

"Reading and writing cannot be separated. Reading is breathing in; writing is breathing out."

Pam Allyn

"When you're teaching children to write, you're teaching them to think. Writing is the window through which all thinking starts."

Sheryl Block

"I write for the joy of writing. It is the air I breathe and the joy of my life."

St Paul's Church of England Junior School Writing Policy Statement

Our aim is to provide excellent learning opportunities to enable our pupils to become confident users of language, both oral and written, with opportunities across the entire curriculum to consolidate and reinforce taught literacy skills. We plan using the National Curriculum programme of study and use schemes of work including, but not exclusively, CLPE and Literacy Tree, to help guide our planning to provide a rich, exciting and creative Writing curriculum which is relevant to all of our pupils and prepares them for the opportunities, responsibilities and experiences of later life. We aim to provide clear and consistent teaching throughout the school. To help achieve this, medium term planning is completed in year groups and overseen by the Writing Leader, using rich texts as drivers, to ensure excellent progression is made and the current needs of each cohort is met.

Rationale:

Gaining and using skills in language not only affects a child's progress in school but also has a profound influence upon the course of his or her whole life. The National Curriculum (2014) maintains that teaching English language is a vital, if not the most essential role of a primary school.

At St Paul's, we acknowledge that without effective communication, achievement is hampered. We have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (National Curriculum p.6) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching: for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'
(National Curriculum p. 10)

Vision Statement for English

Our aim is to provide excellent opportunities for our pupils to acquire valuable skills in writing which they can apply across the curriculum and in every aspect of their future in education and work.

We also aim to:

- ✓ Enable pupils to apply reading, writing and communication skills to real life purposes and audiences. Pupils are encouraged to, confidently and independently (after coaching and guiding), adapt their language choices (in oral and written form) for specific purposes. They are encouraged to use word banks, thesaurus and working walls to help achieve this through self and peer editing.
- ✓ Instil in children a passion for writing and communicating for pleasure, through an exciting, creative and relevant curriculum which is tailored to meet their needs, ensuring excellent progress is made.
- ✓ Develop our children's love of language encouraging an enjoyment of writing and understanding a range of writing genres types, as exploring and developing a rich and varied vocabulary.
- ✓ Offer children opportunities to explore creative, complex, multi-layered ideas in challenging texts, through metaphor, simile and other figurative and linguistic devices.
- ✓ Provide children with ICT to use as a creative writing tool, allowing them to analyse and produce media texts, editing and communicating their ideas effectively.

Vision Statement for Writing

- ✓ To have the highest aspirations for all of our pupils, including those with SEN in literacy. We monitor all new pupils upon entry to the school and will address children's needs with appropriate support programmes in line with the SEN Policy. We shall ensure that pupils and their parents are kept informed of individual progress.

St Paul's CofE VC Junior School Writing Policy Statement

We aim to develop our children's ability to produce well-structured, detailed, technically accurate writing in which meaning is made clear and which engages the reader.

In the teaching of Writing, our principal aims are:

- ✓ To enable our children to become increasingly confident and effective in communicating their thoughts, opinions and ideas in appropriate written forms.
- ✓ To use challenging media, including film, on which to model and inspire written activities.
- ✓ To help pupils understand that writing is a pleasurable and essential skill that assists them when planning, organising and developing their ideas across the curriculum.
- ✓ To enable pupils to write in the style of a wide range of genres; understanding and being able to employ the features of each genre with confidence.
- ✓ For pupils to be aware of the purpose of the text and its intended audience. To ensure pupils have sufficient command of language in order to engage and sustain the interest of that audience.
- ✓ For pupils to gain increasing mastery of key skills such as expression, style, organisation, vocabulary, spelling, grammar, punctuation and handwriting in order to become effective as a communicator. Grammar skills are embedded within English lessons as well as taught discreetly where appropriate.
- ✓ To develop an increasingly more complex vocabulary through in-depth analysis of vocabulary in context, constant use of classroom resources (working wall, displays, dictionaries, thesaurus) and to encourage using this vocabulary in written work.
- ✓ To promote confidence in accurate spelling (encouraging children to self and peer edit) as well as exploring word origins, structure and meanings of words.
- ✓ To enable pupils to 'think like writers' by:
 - providing excellent models of writing
 - incorporating 'Talk for Writing' techniques
 - by scaffolding their writing to enable them to write independently
 - planning opportunities for drafting and editing writing so that they see writing as a 'fluid' process
 - by involving them in the assessment of their work (e.g. by generating and evaluating own success criteria) and in the setting of future targets.

Cross – Curricular Opportunities

Teachers will plan and provide opportunities for children to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum e.g. topic writing, reasoning in maths.

Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Where each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Our Resources

At St Paul's CE Junior School, we have:

- ✓ a well-maintained writing resources based in classrooms
- ✓ a wide selection of general resources relevant to many topics
- ✓ suitable video links and resources for use in English lessons
- ✓ books for staff to provide support in the delivery of writing
- ✓ pupil books in the resources boxes and library relevant to topics studied

Our Writing Leader

The member of staff responsible for the management and development of Writing throughout the school is Niamh Gray.

