



*St Anne's Catholic Primary  
School*

*Writing Policy*

*March 2022*



## Mission Statement

At St. Anne's, together in faith, we passionately commit to:

*Build a loving, vibrant community with Christ at the heart;  
Celebrate the uniqueness of all and enable them to reach their potential:  
Through our shared vision and values, nurture knowledge and skills for  
life-long learning and achievement;  
Raising self-esteem, with commitment, organisation and resilience, we  
achieve excellence as together we...*

*"Learn to love, Love to learn in readiness for life."*

## Writing Vision

Our intent is that all St. Anne's pupils will become confident, competent writers and develop their own authentic writing voices. Writing gives children a way to effectively communicate with others: to share their ideas, thoughts, emotions, cultural identity and express who they are. Through a text-rich writing curriculum, we will expose children to new worlds, experiences and ideas, expanding their vocabulary and their horizons. Our Choice of texts will both value and confirm who our pupils are and where they come from, and introduce them to cultural and social contexts beyond those they are familiar with.

Our English curriculum is designed so that children will gain the skills they need to become accomplished writers, enabling them to express themselves clearly and confidently for a wide range of purposes. They will be provided with meaningful contexts and purposes for writing across the curriculum. As competent, confident writers, St. Anne's pupils will have the power to make their own voices heard, to influence others and to change the world!



## Our aims (impact)...

- 1) Pupils will write effectively for a wide range of purposes:
  - Identify audience and purpose for their writing.
  - Write in a wide range of text types.
  - Read a wide variety of high quality texts (different genres and authors) to use as good quality writing models.
  - Identify and use key features of different text types.
  - Write fluently, and coherently using appropriate vocabulary, grammar and tone.
  
- 2) Pupils will evaluate and edit writing, assessing the effectiveness of his/her own and others' writing with reasoning:
  - Read and listen to a wide range of genres and authors
  - Engage in discussions and debates
  - Use relevant strategies to build vocabulary
  - Articulate and justify answers, arguments and opinions
  - Consider and evaluate different viewpoints.
  - Understand and know how to use all grammar and punctuation, in line with the National Curriculum for KS1 and KS2.
  
- 3) Pupils will write legibly and fluently with accurate spelling:
  - Write fluently with correct letter formation using joined cursive handwriting.
  - Achieve accuracy in spelling (NC English appendix 1)

## Statutory Requirements

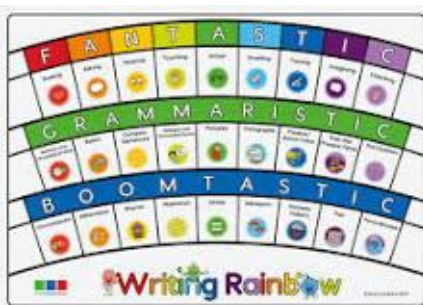
Statutory requirements for the teaching and learning of English are laid out in the National Curriculum (2014) and in the Communication and Language (Prime) and Literacy (Specific) Areas of the Statutory Framework for Early Years and Foundation Stage (2021).



## Our approach to writing...

At the heart of our approach to writing is the philosophy of promoting a writing culture across the school. From the moment they join us, we want our pupils to see themselves as writers and enjoy writing. Starting in Nursery, pupils are given a huge range of opportunities for purposeful mark making in provision and begin to ascribe meaning to their marks. Daily activities to develop gross and fine motor skills support pupils in gaining the early skills needed for handwriting.

In Early Years, our pupils learn to read and write effectively and quickly using the Read Write Inc.(RWI) Phonics programme (see separate phonics policy). We also follow 'The Write Stuff' approach to teaching writing from Reception through to Year 6 with results that we are enormously proud of. Development of vocabulary is key. From EYFS, pupils become "Word Collectors" - collecting words through the Write Stuff 'FANTASTIC's and through language planners. This development of vocabulary continues throughout the school.



