

PSJP52

Penistone St John's Primary School

Writing Policy



Approved by:

Governors

Date:

Last reviewed on:

Next review due by:

Intent:

At St John's Primary School, writing is a crucial part of our curriculum with very strong links to our reading and spoken language (oracy) curriculum. In line with our vision of children becoming their best versions, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literature and a habit of reading widely and often. We recognise the importance of cultivating 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 arts of speaking and listening and able to use discussion to develop their learning. We believe that a thorough grasp of literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. Therefore, it is our expectation that every child will leave our school with the skills of a proficient writer who is able to express their thoughts and ideas confidently and creatively through the use of the written word.

Our aim is to develop ambitious and articulate authors (that exists in each and every one of our children) who have the ability to:

- write with fluency and stamina,
- write for a particular purpose, audience and genre,
- take inspiration from writing models and books they have read to develop their own voice and identity as a writer,
- use vocabulary appropriately to convey their intended meaning and to complement the tone and their author voice,
- display excellent transcription skills that ensure their writing is well-presented, legible and has accurate spellings,
- review, edit and proof-read their work to ensure it is produced to their highest quality and reflects their true potential.

Implementation:

In EYFS, children follow the Early Years Foundation Stage Curriculum. All children have the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and texts in a range of situations. In F1, to develop early writing, they use the structure of "Scribble Club." These foundations and a love for writing is built upon and continued through F2 where they take part in Drawing Club. Drawing Club is based around the golden blend of picture books, tales and animations, it involves a short period of time together as a whole class followed by time with children exploring their ideas and creativity. F2 children are Immersed in the world of story and share a treasure trove of vocabulary to open up endless opportunities to expand their knowledge and understanding of vocabulary. This language rich environment is continued in Year 1 where they take part in Curious Quest. Curious Quests is an immersive adventure into story, poetry, make-believe with endless possibilities to invent, imagine and story dream. The Curious Quests combines short carpet sessions, group work and children exploring open-ended resources.

In years 2 – 6, writing is taught through a well-considered and refined sequence where children experience the full writing journey. Throughout the year and their time at St John's Primary School, the children are provided opportunities to write for different purposes. Each child will receive multiple opportunities throughout their school life at St John's to write for the following purposes (for different genres and audiences):

- To describe,
- To narrate,
- To explain,
- To instruct,

- To give and respond to information,
- To argue.

We ensure that our reading curriculum intrinsically links with our writing curriculum to give pupils the maximum opportunities for developing a strong awareness of the purpose, audience, genre and tone. Two to three weeks prior to starting a unit, staff begin to immerse the pupils (through their reading lessons) in the text type they are studying and writing to lay the contextual and conceptual foundations. Through exposure and analysis of model texts in reading, it provides an opportunity to embed knowledge of text and sentences structures, grammar features and vocabulary which allows children to be able to apply this knowledge learned to write effectively across a range of genres.

At the beginning of each writing cycle, the children take part in lessons which prepares them for their own writing. These include:

- Hook lessons are used to inspire a love for writing and generate enthusiasm.
- Context lessons (carried out within the writing/reading curriculum) allow children to build their knowledge of the purpose, audience and genre of the piece of writing that they will be producing.
- Grammar, punctuation and spelling lessons allow key features to be taught. Opportunities to develop fluency with these skills are provided as well as further challenge to embed skills before application in their writing.
- High-quality model texts allow the children to be exposed to fantastic examples and are used to inspire and challenge their writing further.

After this, the children take part in planning, drafting, editing and publishing sessions to develop and produce their final piece. During these lessons, teacher model how to capture ideas, how to record these in an effective and appropriate way (thinking about key skills, ambitious vocabulary and sentence structures) for the audience/purpose/genre and how to become reflective learners through up-levelling and editing their work.

All published pieces are celebrated in a variety of ways:

- sharing them with parents and carers through sending the pieces of writing home,
- writing displays,
- sharing writing with other year groups – children pairing up with peers in different year groups to read and share their writing,
- sending them out to external audiences in hope of getting a response e.g. sending letters to real recipients.

Impact:

Through our very carefully planned and sequenced English curriculum, pupils will make good progress from their own personal starting points, By the end of year 6, they will be able to write clearly and accurately and adapt their language and style in, and for, a range of contexts, purpose and audiences. Our pupils will acquire a wide vocabulary and have strong proficiency in written word. Most importantly, they will develop a love of writing and will be well-equipped for the rest of their education in Key Stage 3, 4 and beyond.