She will:

- ✓ seek to enthuse pupils and staff about writing and promote high standards of achievement and high quality provision
- ✓ advise and support staff in the planning, delivery and assessment of writing
- ✓ manage and develop all resources for writing
- ✓ monitor and evaluate writing throughout the school
- ✓ keep up to date with current developments by attending courses, liaising with colleagues from other schools, and use this as a basis for staff development activities
- ✓ provide opportunities for our gifted and talented pupils to participate in appropriate activities – Niamh runs a writing club for the school
- ✓ continue to promote and raise the profile of writing throughout the school

Assessment of English at St Paul's

Teachers use formative and summative assessments to measure progress against the key performance indicators in the National Curriculum, and to help plan for future lessons. These inform data inputted onto internal trackers which are used to plan next steps and inform cohort action plans. Teacher Assessment are undertaken by children at the end of Key Stage 2.

Regular writing moderation is carried out within and across Year groups as well as across cluster schools.

Evaluation and Monitoring

Monitoring the standards of the children's work and the quality of the teaching in English is the responsibility of the Writing Leader. The work of the Writing Leader also involves supporting colleagues in the teaching of all aspects of English, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Writing Leader meets regularly with the Head Teacher, Assistant Head Teacher (also SENCO) and the link governor responsible for English. An annual summary report is given to governors in which the strengths and weaknesses in the subject are evaluated.

Parental Involvement:

At St Paul's CE Junior School, we will encourage parental involvement by:

- ✓ encouraging parents to attend the meet the teacher evenings
- ✓ providing Knowledge Organisers for parents
- ✓ parent and carers will also be expected to assist their children with any homework/topics
- ✓ suitable video links and resources for use on the website
- ✓ support with trips to places that enrich the units of work

Our Success Criteria

We expect 90% of our children to attain standards in line with or above those stated in the National Curriculum age related expectations.

Writing Presentation Policy Statement

Aims:

The aims of the following guidelines are:

- ✓ To encourage a school wide approach to the presentation of children's work.
- ✓ To build a sense of worth and pride in children's attitude when presenting their work to a variety of audiences.
- ✓ To establish a progression of skills in presentation from Y3 to Y6.

The presentation of children's work is directly attributable to:

- ✓ Their own habits and expectations.
- ✓ The class teacher's expectations and demand for excellence.

Children should know that a high standard of presentation involves:

- ✓ A consistently neat and legible style of handwriting.
- ✓ An appropriate layout of work.
- ✓ Care of books and equipment.
- ✓ A positive attitude towards, and pride in the presentation of their work.

Layout of Work – These are printed and displayed in books

St. Paul's CofE VC Junior Church School
English Books – Presentation March 2020

The long date will be written on the left hand side of the page for all my pieces of work and underlined.

WALT will be written and underlined.

You will use the letters below to show how well you have understood the lesson

ⓐ Shows I have not understood my learning today – yet!
ⓑ Shows I am unclear about some of my learning
ⓒ Shows I understand my learning today.

We will not use the word **Good Work** but **Good Learning**.

I can use a **green pen** to show **growth** in my learning and when peer marking.

I will endeavour to use my pen as soon as I can.

- I respond to next step marking.
- I cross out mistakes neatly with one line.
- I write my work carefully and neatly.
- I copy out spellings correctly.
- I use joined, neat handwriting.
- I do not slip pages in my book.
- I start all sentences with a capital letter and end my sentences with an appropriate punctuation mark.
- I stick work into my book straight and so that it does not hang off the page.
- I look after my book so that it is in good condition.
- I take care when peer marking in other children's books. I write helpful marking comments and write neatly.

abcdefghijklmnopqrstuvwxyz

St. Paul's CofE VC Junior Church School
Maths Books – Presentation March 2020

The date will be written on the left hand side of the page for all my pieces of work and underlined.

WALT will be written and underlined.

You will use the letters below to show how well you have understood the lesson.

ⓐ Shows I have not understood my learning today – yet!
ⓑ Shows I am unclear about some of my learning
ⓒ Shows I understand my learning today.

We will always use a pencil.

We will not use the word **Good Work** but **Good Learning**.

I can use a **green pen** to show **growth** in my learning.

ANSWER LIKE AN A.P.
Answer the question. Don't just answer with part of the question.
Remember you answer by including units, areas, time, etc. and by making connections.

- I respond to all next steps.
- I copy out spellings of maths vocabulary correctly.
- I use neat handwriting unless writing in tables.
- I cross out or rub out mistakes neatly with one line and rewrite my whole answer again.
- I form all my digits correctly and neatly so that they cannot be mistaken for another number.
- I fold my page in half so that I can use 2 columns to write my maths when appropriate.
- I take care when peer marking in other children's books. I write helpful marking comments and write neatly.

St. Paul's CofE VC Junior Church School
Topic Books – Presentation March 2020

The long date will be written on the left hand side of the page for all my pieces of work and underlined.

WALT will be written and underlined.

You will use the letters below to show how well you have understood the lesson.

ⓐ Shows I have not understood my learning today – yet!
ⓑ Shows I am unclear about some of my learning
ⓒ Shows I understand my learning today.

We will not use the word **Good Work** but **Good Learning**.

I can use a **green pen** to show **growth** in my learning and when peer marking.

I will endeavour to use my pen as soon as I can.

We will always use a pencil when drawing and for diagrams.

- I respond to next step marking.
- I cross out mistakes neatly with one line.
- I write my work carefully and neatly.
- I copy out spellings correctly.
- I use joined, neat handwriting.
- I do not slip pages in my book.
- I start all sentences with a capital letter and end my sentences with an appropriate punctuation mark.
- I stick work into my book straight and so that it does not hang off the page.
- I look after my book so that it is in good condition.
- I take care when peer marking in other children's books. I write helpful marking comments and write neatly.