



St Luke's Catholic Primary School Writing Policy 2021-22

Mission Statement

As God's family we learn, love and laugh.
 Together: Love one another, forgive one another
 Work together, play together,
 Worship together, be happy together.

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2019	M Williams		D Mc Cabe	P Stitt
2021-	CPalmer/CFairman		Miriam	PStitt

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
2020	Update	M Williams	
2021	Update	C Fairman	Updates spring 2022 - share with staff

Signed _____ Date _____
 Chair of Governors

Intent, Implementation and Impact of Writing at St Luke's Catholic Primary School, Frodsham

Intent

At St Luke's Catholic Primary we believe that all pupils should be able to confidently express their thoughts, emotions and ideas clearly and creatively through the written word. Our aims are for all children to have fluent and legible handwriting, write for a variety of purposes and audiences and develop a secure understanding of grammar and punctuation. At St Luke's, we want all of our children to take pride in their work and through the **Debbie Hepplewhite** scheme, encourage the use of a cursive handwriting style from Year 1 onwards.

As our approach to writing, we use **Pathways to Write: a 'proven methodology which develops vocabulary, reading and writing skills through the mastery approach'** (The Literacy Company). Using a 'mastery approach' to writing within our teaching, allows for a greater development of vocabulary and spelling. We also intend for our children to be able to independently re-read, revise and edit their writing both during and after the writing process.

Implementation

English lessons are taught daily across the school and to the whole class, therefore allowing all children to have access to the age-related skills and knowledge contained in the National Curriculum.

Each class studies a different high-quality text every half term which offers children engaging, yet challenging English lessons. Within each unit of work, children are given opportunities to participate in drama, spoken language activities and writing for a variety of purposes. Opportunities are planned for children to use knowledge from other subjects within their English writing and vice versa.

Grammar and Punctuation is taught, where possible within English lessons; allowing the children to learn skills in a meaningful manner. However, in Upper Key Stage 2, new concepts of Grammar and Punctuation is often taught outside of the English lessons. Every English lesson in Classes 2 - 6 starts with a SPaG style starter and often teachers will try to make starters relevant the skills that are being taught in English.

As a school, we follow The Literacy Company's Pathways to Spell spelling scheme and spelling lessons are taught to Years 2 - 6, three times a week. Children are taught ways to learn and practise spelling rules and are given spellings to learn at home each week. They are tested on these the following week. The emphasis is on the application of the spellings, rather than just learning them for a test. Children have access to spelling mats and word banks during writing tasks. The class's working wall is a point of reference to support the enrichment of vocabulary and to display words often misspelt.

Impact

At St Luke's, the implementation of the writing journey is well established and taught thoroughly throughout both key stages. This allows our pupils to become confident and creative writers with a secure knowledge of grammar and punctuation skills.

Moderation using the Pathways guidance; identifies the progress is being made across all year groups. Assessment for learning is ongoing and our staff assess attainment regularly, through both formative and summative methods. Children complete a 'Cold' and 'Hot' task every half term, which is assessed by teachers in order to monitor progress.

The teaching of writing is monitored by leaders through learning walks, book scrutinies and Pupil and Teacher Voice.

Teaching and Learning

All classes follow the Pathways to Write scheme of work produced by The Literacy Company. Pathways to Write designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing.

To support this approach, clear detailed lesson plans and resources are linked to a high-quality text. *Pathways to Write* ensures engaging and purposeful English lessons. The units can be used thematically to encourage a whole school approach to writing with the opportunity for topics to link across all year groups.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages:

The Gateway (1-2 lessons)

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Writeaway (4 lessons)

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

Planning for Writing

KS1 and KS2 Weekly plans use the agreed St. Luke's Planning Format.

The Pathways to Write scheme provides planning for each year group and the quality texts to be used. All class teachers also have access to additional slides that support the teaching of the Pathways to Write scheme.

Monitoring

- Monitoring will take place by subject leaders and the SLT Monitoring consists of book scrutiny, learning walks, lessons observations and regular drop-ins.
- Interventions will be tracked by subject leaders, SENCo and SLT. Intervention groups will change dependent on the needs of the learners in the classroom.

Assessment

- Lessons include elements of assessment for learning in line with the school marking policy.
- Books/ work is marked regularly, and feedback given to the children to inform the next steps and areas of improvement, in line with the school marking policy.
- At the start of a unit, pupils are given the opportunity to complete an independent writing task (Cold task). Class teachers assess the 'gateway keys' to ensure that the children are ready to access the new mastery keys for the unit. Opportunities to recap on gateway keys may need to be planned into lessons/ interventions to ensure gaps in learning are addressed.
- Pupils are given time to respond to comments/ feedback using purple improvement pens.
- Pupils self-assess their work after each lesson using the Balance assessment wheel (See Assessment policy)
- Moderation of writing takes place each half term with local schools in the cluster group meetings and in designated staff meetings
- In order to assess progress, every half term an independently written "hot task" provides evidence which class teachers then use to inform their professional judgements. These are recorded on Balance and also on the individual writing assessment grids.

We recognise that AfL lies at the heart of promoting learning and in raising standards of attainment. The assessment procedures within our school encompasses:

- responding appropriately to pupils with feedback during daily lessons · assessing children daily against success criteria stickers in children's books
- using knowledge of pupils drawn from our tracking system to guide future planning and teaching

Homework

Homework will be set weekly and be relevant to that week's learning. Homework will meet the specific learning needs of each individual pupil. Homework will be marked (by either the child or the teacher) and returned for the child to review his/her success and needs.

SEND

Children with SEND are normally taught within the daily English lesson. When additional staff are available to support groups or individual children, they may withdraw children from the classroom. Within the daily English lesson, teachers not only provide activities to support children who find writing difficult, but also provide challenge for children who are high achievers in writing.

Equal Opportunities

All children should have equal access to Quality First Teaching, irrespective of race, background, gender and capability. In the daily English lesson, we ensure this by supporting children in a variety of ways such as repeating instructions.

Role of the Subject Leader

- To take the lead in policy development
- To support colleagues e.g. leading staff CPD, planning support, team teaching
- To monitor and be accountable for progress in Writing – this may be done through scrutiny of work, observations and analysis of formal assessment data
- To be familiar with current thinking concerning the teaching of Writing, and to disseminate information to colleague
- To report on Writing to the Headteacher and liaise with the named link governor