



St Francis Church of England Primary School



As a church school, we aspire to live life in all its fullness;
Loving Faith. Loving People. Loving Learning.
- following the footsteps of Jesus.

'I have come to give you life in all its fullness' John 10:10

Our vision, mission statement and values are at the core of everything we do. They underpin our teaching and learning, interactions and environment.

Policy Title:

Writing Policy

Date of Policy:	Spring Term 2020	Review Cycle:	Annually
Policy Review Date:	Summer Term 2021	Updates:	Updated role of teachers in line with changes to T+L policy, made link changes to new EYFS documentation, split planning and assessment, included teaching model, made links to T+L policy for planning and assessment, included Mode A:Mode B teaching.
Policy Review Date:	Autumn Term 2022	Updates:	Information on new writing curriculum added.
Policy Review Date:	Summer Term 2023	Updates:	Changes to Year 5/6 writing curriculum.
Policy Review Date:		Updates:	

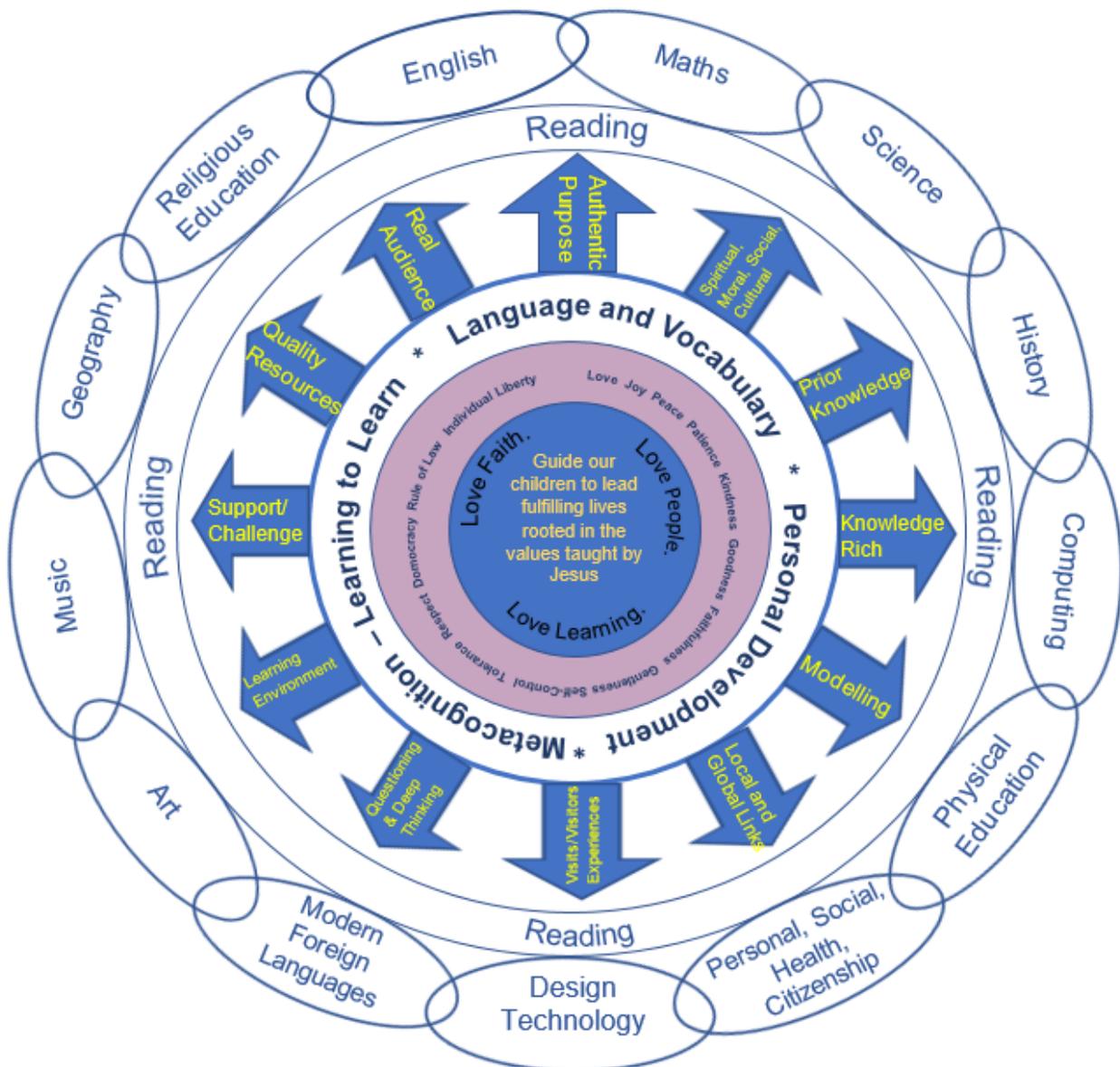
Headteacher: *J. Kewley*

Chair of Governors: *N. Duffy*

Love Faith. Love People. Love Learning.



1) MODEL OF CURRICULUM



2) SUBJECT VISION

Our Writing curriculum aims to provide our children with quality to texts to motivate, engage and inspire them to write about, in lessons and out. We write to inform, entertain and for our own pleasure. We want our children to become confident writers through engaging with excellent writing and with the skills to emulate great writers. Our children, through the use of their writing skills, will one day change the world.

3) LEGAL FRAMEWORK

This policy will have regard to the following statutory and non-statutory guidance within the primary national curriculum. Available at: [Primary National Curriculum](#)



4) ROLES AND RESPONSIBILITIES

4.1 Role of Subject Leader

The Teaching and Learning Policy, page 3 – section 1.3 states:

'Subject Leaders will:

- *Develop and review curriculum policies and schemes of work in collaboration with colleagues.*
- *Ensure that all relevant required subject leadership paperwork is carried out, for example, subject action plan and leader reports.*
- *Take accountability for the progress of children in their given subject.*
- *Report on the effectiveness of the curriculum to the senior leadership team and the governing body.*
- *Provide professional advice to the governors' curriculum sub-committee.*
