing.

A daily English lesson is taught in Years 1-6 using high-quality texts and a carefully structured approach. Vocabulary, grammar and punctuation are taught as an integral part of each genre to enable them to be taught and learned within a meaningful context. To develop vocabulary, the children are

continually encouraged to 'magpie' new vocabulary from their reading, as well as playing structured warm-ups that focus on language development. Spelling and handwriting are taught separately. The learning environments reflect the learning journey within each classroom.

Spelling at St John Fisher is developed through:

- The systematic teaching of phonics in KS1 using the RWI scheme and the recurrent teaching of spelling strategies and conventions.
- In Key Stage 2, we use the Purple Mash spelling scheme which looks at 10 spellings weekly and is taught through a daily repetitive session and then the children are tested at the end of the week through dictation.
- Developing an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the new National Curriculum.
- Regular dictionary and thesaurus work, use of word banks and spell checks and regular opportunities to identify and use spellings within a context.

Throughout each topic, the links between reading and writing are made explicit – children are encouraged to understand that we read as writers and we write as readers. Speaking, listening and drama are an integral part of this process as well.

We believe that in order for children to see themselves as successful writers they need to be involved in writing for a purpose. Therefore, as well as sharing their writing with staff and other pupils, children are provided with opportunities to share their writing with the wider community.

Early Years

We encourage the children to write independently from an early age. To support the development of writing, the children progress through the Development Matters document which outlines the ages and stages of progression for the EYFS curriculum. Each classroom has a well organised writing area that over the year includes a variety of different resources for mark making and writing such as large sheets of paper, coloured paper, notebooks, diaries, postcards, clipboards, whiteboards, pens, pencils, high-frequency word cards, alphabet cards, interactive displays, messages and examples of children's writing.

Activities are planned daily to develop children's fine and gross motor skills e.g. building wrist strength by twirling ribbon sticks, practising writing patterns with big brushes and water, making letters in the sand etc.

Modelling Writing

The teacher talks aloud the thought processes as a writer. They model strategies in front of the children, communicating the strategies being used.

Teachers may model writing skills such as rehearsal, proof reading, editing, word selection, sentence construction, paragraphing, handwriting as well as specific grammar and punctuation relevant to their particular year group.

Shared Writing

This is a collaborative approach in which the pupils contribute their ideas and thoughts for the teacher to write. The teacher models and teaches specific writing skills and there is the opportunity for discussion to choose the most effective or suitable ideas.

Independent Writing

Children are given opportunities to write independently across the curriculum. They are encouraged to plan, draft, write, edit and assess their work, applying the skills they have learned throughout the unit of work. Adult intervention at the point of learning enables further support and challenge.

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's writing at all ages, by encouraging them to write for a range of purposes such as shopping lists, diaries, notes, letters, cards, stories etc. Half-termly, children are also set a piece of writing homework in order to encourage the continuous practise of writing and practising the concept of independent writing.

Assessment

As well as assessing pupils on a daily basis during intervention marking, pupils are assessed against the skills in the National Curriculum each half term. The STACMAT statements (based on statements from the National Curriculum) are used to assess the children. These assessments are used to inform teachers' planning about next steps to improve grammar and punctuation skills for groups and individual pupils. Statutory Assessments are carried out in Year's 2 and 6.

Equal Opportunities

Children with SEN will work towards the same objectives with support and appropriate differentiation. All children, including the SEN, the Disadvantaged and those with English as an additional language, will be encouraged to make good progress in writing, regardless of race or gender. Higher ability pupils will be provided with sufficient challenge to enable the greatest possible progress.

Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

Head Teacher and Governing Body:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor teaching strategies in the light of health and safety regulations.
- Monitor how effective teaching and learning strategies are in terms of raising pupil Attainment.
- Ensure that staff development and performance management policies promote good quality teaching.

