

St Anne's C of E Primary School

Writing Curriculum Policy

Evidence of Intentions and Practice



For the information of staff, governors, parents, LA, OFSTED and DfE

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Approved by: Governors

Issue date: July 2022

Reviewed date: May 2023 -Rosie Stanton/Nikki Edwards

Reviewed date: September 2024 -Rosie Stanton/Nikki Edwards

Reviewed date: May 2025 – Joanne Harvey/Nikki Edwards

1. Rationale and Audience

This policy is set out to describe our values and philosophy in relation to meeting the needs of all learners at St Anne's CE Primary School. It outlines the framework within which all staff work and gives guidance on planning, teaching and assessment. It is designed to describe how the school intends to meet the needs of writers of all ages.

This policy document, having been presented to and agreed upon by the whole staff and the governing body, is available to all individual members of the teaching staff and for governors, parents or any other interested parties; e.g. the LA, support staff, visiting teachers etc.

2. Aims and Intent

At St Anne's CE Primary School, we strive to meet the needs of all pupils with a broad and balanced curriculum in English. In our school, we offer pupils a high-quality English education where all children have the opportunity to develop a rich and varied vocabulary; the confidence and ability to have well-structured discussions; the passion and skills to be life-long readers and to communicate with control, skill and voice as authors of their own writing. Through inspirational delivery of the English curriculum, we foster independence and focus on developing **resilient learners**.

Our curriculum is designed so that all pupils are exposed to a **diverse** and rich variety of texts and authors so that all pupils have the opportunity to develop culturally, emotionally, intellectually, socially and to flourish spiritually. Our children have regular opportunities to read and listen to others. This requires **courage** and a continuing culture of **respect**. From EYFS to KS2, we provide **nurturing** opportunities to guide and inspire children so that they are volitional readers with a passion for reading for pleasure and information.

In Writing, our children are provided with a high-quality, exciting curriculum. This curriculum teaches them to not only write fluently, but to write at length, for a range of purposes. English topics are skilfully planned so that they link with wider areas of the curriculum to contextualise learning and add purpose. We focus on developing **resilient learners**, who have the **courage**, to be explorative with their writing and learners that can confidently plan, revise and evaluate their writing, ensuring cohesion for the reader. Children are consistently taught spelling patterns and rules to enable confident and dynamic spellers. Through our teaching of spelling, children can accurately apply the relationship between letters and sounds (phonics), understanding of morphology (word structure) and orthography (spelling structure). We have consistently high expectations of handwriting and presentation which enables children to be proud of the work that they produce and showcase fluent, legible and joined writing.

By the end of Key Stage 2, and in preparation for Key Stages 3 and 4, our curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in, and for, a range of contexts, purposes and audiences
- use discussion in order to learn: they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We believe that through these opportunities and the delivery of our rich English curriculum, we prepare children for an ever-changing world. Our children become confident communicators and their dynamic skills will continue to allow them to **shine their God-given uniqueness throughout their lives**.

3. The Writing Curriculum

The curriculum has been carefully developed in our school to meet the needs of our children in our context whilst meeting the aims and purposes of the National Curriculum.

In all areas of school, high quality texts lead and are used as stimuli for purposeful and exciting writing opportunities. The texts we use have been carefully reviewed, selected and mapped out from Nursery to Y6, representing a range of authors, voices, and book types / genres across both classic and contemporary texts.

The writing opportunities allow children to write for a range of purposes, showcase different genres and to ultimately become proud, to have voice and to become authors.

4. Provision

Provision for Early Years Foundation Stage (EYFS):

Communication, Language and Literacy

- Independent access to mark making areas within continuous provision.
- A song basket/song box and regular story times. In Nursery, the children also learn a rhyme each week.
- Puppets, props and small world are available for role-play.
- The outside area also provides opportunities for reading, writing and role-play.
- Activities to develop children's fine and gross motor skills are provided.
- Inviting book corners have a good variety of well organised quality books.

In Reception, daily whole class phonics session and a regular literacy-based session are supported by both independent and adult directed activities.

Provision for KS1 and KS2

Throughout Key Stage 1, all classes have a daily phonics lesson. For both KS1 and KS2, children have a 45-minute English writing lesson. Writing journeys incorporate the teaching and application of transcription, composition, grammar, punctuation and spelling. Children also have 3 discrete spelling sessions a week and daily handwriting sessions.