- *Ensure their Scheme of Work details the following: National Curriculum coverage, Objectives, Precise Knowledge, Vocabulary, Links to visits/visitors/experience, Map of prior learning, Links to SMSC, Christian values and mission statement.*
- *Keep up-to-date through reading and attending relevant courses*
- *Sharing subject knowledge and pedagogy amongst colleagues to distribute best practice across the school'*

4.2 Role of Class Teacher

The Teaching and Learning Policy, page 3-4 – section 1.4 states:

'Teachers will:

- *Teach using the instructional and pupil culture routine to echo the learning science the teaching and learning is based upon.*
- *Have strong formative assessment within lessons that drives their instruction to ensure children's learning needs are met.*
- *Hold the mindset of 'No-opt Out'; ensure 100% compliance and utilise routines to ensure high engagement in learning from all children, irrespective of ability*
- *Utilise mixed ability or flexible groups to meet need.*
- *Be reflective practitioners.*
- *Take on board all training opportunities provided by changing and adapting teaching pedagogy.*
- *Accurately monitor and evaluate their teaching against the national teaching standards and their appraisal targets.*
- *Seek professional dialogue and constructive criticism from senior leaders, teaching colleagues or subject leaders.*
- *Review and evaluate their planning regularly to ensure it meets with subject consistencies laid out in subject policy and the staff handbook.*
- *Set appropriate and challenging targets for pupils based on ability.*
- *Collaborate with colleagues to moderate pupil achievement.*
- *Involve parents and other professionals in the learning process.*
- *Complete all relevant assessment data required through the assessment cycle.*
- *Promote a growth mindset for the children, utilising metacognitive research.*
- *Consider the welfare and safety of children and act within the safeguarding policy as we believe effective learners have to be safe learners.*
- *Provide a challenging and stimulating curriculum, designed to encourage all children to reach the highest standards of achievement*
- *Ensure that their lessons develop children's deeper thinking and use strategies to support the transference of knowledge to the long-term memory*
- *Be excellent role models, punctual, well prepared and organised.*
- *Have a positive attitude to change and the development of their own expertise.*
- *Ensure that their teaching promotes the love of learning through the use of a range of strategies, including visits, visitors and experiences.*



