

Great Crosby Catholic Primary School
"..that they may have life and have it to the full." John 10:10

Writing Statement.
Overview of skills and content

This is a statement of the principles and strategies for the teaching of writing at Great Crosby Catholic Primary School. This policy should be read in conjunction with other English related policies, teaching and learning, assessment and feedback and marking policies and appendices.

Statement

At Great Crosby Catholic Primary School, we aim to develop the full potential of all our pupils as confident, enthusiastic writers. In order for this to happen, all staff are fully committed to the teaching of key writing skills and aptitudes.

Early Writing

In order to develop early writing skills and aptitudes we aim to:

- Develop a love of the written word, a desire to understand its meaning, and learn new vocabulary;
- Develop a further desire to make marks and explain writing to others;
- Encourage writing for a range of purposes and in a number of different EYFS and KS1 areas;
- Equip children with the tools to develop letter formation and handwriting;
- Use and apply phonic skills and knowledge within the writing process;
- Provide a range of different resources and materials, building an understanding of genre and text forms;
- Support parents and carers in being an active part of their child's writing process.

We will do this by:

- Immersing the children in the written word by providing a print rich environment;
- Strengthening, and making the link between reading and writing explicit;
- Providing opportunities for writing across all EYFS areas and the KS1 curriculum;
- Celebrating and encouraging mark making and explanation of a child's written piece;
- Provide verbal (EYFS/ Y1) or written feedback (Y2) to children and offer next steps to learning, encouraging children to make changes to their writing as appropriate. From year 2 upwards, the children use Fresh Eyes Time (see Feedback and Marking Appendix), where children take a short break from their writing and then make changes to it as appropriate;
- Provide steps to success for a written piece, so children are aware of how to become a successful writer (KS1);
- Provide an audience and purpose for writing;
- Having formal English lessons, where the writing process takes place and children are encouraged to gather and record ideas for writing, plan, draft and edit their pieces as appropriate;

- Modelling the writing process using talk for writing and author aloud techniques, making links between all aspects of the writing process, such as phonics, grammar, spelling, handwriting and composition;
- Using the Working Wall, or other areas of the learning environment as a place to display ideas and examples of WAGOLs (What A Good One Looks Like);
- Offering a number of different stimuli for writing such as films, non-fiction, fiction and poetry books, the children's interests etc.

Writing takes place in:

- The phonics lesson (EYFS KS1 Y3 Aut Term);
- A daily English lesson (Rec and KS1);
- Reading Mastery lessons (Rec and KS1);
- Modelled handwriting sessions;
- Across all EYFS areas of learning;
- Across the KS1 curriculum.

Progression In Writing KS2

As children move towards being competent writers, we aim to develop the following skills and competencies:

- An ability to write within a range of different genres, understanding the way in which narrative and non-narrative texts are structured, and apply this to their writing;
- Use talk for writing to encourage children to understand the writing process and orally rehearse their written pieces;
- Gather ideas for writing, through text analysis and retrieval;
- Follow a three-phase scheme for writing, whereby they
 - have exposure to a novel or text type and identify specific features of the text
 - practise writing skills in short bursts
 - plan, draft, revise, edit and publish their writing;
- Develop a fluent and legible handwriting style;
- Use grapheme phoneme correspondence and their understanding of spelling conventions to spell accurately, supplemented with confident use of the dictionary;
- Have an interest in words and their meaning, developing a growing vocabulary and an understanding of grammar and punctuation;
- Have a suitable technical vocabulary in order to understand, discuss and clarify their reading and writing;
- Cultivate their powers of imagination, inventiveness and critical thinking through a range of spoken language, reading and writing activities;
- Use English as a tool to organise and access their learning across all curriculum areas.

We will do this by:

- Clarifying purpose and audience for writing;
- Applying key writing skills across the curriculum, encouraging children to use and apply handwriting and composition skills;
- Providing a language rich environment where quality texts and models become examples for the children;
- Structuring talk for writing, where ideas are modelled and shared with adults and peers, and use of Standard English is reinforced;

- Offering a range of stimuli for writing including text, audio and visual resources, encouraging the use of multimedia;
- Demonstrating the inextricable link between reading and writing, joining Reading Mastery skills with those needed for composition of a range of texts, leading to independent, published composition at phase three of the English unit of work;
- Teaching children to appreciate the merits of different vocabulary choices, organisational features or literary devices, and over time, learn to differentiate and choose between them in their own writing.
- Making links between the skills authors use to compose quality texts and the success criteria children meet in their writing;
- Through daily English sessions, where the study of a specific text, author or genre is completed during phase one of the English process, ideas are gathered in phase two and modelling with 'Author Aloud' in phase three. In phase three, children also edit their work, using Fresh Eyes Time, and are given feedback on how to improve their final draft;
- During the writing process, children will also be provided with guided writing opportunities, whereby children's writing skills are developed according to need and ability.

Writing takes place in the following areas:

- In phonics lessons for part of the year (Y3);
- The English shared session;
- Guided writing;
- SPAG lessons (Spelling, Punctuation and Grammar);
- Cross curricular areas;
- Handwriting sessions;
- In the Computer suite/laptops/ Ipads;

Interventions

In class use of WAGOLL
 Keep Up and Catch Up
 Handwriting group support
 Dance Mat touch typing
 Sentence structure groups
 Spelling groups
 Phonics groups

Special Educational Needs.

At Great Crosby Catholic Primary School, we aim for every child's needs to be catered for and each child is given the chance to become a competent writer through a variety of strategies. If this is not possible, interventions are put in place to narrow the gap. Please see above for some examples.