

Mottram Church of England Primary School



A wonderful and distinctive Christian school

At the heart of our small school is family. We believe that every child is unique and has the potential to change our communities for the better. We encourage children to show compassion for others and to embrace our Christian values and the love of Jesus.

Writing Policy

Intent

At Mottram we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school

Aims and Objectives

- Pupils will enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)

Teaching, Learning and Planning

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, revise and evaluate their writing.

We aim to develop children's competence in transcription and composition, enabling children to plan, produce and edit well structured, detailed writing, in which ideas are organised and communicated effectively, and readers are engaged. Equally, we want inspired writers and we achieve this through a range of relevant resources and techniques, such as film clips/shorts, well-chosen texts, educational visits, visitors/professionals, etc.

Close attention is paid, throughout the school, to the formal structures of English, with the teaching of grammar, punctuation and spelling being explicitly taught in English lessons. Teachers enhance children's knowledge, when opportunities arise, in other subjects. Additionally, KS1 and Lower KS2 children follow a focused handwriting scheme.

Teachers model writing strategies and encourage children to be creative, making conscious decisions to vary the structure of their sentences and overall written pieces. The use of phonics and spelling are a continued focus, with children expected to apply current knowledge to edit and correct work. Children are given frequent opportunities to write in different contexts, using quality texts as a focus and model, whilst writing for a variety of purposes and audiences. Guided writing sessions are used to target specific needs of groups and individuals, whilst children have opportunities to write at length in extended, independent writing sessions at the end of each unit. They may be asked to produce their writing on their own, or as part of group. Children are also given the opportunity to use computers for their writing, when appropriate.

Early Years Foundation Stage

In Reception, children have daily differentiated phonics and handwriting lessons. Children have opportunities to develop their communication, language and English skills for two and half days a week- with teacher-led group activities and child-led activities through continuous provision, which focuses on English during that time.

Key Stage 1

In Key Stage 1, daily differentiated phonics and handwriting lessons continue, and are taught in ability groups. Children also receive weekly spelling lists taken from the National Curriculum year appropriate spelling lists. They have regular mixed ability English lessons, focusing on a particular text, or text type, with grammar integrated into these lessons. Children take part in both guided and individual writing sessions. English skills are developed across the curriculum

with strong links made to topics studied. Talk for writing is used as a strategy to develop writing skills. Provision is made for children who require extra support, through intervention programmes and differentiated class teaching.

Key Stage 2

In Key Stage 2, children have regular English lessons, with integrated and discrete grammar and spelling. English skills continue to be developed across the curriculum with Topic lessons used to provide cross-curricular writing opportunities. Texts are chosen, where possible, to link with the topics. Provision is made for children who require extra support through intervention programmes and differentiated class teaching.

Cross-Curricular Writing Opportunities

The skills that children develop in writing are linked and applied to every subject in the curriculum. Teachers carefully plan effective cross-curricular links, allowing children to practice and apply the skills, knowledge and understanding they have developed in explicit English lessons.

Assessment

Teachers continually assess children's writing. Both individual and guided writing sessions are used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Children's attainment and progress is regularly monitored and reviewed against the national curriculum's age related expectations, Benchmarking and teacher and support staff records.

Writing and Inclusion

We aim to provide for all children so that they achieve as highly as they can in writing, according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Children working at greater depth will be identified, and suitable learning challenges provided.

Use of Technology

We recognise the important role of the use of technology has to play in our school in the development of English skills. Technology is used regularly to enhance the teaching of English and to give all children the opportunity to experience, read and write multimodal texts and develop visual literacy.

Differentiation

Differentiation will be evident in the teachers' planning and/or an individual success criteria in the pupils' book.

Equal Opportunities

Mottram CE Primary has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children.

Parental Involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in English.

There are opportunities each term when parents can discuss their child's progress with their teacher.

Strategies for supporting children are shared at Pupil Progress, Inclusion and 'Parent Consultations'.

SATs results are published in accordance with Government legislation.