- *Manage behaviour consistently through the school's behaviour policy*

5) EYFS PROVISION

The teaching of this subject relates to the following areas of the EYFS framework:

ELG 7. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

ELG 10. Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

The EYFS statutory framework can be found at: [EYFS Statutory Framework](#)

The EYFS non-statutory Development Matters guidance can be found at: [Development Matters](#)

6) THE NATIONAL CURRICULUM

The teaching of the curriculum for the named subject links directly and ensures appropriate coverage of the Primary National Curriculum.

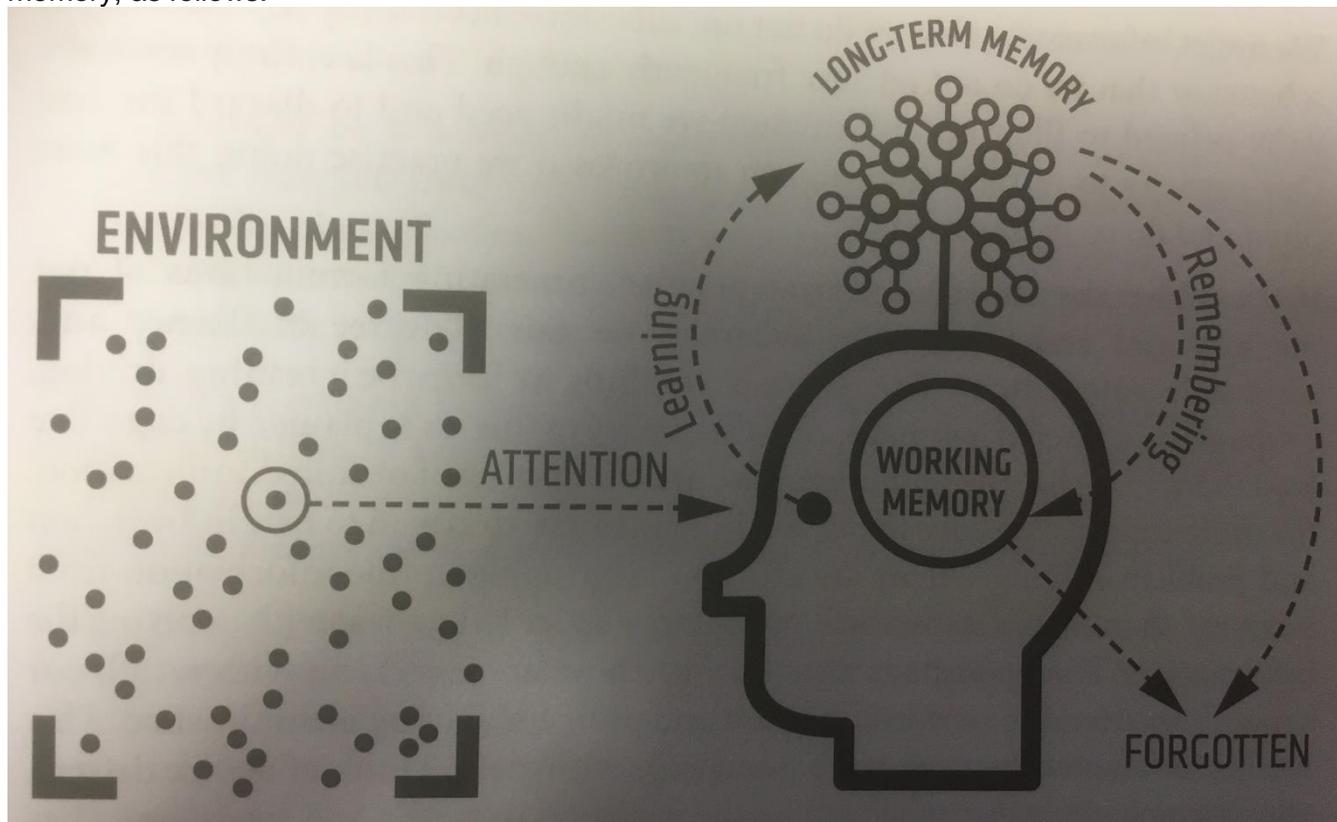
The Primary National Curriculum can be found at: [Primary National Curriculum](#)

7) OUR TEACHING MODEL

Our teaching and learning is based upon research around how learning works. This is the foundation as to how we teach at St. Francis CEP School.