The Write Stuff is an evidence based approach that brings clarity to the mechanics of writing through clear teacher modelling and opportunities for supported practice. In daily writing lessons, teachers follow a repeated pattern of 'Initiate', 'Model' and 'Enable' whereby they use the three zones of writing (FANTASTICs,

GRAMMARISTICS, BOOMTASTICS) to provide a consistent whole school systematic approach to writing carefully constructed sentences. Pupils are then able to take increasing responsibility for their writing through weekly independent writes.

Our curriculum is based on a wide range of high quality texts and a variety of authors, with learning planned carefully to revisit and build upon prior knowledge and experience. Through a combination of fiction and non-fiction units, children are able develop as writers throughout their

learning journey. During their time at St. Anne's, all pupils are given opportunities to write for a wider audience by entering local and national competitions. Visits from local authors, theatre companies and English subject advocates in our community aim to inspire and motivate our children to really love writing.

## Handwriting

At St. Anne's, a high standard of presentation is encouraged and expected. We want all pupils to take pride in the presentation of their work. Handwriting skills are taught regularly and systematically.

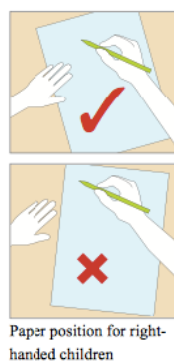
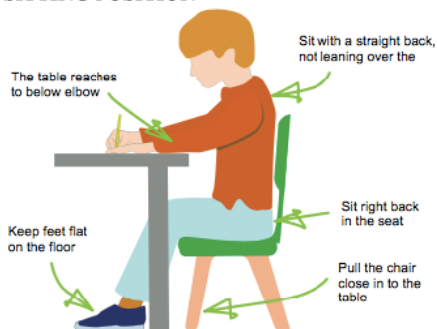
Teaching of handwriting aims to ensure that children:

- Achieve a neat, legible style with correctly formed joined letters
- Develop flow and speed
- Understand the need to develop a good handwriting style
- Produce the letters automatically in their independent writing
- Children at Key Stage 2 are aware that they need to balance speed and neatness to achieve a writing style appropriate to a task



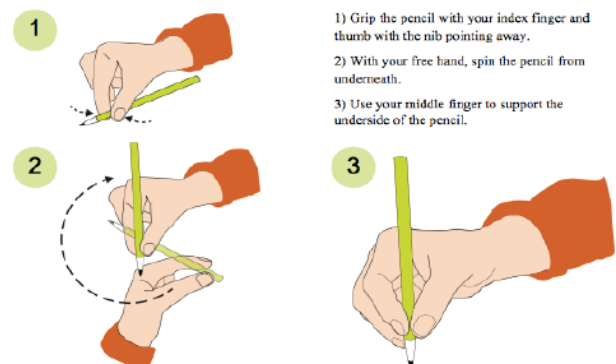
Before children are able to fully blend sounds to read, teachers and teaching assistants should model printed writing on the board or on displays (in line with the DfE Reading Framework Guidance- 2021). Once children are reading and blending, teachers and teaching assistants should model the joined cursive style at all times: when writing on the board, marking books or on displays. Pupils will be taught how to sit correctly at a table when writing and how to hold a pencil correctly.

### SITTING POSITION



### THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.





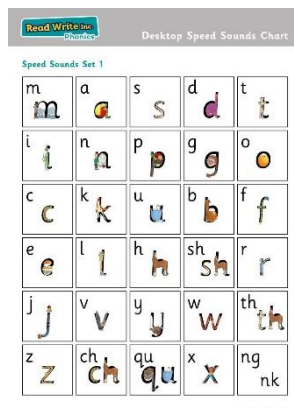
## Handwriting in EYFS

### Handwriting in EYFS

From Nursery, children are given opportunities to develop fine and gross motor skills to support handwriting through a variety of ways:

- Taking part in activities to develop gross motor skills such as air-writing, pattern making and dancing.
- Completing exercises to develop fine motor skills such as mark making on paper, whiteboards, blackboards, sand trays and iPads.

In Reception, children are taught to form individual letters appropriately and accurately during Read, Write Inc sessions. The order that we teach letter formations follows Read, Write Inc. Set one sounds. Handwriting lessons focus on upper and lower case letters and the teaching of writing from left to right and from top to bottom.