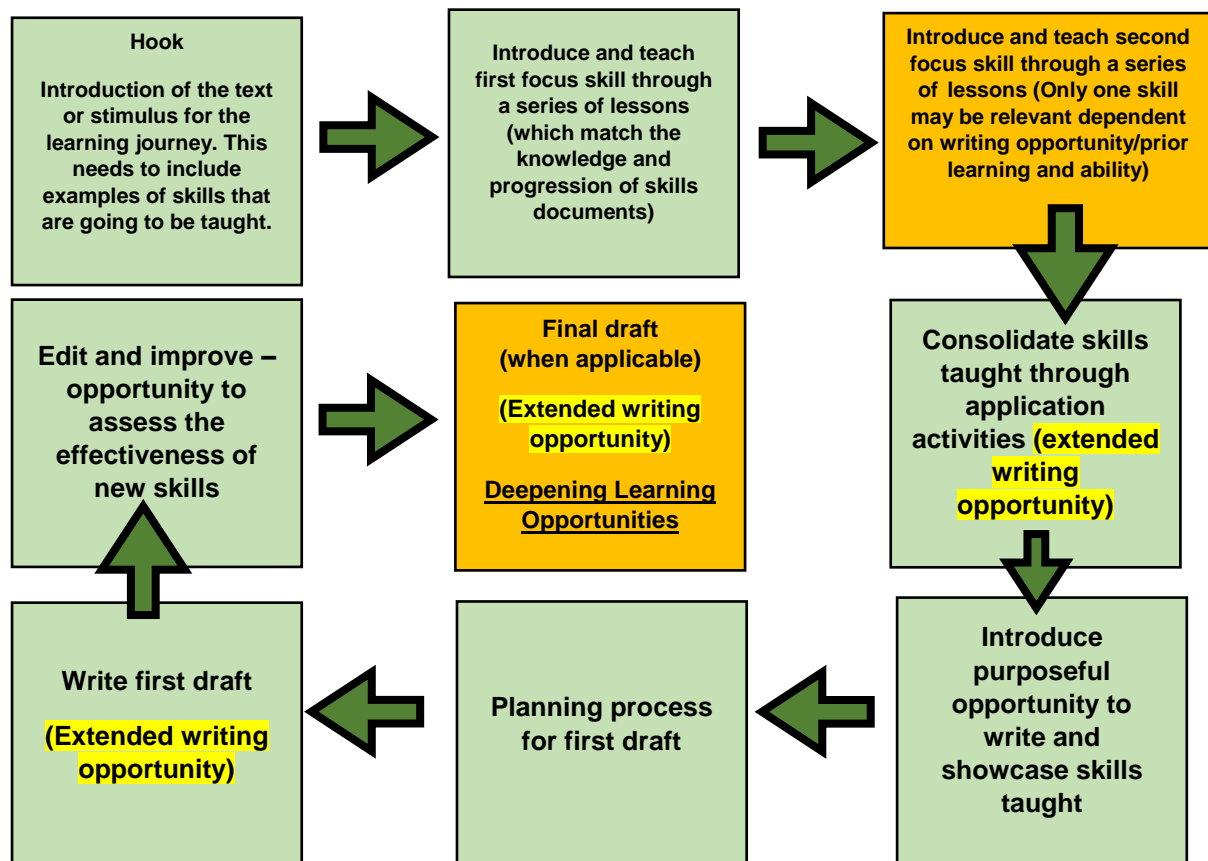
Across all year groups, spoken language lessons are embedded into the learning journeys and regular opportunities for children to explain their understanding, concepts and ideas, are embedded.

In all classrooms, resources are utilised to support our learners with special educational needs (SEND), these include: recording devices, iPads, task boards, scaffolded tasks, word banks, pencil grips, visual aids and story props. Our learners with SEND benefit from tailored, differentiated work; additional adult support; partner work; group work and practical activities.

5. The Writing Journey

- Each unit of writing consists of learning over approximately a 2-3 week learning journey through 45-minute lessons in the mornings from Monday to Friday.
- Teachers have the professional scope to adjust where they think they are needed. For example, if more than one lesson is needed to embed a skill, then this can be done.
- There is an expectation, however, that each stage of the learning process takes place and is evident through books, learning environment and planning.

What does the learning journey look like for Writing?



6. Sequence and Lesson Planning - Expectations

The teacher planning format maps out the sequence, identifies high-quality text(s) being used, identifies learning objectives, details differentiation and gives a short synopsis of the content of each lesson.

We do not rely upon summative assessments (tests); we instead use formative assessment at the forefront (observations, discussions, marking of pupil work, questioning etc.) and support our teacher judgements with half-termly writing assessments in writing portfolios.

Teachers use their assessments to plan the ongoing learning journey and respond to the needs of pupils.

7. Handwriting

At St Anne's, we use the scheme of work, 'Write Well', to explicitly teach handwriting throughout the week for Years 1-6. We teach children to use cursive handwriting from Y2. Nursery and Reception use the Read Write Inc letter formation.

Children from EYFS through to Year 3 will always use a pencil during their lessons. From Year 3 onwards, children can use a pen for all of their written work if they consistently meet the following criteria.

Pen Criteria

Children can use a pen if they:

- always write capital letters in proportion to lower case letters
- always write ascenders and descenders clearly (g, y, p, j, q, and t, l, h, d, k, b)
- always start, finish and join all lower case and capital letters in the correct place
- always sit letters accurately on the lines
- always correctly space letters and words
- always draw straight lines neatly with a ruler

Presentation

We have high expectations of presentation.

- All children in EYFS and KS1 use pencil to write, and in KS1 children learn to cross mistakes out with a ruler.
- In KS2, children are expected to join their handwriting and can write with an ink handwriting pen if they have met the handwriting criteria.
- All mistakes should be crossed out neatly and learning objectives and any work should be stuck in neatly. Any written dates or learning objectives should be underlined with a ruler.
- Where presentation is substandard for that pupil, teachers will address and children will need to correct.

Spelling

Teachers use the 'Spelling Shed' curriculum to teach and support spellings across all key stages.

Not every incorrect spelling will be corrected, but persistent errors and errors in High Frequency Words, curriculum lists or important topic spellings should be commented on.

Children are expected to check for common errors, using dictionaries where appropriate, before handing in work.

11. Writing Assessments

At the end of each term at St Anne's, it is the expectation that there is a minimum of two extended, assessed pieces of writing in the children's books and copied in to their writing portfolio which travels through school with them year on year. There should be a range of text types, including fiction and non-fiction.

Following the objectives as they are set out in the National Curriculum, we make our assessments for KS2 pupils using the set assessment framework.

12. Responsibilities

Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English subject leader, the Headteacher and all class teachers. Our subject lead, in conjunction with the headteacher:

- Provides strategic leadership and direction in English.

Ensures the National Curriculum