Tom Sherrington – Rosenshine's Principles in Action

A simple model for how memory works is based on the concept of building schemata in our long-term memory, as follows:

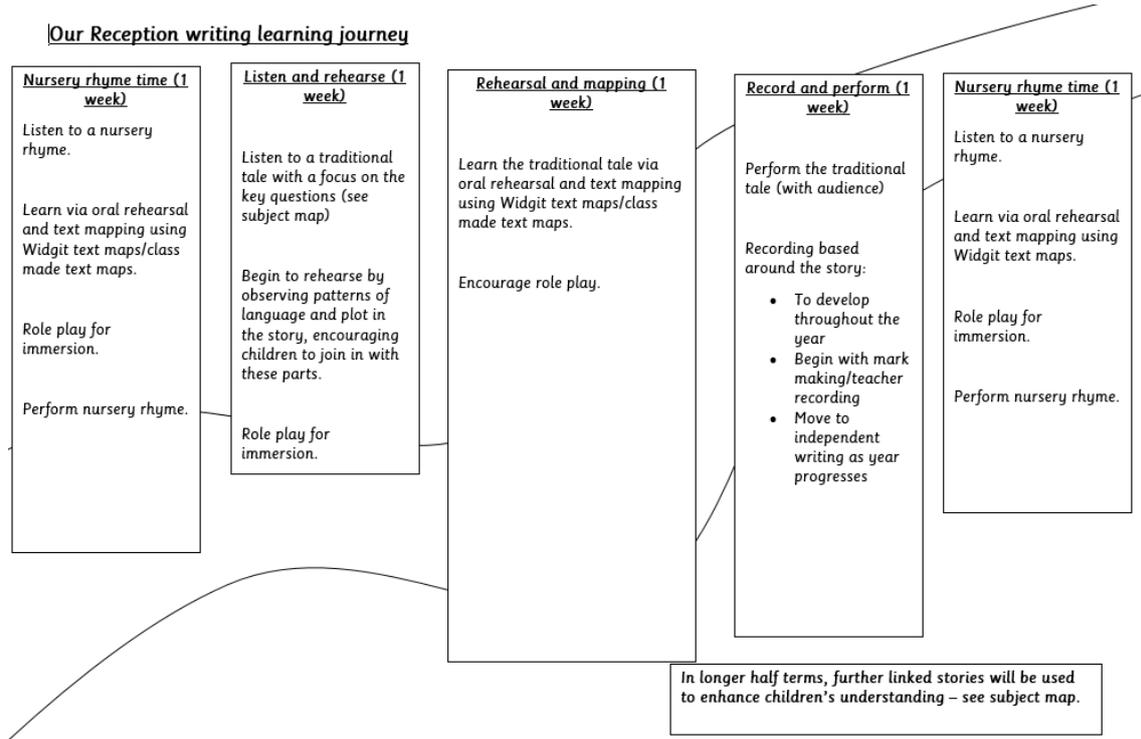




See section 4 of our Teaching and Learning Policy for more information as to how we teach to support this model. Our Teaching and Learning Policy can be found [here](#).