## Handwriting in KS1

When children can form letters correctly, they begin to learn a joined style. This usually starts at the beginning of Year 2. Handwriting is taught three times weekly for 15 minutes, with opportunities for teacher modelling and pupils guided practice. Letters are taught systematically, with plenty of planned opportunities to revisit and practice prior learning.

## Handwriting in KS2

In Y3 and Y4, pupils continue learn and practice letter joins, learning all diagonal and horizontal strokes needed, through teacher modelling and guided practice three times weekly. By Y5 and Y6, pupils should build up fluency and speed, practicing handwriting through dictations.



## Spelling

In EYFS and Year 1, our pupils follow a high-quality, systematic programme of daily phonics teaching through Read Write Inc. (see separate phonics policy). Our phonics teaching makes strong links between blending for reading, segmenting for spelling and handwriting. We encourage all of our pupils to apply their phonic knowledge when spelling.

From Year 2 onwards, pupils are taught the age related spelling content using the online 'Spelling Shed' Scheme. This scheme of work meets the requirements of the 2014 National Curriculum and has a clear progression through blocks of teaching units across the year. It is engaging, interactive and supports our teachers with the teaching of spelling. Links are made to online homework activities. Spelling sessions are organised as follows:

- Year 2 - 15 minutes daily spelling session
- KS2 - 2 x 30 minute spelling sessions per week

Learning in spelling lessons is reinforced and revisited during daily writing lessons.

## Assessment and Monitoring

A constant cycle of assessing, monitoring, target setting and pupil feedback are instrumental in supporting children's writing development.

- Assessment of writing is on-going, carried out by teachers both formally and informally during lessons. The results of such assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.
- Teacher-pupil conferencing is a key strategy used in writing lessons to assess pupils' understanding and ensure all pupils receive valuable verbal feedback from teachers on successes and next steps.
- Marking of pupils' work is important part of on-going assessment and all writing is marked in line with the school marking policy. This helps children to see what they have done well, note errors



and know the 'next steps' in their learning. Please see our Marking Policy for more information.

- From Summer Y1, Spelling and grammar are assessed termly using NFER spelling and grammar assessments.
- Those pupils following RWI programme are assessed using the RWI tracking grids. Assessments are then recorded on the RWI school portal. These are monitored half termly and pupils are grouped for learning accordingly. Pupils will receive 1:1 support if need is identified.
- Teachers formally assess half-termly using Target Tracker, based on evidence from independent writing.
- Children who are falling behind, and high-attaining children in English, are quickly identified and supported.
- Teachers use Target Tracker to follow children's progress and in writing. The school English lead and Senior Leadership Team monitor progress throughout the school by sampling children's work, listening to pupil voice and assessing data as per the monitoring cycle.
- Moderation of teacher assessment is undertaken regularly for quality assurance. St. Anne's staff moderate writing using national exemplification materials as well as exemplification materials on the Target Tracker system. In addition, pupils writing is also moderated by other teaching professionals in local clusters of schools, by external English consultants and by Local Authority moderators.
- Written reports to parents are made twice a year (interim and full) sharing each child's attainment and progress in writing with parents/ carers. Pupils progress in writing is also discussed with parents twice a year at Parents' Evening.

### Equal opportunities in writing

Writing is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain English knowledge and understanding regardless of gender, race, class, physical or intellectual ability.





- For those children learning English as an additional language (EAL), support is put in place in school and we are supported by the Local Authority.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach English in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value English as a vehicle for the development of language skills and vocabulary. We encourage our children to talk constructively about their English experiences.
- We recognise the particular importance of first-hand experience for motivating all children, including those with learning difficulties.
- We recognise that English may strongly engage our gifted and talented children, and we aim to challenge and extend them.

### Home-School Links

We recognise families as important partners in a child's education. We hold parent workshops, information sessions and 'Inspire Days' to keep parents and carers fully informed with how to support their children at home.

### Review

This English policy will be reviewed by the English Lead and the Senior Leadership Team in Sept 2022.