**Writing Policy**

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**St Martin’s Catholic Primary School**

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| **Last reviewed on:** | February 2023 |
| **Next review due by:** | 2025 |

**Writing Policy**

**Statement of intent**

## At St. Martin’s we believe that all children have the potential to become great writers.

## It is our intent to provide pupils with a high-quality education in English in order to develop the children's abilities to listen, speak, read and write for a wide range of purposes and audiences, whilst developing their own individual flair. Our aim is to inspire a love of writing where all our children can communicate their ideas and express their emotions, thoughts and opinions to others effectively, creatively and successfully. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary, so that they can decipher new words and use them in their writing. We also aim for our children to apply all of these English skills to all areas of the curriculum.

At St. Martin’s we aim to ensure that all pupils:

* Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
* Appreciate our rich and varied literary heritage.
* Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas.
* Are competent in the arts of speaking and listening, making formal and informal presentations, demonstrating to others and participating in debates.

**Statement of Implementation**

Writing

We follow a Mastery approach to the teaching and learning of English through the programme Pathways to Write. Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built through repetition within the units, and children apply these skills in the writing activities provided.  Many opportunities for widening children’s vocabulary are given through the Pathways to Write approach and this builds on the work we do in school to provide our children with a rich and varied vocabulary.

We provide time for the children to reflect on their writing – evaluating and editing their work to make improvements. Writing toolkits including dictionaries, thesauruses, vocabulary mats, genre features and model texts are also accessible.

Children will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar and build on what they have been taught to expand the range of their writing and the variety of the grammar they use. We take pride in all our written work including handwriting, content and presentation throughout the school year and this hard work is reflected in our books.

Spelling, Punctuation and Grammar

The *Pathways to Write* scheme includes teaching of grammatical concepts. These are again progressive with each year group building on the previous one. At the beginning of each new topic, the previous year concepts are reviewed to assess whether they are embedded or need revisiting.

Each class also has a dedicated timeslot each week to focus on grammar and punctuation that is at age-related expectations for their year group.

Spelling in Key Stage 1 is taught through the *Read, Write, Inc* scheme of phonics. Key Stage 2 follows the scheme set out by Twinkl. This scheme has a relevant spelling pattern for each week for children to focus on. This scheme is progressive and does allow children to build on patterns learnt in previous years. It also allows staff to know which patterns the pupils have been previously taught, in order to recognise if any specific children need further intervention work.

Handwriting

Handwriting follows the Twinkl scheme of work. This scheme allows children to build up their writing skills to form legible, cursive handwriting. In Key Stage 2, children have the opportunity to earn their pen license once their handwriting is continuously at a legible, cursive standard.

Writing in EYFS

The skilled staff in EYFS provide many exciting writing opportunities for the children, both focused sessions and through continuous provision. They follow the *Pathways to Write* planning when it is appropriate and grips the children’s interests, if texts are changed the objectives (Pathway’s Keys) for each unit are followed to maintain progression. Children are given a range of opportunities to create and use print in a meaningful way.  As children develop their knowledge of phonics, this is quickly transferred into their independent writing.

**Statement of Impact**

At the heart of our English curriculum is the need to develop children into confident readers. This then impacts upon writing, children’s understanding of punctuation and grammar as well as spelling. While all of these elements are taught independently in their own right, it is impossible to ignore the huge role that reading plays in ensuring children make progress across the entire English curriculum. The Pathways to Write scheme fits into this perfectly as each topic is based around a specific story. This ensures that even during a writing session, children are exposed to good, quality texts. By also implementing schemes for writing, spelling and handwriting that are progressive, we are ensuring that our children are confidently able to build upon prior learning across all elements involved in writing. It also allows teaching staff to see children who are not progressing to their age-related expectations and can therefore be taken for specific, targeted interventions to help them overcome any barriers to their learning.

To be able to monitor the impact of teaching, we undertake rigorous assessment to ensure that English skills are embedded. Children are assessed after each *Pathways to Write* unit with the focus being on the new elements of writing they will have learned that half term. This is assessed through a longer piece of writing which has been planned out prior to writing.

Continuous assessment of handwriting and spelling takes place throughout the year to ensure that children are progressing. Children who appear not to be making progress are then highlighted for interventions. Spelling is also assessed in formal assessments at the beginning and end of the year.

Punctuation and Grammar is assessed within the piece of writing at the end of each *Pathways to Write* unit of work. Punctuation and Grammar from the previous year is also tested at the start of each new unit to see if retention of this knowledge has occurred or whether it needs revisiting. Punctuation and Grammar is also tested in KS2 at the beginning and the end of each year using a formal assessment.