The Teaching of Writing

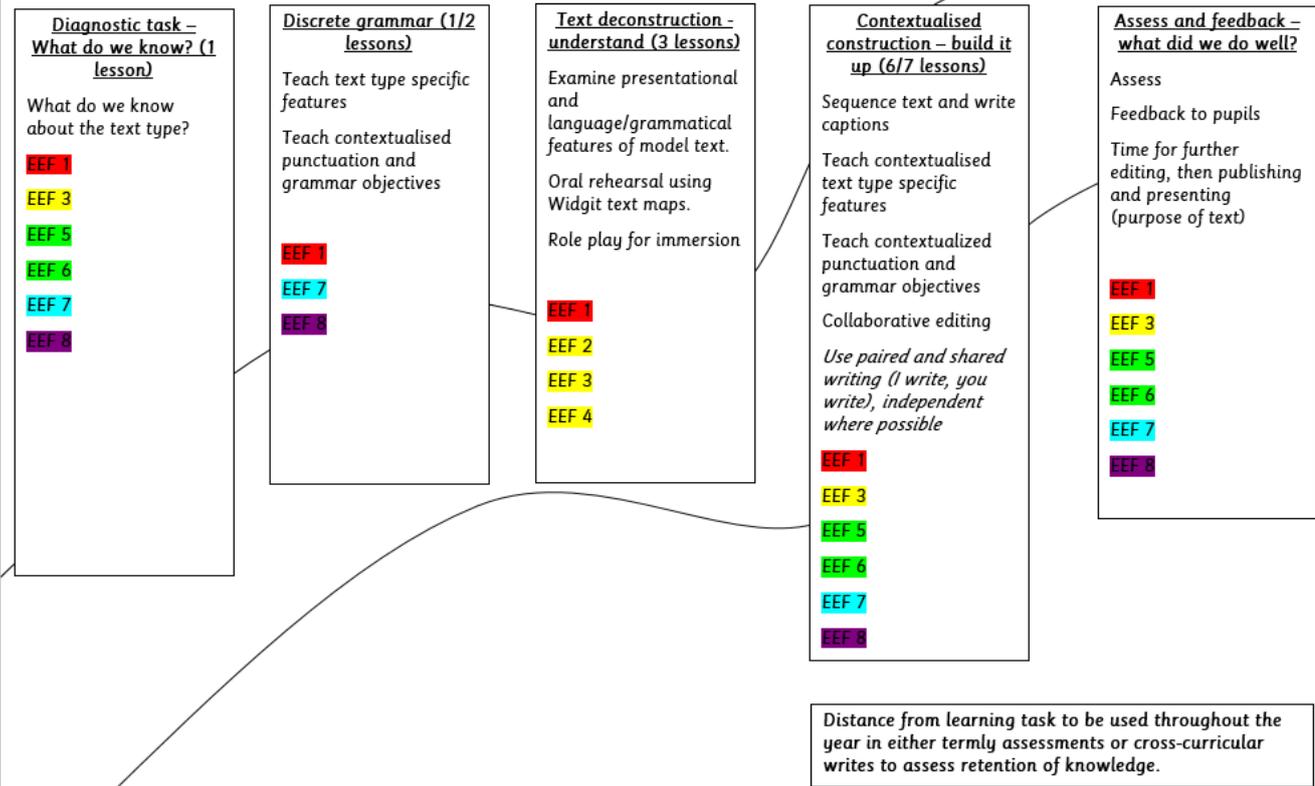
At St Francis, we want our pupils to become confident writers who understand that writing can have many purposes. In order to develop this understanding of and love for writing, we use a wide range of quality fiction and non-fiction model texts to ‘hook’ all children from Reception to Year 6. We will also give all children regular opportunities for publishing and presenting work. We have developed progressive writing journeys for EYFS, Year 1, Year 2 and KS2, to ensure our pupils become confident and independent authors, with developing stamina for writing. Each learning journey takes into account the findings of the Education Endowment Foundation into how to improve Literacy across school.



Each half term, our Reception children will spend time listening to and learning a nursery rhyme, orally rehearsing this using a text map and lots of role play to support. They will then listen to and discuss a traditional tale, each half term focusing on a different question type: who, what, where, when, why, how. A text map will be used to support oral rehearsal of the traditional tale, which children will then perform for an audience. Children will also take part in recording the story by writing it, which will take the form of mark making or teacher recording of children’s thoughts, moving to more independent writing as the year progresses.



