Mexborough St John the Baptist Church of England Primary

"There is something delicious about writing the first words of a story. You never quite know where they'll take you."

Beatrix Potter

Writing Policy

Intent:

At Mexborough St John the Baptist, we aim to provide a high quality writing curriculum which will allow pupils to speak, read and write fluently so they are ready for the next stage of their education by the time they leave primary school.

Our writing curriculum reflects our school vision. We promote a novel study approach; a high quality text is used as the driver for each writing unit. This in turn builds children's experiences of the world and brings the magic of stories to life. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum. We have relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. By the time pupils leave Mexborough St John, we aim to ensure they are proficient, independent writers.

Implementation:

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all pupils are provided with high quality learning experiences to develop pupil's life-long love of learning.

There is a clear rationale behind our curriculum, and careful thought and planning has gone into each of our areas of learning.

At Mexborough St John the Baptist, we use the novel study approach when teaching writing. Our reading spine outlines class novels. These may be linked to our wider curriculum or a standalone challenging text. The text is the hook for all writing opportunities and all English lessons include an element of reading part of the story. By using this approach, all aspects of the English curriculum are taught through the text and pupils use and apply skills and understanding in spelling and grammar, reading and writing to make accelerated progress.

Pupils are taught through writing purposes. In Key Stage One, children focus on writing to entertain and writing to inform to allow them to embed the core writing skills and grammar knowledge. In Lower Key Stage Two, children embed writing to entertain and inform as well as introducing writing to persuade. In Upper Key Stage Two, children continue to embed these skills with the addition of writing to discuss. A range of text types are included throughout the teaching sequence covering both fiction and non-fiction. Writing is purposeful so that pupils understand the context and the audience that their writing is for.

Our writing curriculum:

Y1	Block 1	Block 2	Block 3	Block 4
Core Text	Supertato	Small Knight and George	Rosa Parks Neil Armstrong	The Midnight Zoo
Writing Purpose	Entertain	Inform	Entertain	Inform
Text types	Read and response	Instructions Letter Wanted poster	Diary Story Description	Report Poetry

Y2	Block 1	Block 2	Block 3	Block 4
Core Text	Vlad and the great fire of London	The Polar Express	The Secret Garden	Flotsam Why water is wet
Writing Purpose	Entertain	Inform	Entertain	Inform
Text types	Read and respond Setting description Diary	Recount Explanation Text Instructions	Adventure Story Poetry Character description	Newspaper writing Letter Non-chronological report

Y3	Block 1	Block 2	Block 3	Block 4
Core Text	Escape to Pompeii	The Iron Man	Arthur and the golden rope	The boy who grew dragons
Writing Purpose	Entertain	Inform	Entertain	Persuade
Text types	Narrative- historical Description- character Description- setting	Recount Letter Biography	Quest Story Poetry	Advert Explanation Persuasive letter

Y4	Block 1	Block 2	Block 3	Block 4
Core Text	The miraculous journey of Edward Tulane	The boy at the back of the class	The Lion, The Witch and The Wardrobe	Secrets of a Sun King
Writing Purpose	Entertain	Inform	Entertain	Persuade
Text types	Narrative- next chapter Description- character Diary	Recount Newspaper Letter	Description- setting Narrative- adventure Poetry	Letter Advert Recount

Y5	Block 1	Block 2	Block 3	Block 4
Core Text	Who Let The Gods Out?	Holes	Street Child	Cosmic
Writing Purpose	Entertain	Inform	Discuss	Entertain
Text types	Diary Description (character) Narrative	Non-chronological report Letter Instructions	Balanced Argument Speech Newspaper Report	Poetry Story- time slip Description (setting)

Y6	Block 1	Block 2	Block 3	Block 4
Core Text	Kensuke's Kingdom	The boy in the striped pyjamas	The Giant's Necklace	Moth Skellig
Writing Purpose	Entertain	Inform	Entertain	Discuss
Text types	Adventure story Description- setting Description- character	Letter Newspaper Report Explanation	Narrative- spooky Diary Poetry	Balanced Argument Essay Non-chronological report

Early Years Foundation Stage (EYFS):

Writing is promoted from the Early Years at Mexborough St John. Our F1 provision uses dough disco as well as 'squiggle while you wiggle' before using the summer term to prepare for writing in F2. Pupils develop their fine motor skills in order to hold a pencil correctly. Pupils are then shown how to form letters. They are given many opportunities to write within the learning environment. Pupils are encouraged to apply their phonic knowledge to write simple CVC and CCVC words which will lead into them writing simple sentences.

Key Stage 1:

In Key Stage1, pupils will focus on applying and securing phonic knowledge within writing. They will write sentences from memory including spellings and aspects of grammar they have been taught. They will write for different purposes: entertain and inform. Children orally rehearse what they want to write. They are able to edit writing with support from teachers and their peers. They will learn the grammar ideas identified in the appendices of the National Curriculum and apply this to their writing. They will write in line with the schools handwriting policy.

Key Stage 2:

In Key Stage 2, Pupils will use phonetic as well as knowledge of morphology and etymology to spell words. They use dictionaries to spell words they are unsure about. Children learn to write for a range of purposes and audiences. Children learn to plan effectively using their understanding of the novel to create a suitable plan. Pupils learn to write with confidence and at length. They regularly practise editing and redrafting skills. Pupils are taught the grammar aspects identified in the appendices of the National Curriculum and apply this to their writing. They will write in line with the schools handwriting policy

Differentiation for vulnerable groups

As the novel is supposed to be challenging for all pupils, some may find this trickier to access. Throughout the planning process, strategies and resources are put in place to ensure all pupils can access learning alongside their peers. Strategies include pre-reading the text, visual cues to help understanding, sentence stems and support from adults in the room.

Impact:

Pupils' learning over time, reflects the intended curriculum. The concepts and big ideas provide the schema through which meaning is made and helps to ensure long term knowledge growth. This in turn ensures pupils know more and can do more.

Research shows that repetition of course content leads to sticky learning; the transfer of knowledge from the short term to long term memory. At Mexborough St John's, we achieve this through regular retrieval practise. Children can speak with confidence about what they have learnt and how they can apply this to other parts of their learning.

Leadership and Governance evaluate the teaching and learning of Writing half termly through lesson drop ins, planning and book looks and pupil interviews. Writing data is analysed to identify key groups of pupils and priorities/ areas for improvement so that these can be swiftly addressed. Assessment is in accordance with the Early Learning Goals (ELG) in Foundation Stage, and the National Curriculum criteria for the end of Key Stage 1 and 2.

Assessment

Independent writing takes place within each novel study unit. Assessment of Learning is inputted by class teachers into the school's summative database to evaluate. This provides the evidence of learning and achievement, enabling an accurate summative assessment to be made at the end of each school year, and at the end of Early Years

Foundation Stage, Key Stage 1 & Key Stage 2. Writing moderation takes places across phase teams, the whole school and with local schools across the school year.

The impact of our curriculum will be seen not only in measurable attainment and progress but that St John the Baptist Primary School creates polite, well-mannered caring members of our school community who understand and respect everybody's differences and needs.