
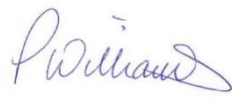




Writing Policy September 2020

Signed by Chair of RAP Committee during COVID-19	
Signed Acting Headteacher	
Date	September 2020
Review Date	September 2022

Latchford St James CE Primary School

Writing Policy

At Latchford St James CE Primary School, our writing curriculum is sequenced to develop the acquisition of knowledge and skills through a mastery approach. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and the use of discussion to stimulate their imagination and develop their ideas for writing.

Our aims for writing are embedded across our English lessons and the wider curriculum. Teachers, primarily, adapt the Literacy Company's 'Pathways to Write' programme as appropriate to their year group, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study. Our writing curriculum closely follows the aims of the National Curriculum for English 2014.

Aims

Our teachers strive to promote a love of writing and seek ways to inspire and encourage pupils to see themselves as authors. By the end of year 6, we aim for all children to be able to:

- appreciate the importance of audience and purpose and write in a variety of forms
- develop strategies to communicate effectively through the written word
- acknowledge that writing can be a collaborative effort
- understand a range of spelling strategies to progress towards the conventions of the written word
- apply vocabulary, grammar, punctuation and spelling accurately and confidently for a range of contexts and audiences
- recognise that drafting, evaluating and editing are vital parts of the writing process
- experience 'pride' in precise, well-presented written work

A Mastery Approach

Our writing units always focus on high quality texts and begin with a 'learning hook' to promote engagement from the children as well as motivating them to learn. The children are given many opportunities to write in different contexts and across a variety of genres: shopping lists in emergent handwriting in Reception to diary entries, autobiographies and PowerPoint presentations in Year 6.

The 'Pathways to Write' programme from the Literacy Company is a proven methodology built around units of work which develop spoken language, vocabulary, reading and writing skills through the mastery approach. Our writing - from Reception to Year 6 - is principally taught using the Pathways scheme - which is based on beautiful and thought-provoking picture books and texts to engage children in writing.

The mastery approach teaches children to master the skills of writing by focusing on particular techniques throughout a unit of work. As a result, the children are given many opportunities to practise and apply these skills until they have mastered them. As they become more confident, children are taught to write in different contexts, for different purposes and to apply language rules and traditions for effect.

Progression

The 'Pathways' units have been designed to aid and guide progression, as well as the tracking of skills throughout each year group, using a series of Gateway, Mastery and Feature Keys that are aligned to the National Curriculum's requirements for writing. Gateway Keys outline skills that have been previously taught, Mastery Keys introduce the children to new skills and, finally, Feature Keys address the genre requirements of a unit.

Each 'Pathways' unit journeys to a final extended writing outcome where the children's success relies on their application of the Keys. However, contained in the journey are many 'short burst' writing opportunities, where the children can explore a wide variety of genres and practise specific mastery skills through shared, guided and independent writing.

Children are expected to apply their writing skills and knowledge in cross curricular lessons; teachers provide further extended writing opportunities to ensure children can write for sustained periods of time and at length. Furthermore, during all writing activities, high expectations and standards of writing in terms of composition, word selection, spelling, punctuation and grammar are expected across all subject areas.

We believe it is essential to provide time for the children to reflect on their writing, evaluating and editing their work to make improvements. We encourage peer assessment where the children share their work with each other, providing feedback against the Keys. Writing toolkits including dictionaries, thesauruses, vocabulary mats, genre features and model texts are easily accessible.

Celebrating achievements

Our young authors' achievements are celebrated through classroom and whole school writing displays and learning walls, as well as being posted on our website. In addition, each class selects a 'writer of the week' based on their written achievements.

Timetabling

The children have daily English lessons including reading and writing. Grammar and punctuation activities are primarily, aligned to Pathways units, to allow them to apply their learning in context. Phonics, spelling and handwriting are taught discretely at first before being embedded into English lessons.

Assessment

Children's progress in reading, phonics and spelling, punctuation and grammar is tracked through regular summative and formative assessments (including NFER, Phonics Assessment, Reading Plus, PM benchmarking). Writing is teacher assessed against year group expectations; this is supported using the Oxford Primary Writing Assessment tool, in addition to the Teacher Assessment Frameworks for Year 2 and Year 6. Writing is moderated internally, and externally within a cluster of schools.

English teaching and learning is monitored on a half-termly basis through learning walks, pupil observations, discussions around work within school books, data analysis, reading with children and through progress meetings.

Role of our Writing Co-ordinator

- Purchase, organise and maintain teaching resources
- Assist with diagnosis and remediation of learning difficulties/challenge of most able and offer specialist advice in supporting these children
- Encourage and lead training for TAs and teachers
- Being informed about current developments in the subject
- Provide a strategic lead and direction for the subject in the school
- Advise the Head Teacher of any action required (eg. resources, standards etc)
- Monitor the standards of children's writing and the quality of teaching across the school
- Monitor writing assessment

Inclusion and Equal Opportunities

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, where pupils are considered to require targeted support, to enable them to work towards age appropriate objectives, intervention programmes are implemented to improve their attainment. Pupils who are more able will be challenged within lessons.

All children will be provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Additional information

Further information about the Pathways to Write programme is available on our website. <http://lsj.org.uk/our-education/curriculum/english-writing/>

The information includes:

- Unit Overviews: EYFS to Year 6
- Reading and Spoken Language Links
- Feature Keys progression: Year 1 to Year 6
- Progression in Mastery: Year 1 to Year 6