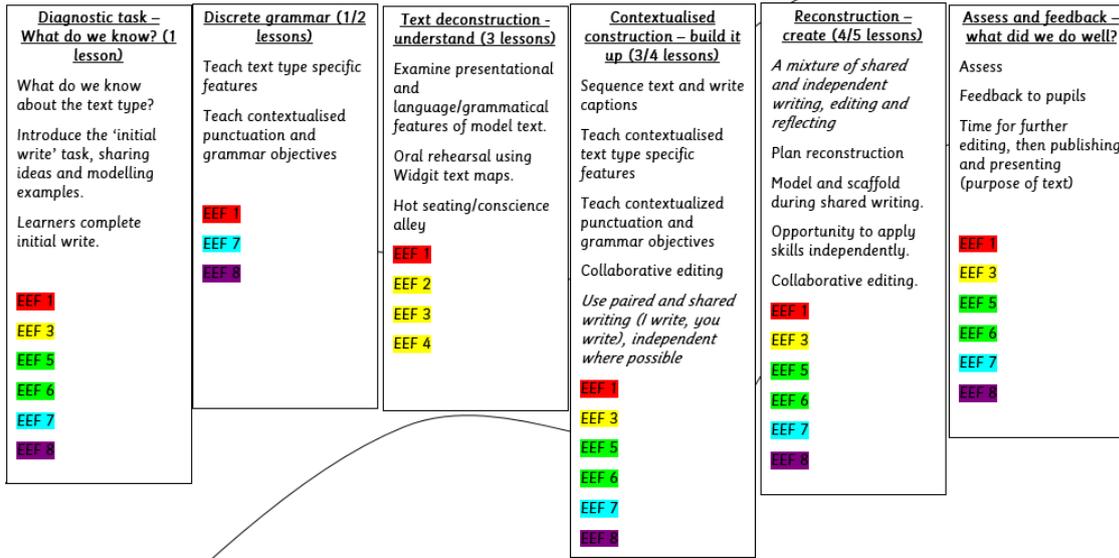
Our Year 1 writing learning journey



For each unit of writing, Year 1 will begin by discussing the text type they are focusing on, for example thinking about what a story is or what instructions are. After this, discrete grammar lessons will take place, where children are taught grammar and punctuation objectives in the context of the text type. This will ensure that all children are confident in understanding what a sentence is, and therefore are able to write them confidently. Children will then be introduced to a model text, which they will orally rehearse via the use of text maps in order to internalise the structure and vocabulary. After this, children will be given the opportunity to 'build it up', where they will practice applying the punctuation and grammar features they have been learning about. As part of this, there will be opportunities for shared/paired writing and 'I write/you write' opportunities. Children will receive feedback before editing and publishing their work.



