**St Mary’s Church of England Primary School**

*Be the best you can be…*

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| Writing Policy |

***Rationale:***

Writing is important in everyday life. It is integral to all aspects of life and, with this in mind, we endeavour to ensure that children develop a healthy and enthusiastic attitude towards writing that will stay with them. Writing enables pupils to communicate with people around them and in the wider world. Building on experiences, it encourages thinking and communication skills to grow. A successful writer can express themselves with conviction and convey meaning without obstruction.

***Aims:***

At St Mary’s, we believe that the ability to write with confidence and accuracy is an essential life skill and to achieve that great writing - and importantly the desire to write - always needs to be sparked with something inspirational and exciting. Therefore each writing unit is launched with a quality stimulus; for example, an excellent text or video clip or, as we encourage cross curricular links, an exciting educational visit or topic…. Talk for Writing also provides a great platform for many of our units.

The ability to write with confidence and accuracy is an essential life skill. Writing is a complex process that draws upon more than handwriting and spelling. It is the ability to effectively communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately and are able to tailor them for audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

Our ***intentions*** are for St Mary’s children to:

* Write with confidence, clarity and imagination;
* Understand and apply their knowledge of phonics and spelling;
* Understand how to write in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features;
* Punctuate appropriately;
* Use grammatical conventions accurately and consistently;
* Spell words accurately through use of segmenting and application of their knowledge of word structures and patterns;
* Develop a fluent and regular handwriting style;
* Plan, draft, revise and edit their own work, and learn how to self - and peer - assess against the success criteria;
* Develop a technical vocabulary through which to understand and discuss their writing;
* Develop their imagination, creativity, expressive language and critical awareness through their writing;
* Develop, through the teaching of writing, the attitudes of curiosity and interest; pleasure and thoughtfulness; critical appraisal, independence; confidence; perseverance and imagination.

***Implementation:***

Writing at St Mary’s is taught and celebrated daily in a range of ways and across the school in a range of subjects. We aim, wherever possible, to create cross-curricular writing opportunities, as we believe that, in order for children to see themselves as successful writers, they need to be involved in writing for a purpose.

We follow the National Curriculum (2014) which ensures that a range of genres are covered, including narrative (e.g. extended stories, stories by the same author, myths and legends, adventure stories and traditional stories), non-fiction (e.g. persuasive texts, non-chronological reports, information texts, recounts, reports and letters) and poetry (e.g. rhyme, nonsense rhymes, shape poems, acrostic and descriptive poetry). Genres are taught and learnt considering the:

* purpose
* form
* audience

Each term, there is a narrative, non-fiction and a poetry focus planned for each class, linked where possible to the term’s topic or the chosen class book. Plans for each writing genre will include coverage of objectives for phonics/spelling, vocabulary, grammar, punctuation, handwriting/presentation, composition (planning, drafting, evaluating) to ensure all National Curriculum requirements are met.

Throughout each unit, the links between reading and writing are made explicit – we read as writers and we write as readers. The progress throughout each unit of work shows the transition between reading as writers (focusing on structure, characterisation, and language features etc…) to writing as readers (word play, describing, composition, planning, editing, revising etc…).

Our teaching and learning process for writing will look like this:

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| Familiarisation with thetext type / genre / story |
| oral rehearsal – Talk for Writing;capturing/sharing ideas |
| Teacher demonstration/ modelled writing‘what a good one looks like’ |
| Shared writing; supported and scaffolded writing; guided writing  |
| Independent writing; drafting;editing; improving; self- and peer-assessment |

Throughout this process we:

 Introduce 🡺 Imitate 🡺 Innovate 🡺 Invent

 *Stimulus: familiarise Retelling of learnt Develop, extend Creating new*

 *with different genres stories/structures and change elements story/text*

***Assessment, recording, reporting***

The ***impact*** of our writing program will be judged through the evolution of good writers who:

* enjoy writing and find the process creative, enriching and fulfilling;
* read widely, recognise good writing and understand what makes it good;
* are aware of the key features of different genres and text types;
* learn about the skills of writing from their reading and draw upon its models (consciously or sub-consciously) in their own work;
* have something to say – a purpose – and know how to say it for a specific audience;
* know how to develop their ideas;
* know how to plan and prepare for writing;
* make informed choices about what they are writing, as they write with regard to vocabulary, grammar, organisation etc…
* understand how to reflect upon, discuss, refine and improve their own work
* can respond to the constructive criticism of others

Teachers use informal assessment and observation on a daily basis to determine what children can do individually and to inform the next steps and areas for developments using this information as a basis for a child’s writing targets. In EYFS, writing is assessed through observation against statutory requirements in *Development Matters* as well as three handwriting assessments also take place across the year. Within KS1, marking of writing will often take place alongside a child and meaningful verbal feedback will be given at the time against the objective for the lesson. Within KS2, judgements will be made by the teacher and/or the child against the criteria for successful writing in that activity.

Teacher judgements will be made termly based upon age-related expectations with children assessed as working towards, at expected or at greater depth. SATs Writing Assessments will be made at the end of Key Stage One (Y2) and end of Key Stage Two (Y6) based on ongoing Teacher Assessments throughout the year. Ongoing assessments will be recorded and updated on Insight.

Writing throughout the school and how it reflects this policy will also be reviewed throughout the year in the following ways:

* SLT/staff work scrutiny/book looks;
* EYFS/KS1/KS2 external moderation;
* EYFS/KS1/KS2 internal moderation;
* Moderation with other schools;
* Learning walks
* Pupil consultations

Termly pieces of exemplar writing for each individual child will be kept in a writing portfolio – *Written Wonders* that children will take through each year group to chart the stages of development from mark making to extended writing in their journey to become a successful writer.