



St Luke's C.E. Primary School

Writing Policy

Langport Avenue

Longsight

Manchester

M12 4NG

INTENT

What are the aims and objectives?

At St Luke's, we believe that the ability to write with confidence and accuracy is an essential life skill. Effective writing is the ability to communicate ideas, information and opinions through the printed word in a wide range of contexts. Successful writers understand the social function and characteristics of writing in order to use different genres appropriately, matching it to audience and purpose. Writing also requires the writer to understand and accurately apply the conventions of syntax, spelling and punctuation. We aim to equip children with the skills necessary to achieve this, throughout the curriculum.

Our aims are for all children at St Luke's to:

- Write with confidence, clarity and imagination
- Understand and apply their knowledge of phonics and spelling
- Understand how to write in a range of genres (including fiction, non-fiction and poetry), using the appropriate style, structure and features
- Plan, draft, revise and edit their own work, and learn how to self- and peer-assess against the success criteria
- Develop technical vocabulary (meta-language) through which to understand and discuss their writing
- Develop their imagination, creativity, expressive language and critical awareness through their writing

We aim to develop, through our teaching of writing, the following attitudes:

- Curiosity and interest
- Pleasure
- Critical appraisal
- Thoughtfulness
- Independence
- Confidence
- Perseverance
- Imagination

What are our targets?

We set aspirational targets at St Luke's, and strive to ensure that all of our children make excellent progress from their own starting points. We expect that at least:

- 80% of children should be writing at or above age-related expectations by the end of Key Stage 2
- 80% of children should be writing at or above age-related expectations by the end of Key Stage 1
- 80% of children leave our EYFS secure at phase 3 phonics
- 70% of children achieve a Good Level of Development at the end of EYFS

IMPLEMENTATION

How do we meet the needs of all children?

Writing is taught across the curriculum as well as in English lessons. In English lessons, Writing is taught as part of a unit of work on a specific genre according to our 'St Luke's Writing Journey', which ensures that the key skills of transcription (including spelling and handwriting), composition, vocabulary, grammar and punctuation are taught in context in order to for children to understand the purpose of these skills as well as giving opportunity to practise and progress. Opportunities for exploration of language and vocabulary development are embedded through speaking and listening, drama, debate and 'Talk for Writing' retelling activities.

Writing is differentiated to meet the needs of all children including our INA and EAL pupils, SEND pupils, disadvantaged pupils, higher attaining pupils and other vulnerable groups.

To find out more about the teaching and learning in writing as well as our 'St Luke's Writing Journey', please [click here](#).

What does SEND look like in writing?

We are committed to ensuring that all pupils and are able to access a broad, high quality curriculum Pupils are likely to learn at different rates and require different levels and types of support. We seek to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning. We use adaptive teaching where we focus on how teachers can help all learners reach the same goal and learn the same skills and concepts at their own individual level. In order to meet the additional needs of individual SEND pupils at St Luke's, we tailor resources, organise the classroom environment and buy in further resources as and when the need arises. In writing these may include pencil grips, slopes, coloured overlays, clicker grids, scribes and more.

[Click here for our Accessibility Policy](#)

How do we promote SMSC and British Values?

SMSC and British values are consistently promoted throughout the curriculum, and in English particularly through choices of texts and discussions about books and texts we are studying. We aim to ensure that the children have exposure to genres and styles from other cultures and about a variety of subjects, as well as classic British literature. Many of our topics provide opportunities for discussion about PHSCE and SMSC topics, friendships, democracy, treating others with respect and kindness, rules and laws, individual liberty and freedom of choice.

[Click here for our SMSC Policy](#)

[Click here to find out more about British Values](#)

What opportunities do we provide for out of school learning?

All children, from EYFS to Year 6 are provided with a variety of opportunities to develop their writing skills at home, particularly through the home-school projects. Our projects allow children to write creatively, for a variety of purposes, across a range of genres, about interesting and engaging

topics. Parents and carers are encouraged to support their children to complete projects to a high standard, focussing on presentation as well as creativity. In addition, all KS1 and KS2 pupils are set weekly spellings to learn and practise at home as well as grammar and punctuation exercises, and longer writing tasks as part of weekly homework in KS2.

The school also subscribes to an online learning platform which the children can access at home with their own log-in: [Click here for the Purple Mash website](#)

What schemes of work do we use?

We follow the Letters and Sounds programme of phonics from Phase 1 in Nursery to Phase 6 (and support for spelling) in Year 2.

We follow the National Curriculum to ensure that a range of genres are taught, including narrative, non-fiction and poetry. The national curriculum also sets out, for each year group, the statutory requirements for:

- Transcription (including handwriting and spelling)
- Composition
- Vocabulary, grammar and punctuation

Our handwriting scheme, developed progressively from EYFS to Year 6, is the Cambridge 'Pen Pals' scheme.

[Click here for the Letters and Sounds website](#)

[Click here for the Purple Mash website](#) [Click here for the National Curriculum document](#)

How do we safeguard children?

We promote the safeguarding and wellbeing of all children at all times throughout the curriculum. Our children are given opportunities to develop self-confidence and resilience; they are taught to challenge, question and make informed choices; and are given skills to resolve conflicts. Should any pupil make a disclosure, all staff are aware of the safeguarding policy and follow our safeguarding procedure.

[Click here for our Safeguarding Policy](#)

IMPACT

How do we assess writing at St Luke's?

Statutory writing assessments:

- End of Key Stage 2 Writing Teacher Assessment
- End of Key Stage 1 Writing Teacher Assessment
- EYFS profile

[Click here for the EYFS policy](#)

In each Key Stage, the statutory Teacher Assessments for writing are subject to a cycle of moderation to ensure consistency and accuracy of judgements.

Assessment and tracking at St Luke's:

- St Luke's KIPs (Key Indicators of Progress for each year group)
- Termly progress tests – NFER SPaG test series
- CAT assessments
- Writing standards files
- Writing moderation schedule for all year groups

Assessment for Learning at St Luke's:

- Phonics and spellings assessments for each phase
- AfL opportunities provided through regular writing lessons, guided writing, shared writing, daily phonics sessions in EYFS/KS1, and writing interventions where appropriate
- AfL opportunities across the wider curriculum, particularly in Science and Humanities subjects, home-school projects, debate sessions and the Enhancement Curriculum
- Use of self and peers assessment using success criteria

[Writing moderation](#) - TBC

How do we report to parents/carers?

Parents and carers are kept regularly informed of children's progress and attainment in writing through our open-door approach, which fosters an on-going dialogue between home and school. We hold two formal Parents' Evenings, in October and March, at which parents and carers are given a clear written and verbal indication of how their children are progressing and targets for future development. At the end of each academic year, each pupil receives a written report of their progress and attainment. Additional reports are sent home to parents of pupils at the end of EYFS, Year 1, Year 2 and Year 6 to explain their performance against national standards.

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