Our Year 2 writing learning journey

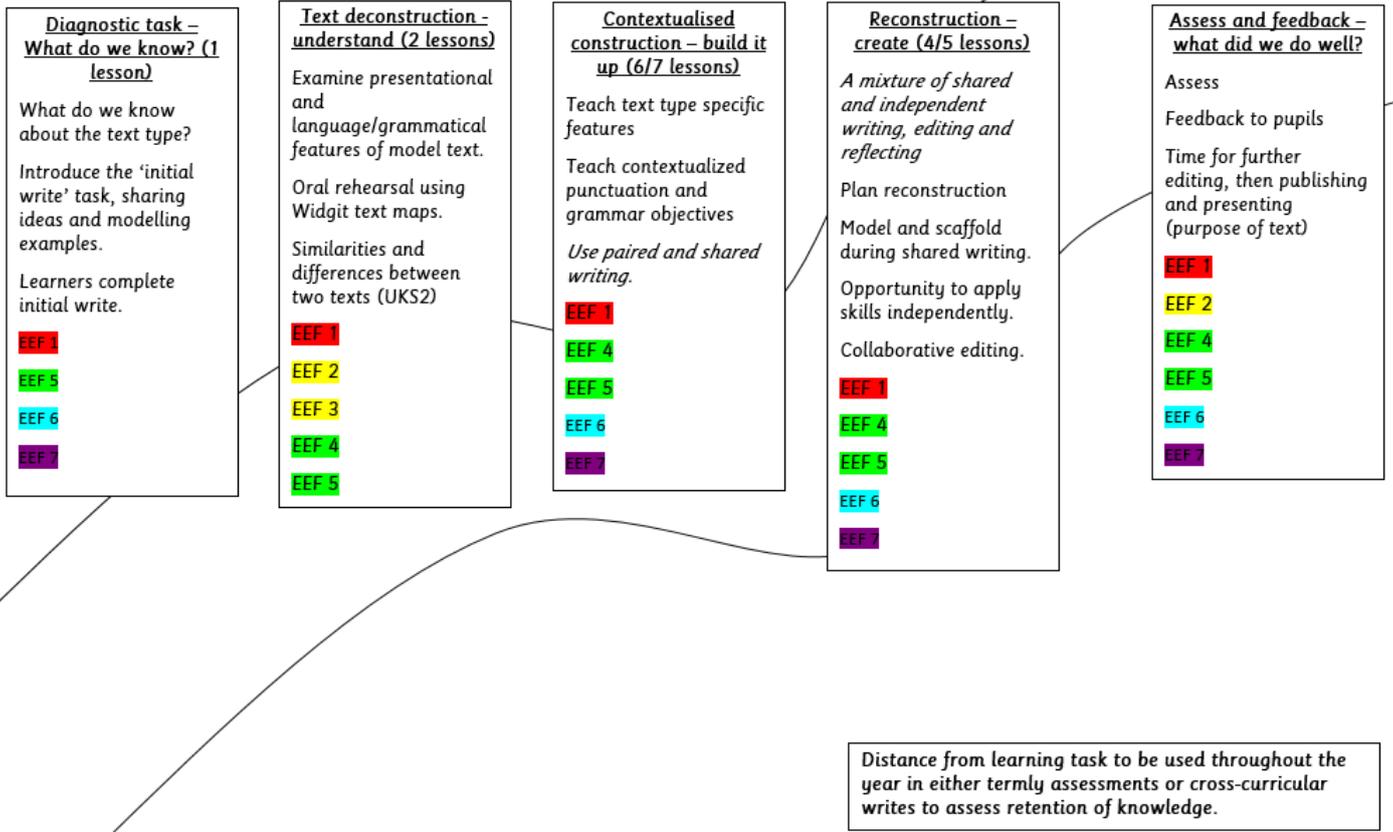


Distance from learning task to be used throughout the year in either termly assessments or cross-curricular writes to assess retention of knowledge.

When children reach year 2, more fiction and non-fiction text types will begin to be introduced. Year 2 children will be taught writing in the same style as Year 1, however, they will also begin to ‘create’. This will involve planning and creating their own versions of the model text, using and applying the taught grammar and punctuation skills. Children will receive modelling and scaffolding in the form of shared/paired writing and I write, you write, but will have chance to apply the taught skills independently. Children will receive feedback before editing and publishing their work.



Our KS2 writing learning journey



As our pupils enter and move through Key Stage 2, they will become familiar with a wider range of fiction and non-fiction text types and purposes. They will develop their independence and stamina for writing as they move through school. In Years 3-5, children will be introduced to a text type and discuss prior knowledge of this, before completing an initial write. They will then learn a model text through use of a text map, as well as examining and identifying the key presentational and grammatical features of the text type. They will then practise using the identified grammatical and presentational features in shorter writes, before planning and creating their own versions of the model text, using and applying the taught grammar and punctuation skills. Children will receive modelling and scaffolding in the form of shared/paired writing and I write, you write, but will have chance to apply the taught skills independently. Children will receive feedback before editing and publishing their work.

Children in Year 6 will be taught according to the Lancashire writing planning. This is built of four phases: creating interest, reading, gathering interest and writing. Children will complete multiple short-burst writes across the reading and gathering content phases, practising their application of taught presentational and grammatical skills, before completing their final writing pieces, which they will edit and improve after self, peer and teacher feedback. Children in Year 5 will be taught according to Lancashire planning in the Summer term.