Subject Leader:

- To have an impact on raising standards of attainment for English across the whole school.
- Adapt and use the Programme of Study for English across the whole school that meets the needs of our children.
- To monitor the whole school and individual needs to be able to assess individual professional development opportunities and needs.
- To maintain the availability of high-quality resources.
- To maintain an overview of current trends and developments within the subject.
- To ensure, together with the Head Teacher and Assessment Lead, a rigorous and effective programme of moderation of assessments.
- To ensure a regular and effective programme of analysis of children's work sample monitoring is in place.
- To ensure a regular and effective programme of analysis of short-term planning is in place.
- To effectively manage any funding designated to English.

Class Teachers:

- Ensure the effective implementation of the National Curriculum for English.
- Adapt and use the Programme of study for English across the whole school that meets the needs of our children.
- Make effective use of Assessment for learning within English.
- To ensure work is planned to enable all children to reach their full potential.

Teaching Assistants:

- To support the class teacher in the effective implementation of English.

Parents/Carers:

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to discuss children's progress

- sending an annual report to parents in which we explain the progress made by each child and indicate how the child can develop their learning
- explaining to parents how they can support their children with homework and English learning.

Outcomes

We strive to produce children who are fully literate and articulate and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum, they are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

Monitoring and Evaluation

This policy will be reviewed annually by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.

Last reviewed September 2023

Appendix 1 – WAGOLL examples

Diary WAGOLL

Thursday 14th June 1942

Dear diary,

Well this has been the scariest day of my life! Luckily, I'm still here to tell the tale and hopefully shall be from now on.

At about half past eight this morning, life was going as normal: I say normal, what I mean is that we were all creeping around in our stocking feet so the workers below couldn't hear us. Then it happened. The clank of footsteps could be heard coming up the stairs. I knew they'd reached the third step from the top - it creaked like grandmother's knees. Immediately, we all stopped, stood still and held our breath. Mother went as white as a sheet and made that face at me as if to say, "Don't you dare make a sound!" As if I would be so silly. This was our hiding place, our only chance of not being caught, our one secret that must never be told.

It was as if time stood still (though after I'm sure it was no more than five minutes), like the air had been sucked out from all around me! Nothing, no movement, no sound. Just waiting to hear if the steps would descend back down the stairs. My heart was beating like a drum; my ears were pounding as they listened for any sound that would indicate we'd been found. I stood like a statue staring at my mother, who was doing the same, making no movement, no sound. One minute, two minutes, three minutes, how many had passed? Still we stood, frozen to the spot.

After what seemed an eternity, the footsteps turned, making that gritty sliding on floorboards sound. Voices could be heard getting fainter and fainter. Whoever it had been had finished their chore and had moved on. My mind filled with the most dreaded thought. Who could it have been? Gestapo? Workers collecting something? I stared wide-eyed at my mother. The all-clear signal to move was given to me. I crept into my small, cramped bedroom at the back of the secret annexe and quietly pushed the door to.

Collapsing heavily, the biggest sigh ever left my chest! I was sure that was the closest we'd ever come to being found. I can't even imagine what would happen to us if we did. How long do we have to live like this? There are so many things I miss: my school friends, especially Betty; visits to the park; theatre trips and just being outside!

It fills me with dread, what will tomorrow bring?

Sci-fi narrative WAGOLL

The sun slipped behind the distant hills, painting the mountains red and black. Shadows lengthened, deepening the darkness. Wind whispered through the grass as if praying. Wearily, Tom and Jez picked up their fishing gear. It was late and they knew that they would be in trouble but holidays only came once a year and they were just a mile from the cottage where they were staying. "Come on," mumbled Jez, picking up his rod and turning to go.

At that moment, the boys froze. From somewhere overhead, they heard a low whirring sound. Half a mile away, a glowing light appeared. It streaked towards the forest and then hovered, casting beams of brilliant light down into the dark trees. The boys turned to stare at each other. They were both thinking the same thing... aliens! Tugging them deeper and deeper into the forest, the strange lights shone down like silvery ropes. Without warning, there was a rush of roaring wind that tore at the trees. Then the lights began to flicker in a mesmerising pattern.



Half stumbling, Tom and Jez staggered through the thicket, drawn towards the light. As they drew closer, they could see that it was an enormous spaceship! Crouching behind a bush, hearts thumping, they waited and watched. The ship was larger than a bus and circular; it hovered just above the ground. Lights shimmered and a door opened. Out of the dark interior, a shadow began to move...

It was twenty-four hours later that Tom woke with a start, though at that point, he didn't realise how much time had passed. He was cold and at first couldn't remember where he was or what had happened. Beside him, Jez lay curled up: fast asleep with his thumb stuck in his mouth. Tom stared around him. They were still in the forest and the bushes and grass had been flattened down. Trees were scorched. Of course, the spaceship!

No one believed them and what was worse, they couldn't remember what had happened after the ship's door had opened. The doctor said that it was amnesia brought on by shock. Deep down, they both knew that the space ship had landed and an alien had begun to appear but after that, the next 24 hours were a complete blank. In the end, the police went away, muttering about time wasters - and left them to get on with the rest of their holiday.

It was only when he went to bed that night that Tom found it: in his pocket, there was a jet-black pebble. It was shiny and comforting to hold. He rubbed the smooth surface and as he did so, it began to warm and then it glowed. Weirdly, Jez had also found a stone in his

pocket. A present perhaps – a present from another world. What were the stones for? Tom wasn't too sure if he wanted to know...

Adventure narrative WAGOLL - Forest adventure

As the sun rose in the now azure sky, a misty haze began to form under the canopy of swaying, rugged trees. Curling around thick spiralling branches were constricting vines, which braced and creaked. Two brave explorers strode through the seemingly endless jungle, sweat running into their eyes. Dangling down from the layer of moss, vast, bold leaves flickered like flames in the growing bluster of wind.

Simon, the leader of the expedition, was a tall, muscular dark skinned man famous for finding hidden or lost artefacts. His dark, brown hair was tied back and his piercing green eyes constantly searched the jungle for danger. Originally from England, he had been raised in America by his parents Sam and Ella when they had moved there to find new employment. Simon's love of combat trousers and loose, cotton shirts was inspired by his father, a famous archaeologist who had worked in Egypt. As he grew older, Simon knew he would follow in his father's footsteps.

This place they were walking through was truly special but for the wrong reasons. Because, in the chaos of the natural surroundings (where vines choked vines and branches beat down branches), he could feel the eyes of the forest fixed upon him! On top of this, there was a sense that something, good or bad, was going to happen very soon. Through a small gap in the flickering leaves, two dull, piercing eyes emerged followed by a gaping mouth full of teeth that jutted out like yellow pegs of evil! An unimaginable figure stood before him and he froze: startled. Before Simon had time to spin and flee, the jungle floor gave way underneath his feet!

Further, further and further he fell. As he landed onto the damp, saturated ground, he took a forward roll which looked as though he had been practicing in case of this eventuality. Slowly he stood up and looked around him in the gloomy light. In the distance, through endless cobwebs, a soft glow caught his eye. It looked like a golden glow and the light bounced off it in a rippling effect, all around the mysterious object. Could it be gold? Slowly and carefully he set off, brushing aside the cobwebs sending spiders scuttling away. Soon he saw the object causing the gleam: a golden skull! He carefully picked up the artefact and placed it in his leather bag, knowing that this was not the time to inspect the treasure that he had found.

Back in the jungle, Bert, Simon's friend wandered around calling his friend's name loudly. Where could he be?

Simon carefully walked back along the dark tunnel excited with his find. As he walked closer to the pool of light caused by the hole on the jungle floor, he could hear his friend's calling. "Down here!" he shouted up at his friend. Suddenly, the light dimmed as his friend's head blocked out the light.

"Hold onto the rope and I will pull you up," Bert called down.

As Simon grabbed hold of the rope he heard the click, click of sharp claws and the deep rumble of a growl from behind him. Quickly, Bert pulled strongly on the rope. With a frustrated growl and a swish

of its black tail, the beast retreated back into the depths of the tunnel in which it belonged... hopefully never to be seen again!