Assessment and Cross-curricular Writing

Teachers will assess children within writing lessons, for example, via quizzing and check rounds. As well as this, across Key Stages 1 and 2, children will complete ‘distance from learning’ tasks throughout the year. These will be in the form of termly ‘assessment’ pieces and also cross-curricular writes. For example, if children have learned to write recount letters in Autumn 1, they would write the same text type during their History learning in Autumn 2. This will mean that teachers will be able to assess retention of knowledge of text type and application of grammatical skills.

The Teaching of Spelling (see separate Spelling policy)



Spelling is taught from EYFS to Year 1 through the Little Wandle phonics scheme. In Year 2, the Little Wandle spelling scheme is followed. Throughout Key Stage 2, children will learn to spell by applying their knowledge of phonics, building on what they have learned in their earlier years in school.

The Teaching of Handwriting (see separate Handwriting policy)

All children will be expected to write legibly and fluently, with the relevant joins being taught as they move into and through Key Stage 2.

8) PLANNING

Planning of the subject has been completed to ensure progression in knowledge as the children move through the school. The Long-term plan for this subject area can be found on our curriculum section of our website: [Curriculum Section of Website](#)

The detail of content, including precise knowledge has been set for each year group as outlined in the Long-Term Plan. It is the role of the class teacher to place this into short-term planning to cover in their classes.

The teaching and learning policy demands that teachers plan the outlined content taking consideration of the following:

- Cognitive load
- Learning organisation
- Learning progression
- Learning steps
- Sequential – retrieval practice
- Mode A:Mode B Teaching

The Teaching and Learning Policy, section 5.8 (page 11), defines Mode A:Mode B teaching as:

During the planning process, the teacher will identify which type of teaching is required.

Mode A:

Every teacher needs to be able to deliver high-quality instructional teaching. This is Mode A. Explaining, Modelling, Questioning, Checking for Understanding, Guiding Practice. This is identifying when content requires explicit instruction.

Mode B:

Mode B teaching usually involves content that would benefit from a child-led, curious and inquisitive approach, for example, a science experiment. "I have put some resources on your table, explore and come up with some statements and/or questions to share"

Teachers will use instructional routines throughout Mode B teaching.

Unlike Mode A teaching, which will be a daily default, Mode B elements can be woven into the curriculum at varying frequencies. Some elements might be daily, some weekly or monthly, some might happen once per unit of learning or just once a year. Mode B elements offer a depth and richness that supplements the staple diet of Mode A. There are no hard and fast rules and whole lessons could easily be devoted entirely to one mode or the other.

Section five of the teaching and learning policy sets out the processes of planning in our school.

Our Teaching and Learning Policy can be found [here](#).

9) ASSESSMENT

Assessment in Writing is mainly formative. Teachers will assess within lessons and outside of lesson to provide feedback in order for children to improve their work through the unit. At the end of a unit, teachers will monitor the impact of the content taught within the unit. At the end of a term, based on the work



produced at the end of each unit, teachers will assess whether children are at Below, Expected or at Greater Depth Secure using the KLIPS.

Section six of the teaching and learning policy sets out the processes of assessment in our school.

Our Teaching and Learning Policy can be found [here](#).

10) SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT

Definition of SMSC:

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Opportunities for SMSC throughout the curriculum offer is extremely important. Please see curriculum map to view the intentional and purposeful planning of SMSC learning.

11) MONITORING

Writing will be monitored and moderated once a term by all teachers.

12) SPECIAL EDUCATION NEEDS AND/OR DISABILITY

See our Special Educational Needs and/or Disability policy [here](#).

13) HEALTH AND SAFETY CONSIDERATIONS

Use of pen and pencils:

Sharp pencils need to be used with care

Lead piercing skin may lead to an allergic reaction

Ink from a leaking pen must be washed off immediately. Staff to monitor any adverse reaction.

See our Health and Safety policy [here](#).

14) RESOURCES, INCLUDING SUITABLE TEXTS

See curriculum map with the above included. ([Curriculum Section of Website](#))

15) COMMUNITY LINKS – LOCAL AND GLOBAL

See curriculum map with the above included. ([Curriculum Section of Website](#))

16) VISITS, VISITORS AND EXPERIENCES

See curriculum map with the above included. ([Curriculum Section of Website](#))

